RELATIONSHIP BETWEEN TRAINING AND PERFORMANCE OF THE JUNIOR

TEACHING STAFF IN KAMPALA INTERNATIONAL

UNIVERSITY (KIU) MAIN CAMPUS

JOSHUA BYENTAKA NELSON

MAHRM/15911/71/DU

A DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE

STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE AWARD OF THE DEGREE OF

MASTERS OF ARTS IN HUMAN RESOURCE

MANAGEMENT OF KAMPALA

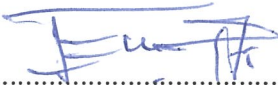## INTERNATIONAL

UNIVERSITY

NOVEMBER, 2009

DECLARATION

I Joshua Byentaka Nelson hereby declares that the work presented herein is my own research effort and investigation. This work has not been submitted to any other institution for any award.

SIGN

....

Joshua Byentaka Nelson

Date: 5th /September/2009.

APPROVAL

I certify that this work submitted by Joshua Byentaka was under my supervision and is ready for evaluation for the award of a Master Degree of Arts in Human Resource Management of Kampala International University.

SIGN

....

Prof. Maicibi Nok Alhas

SUPERVISOR

Date: ...7./.9./.9..........

DEDICATION

This magnificent piece of work in its entirety is bestowed unto the Almighty God, who always anchored me whenever I lost hope, His faithfulness to me in this struggle has been unquantifiable, and may this work therefore give Him all the glory he deserves in the name of the Father, the Son and of the Holy Spirit.

Awesome gratitude also go to my dearest Ms. Harriet Nanyombi for her immense material and spiritual support, encouraging me again and again that I will make it. May you and your family live to see God's un-failing love, thanks indeed my love.

ACKNOWLEDGEMENTS

My sincere acknowledgments go to Professor Maicib Nok Alhas, who has been my academic mentor ever since I begun this program in August 2007 till accomplishment in August 2009, peace be upon you and your family, and may God increase the days of your life.

My passionate gratitude extend to my research consultant Mr. Emmanuel Kiweewa for his tireless effort at all times, serving as my guiding post all through this journey, I do wish you success in all your pursuits and I also promise to always be there whenever you need my help.

Finally but not least, I also want to acknowledge Mr. Kibuuka Muhammad for all his kind support, shalom be unto you and your family, and may you live to see your success.

LIST OF TERMS

CASE STUDIES: learning techniques that use predetermined situations to provide opportunities for the analysis of data and presentation of solutions without the risk of failure provided with the real world-situations.

COACHING: showing people how to apply knowledge they already posses

COMMUNICATION: is the process through which employees are kept informed about the relevant and what is expected of them

EVALUATION: establishing the reliability and validity of the training

JUNIOR TEACHING STAFF: comprises of the assistant lectures and teachings assistants

MENTORING: process in which trainees observe the skills displayed by an experienced member or supervisor, copies and adopts that behaviour.

PERFORMANCE: process of combining various material and immaterial input so as to give value addition of it is how well a piece of work is done.

REWARD: paying a the relative worth of an output

ROLE PLAY & SIMULATION: offering trainees opportunities to perform in situations as if they were real

TEACHING ASSISTANT: are newly recruited from undergraduate, currently doing postgraduate studies and teach under instructions of senior lectures

ASSISTANT LECTURERS: are those that have completed their postgraduate program

TRAINING APPROACHES: methods used by organization to implement a training of choice.

TRAINING TECHNIQUES: various forms of implementing a given approach of training

TRAINING: providing learning opportunities to acquire and improve job-related skills for performance enhancement

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABSTRACT

The study set out to investigate the causes of poor performance of the junior teaching staff and its effect on graduates of Kampala International University. The position held by the junior teaching staff is very vital if the University is to fulfill its mission of producing competent graduates. However, in order to realize that mission, junior teaching staff must be trained.

A qualitative and quantitative, correlational cross-sectional study based on variables measured with numbers and analyzed by SPSS (Statistical package for social scientists) was carried out on a sample size of 90 full time junior teaching staff. Data was collected primarily through self-administered questionnaires and triangulated with the face-face interviews.

The study revealed that the approaches of training junior teaching staff in Kampala International University include on-the-job and off-the-job approaches. However, both of these approaches have not been given the value they are worth. According to the study, more than a half of the junior teaching staff have never received either of the above training approach. Some junior teaching staff received such training but on very rare basis.

The study inferred that the absence of coherent training program for the junior teaching staff has resulted into poor performance of the junior teaching staff thus the production of incompetent graduates by Kampala International University. Empirical evidence on the ground exemplified the failure of the junior teaching staff to beat deadlines, unable to complete course outlines on time, failure to produce exam results/marking as scheduled,

unable to handle students in crisis, unable to set targets for themselves, arriving late for lectures, failure to turn-up for lecturers without prior notifications to class representatives, unable to communicate effectively with students and so forth. All this has had a direct negative effect on the students who have gone through their respective course half baked.

The good news however is that, the study has recommended to the management to revisit, redesign comprehensive training programs, implement, and constantly evaluate the training programs for the junior teaching staff in Kampala International University. As a means of motivation, the study has also recommended that training must be followed by rewards where effective performance becomes evident. This is the only way forward to combating poor performance of the junior teaching staff that has contributed to producing of incompetent graduates by Kampala International University.

CHAPTER ONE

INTRODUCTION

1.   INTRODUCTION

This chapter presents the background, problem statement, purpose, specific objectives, questions, scope, and the significance of the study.

1.1   BACKGROUND

Kampala International University (private) is found in Eastern Africa at the heart of Uganda's capital city Kampala. The university's physical location is Kansanga one of Kampala's suburbs 3kilometers along Kansanga-Ggabba road. The University's information bulletin (2009-2010, p.1) indicates that the university commenced its operations in 2001. Since its inception, the institution has built a name in Uganda's education sector having been chartered by the government of Uganda on the 17th of March 2009 as a recognition and acknowledgement to offer pertinent education. The university now offers a variety of courses ranging from certificates to postgraduate levels.

The university is also affiliated to association of African Universities, Commonwealth universities, and the Inter-University Council of East Africa. The university has sprung and expanded to cover the East African regions with branches in western Uganda, Nairobi Kenya, Kigali Rwanda, and Dare salaam Tanzania respectively.

Kampala international University has clearly laid out its Mission, Vision, Objectives and underlying philosophy stipulated out on the University Website (retrieved July 14, 2009, from http://www.kiu.ac.ug) as the guide to its success stated as follow; **Vision:** "To become a premier institution of international repute that prepares students for the

world"(Retrieved July 14, 2009, from http://www.kiu.ac.ug/vision.html). The **Mission** is: "To respond to societal needs by designing and delivering of an education guided by principles and values of respect for society, economy, environmental and to provide and develop a supportive research environment in which scholars, at every stage of their career can flourish."(Retrieved July 14, 2009, from http://www.kiu.ac.ug/mission.html). Having laid down all the above on brochures, notices, website, flyers, and other documents, much of it on the ground leaves a whole lot to be desired. The University put in place a program to recruit junior teaching staff from its products to help the Senior Lecturers in fulfilling the mission and vision (Kampala International University Graduation Magazine, 2004, p. 6). And this is the interest of this study; it is observable on the ground that the performance of junior teaching staff is extremely lacking. Such is exemplified by the failure of the teaching assistants to beat deadlines, unable to complete course outlines on time, failure to produce exam results/marking as scheduled, unable to handle students in crisis, unable to set targets for themselves, arriving late for lectures, failure to turn-up for lectures without prior notifications to class representatives, unable to communicate effectively with students and so forth. As Doyle (2004) notes that inefficient and ineffective training is a proportionate justification for individual as well as group performance. And for Holden (2000) such poor performance by employees is as a result of poor training practices and management styles.

The roles played by junior teaching staff in fulfilling the mission and vision of Kampala International University is so fundamental that if not checked will most likely combat the would be mission and vision of the Institution. But as noted by Musisi (2006, p. 88) on the performance of junior lecturers in Makerere University, poor performance was heavily attributed to poor management styles. And for Kabagambe (2007, p.77-78),

investigating a similar case in Kyambogo University, he conclusively pointed out that poor performance of assistant lecturers was mainly due to insignificant and inadequate training and necessary teaching materials. Although these studies were carried out on performance of junior teaching staff, non of them was in the context of a private university thereby leaving a gap which the proposed study attempts to fill.

Other studies were carried out in the similar context however, did address the performance of the non teaching staff in Kampala International University thereby leaving a gap on the junior teaching staff performance (Arinaitwe, 2006, p. 2). Several other researchers have also showed their interest in the subject in the context of academic institutions, For example, Kagubaire (2006) related performance to retention in Kampala International University. Although this study was on performance, it did not specifically focus on the junior teaching staff performance and also never related it to training, thereby creating a gap which this study intends to bridge through a rigorous assessment of training as a corrective measure for performance of junior teaching staff of Kampala International University.

Across the Centuries, there has been a long tradition of trying to foster efficiency and effective performance of organization (Marchington, 1989). Establishing the demand for human resources to perform cannot be achieved without considering the way employees' skills and talents will be developed and used (Mukama, 1990). As a result, many schools of thought rose, Fletcher and Williams (1992) classified management theories into three broad groups: the Neoclassical management theory, the Modern management theory and the classical management theory. The latter will be the best guiding principle for this study because of its scientific management principles that perfectly addresses the

3

variables of this study. Clifford and Bennet (1999) writes; the scientific management theory spearheaded by Fredrick Winslow Taylor (1856-1915) was characterized by concern for efficiency and systematization in management.

