

CAREER DEVELOPMENT PROGRAMS AND EMPLOYEE PERFORMANCE IN KANUNGU DISTRICT, SOUTH WESTERN UGANDA**¹Ainebyona Alex and ^{2,*}Dr. Agaba Moses**¹Department of Business Studies, Kabale University, Kabale, Uganda²Senior Lecturer Department of Management Science, Kabale University, Kabale, UgandaReceived 25th December 2020; Accepted 20th January 2021; Published online 28th February 2021

Abstract

Kanungu District Local Government has been experiencing poor staff performance in all departments such as Finance, Production, Health, Management and Planning, among others which was manifested through staff turnover, poor quality work and ineffective service delivery. This state of affairs raised a lot of concern among politicians, staff and the communities who directly benefit from their services. It also negatively impacted on the performance of the town councils because of the time lag they take to mobilize resources to deliver services. Despite the training support advanced to employees in town councils, they have persistently registered poor performance. The objectives of the study were to establish the relationship between staff training and employee performance in Kanungu District Local government, to determine the relationship between career advancement and employee performance in Kanungu District Local government and to determine the relationship between career planning and employee performance in Kanungu District Local government. The study espoused a cross sectional research design. The study used a sample of 164 respondents who were both purposively and randomly selected. Data collection in this study was done using questionnaires and interviews. Findings of the study revealed a positive (.894), but statistically significant relationship between staff training and employee performance. The Pearson correlation of 0.928** revealed a positive but statistically significant relationship between career advancement and employee performance meaning that career advancement based on competencies of staff, provision of scholarship to staff to upgrade their knowledge and skills, having career progression plan guided on equity and merit and career progression guidelines which stipulates conditions for promotion are likely to bring about better employee performance geared towards timely achievement of town Council targets. The findings indicated a Pearson correlation of .0961** which showed a positive but statistically significant relationship between career planning prospects and employee performance meaning that have personal career plan, providing career advisory services, having career development plan and internal and external programs that develop staff as well as self-assessment tools would result into better employee performance. The study concluded that staff training had positive significant relationship with employee performance in Kanungu District Local Government. The study concludes that career advancement has a positive significant influence on employees' performance in Kanungu District Local Government. Career progression among the Town Councils was guided by specific criteria, career advancement in the Town Council based on competencies of staff and having a well-structured progression plan guided on equity and merit would improve on employees' performance. The study concludes that career planning has a positive significant influence on employees' performance.. The study recommended that the Town Councils should regularly assess the training needs of staff before undertaking any training. To improve the performance of staff in The Town Councils, career advancement should be based on competencies of staff, equity and merit and more scholarships should be awarded to staff to enable them advance career-wise. The Town Councils in Kanungu District Local Government should provide adequate career advisory services to its staff as well as have adequate and proper career development plan for its staff to improve on their overall performance.

Keywords: Career Development Programs, Employee Performance, Kanungu District, Uganda.

INTRODUCTION

Career development programs are systematic planning methods used to link employee career objectives with the corporate career needs of an organization. It entails activities undertaken by the employees themselves and the organization to achieve career objectives and job requirements. Career development programs are a key strategic consideration for all organizations regardless of size, sector, market or profile. Organizations which aspire to be successful in today's extremely competitive markets need employees with the right competencies to assist in achieving a competitive edge in the industries. Employee performance is the record of outcomes achieved for each job function, during a specified period of time. If viewed in this way, performance is represented as a distribution of outcomes achieved and performance could be measured by using a variety of parameters which describe an employee's pattern of performance over time. Globally, career development has evolved to its second century as a professional field which has developed a vast theoretical

framework that guides its practice in the modern global economy (Hartung, 2012). Similarly, career development has internationalized with increasing importance attached to the role of manpower in the global economy. Previous studies by (Cartwright, 2015); Dowlings and Festing, 2016) affirm that globalization has forced many employees especially in developed countries to improve their competencies so as to perform international assignments. Employers in Africa have realized the need to obtain good results from employees through firm career development practices (Mwanje, 2010). Further, African countries have seen the need to learn and embrace career development programmes applied by developed countries to enable them ascend to middle income countries. However, Omotayo (2014) note that application of career development programmes of developed countries has failed in African countries. This has been blamed on some retrogressive African cultures such as glass ceilings for the career development of women in organizations. In addition, Bombuwela and De Alwis (2013) argue that the public sector in African countries is still struggling with massive corruption which has been blamed for lack of transparency in