Torrington, Hall, and Myers (1989) explains that Taylor knew the very underlying essence of scientifically selecting and training of workers to work in the designed and trained manner. Braton, and Gold (1999) have it that Taylor believed that following the scientific method would provide a way to determine the most efficient way to perform work. On the basis of the theory, this study proposes that inefficient performance of the junior teaching staff in Kampala International University could be influenced by the designed style of training from the management. As discussed by Williams (2006), organizations are investing ever-increasing amounts of resources into performance management systems, but it is still not clear what they can expect in-return, or how they might influence the likelihood of positive outcomes. For Kampala international University, the latter is even worse, how much is invested in training the junior teaching staff? On what standards is such investments measured in relation to performance? Are there any standard performance requirements? Has performance been linked to any specified result? Taylor (1999) notes that, the scientific method provides a logical framework for the analysis of management problems. Thus, the scientific management theory was too suiting to help this study in defining the problem, gathering the data, analyzing the data, developing alternatives and selecting the best alternative.

The independent variable of this study is training. Training has no single universally agreed upon definition among scholars of management. Despite the nominal variations as this study will reveal, such differences need not to be ignored irrespective of the context

4

where training is to be carried out. Lewis, Goodman, and Fandat (2001) defined "training as a planned effort to assist employees in learning job-related behaviors that will improve their performance." With a more classified approach, Williams (2003) explains that training is reinforcing employees' skills, knowledge, and abilities to the level required for satisfactory performance of the specific job. Armstrong (2003) asserts that training is the means of providing opportunities to employees to acquire new knowledge and skills so as to effectively perform the given job effectively. The underlying theme across majority definitions is acquisition of required skills, knowledge, and abilities to enhance performance. Thus training according to Taylor (2000), is any formal or informal means of helping employees to effectively and efficiently perform their specific duties.

The dependent variable is performance. According to Minsky (2008), performance is the process of combining various material and immaterial input so as to give value addition. Ajzen (1991) perceives performance as actions guided by behavior beliefs, normative beliefs and control beliefs of an individual. In industrial and organizational psychology the term performance is conceptualized as a multi-dimensional construct that takes on the task specific behaviors and the non task behaviors which depends on one another (Borman & Motowidro 1993).

This study will operationalize the Lewis, Goodman, and Fandat (2001)'s definition which emphasizes that training is a planned effort to enhance employees skills and knowledge for effective performance. On the other hand, the best performance in this study will be perceived in terms of the staff's ability to set and achieve targets, communicate effectively, planning, reviewing and developing realistic objectives hence the production of high quality graduates.

Institutions as well organization in the 21st century must heavily invest in their staff in order to realize their desired goals in a rapidly changing world (Sisson, 2000, p. 231). One such investment very crucial for Universities' survival is training their junior teaching staff so as to suit and meet the changing technological, environmental, economical, and all knowledge-based aspects of today's competitive markets. Training has both quality and quantity benefits. Holden (2002) inferred that training as a vehicle for human resources development is concerned with improving the skills of employees and enhancing their capacity to cope with the ever-changing demands of the work situation. Outcomes of training often lead to greater competency in the execution of tasks. As an invaluable process, training enhances the Universities' capacity to flexible working methods. Karugaba (2004, p.81) attributed the low performance of assistant lecturers to under-payment as opposed to training.

A similar investigation by Byamukama (2007, p.88) in relation to Uganda Christian University reveled a general perspective of not investing enough resources into assistant lecturers that has resulted into poor performance. Similarly, Kampala International University also adopted a seemingly low training approach for both academic and non teaching staff training (Arinaitwe, 2006, p.2). According to the study, the training techniques being used here seem not to be very efficient. This means that the junior teaching staff are not fully equipped with both on-the-job and off-the-job training skills, they are therefore not in position to also produce competent students. By not embracing a coherent training approach for junior teaching staff, the future of the University hangs in the balance as well as its products. Despite the several studies that have been carried out

6

relating to Kampala International University, none of them sought to investigate the role training plays on performance of junior teaching staff in Kampala International University. Therefore, this study avails empirical evidence to guide the decision making process as a corrective measure for the problem.

1.1 STATEMENT OF THE PROBLEM

Kampala International University has been recruiting, retaining, and training some of its products who excel at undergraduate and join postgraduate as its junior teaching staff. However, according to this study, the performance of these junior teaching staff is so crucial in fulfilling the mission of the University. This situation has created a growing concern about the products (graduates) of Kampala International University as noted by the Charter Implementation Committee that beseeched the University to improve on the quality of its products (Olile, 2009, June 13). In addition to that, Ndawula (2009, June, 13) also pointed out that among the challenges Kampala International University has faced is the rejection of its graduates by the market. Kampala International University graduates have often been denied fair share of the job market where job opportunities have prevailed. The researcher in this study believed that training of the junior teaching staff has a bearing on the products of Kampala International University. It was therefore necessary to empirically examine the relationship between training and performance of junior teaching staff in producing competent graduates.

1.2 PURPOSE

The purpose of this study was to establish whether training correlates performance of the junior teaching staff in Kampala International University in producing competent graduates.

1.3 OBJECTIVES

1. To investigate the relationship between the approaches of training used at Kampala International University for performance of junior teaching staff.

2. To determine relationship of the various roles training plays on performance of junior teaching staff in Kampala International University.

3. To establish the junior teaching staff's perception of training and performance in Kampala International University.

1.4 QUESTIONS

1. What approaches of training are used at Kampala International University for the junior teaching staff?

2. What roles does training play in the performance of junior teaching staff in Kampala International University?

3. How is training perceived by the junior teaching staff in Kampala International University?

1.5 SCOPE

8

The study specifically concentrated on Kampala International University main Campus because it is one of the biggest private universities in Uganda with a population of over 1000 students (Ssewanyana, 2007, September 11) with four schools, one institute, and five faculties, thus made it suitable for a sound academic research. Junior teaching staff from different schools, institute and faculties were proportionately among the randomly selected respondents. In relation to the content, the spotlight of the study was on: the approaches to training, junior teachers' perception of training, and the roles of training as potential correlates for performance of junior teaching staff in Kampala International University. To effectively and efficiently serve the purpose, the study embraced the scientific management theory with more emphasis on Human Resource Management discipline which plays a leading role in human resource training and performance in Kampala International University.

1.6   SIGNIFICANCE

The study unveiled approaches to training, roles of training, and the perceptions of training and performance by the junior teaching staff in Kampala International University. Contextually, the investigation also revealed the way in which training determines performance outcomes so as to help the management of Kampala International University to set and link training to performance of the junior teaching staff. The study also contributed to the operational definition of these correlates so as to broaden the knowledge in the fields of training and performance for future study in the same or related field. For the junior teaching staff, the study will help them view training as a vital tool to their success in producing competent graduates. Theoretically, the study helped to test and answer questions on how training influences performance in institutions of higher learning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. INTRODUCTION

Training and performance of employees has become a topic of increased focus in institutions and organizations. Purcell (2003) asserted that the impartation and acquisition of knowledge, skills, and development by employees to be flexible and suit the ever changing performance demand is the essence of training. Also noting that this has caused some successful institutions and organizations to adopted scientific management theoretical approaches to ignite efficiency and effective performance among their employees. The study sought to utilize such scientific management theorem to determine the correlation among the variables. This was addressed in the following; theoretical Review, Conceptual framework and review of related literature.

2.1 THEORETICAL REVIEW

This study attempted to view performance of the junior teaching staff as directly influenced by existing training programs and therefore made use of the scientific management theory propounded by Fredrick Taylor (Goodman & Atkins, 2005). According to Millward and Stevens (1990), scientific management was the name given to the principles and practices that grew out of the work of Fredrick Taylor and his followers and was characterized by efficient performance of workers.

Purcell and Sisson (1994) examined the scientific management theory in four major perspectives; each employee's job should be broken down into elements and a scientific way to perform each element should be determined, workers should be scientifically

selected and trained to do the work in the designed and trained manner. Cannell, and Long, (1991, p. 38) also agreed that there must be cooperation between the management and workers so that tasks are performed in a designed manner. Finally managers should take the work of supervision, setting up instructions, designing the work and the workers be free to perform the work themselves (Weber, 1947, P. 221). This theory contains two major vital concepts for this study; that of training and performance. The precursor to effective performance is training. The dependent variable of this study is determined by training, however, designing this training, implementing it, receiving it, instructing it, supervising it, fostering it, and evaluating it is a challenge both to the junior teaching staff and the management of Kampala International University.

2.2 CONCEPTUAL FRAME WORK

Figure 2.1 is a framework, scheming concepts, dependent, independent, and intervening variables for the study. The framework presents training as the independent variable, performance as the dependent variable and organizational/technological capabilities as the intervening variables.

2.2.1 Training (Independent Variable)

Lewis, Goodman, and Fandat (2001) defined "training as a planned effort to assist employees in learning job-related behaviors that will improve their performance." Training is the independent variable with two key aspects; on-the-job training that involves mentoring, demonstration, and coaching. The second aspect of training (off-the-job) involves workshops, conferences, lectures/discussions, case studies, and role play/simulation.

2.2.2 Performance (dependent variable)

According to Doyle (2004), Performance is the process of combining various material and immaterial input so as to give value addition. It may also be how well a given piece of work is done. Performance as the dependent on the other hand lists keys performance indicators as; "setting SMART objectives," setting targets for outputs, evaluation of performance, clear communication of objectives, and effective planning.

2.2.3 Intervening variables:

Organizational capabilities portray the management structure, collaborative relationship, and the chain of command indirectly impacting the dependent variable. The other set of intervening variable is the technological capabilities of the institution, involving communication, and security. How effective is the communication and security systems in enhancing performance? However, both sets of intervening variables are not a priority of this study, since the focus was performance of junior teaching staff as opposed to management. The framework depicts training, both on-the-job and off-the-job having a direct impact on performance. The level of training that one receives will directly determine the results to be produced especially in terms of quality. The figure therefore indicates that performance outputs can only be measured in terms of training inputs.

INTERVENING VARIABLE

ORGANISATIONAL CAPABILITIES

Structure   Collaboration/r elationship   Chain of command

INDEPENDENT VARIABLE

TRAINING

ON-THE- JOB TRAINING

- ▶ Mentoring
- ▶ Demonstration
- ▶ Coaching

OFF –THE- JOB TRAINING

- ▶ Discussion
- ▶ Lectures
- ▶ Role play
- ▶ Simulation
- ▶ Conference/workshop

DEPENDENT VARIABLE

PERFORMANCE
- Communication approaches
- Set targets for output
- Set performance requirements
- Link performance to pay
- Set evaluation procedures
- "SMART" objectives
- Planning

INTERVENING VARIABLES

TECHNOLOGICAL CAPABILITIES

Communication   Security

13

Fig. 2.1 Conceptual model relating performance to training

2.3 REVIEW OF RELATED LITERATURE

This section reviewed literature inline with the four (4) specified objectives of the study. Training being used as a correlative measure for performance, approaches of training, roles of training, and how training is perceived by junior teaching staff in Kampala International University.

2.3.1 Training as a correlative measure for performance

Steers and Rhodes (1984) defined training as the processes of investing in people so that they are equipped to perform; these processes are part of an overall human resource approach that will hopefully result in people being motivated to perform. Williams (2003) explicitly noted that the purpose of human resource training in the work situation is to develop the abilities of the individual and satisfy the current and future human resources needs of the organization. Maicibi (2007) on the other hand views training in line with communication and development, whose grand subject rests on promotion of team work and organization performance.

Armstrong (2003) noted that training employees not only creates a more positive corporate culture but also adds value to its key resources. Williams (2004) pointed out that studies have shown that staff retention can be as high as 94% when an investment is made in training company's human resources. Scientific management over the centuries has noted that, increasingly management recognizes that training offers a way of developing skills, enhancing productivity and quality of work, and building worker loyalty to the firm, and most importantly, increasing individual and organizational performance to achieve business results (Solving Performance Dilemma, 1996, P. 88).

14

Training is widely accepted as an employee benefit and a method of improving employee morale, and enhancing employee skills, and has become a business imperative (Glendon & Mckenna, 1984). Increasingly, managers and leaders realize that the key to business growth and success is through developing the skills and knowledge of its workforce (Braton, 1991).

According to Minsky (2004), On-the-job training is one of the best training methods because it is planned, organized, and conducted at the employee's worksite. Training is the primary method used for broadening employee skills and increasing productivity. It is particularly appropriate for developing proficiency skills unique to an employee's job, morale, and productivity. For Sisson (2000), professionalism will normally be high in those organizations that employ a sound on-the-job training program. An analysis of the major job requirements (identified in the job description and performance plan) and related knowledge, skills, and abilities form the basis for setting up an on-the-job training plan.

2.3.2 Approaches to Training

There is a diverge aspect among management scholars when it comes to approaches to training; some scholars refer to it as methods of training, types of training, and approaches of training but all refers to ways of training employees (Maitland, 2001). Training and development are terms used interchangeably. The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of practical skills and knowledge that relate to specific useful competencies (Richard, 1988). Some commentators use a similar term for workplace learning to improve performance: training

15

and development. One can generally categorize such training as on-the-job and off-the job training approaches (Doyle, 2004).

2.3.3 On-the-job Training

Williams (2004) explains that On-the-job training takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. On-the-job training has a general reputation as most effective for practical work. Steers and Rhodes (1984) noted that trainees are showed how to do the job by an experienced member of staff and then allowed to get on with it with an advantage of learning being directly related to the job. Dalton and Enzel (1987) however pointed out that the disadvantages are that the experienced member of staff (who may not be a training expert) may have difficulty explaining things and empathizing with the trainee, and mistakes made by the trainee could be costly. Also this method does not provide for the creation of structure in the learning process, neither does it provide appropriate feedback, which is required to improve performance.

2.3.3.1 Mentoring

As discussed by Maitland (1998), mentoring is a method of on-the-job training, particularly for aspiring senior managers. That this arises when senior organizational members take responsibility for the development and progression of selected individuals. According to Millward and Stevens (1990), the trainee (mentoree or protege) observes the skills displayed by the mentor, usually a senior manager who is not their boss, copies and adopts the senior manager's behavior. Thus the mentor provides support and help in the various assignments undertaken by the mentoree and can provide an invaluable insight into the politics and culture of the organization. Maitland (1998) again notes that the mentoree can benefit from the continuous dialogue with the mentor who, if influential

16

within the organization, can exert much influence in securing interesting tasks for the mentoree as well as opening windows of opportunities.

2.3.3.2   Coaching and Demonstration

Coaching is a more intensive method of training that involves a close working relationship between an experienced employee and the trainee (Holden, 2002) Drago, and Wooden (1992) wrote that coaching is an improved version of demonstration and has the advantage of interaction between the trainer and trainee. It also involves key ingredients such as structure, feedback, and motivation. Here the immediate supervisor provides advice and feedback about aspects of the performance of employees. Maicibi (2007) concludes on this note that coaching is predominantly about showing people how to apply knowledge they already posses.

2.3.4   Off-the-job Training or formal training methods

As the name implies off-the-job training is the training done on behalf of employers, usually away from their premises. It can involve both theory (background knowledge) and practical training and may include assessment and examinations (Goodman, and Atkin, 2005). Richard (1990) has it that these are formal training which involves methods of lectures, discussions, role play, simulation and case studies. Armstrong (1999) points out that case studies use of predetermined situations to provide opportunities for the analysis of data and the presentation of solutions without the failure associated with real world situations, well as role play and simulation offers the trainee the opportunity to perform in situations as if they were real, as in, for example, the training of airline pilots (Armstrong & Murlis, 1994).

CHAPTER THREE

METHODOLOGY

3.1   INTRODUCTION

This chapter states the design, the population, the sample, the sampling procedure, instrumentation, validity, reliability and data analysis.

3.1   DESIGN

The study was qualitative and quantitative, correlational cross-sectional survey. It was based on variables measured with numbers and analyzed by SPSS (Statistical Package for Social Scientists). By way of triangulation of interviews, and questionnaires, the study derived and described findings on training correlating performance. The study was correlational with great interest in relating the two variables (training and performance). The study was also a survey involving a large number of respondents by way of questionnaire. However, to give the study a more effective approach, questionnaires were supplemented by interviews to allow respondent give details (triangulation) on some specific aspects.

3.2   POPULATION

Paul Edabu revealed to the study that there are ninety full time junior teaching staff in Kampala International University (personal communication, June 3, 2009). The study targeted a population of 90 full time junior teaching staff. The junior teaching staff were chosen because they require training most due to lack of teaching experience. Senior teaching staff were not considered because they require very minimal training due to their extensive experience in teaching.

18

3.3   SAMPLING TECHNIQUE

The study targeted and involved 73 junior teaching staff who are full time teaching staff out of the total number of 90 junior teaching staff for undergraduate. This is an appropriate sample according to Krejcie and Morgan (1970 pp. 30,608). The 73 junior teaching staff were targeted and selected randomly using their respective schools, faculties, and institute strata, coming from different schools, faculties, and institute. Each of the randomly selected junior teaching staff filled a questionnaire detailing both variables (training and performance) and others were interviewed to collect specific details on some study items. Senior lecturers were not considered in this study for a simple reason, the junior teaching staff are the ones who need training most due to lack of sufficient teaching experiences.

3.4   DATA COLLECTION INSTRUMENTS

The data collection method in this study was primarily survey involving self-administered questionnaires (SAQs) as the main data collection instruments because of its efficiency and effectiveness to solicit reliable and valid data (Maicibi & Kaahwa, 2004). The secondary instrument was interview guiding questions to allow face-to-face exchange of information verbally on a close interaction with the respondents (Amini, 2005), so as gather detailed information on some specific study items.

3.5   PROCEDURE

The researcher obtained an official introductory letter from the school of postgraduate studies Kampala International University to the director human resource department of

the same University to carry out the study. Questionnaires were distributed to the randomly selected junior teaching staff from all faculties, schools, and institute for responses. Interviews were also conducted through randomly selected representatives from schools and faculties to give room for detailed discussions in a face to face

3.6 DATA ANALYSIS

Data on completed self administered questionnaires (SAQs) was edited and entered into a computer for the statistical package for social scientists (SPSS) for summarization. The data was analyzed using descriptive statistics or tools like pie-charts and frequency tables. Pie-charts were used to present the background information of respondents for the purpose of classification. Frequency counts and percentages were used in analyzing the data on approaches to training, roles of training, and the junior teaching staff's perception of training in Kampala International University.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0   INTRODUCTION

This chapter presents and interprets the data collected from the field in ten different sections. The collected data intended to answer the research question to enable drawing of inferences on the study basing on findings. The data was described using frequency counts and percentages.

4.1 BACKGROUND INFORMATION OF THE RESPONDENTS

This section presents the respondents background information in terms of their respective schools, faculties, institute, gender, designation and duration.

4.1.1 Descriptions of Respondents by School, faculty, and Institute

Fig. 4.1 presents the detailed description of respondents from their respective schools, faculties and institute in frequency counts and percentages.
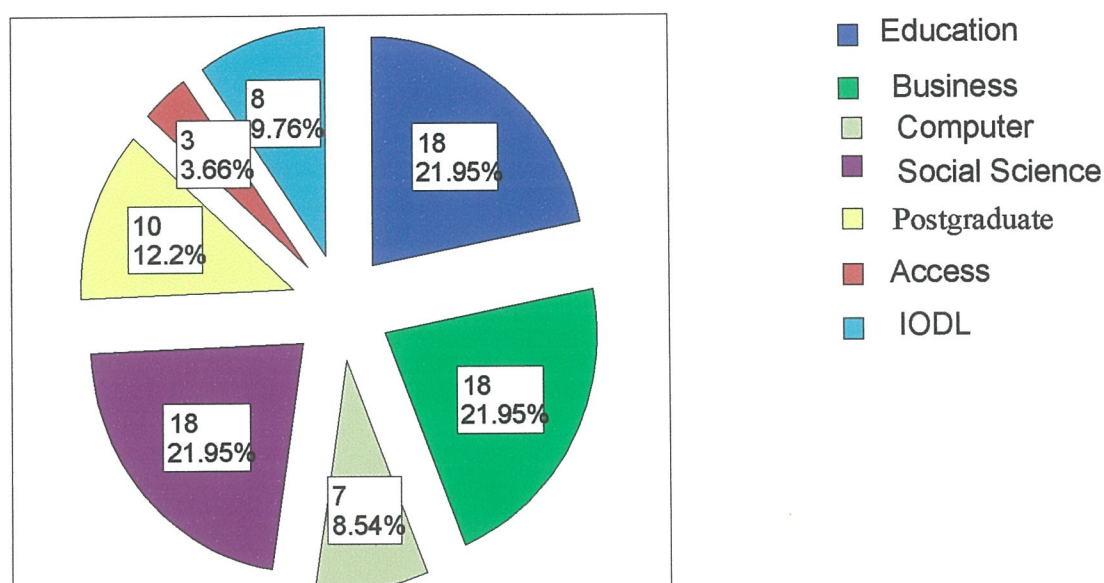
Fig. 4.1.1 Description of respondents by school, faculty or institute

Fig. 4.1.1 indicate that faculties of Education, Social sciences, and the School of Business had the highest and similar number of respondents, with 21.95%) while Access had the lowest numbers of respondents out of the overall total number (82) of respondents, thus the school of business and the faculties of social sciences and education have more junior teaching staff than the rest of the schools, faculties and institute in Kampala International University.

4.1.2 Descriptions of Respondents by designation

Fig. 4.1.2 presents respondents designations as assistant lecturers and teaching assistants.
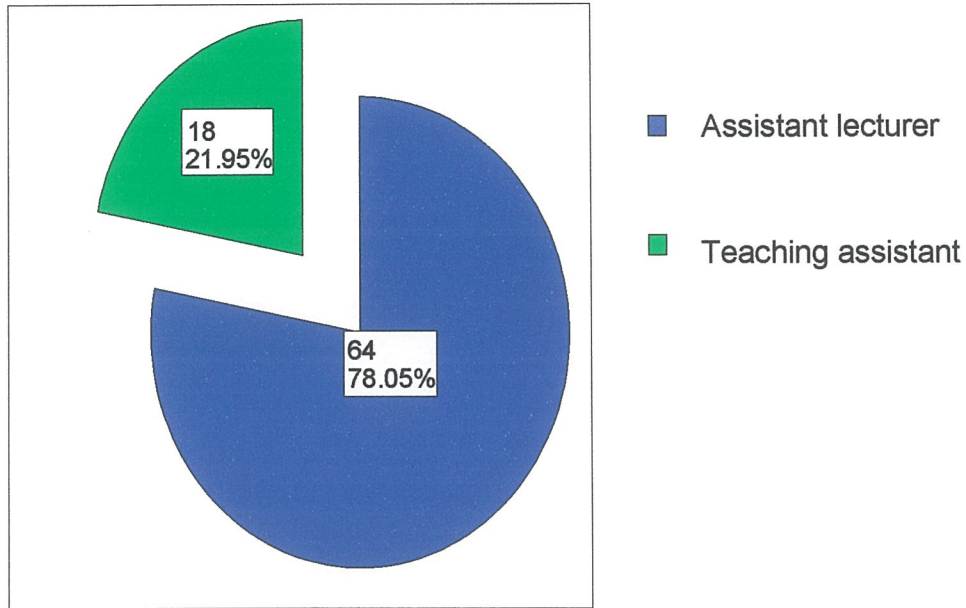
Fig.4.1.2 Description of Respondents by designation

Fig.41.2 indicates that majority of the respondents 64 (78.05%) were assistant lecturers while less than 22% were teaching assistants which implies that, the sample was dominated by the assistant lecturer.

4.1.3 Descriptions of respondents by Gender

Fig. 4.1.3 Represent the background characteristic of the respondents by their gender
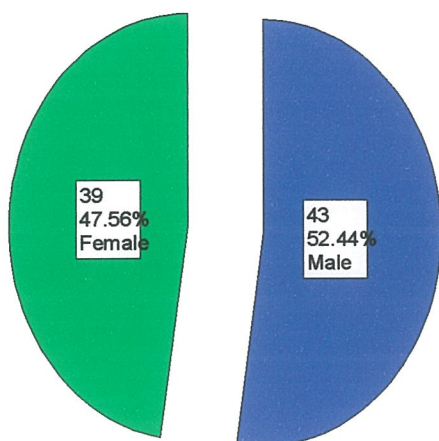
4.1.3   Descriptions of Respondents by designation

The study findings in figure 4.1.3 indicated that most respondents were males represented by about 53% while the females were 47% of the total number of respondents implying that the junior teaching staffs in KIU are dominated by the males.

4.1.4 Description of respondents by number of years worked in KIU

Figure 4.4 shows the numbers of years the respondents in the sample have spent working in KIU as junior teaching staff.
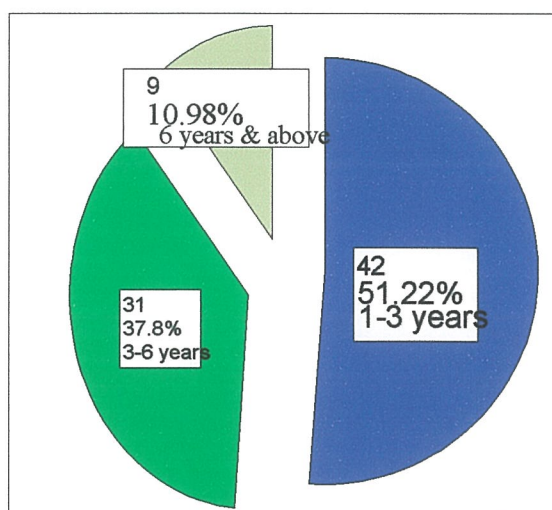
Fig. 4.1.4 represents the duration in years of which the respondents have spent in KIU as teaching staff

The study findings in fig. 4.1.4 indicated that slightly above half of the respondents, 51.22% have spend 1-3years working in KIU as teaching staff, and 37.8% have been teaching for a period 3-6 years. While only nine 10.98% respondents have worked for KIU as teaching staff for six years and beyond. Therefore the majority junior teaching staff of KIU have taught between 1-6 years.

4.2 DATA PRESENTATION OF THE INDEPENDENT VARIABLE:

This section presents the respondents opinions (junior teaching staff) on how they communicate their objectives while carrying out their teaching activities.

4.2.1 Clear communication of objectives by the junior teaching staff in KIU

Table 4.2.1 clear communication of objectives

	Audible enough when Teaching		Often use gestures to Enhance verbal Communication		Use public address System while teaching		Students' response to Message is positive		Fluent in English (both Written & spoken) as a means of Communication	
	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly Disagree	6	7%	12	15%	56	68%	4	5%	2	2%
Disagree	12	15%	18	22%	10	12%	6	7%	4	5%
Neither agree nor Disagree	10	12%	12	15%	8	10%	20	24%	16	20%
Agree	24	29%	24	29%	6	7%	34	41%	22	27%
Strongly agree	30	37%	16	20%	2	2%	18	22%	38	46%

Source: primary data

The study findings in table 4.2.1 reflect the responses of the junior teaching staff on; audibility, use of gestures, use of public address system, students' response to their message, and their level of fluency in both written and spoken English as a means of communication while teaching in Kampala International University. In regard to audibility the majority respondents (66%) indicated that they're audible enough when teaching, well as only 19% are not audible enough while carrying out their teaching activities. On the use of gestures, 49% of the respondents denoted their use of gestures to enhance verbal communication, and a notably valuable 37% declined the use of gestures while conducting their teaching activities. A significant number of 80% of the total respondents rejected having used public address system while teaching and only nine percent accepted that they use public address system when teaching. Sixty three percent

of respondents revealed that students positively respond to their delivered lectures, the twenty four percent showed their uncertainty of students' perception of their message. The majority (73%) junior teaching staff expressed their ability to fluently communicate (both written and spoken) their lectures in English. Twenty percent were neutral while only 7% revealed their limitations in the use of English as a medium of communication.

4.2.2 Setting targets for output by the junior teaching staff in KIU

4.2.2 Setting targets for output

	Set objectives for each semester and lecture		Set SMART targets		Cover course content within Semester period		Effectively relate content objectives to University Mission	
	Count	%	Count	%	Count	%	Count	%
Strongly Disagree	4	5%	4	5%	2	2%	6	7%
Disagree	8	10%	6	7%	14	17%	10	12%
Neither agree nor disagree	18	22%	14	17%	10	12%	20	24%
Agree	28	34%	32	39%	28	34%	22	27%
Strongly agree	24	29%	26	32%	28	34%	24	29%
Total	82	100%	82	100%	82	100%	82	100%

Source: primary data

Table 4.2.2 summarizes the respondents' views regarding setting of objectives for their teaching activities. The majority (63%) respondents agree that they set objectives for their teaching activities while a notable 22% were not sure if they set objectives for their teaching activities or not, and 15% totally don't set any object for their teaching activities. In regard to the "SMARTness" of the set objectives, 71% of the respondents indicated that they set "SMART" objectives for all their teaching activities. A stunning number of 19% of the respondents disagreed on covering all course contents within the semester period, 12% of the respondents were uncertain about covering course contents within a semester period. However, the 64% revealed that they effectively complete all

the course content within the given period of time. Slightly above half of the respondents (56%) relate their teaching objectives to the mission of the university, the 19% openly disagreed relating their teaching to the university mission and 24% of the respondents neither agreed nor disagreed relating their teaching to the university mission.

4.3 DATA PRESENTATION OF THE DEPENDENT VARIABLE:

This section presents the respondents opinions on how they communicate, direct, and evaluate their teaching activities.

4.3.1 Linking performance to pay for the junior teaching staff in KIU

Table 4.3.1 Linking performance to pay

	Salary payment is Worthy to teaching Output		Allowances influence Teaching output		Late salary payment Influence teaching Output		Fringe benefits Influence work out put	
	Count	%	Count	%	Count	%	Count	%
Strongly Disagree	26	32%	12	15%	4	5%	2	2%
Disagree	18	22%	12	15%	10	12%	8	10%
Neither agree nor disagree	6	7%	10	12%	6	7%	10	12%
Agree	12	15%	16	20%	24	29%	24	29%
Strongly agree	20	24%	32	39%	38	46%	38	46%
Total	82	100%	82	100%	82	100%	82	100%

Source: primary data

Table 4.3.1 indicates the junior teaching staff's responses to how their performance is affected by payments. A stunning figure of 54% of the total respondents revealed that their pay is not worth their teaching output, and 39% were comfortable with what they earn for their teaching output. More than half of the respondents (59%) pointed out that the absence of teaching allowances negatively affects their teaching outputs. Thirty percent of the total number of respondents declined any negative effect of teaching

28

allowances affecting their teaching outputs. Three quarters (75%) of the respondents disclosed that late salary payments negatively affect their teaching outputs, and only 14% of the respondents declined late salary payments affecting their teaching output. Similarly, three quarters (75%) of the respondents also revealed that the absence of fringe benefit highly affects their teaching outputs.

4.3.2 Managing, controlling, planning, and directing teaching activities by the junior teaching staff

Table 4.3.2 managing, controlling, planning and directing

	Efficiently instill Discipline when Teaching		Effectively plan and Coordinate all teaching Activities		Monitor students' progress course work and tests		Recognize students Participation and Contribution during Teaching and learning Process	
	Count	%	Count	%	Count	%	Count	%
Strongly Disagree	1	1%					3	4%
Disagree	5	6%	13	16%	8	10%	5	6%
Neither agree nor disagree	11	13%	5	6%	8	10%	13	16%
Agree	41	50%	38	46%	28	34%	29	35%
Strongly agree	24	29%	26	32%	38	46%	32	39%
Total	82	100%	82	100%	82	100%	82	100%

Source: primary data

Table 4.3.2 denotes the junior teaching staff's ability to manage, control, plan, and direct their teaching activities. Close to 80% of the respondents confirmed their fervent ability in instilling discipline among their students when executing their teaching activities, and only 13% of the respondents were not sure of any discipline instillation among their students while conducting the actual teaching. In relation to effective planning of teaching activities, close to 80% of the respondents also showed high coherency in effective coordination of the teaching activities. In regard to progression, 80% showed excellent abilities in efficiently

monitoring students' progress, and notably a large number of respondents (75%) also
showed coherency in recognizing students' participation by the teaching staff.

4.3.3 Reviewing and evaluating of the teaching activities by junior teaching staff in KIU

Table 4: 3.3 reviewing and evaluating performance

		Very little	Little	Neither little nor much	Much	Very much	Total
Use same course content, tests and final exams every other semester	Count	28	28	8	14	4	82
	%	34%	34%	10%	17%	5%	100%
Set objectives are always realised	Count	6	16	6	40	14	82
	%	7%	20%	7%	49%	17%	100%
Give regular feedback to both students and department on teaching progress	Count		16	20	34	12	82
	%		20%	24%	41%	15%	100%
Effectively and efficiently test, assess and evaluate students' performance	Count	2	12	4	36	28	82
	%	2%	15%	5%	44%	34%	100%
Always review and link previous lesson to the new one	Count	4	18	4	22	34	82
	%	5%	22%	5%	27%	41%	100%
Carry out self evaluation every end of semester	Count	18	12	8	26	18	82
	%	22%	15%	10%	32%	22%	100%
Support student-teacher evaluation every end of semester	Count	14	18	14	26	10	82
	%	17%	22%	17%	32%	12%	100%

Source: primary data

Table 4.3.3 denotes junior teaching staff's practices in relation to reviewing, and
evaluating of students performances. The majority (68%) of the junior teaching staff in
KIU declined the use of same course contents, tests, course work, and exams every other
semester, while 22% revealed that they often repeat same exams and other course
contents every other semester across their teachings activities. Only 10% of the
respondents were not sure of either repeating themselves or revising their course contents
every other semester. About 70% of the respondents acknowledged the realized of set
objectives every semester, well as 27% showed that little of their set objective often
materializes. Twenty percent of respondents also acknowledge giving little feedback to
both their departments and students on teaching progress, 24% were not sure if they give

feedback to students and departments at all. On the other hand, 56% depicted coherent feedback support. Almost 80% of the respondents effectively assess their students, this was also the same case for those interviewed, almost ten out of ten confirmed using individual and group course works, presentation, as well as test as methods of students' assessments. Only 17% of the respondents expressed inefficiency assessment of their students. Twenty seven percent of the junior teaching staff expressed failure to link new lessons to previous ones as opposed to the 68% who do link their new lesson to the previous ones effectively. Slightly above half (54%) of the respondents carry out self evaluation every end of semester, 37% disclosed their inability to do self evaluation, well as 10% were uncertain. Below half of the respondents (44%) expressed support for teacher-student evaluation, the 38% of respondents showed little support for student-teacher evaluation, and 17% noted their uncertainty about student-teacher evaluation.

4.3.4 Mentoring of the junior teaching staff in Kampala International University

Table 4.3.4 mentoring of junior teaching staff

	development and teaching progression support		Demonstration of observable skills		Copying and adopting mentor's skills		Receive help and insights into the culture of the institution		Receive confidence building	
	Count	%	Count	%	Count	%	Count	%	Count	%
very rare	10	12%	6	7%	14	17%	12	15%	12	15%
rare	16	20%	22	27%	16	20%	24	29%	26	32%
neither rare nor frequent	10	12%	6	7%	6	7%	2	2%	2	2%
frequent	18	22%	22	27%	22	27%	18	22%	8	10%
very frequent	4	5%	2	2%			2	2%	8	10%
no mentor	24	29%	24	29%	24	29%	24	29%	26	32%
Total	82	100%	82	100%	82	100%	82	100%	82	100%

Source: primary data

In table 4.3.4, presenting the mentoring practices on junior teaching staff in KIU. Thirty two percent of the respondents make up the number of teaching staff who rarely received

development and teaching progression support from their mentors, and 27% often received development and teaching progression support frequently, well as a stunning figure of almost 30% of the respondents have never had a mentor ever since they took on the role of teaching in KIU. In regard to demonstration and observable skills, close to 30% of the respondents never received such exposure. A notable number (33%) of respondents received demonstration and observation skills on a rare basis, well as less than 33% of the respondents received such support frequently. Thirty seven percent of the respondents are among those who rarely copied and adopted mentor's skills, a minimal figure of 27% expressed having copied and adopted their mentor's skill on a frequent basis. However, almost 30% of the respondents have never copied or adopted to any mentoring skills of any kind.

In regard to insights into the culture of the institution, 22% of the respondents were not certain of it, the 44% on the other hand had been exposed to the culture of the institution but on a rare basis. On confidence building, 32% declined having been exposed to it thereby contrasting the 47% who claimed having received it but on a rare basis. On the other hand, a notable number of five out of the ten interviewed acknowledged having gotten some help from their mentors especially in terms of teaching progression support and confidence building from their mentors.

4.3.5 Coaching and demonstration

Table 4.3.5 coaching and demonstration

	Interaction with coach		Receive feedback from the coach		Motivated by the coach		Receive advice from the coach		Shown how to apply already received knowledge	
	Count	%	Count	%	Count	%	Count	%	Count	%
Very little	20	24%	12	15%	12	15%	12	15%	10	12%
Little	8	10%	14	17%	12	15%	12	15%	14	17%
Neither little nor much	4	5%	2	2%	4	5%	2	2%	2	2%
Much	12	15%	12	15%	8	10%	8	10%	12	15%
Very much			4	5%	6	7%	8	10%	4	5%
no coach	38	46%	38	46%	40	49%	40	49%	40	49%
Total	82	100%	82	100%	82	100%	82	100%	82	100%

Source: primary data

Table 4.3.5 reflect the extent at which junior teaching staff in Kampala International University have received motivation, feedback, interacted, advice, and shown how to apply already received knowledge from their coaches. Almost 50% of the respondents have never gotten any exposure to coaching activities in relation to their teaching. Less than a quarter of the total number of respondent claimed to have either interacted, been motivated or received any form of advice from their respective coaches. While less than 30% of the respondents claimed to have received any form of help from their coach but on very minimal levels. The case was also the same from the interviewed respondents, eight out of the ten interviewed have no coach or mentor. However two out of ten commented that their coaches have shown little demonstration skills and have had very little time of interaction with their coaches.

4.3.6 Workshops, conferences, role play, and simulation

Table4.3.6 workshops/conferences, lectures, role play, simulation and orientation

	Receive short term training course(s) in teaching		Receive tutuorial support		Receive opportunities to think afresh and meet people in different environment with different teaching experience		Recieve packs of course material	
	Count	%	Count	%	Count	%	Count	%
very insufficient	40	49%	34	41%	48	59%	38	46%
insufficient	18	22%	24	29%	14	17%	26	32%
neither sufficient nor insufficient	4	5%	8	10%	6	7%	4	5%
sufficient	20	24%	16	20%	14	17%	14	17%
Total	82	100%	82	100%	82	100%	82	100%

Source: primary data

Table 4.3.6 illustrates the level at which junior teaching staff in Kampala International University receive off-the-job training packages in terms short-term courses, tutorial support, course materials, and new experiences. More than 70% of the respondents disclose having gotten insufficient form of short-term training course(s), also the majority respondents on face to face interview pointed out that the only form of teaching material provided to them is only white board markers and erasers. In contrast, only a minimal number of 24% claim to have received short-term training as junior teaching staff. A more considerable number (70%) of junior teaching staff showed that they receive insufficient tutorial support, while only 20% claimed to receive sufficient tutorial support.

The majority respondents, almost 80% revealed that they did receive insufficient opportunities off their teaching routines to meet other people from different teaching environment to refresh themselves, think afresh, and share teaching experiences. While a small percentage (17%) accepted to have received sufficient opportunities to share teaching experiences with other people from different teaching environments. On

teaching material support, undisputable percentage (78%) of respondents expressed to have received insufficient course materials to aid them in their teaching, the same aspect was true during face to face interview whereby seven out of ten interviewed expressed having received insufficient course materials. Similarly, almost all interviewed respondents asserted that they have never received any form of short-term training. While a very low percentage (17) of respondents claimed to receive sufficient teaching aid.

4.3.7 Case studies

Table 4.2.7 CASE STUDIES

	Data analysis and presentation		Analysis of predetermined situations	
	Count	%	Count	%
very rare	36	44%	39	48%
rare	26	32%	25	30%
neither rare nor frequent	4	5%	8	10%
frequent	12	15%	8	10%
very frequent	4	5%	2	2%
Total	82	100%	82	100%

Source: primary data

Table 4.2.7 depicts the use of case studies as a training technique for the junior teaching staff in Kampala International University. Less than 20% of respondents have been frequently exposed to data analyses and presentations as training methods, while 76% were introduced to using case studies but on a rare basis. On analyzing predetermined situations, a high (78%) percentage rarely got opportunities to implement such training, while 12% claimed to have been frequently exposed to the use of situation analyses. Interviewed candidates also confirmed that; nine out ten had never been exposed to case studies, data presentation, and analyses as a means of training.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND FURTHER STUDY SUGGESTION

5.0   INTRODUCTION

This chapter presents analysis of findings, conclusions, recommendations, and further study suggestions.

5.1   FINDINGS

The study intended to investigate the approaches of training, determine the various roles of training, and the perception of training by the junior teaching staff in Kampala International University.

5.1.1 *Training approaches in KIU for the junior teaching staff*

The study identified the existence of two major approaches of training junior teaching staff in Kampala International University, and these training approaches included: On-the-job and Off-the-job training approaches. Among the techniques used in the on-the-job training approach include; mentoring, demonstration, and coaching techniques. However, the study revealed that only 5% of the total respondents had received development and teaching progression support from their mentors on a frequent basis. And a startling percentage (30%) of respondents was never allocated a mentor at all. But there are also some thirty percent of the respondents who received development and teaching progression support from their mentors but on a rare basis.

Coaching and demonstration as the other techniques of on-the-job training for junior training staff in KIU have also been applied but on a very minimal level. The study investigated and found out that over 46% of respondents had no coach, and about 20% of respondents acknowledged to have received some kind of help, insights and advice from their coaches. Almost half (50%) of the respondents had never been shown how to apply already received knowledge by their coaches. The study also affirmed that a small percentage (27%) of respondents had copied and adopted some skills from their mentors. Thus the study findings revealed the existence of on-the-job training approach in KIU. Such findings are in conformity with Doyle (2004), where he noted that, when there is less interaction between mentor and mentoree, there will be no change in practices of the later.

Regarding off-the-job training, the study findings revealed that there exists off-the-job training approach for junior teaching staff in KIU. However, a very significant number of respondents of about 80% indicated that they received insufficient opportunities to think fresh and meet people in different environment with different teaching experience. Well as a small percentage (17%) of respondents claimed to have received such opportunities on a frequent basis. This therefore means that, even if off-the-job training approach is practiced at KIU, the level at which it is done is very minimal. Yet for Holden (2002) coaching an employee in their own working environment, with equipment they are familiar with and people they know can help them gain direct experience to a standard approved by the employer in order to boost their performance.

5.1.2 *The role training plays on performance of the junior teaching staff in KIU*

Communication in teaching takes on a very detrimental effect if not properly administered. Borman and Motowido (1993) comments that the value of training in a communication context is evident when core values, such as those relating to product quality and customer service, are disseminated to employees, with the hope that they will be adopted and generate commitment. It is from such a background that training depicts very significant role in the junior teaching staff's activities in KIU.

Training as a vehicle for human resource development, is concerned with improving the skills of employees and enhancing their capacity to cope with the ever-changing demands of the work situation (Armstrong, 2003). Training was the key that facilitated junior teaching staff with getting to grips of teaching requirements quickly, as revealed by the study, about 70% of the respondents confirmed that they communicate effectively, they are also very audible, and can use both written and spoken English effectively. However, 80% of the respondents had never been introduced to using public address systems while teaching. Those who were interviewed pointed out that even when they had a class of over 200 students, no public address system was provided to enhance their communication, which made it very difficult for them to communicate effectively to their students.

Off-the-job training as the study noted was the key to improving the knowledge and skill of the junior teaching staff. It allowed them to better the quantity and quality of output with fewer mistakes and a reduction in time and resources wastage. This was unveiled by the majority respondents (63%) being able to set semester objectives. However, about

38

20% of the respondents do not often cover course content within semester period. Yet Goodman and Atkin (2005) argue that training should also aim at operationalizing certain management skills so as to generate desirable side effects such as analytical, problem solving and presentation skills. On equipping junior teaching staff with skills to effectively relate content objectives to the University mission, there was 24% of respondents who where uncertain and 18% who disagreed relating teaching content to University mission. Williams (2006) has it that, identification with the organization could be fostered when a better understanding of the mission statement and underlying objectives and philosophy are achieved through a training program.

In equipping junior teaching staff with management, controlling, planning, and directing skills in their teaching activities, the study shown that a half of the respondents effectively instill discipline in students while teaching, however, only 46% strongly agreed to effectively monitor students progress through course works and tests. When it came to recognitionising of students' contributions in the learning activities, only 39% of the respondents acknowledged having rewarded such contributions. To the students, once they're not effectively acknowledge and recognized in all their contributions, the result will be demoralization that will lead to neglect and poor participation in course activities.

In relation to reviewing and evaluation of performance, only 14% of respondents testified that their set objectives are very much realized, there was also a 34% who use same course content (tests, course work and final exams) every other semester meaning that there is no room to revisit and update course content every other semester. Bratton and Gold (1999) asserted that when the outcome of training leads to grater competency in the execution of tasks by subordinates, the manager is relieved from tasks related to remedial

or corrective effort. The scenario at KIU reveal a low focus on training, the study did reveal that only 18% of the respondents supported self evaluation that would lead to effective and effective productivity in relation to quality outputs of graduates. As the study found out, only 12% of respondents fully supported student-teacher evaluation, therefore the absence of coherent evaluation tend to promote poor quality output by the junior teaching staffs.

5.1.3 The junior teaching staff's perception of training and performance

Armstrong and Murlis (1994) views training in the lens of motivation and he does also authenticates that, the motivational impact of training is manifest when the staff feel a sense of recognition when they are sent on a training course, and after been trained, they are motivated to acquire new skills, particularly when rewards follow the acquisition and use of the skills. This is similarly true for the junior teaching staff in KIU. Majority responds seven out of ten linked training to rewards, expressing that after they have been trained; their rewards are not measured by their qualification nor by their outputs.

Two percent of the interviewed respondents look at training as an effective tool for performance but pointed out to the low levels of implementation of training, well as 4% revealed that training should be accompanied by teaching materials such as; overhead projectors, reference materials, internet facility, public address systems, and traditional teaching materials etc to make teaching effective. Only 24% of the respondents acknowledged that their pay is worth their teaching output, however, over 50% of the respondents rejected payments being worth teaching outputs. From the ones interviewed, there was a general assertion that training should be backup by motivational, equitable reward systems worth teaching outputs. Thereby confirming with Armstrong and Murlis

(1994) that, training may not make much difference to performance if trainees are not rewarded equitably. About 75% of the respondents agreed that late salary payment and the absence of some form of fringe benefits totally affects their teaching outputs. This means that the junior teaching staff in Kampala International University view training sandwiched with rewards, for training to make sense, it must be followed with worth rewards to the trainees.

5.2 CONCLSIONS

This section presents conclusion basing on the study findings. Inline with the study objectives, (approaches to training, Roles of training, and perception of training by the junior teaching staff in KIU) the following conclusions were drawn;

5.2.1 Approaches to training junior teaching staff in KIU

The study revealed that there are two approaches to training of junior teaching staff in Kampala International University; on-the-job training which involves imparting teaching skills and knowledge to the junior teaching staff while carrying out the actual teaching activities and it involves mentoring, coaching, and demonstration. The other approach used is off-the-job training where junior teaching staff are trained away from their teaching situations, here techniques such are workshops, conferences, lectures, discussions, role play and simulation are used. However, according to the investigation of the study, both the two approaches to training used at KIU are not effectively applied, therefore, such training approaches do not serve their full purpose. The result then is that the junior teaching staff are not capable to equip their students with the required levels of skills and knowledge in their respective fields of study hence contributing to the university's poor quality output of graduates.

41

5.2.2 The role training plays on performance of the junior teaching staff in KIU

Training is very inevitable on the performance of junior teaching staff in KIU. However, according to the investigations, the study inferred that training has played a very insignificant role on the performance of junior teaching staff. Less than a half of the junior teaching staff have ever received training to enhance their performance. This has resulted into poor performance by the junior teaching staff thus the production of some incompetent graduates. Both on-the-job and off-the-job training approaches are very key in helping junior teaching staff to set specific, measurable, attainable, and time bound targets. As a result, training the junior teaching staff is the keep to equip them so as to effectively relate their course objectives to the mission of KIU. If the junior teaching staff are trained, they will also be in position to manage their time, deliver course content within the semester timeframe.

5.2.3 The junior teaching staff's perception of training in KIU

The junior teaching staff in KIU perceive training as a tool of sharpening their skills and knowledge to perform their teaching activities effectively and efficiently. The study concluded that, for the junior teaching staff in KIU to effectively and efficiently handle their teaching activities, they must view training as means of improving their teaching practices so as to produce quality graduates. However, the study also noted that, the absence of effective training programs has widened the gap of low quality output by the junior teaching staff in KIU, their performance is not is rarely measured or checked neither by their supervisors nor by management. Therefore the absence of coherent training programs has caused the junior teaching staff in KIU to view training as less important since the management has of the University has not given it a sound approach.

42

Each junior teaching staff therefore knows how well they can handle their respective teaching activities since they rarely have mentors or coaches to offer such necessary guidance.

5.3 Recommendations

Basing on the study findings, there is need for Kampala International University management to revisit and redesign a coherent and comprehensive training program for the junior teaching staff so as to help them produce quality graduates. In order for the junior teaching staff to perform optimally, training must be combined with rewards as a means of motivation, and as training progresses, junior teaching staff will begin to feel more confident, this confidence will allow them to work at a higher standard and ultimately produce high quality products. The training then should be followed by distance and close supervision and assessments for improvement and progress over a period of time, and this will make it easier to identify any arising challenge before it becomes a menace, and select suiting interventions and solutions immediately.

The management should also consider seriously the existing and future skills needed by the junior teaching staff by carrying out a skills assessment study, sufficient training budget should be allocated and used accordingly, the management should also understand that training does not pay-off in the short-term therefore, training must be viewed by the management as a long-term future investment for the University. In order for the human resource unit of KIU to fulfill one of its aspects of valuing human assets, it is necessary to invest in the junior teaching staff heavily through effective training coupled with worth and consistent rewarding systems to keep them focused and committed to tasks of delivering course contents effectively and efficiently.

43

A coherent system of allocating each recruited junior staff a mentor or a coach need to be imperative if the problem of producing incompetent products is to be combated. Mentoring should also be viewed as a process not just a one time show or a mere connotation of titles. Each department head should put in place a guiding system of who a mentor(s) and coach(es) is, what they should be doing and to whom their services should be directed to. Both faculties and schools should give a unionized voice on how mentors, coaches, mentorees should be evaluated to foster clear assessment in order measure each one's performance. Faculties also should be effectively foster student teacher evaluation, this is the only means to hold junior teaching staff accountable and allow reshuffles where necessary.

In order for the junior teaching staff to be in position to cover course content, effectively assess students, and fully support self evaluation, supervisors must rise to the challenge and monitor their mentorees while conducting the actual teaching regularly. The University should also support such supervision by motivating supervisors, providing the necessary materials both technological and skill-based, putting in place automated surveillance systems, allow and facilitate conferences to discuss obstacles and challenges encountered by all parties, devise solutions and soften the chain of command and collaboration within the faculties, schools and institute. If all that is taken care of, the problem of producing incompetent graduates will have been addressed from the grass-root and the future of the university will be a flourishing one and so will be it graduates in the markets.

5.4 suggestions for further study

Having established that training has a direct impact on the quality of teaching output of the junior teaching staff and the central role played by the junior teaching staff in producing high quality graduates in Kampala International University, the researcher strongly recommends that there are other intervening variable that require examination so as to avail empirical evidence that brings to light the roles the management of Kampala International University plays in relation to producing high class graduates. This has been highlighted in this study on the conceptual framework in form of intervening variables. The relationship between the management and junior teaching staff of Kampala International University needs to be investigated so as to reveal how well the management communicates, relates and collaborates with the junior teaching staff in making them to understand the mission and vision of the institution.

The other area highlighted by the study that requires investigation is that of technological capabilities. How has KIU appreciated technological development like modern communication systems, surveillance systems, and other information technological innovation in boosting the level of outputs by the institutions overall staff in contributing to the fulfillment of the Institution's vision of preparing students for the world market.

REFERENCES

Ajzen, I. (1991). *The Theory of Planned Behavior*: Organizational behavior and human decision processes, 50, 179-211.

Amin, M. E. (2005). *Social Science Research*: Conception, Methodology & Analysis. Kampala: Makerere University Printery

Arinaitwe, A. H. (2006) *Training and Performance of none Academic Staff*: MA. thesis. Kampala International University, Kampala, Uganda.

Armstrong, M. (1999). *A Handbook of Human Resource Management Practice.* 7ᵗʰ edn, London Kogan Page.

Armstrong, M. (2003). *A Handbook of Personnel Management Practice.* London: Kogan Page.

Armstrong, M. And Murlis, H. (1994) *Reward Management,* 2ⁿᵈ edn, London Kogan Page.

Borman. W. C. and Motowido, S. J. (1993). *Expanding the Criterion Domain to include Elements of Contextual Performance*: In Schmitt, N. & Borman, W. C. (eds). Personal Selection in Organizations (P. 71-98). San Francisco Jossey –Bass.

Bratton, J. and Gold, J. (1999). *Human Resource Manageme*nt: Theory and practice, 2ⁿᵈ edn, Basingstoke: Michigan.

Byamukama, R. E. (2007), *Motivation and Employees' Performance*: MA. thesis. Mukono Christian University, Kampala).

Cannell, M. And Long, P. (1991) *'What's change about incentive pay?'* Personnel Management October, 58-63.

Clifford, L. And Bennett, H. (1999). *Best practice in 360-degree feedback*: selection and development review, 33, 58-59. Retrieved May 11, 2009 from AB1INFORM Global database.

Krejcie, R. V. & Morgan, D. W. (1979). *Determining sample size for research activities*: Educational and psychological measurement. Sage Publication, 30,608-610.

Lewis, S. P., Goodman, S. H., & Fandat, P. M., (2001). *Management Challenges in the 21st Century*. (3rd ed). New Jersey: South-Western College Publishing.

Maicibi, N. A. & Kaahwa (Ed.). (2004). *Graduate Studies Supervision*: At Makerere University: A book of readings. Kampala: Netmedia Publishers Ltd.

Maicibi, N. A., (2005) *Pertinent Issues in Management: Human Resource & Educational Management*. Kampala: Netmedia Published Ltd.

Maicibi, N. A., (2007). *Human Resource Management Success*: The Tips for HRM Theorists and Practitioners. Kampala: Makerere University Printery.

Maitland, A. (2001). *The thin, blurred line in personnel Management*: Financial Times, 25, January, 13.

Maitland, A., (1998). *Benefits all round, Thanks to Flexible Work Option*. Carter & J.Peel (Eds.), Financial Times (p.120-121). London: Academic Press.

Marchington, M. (1992). *Employee Participation: A handbook of industrial relations practice*. London: Thomson Business Press.

Millward and Stevens (1990). *Labour Market and Skill Trends: a handbook of human resource management*. Oxford: Blackwell.

Minsky, H. (2008). *Stabilizing unstable Economy*. New York: McGraw-Hill.

Mukama, G. L. (1990). *Training and Teachers' Performance*: unpublished MA. Thesis. Makerere University, Kampala Ungada.

Musisi, K. R. (2004). *Training and Performance of Academic staff*: unpublished Masters thesis. Makerere University, Kampal, Uganda.

Ndawula, M. (Vice Chancellor, Kampala International University). (2009, June, 13). The *challenged faced by Kampala International University*. (Uganda Broad Casting Corporation). Kampala.

Olile, M. (Charter Implementation Committee Chairman). (2009). *Recommendations from National Council for Higher Education: Improving teaching and Administrative practices*. Kampala International University, Kampala. June 13.

Paul, E. (Human Resource, junior teaching staff, Kampala International University). (2009, June, 3).

Purcell, J. A. & Sisson, K. (1994). *Employees and Team work Participation*. London: Sage.

Purcell, J. A. (2003). *Human Resource Management. Implications for teaching, research, and practicing in industrial relations*, journal, 4, 441.

Richard, W. (1990). *Effective HR. Management*. New York: Delta Publishers.

Sisson, K. (2000). *Introducing the Human Resource Management Journal*, Human Resource Journal, 2,231-232.

Solving Performance Dilemma, (1996, P. 9). *Employee Relations Survey*, British journal of industrial relations, 3 333-334.

Ssewanyana, M. (2007, September 11). *Private universities recruiting programs*. The Daily Monitor, p. 16.

Steers and Rhodes (1984). *Managing Organizations' Performance*. Chichester: Wiley.

Steers, T, L. & Rhodes, S. (1984). *Managing Workplace Health and Safety*. Journal of Education Management, 6(8), 11.

Taylor, R. (2000). *Management and the Workforce*. Basingstoke: Macmillan.

Torrington, D., Hall, L., and Mayers, J. (1989). *Employee Resourcing*. London: IPM.

49

Weber, M. (1947). The Theory of Social and Economic Organization. New York: Oxford
University Press. Retrieved July 18, 2009, from NetLibrary database.

Williams, C. H. (2003). Equipping Employees for Peak Performance. Hempstead:
Prentice Hall.

Williams, R. (2006). Management Practices: administration and management. Santa
Monica, CA, Scott Foresman.

APPENDIX A: QUESTIONNAIRE

SELF-ADMINISTERED QUESTIONNAIRE ON TRAINING
AND EFFECTIVE PERFORMANCE OF JUNIOR
TEACHING STAFF IN KAMPALA
INTERNATIONAL UNIVERSITY

School of post-graduate

Studies & Evaluation

Centre (KIU)

August 2009

Dear Sir/Madam

Re: Response to items in the attached questionnaire

I am carrying out a survey in Kampala International University. The purpose of the study is to determine factors that affect performance of junior teaching staff which is very vital if the university is to fulfill its vision of producing competent graduates to suit the global market. This questionnaire is for junior teaching staff like you. Junior teaching staff must be trained so as to augment their performance. It is therefore against this background that you have been selected to take part in this study by faithfully completing the attached questionnaire. Please note that your responses will be kept confidential and the questionnaire will be collected in two days time. Your cooperation will greatly contribute to the success of this study.

Yours faithfully

Joshua. B. Nelson (Researcher)

SECTION A: DEPENDENT VARIABLE

A1: COMMUNICATION:

Please indicate your opinion on the following questions by ticking only one number which best describes your opinion level. Your respective answers should range between (1= strongly disagree, 2=disagree, 3= neither agree nor disagree, 4= agree 5= strongly agree).

1.1	Audible enough when teaching	1	2	3	4	5
1.2	Often gesticulate to enhance verbal communication	1	2	3	4	5
1.3	Use public address system while teaching	1	2	3	4	5
1.4	Students' response to message is positive	1	2	3	4	5
1.5	Fluent in English (both written and spoken) as a means of communication	1	2	3	4	5

A 2: SETTING TARGETS FOR OUTPUT

Please indicate the extent to which you agree or disagree with each of the following statements. Your respective answers should range between (1= strongly disagree, 2=disagree, 3= neither agree nor disagree, 4= agree 5= strongly agree).

2.1	Set objectives for each semester and every lecture	1	2	3	4	5
2.2	Set "S.M.A.R.T" targets	1	2	3	4	5
2.3	Cover course content within semester period	1	2	3	4	5
2.4	Effectively relate content objectives to University mission	1	2	3	4	5

A3: LINKING PERFORMANCE TO PAY

Please indicate the extent to which you agree or disagree with each of the following statements. Your respective answers should range between (1= strongly disagree, 2=disagree, 3= neither agree nor disagree, 4= agree 5= strongly agree).

3.1	Salary payment is worth to teaching output	1	2	3	4	5
3.2	Allowances influence teaching output	1	2	3	4	5
3.3	Late salary payment influence teaching output	1	2	3	4	5
3.4	Fringe benefit influence work output	1	2	3	4	5

A 4: MANAGING, CONTROLLING, PLANNING AND DIRECTING

Please indicate your opinion by ticking on one of the numbers in the table below that best describe your opinion on the following: Your respective answers should range between (1= strongly disagree, 2=disagree, 3= neither agree nor disagree, 4= agree 5= strongly agree).

4.1	Efficiently instill discipline while teaching	1	2	3	4	5
4.2	Effectively plan and coordinate all teaching activities	1	2	3	4	5
4.3	Monitor students progress through course work and tests	1	2	3	4	5
4.4	Recognize students participation and contribution during teaching and learning process	1	2	3	4	5

A 5: REVIEWING AND EVALUATION

Please march your best opinion by ticking on one number which best describe your approach with the statements in the table. (1= very little, 2=little, 3= neither little nor much, 4= much, 5= very much)

5.1	Use same course content, test, and final exams every other semester	1	2	3	4	5
5.2	Set objectives are always realized	1	2	3	4	5
5.3	Give regular feedback to both students and department on teaching progress	1	2	3	4	5
5.4	Effectively and efficiently test, and assess students performance	1	2	3	4	5
5.5	Always review and link previous lesson to the new one	1	2	3	4	5
5.6	Carry out self evaluation every end of semester	1	2	3	4	5
5.7	Support student-teacher evaluation every end of semester	1	2	3	4	5

SECTION B: INDEPENDENT VARIABLE 1: ON-THE-JOB TRAINING

6: MENTORING (As discussed by Maitland (1998), mentoring is a method of on-the-job training, involving senior or experience institutional member taking on responsibility for the development and progression of junior members aspiring to become seniors.

C

6.1 Has your school, faculty, or institute ever assigned you a mentor?

1= NO 2=YES, please circle either 1or2 (if No, skip question 6.2 - 6.6)

For questions **6.2-6.6** please indicate the extent to which you receive help from your mentor. Your response should range from: (1= very rare, 2= rare 3= neither rare nor frequent, 4= frequent, 5=very frequent).

6.2	Development and teaching progression support	1	2	3	4	5
6.3	Demonstration of observable skills	1	2	3	4	5
6.4	Copying and adopting mentor's skills	1	2	3	4	5
6.5	Receive help and insights into the culture of the institution	1	2	3	4	5
6.6	Received confidence building	1	2	3	4	5

7. DEMONSTRATION AND COACHING

According to Maicibi (2007), coaching is a person to person training technique aiming at developing individual skills with an underlying subject of improving performance.

7.1 Has your school, Faculty or institute ever assigned you a coach?

1= YES AND 2=NO please circle either 1 or 2 (if NO, please skip questions: 7.2 -7.6)

Please indicate the level to which you receive assistance/guidance from your coach. Your opinion will range from: (1 = Very little, 2 = little, 3 = Neither Little nor much, 4 = Much, to 5 = Very Much)

7.2	Interaction with coach	1	2	3	4	5
7.3	Receive feed back from the coach	1	2	3	4	5
7.4	Motivated by the coach	1	2	3	4	5
7.5	Receive advice from the coach	1	2	3	4	5
7.6	Shown how to apply already received knowledge	1	2	3	4	5

SECTION C: INDEPENDENT VARIABLE 2: OFF-THE-JOB TRAINING

8: LECTURES, DISCUSSION, ROLE PLAY SIMULATION, ORIENTATION

Please indicate the extent to which you have received the following; Your response will range from: (1 = very Insufficient, 2= Insufficient, 3= Neither insufficient nor sufficient 4 = sufficient)

D

8.1	Receive short term training course(s) in teaching	1	2	3	4
8.2	Receive tutorial support	1	2	3	4
8.3	Receive opportunities to think fresh and meet people in different environment with different teaching experience	1	2	3	4
8.4	Receive packs of course material	1	2	3	4

9:    CASE STUDIES

(Armstrong (1999) explains that case studies use predetermined situations to provide opportunities for the analysis of data and the presentation of solutions without the failure associated with real world situations).

Please indicate the extent to which you have received the following; your opinion should range from: (1 = Very rare, 2 = Rare, 3 = neither rare nor Frequent, 4 = Frequent, 5 = Very Frequent).

| 7.2 | Data analysis and Presentation | 1 | 2 | 3 | 4 | 5 |
| 7.3 | Analysis of predetermined situations | 1 | 2 | 3 | 4 | 5 |

Section D: Background Variables for purpose of classification

School, faculty or Institute: ....
Designation: 1=Assistant Lecturer or 2= Teaching Assistant
Gender: 1= Male or 2= Female
Duration (in years): 1=(1-3), 2=(3-6), 3=(6 and above).

Thank you very much for making this study a success!

E

APPENDIX B: INTERVIEW GUIDE

ROLE PLAY AND SIMULATION

1. Do you get opportunities outside your normal work (teaching) routine to perform in situations that are not real?

2. If yes, how has it influenced your teaching processes? (Role-play) and what are some of the practical teaching approaches you use? (presentations, demonstrations, role play)

3. What are some of the teaching-learning resources you use in the teaching process? (projector, white board/markers, eraser, handouts etc.)

4. How do you asses your students? (presentations, test, group/individual course works, exams)

5. How do you perceive training in relation to performance? Or how does training influence your performance?

6. Do rewards inform of salary and fringe benefits affect your teaching output in any way?

F

REFERENCES

Ajzen, I. (1991). *The Theory of Planned Behavior*: Organizational behavior and human decision processes, 50, 179-211.

Amin, M. E. (2005). *Social Science Research*: Conception, Methodology & Analysis. Kampala: Makerere University Printery

Arinaitwe, A. H. (2006) *Training and Performance of none Academic Staff*: MA. thesis. Kampala International University, Kampala, Uganda.

Armstrong, M. (1999). *A Handbook of Human Resource Management Practice*. 7th edn, London Kogan Page.

Armstrong, M. (2003). *A Handbook of Personnel Management Practice*. London: Kogan Page.

Armstrong, M. And Murlis, H. (1994) *Reward Management*, 2nd edn, London Kogan Page.

Borman. W. C. and Motowido, S. J. (1993). *Expanding the Criterion Domain to include Elements of Contextual Performance*: In Schmitt, N. & Borman, W. C. (eds). Personal Selection in Organizations (P. 71-98). San Francisco Jossey –Bass.

Bratton, J. and Gold, J. (1999). *Human Resource Management*: Theory and practice, 2nd edn, Basingstoke: Michigan.

Byamukama, R. E. (2007), *Motivation and Employees' Performance*: MA. thesis. Mukono Christian University, Kampala).

Cannell, M. And Long, P. (1991) *'What's change about incentive pay?'* Personnel Management October, 58-63.

Clifford, L. And Bennett, H. (1999). *Best practice in 360-degree feedback*: selection and development review, 33, 58-59. Retrieved May 11, 2009 from AB1INFORM Global database.