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employment and ineffective career development practices. Peter (2014) affirms that employees in Tanzania's public sector have experienced delayed promotions which have led to massive grievances, absenteeism and staff turnover. In East African countries like Tanzania, Kenya and Uganda, government employee career development may be seen as employees' willingness and ability to help their governments succeed, largely by providing discretionary effort on a sustainable basis and may be effected by many factors which involve both emotional and rational factors relating to work and the overall work experience (Banda, 2004). In Uganda, career development of public servants' dates way back to the era of colonialism which started effectively in 1900 whereby public servants were foreigners to Africa, representing colonial countries (Olum, 2011). The public service took over from the regime of colonialists was small and had limited objectives of ensuring good governance, order and law. After independence in 1962, its structure and functions changed to creating the public service that is able to deliver quality, appropriate and timely services, facilitates growth of a wealth creating private sector and supports national development. Kanungu District existed as one of the Counties of the former Kigezi (then called Kinkiizi County). In 1974, when Rukungiri District was created, it formed part of its administrative structure. In July 2001, it achieved district Status, it comprises of 13 sub-counties and 4 town councils; Kanungu, Butogota, Kambuga and Kihihi Town Councils with 53 Parishes and 16 yards and 514 villages. In Kanungu District, each time employees were recruited in town councils, they underwent career development programs through training, career advancement and planning in order to acquire more knowledge regarding performance. Staff members under take short course trainings workshops, seminars and conferences while others are assigned mentors and coaches to acquire knowledge aimed at improving performance (Kanungu District Local Government, 2015).

Career development programs are motivational incentives that promote employees retention and productivity (Musa, Ahmed, and Bala, 2014). Career development comprises of resolute efforts bound for evaluating an employee's competences identifying possible career advancement for that worker and developing and implementing different types of training programmes and experience to organize that individual for job enlargement and enrichment. In most businesses, its gradually obvious that career development programs are cost justified in the same conditions as initial programs; meaning each endorsement contributes to enhanced deployment of workers overall organizational operation and development (Mapelu & Jumah, 2013). According to Mathis and Jackson (2015), employee performance is associated with quality of output and timeliness of output, presence /attendance on the job, efficiency of the work completed and effectiveness of work completed. The Business Dictionary (2016), however, defines performance as an accomplishment of a given task measured against pre-set standards of accuracy, completeness, cost and speed. Employee performance is normally looked at in terms of outcomes/productivity, efficiency, effectiveness and quality of work. It can, however, also be looked at in terms of behaviour (Nassazi, 2013). Employee performance is an important building block of an organization and must be annualized by organizations. Since every organization cannot progress by depending on one or two individual efforts, it is collective effort of all members of the organization. Performance is a major multi - dimensional construct aimed at achieving results and has strong links to strategic goals of an

organization (Mwita, 2016). In order to measure employee performance, this study will adopt service delivery and rate of labour retention. Employee performance in Kanungu District was measured by service delivery, quality of services delivered to the people and the efficiency in service delivery. The study focused on Kanungu District where employee performance among staff is still low and unsatisfactory. The district was created to ensure increased service delivery and provision of quality services to the communities, however, service delivery standards in the district are increasingly declining especially in the sectors of education, health and works (Ssempala & Jones, 2016).

Kanungu town councils have been experiencing an increasing poor performance of government employees between 2013-2014. There was high labor turnover, absenteeism, poor motivation and low performance are some of the feature of employees' low commitment in the organizations (Aminah, 2016). Most staff have joined other organisations including and Non-Governmental Organizations. It is possible to assert that some employees are attracted by better benefits ranging from financial to non-financial. Budgetary allocation, monitoring and evaluation, service delivery and retention of employees in Kanungu District Local Government have proven more futile despite efforts made to train and mentor staff, conduct career planning and career advancement. It is not known whether poor performance is due to career development programs used in the district. It is against this background that this study was conducted to establish the relationship between career development programs and employee performance in Uganda. Employees are major assets to any organization. They play an active role towards the organisation's success that cannot be underestimated. Equipping these unique assets through effective training becomes imperative in order to maximize job performance. Kanungu District Local government like other local governments in Uganda is a public service organization which recruits and provides career development to staff with an objective of long service. Across all levels of management, top, middle and bottom, graduates of degrees, diplomas and certificates are mentored, trained and development to improve on retention and performance.

Kanungu District Local Government has been experiencing poor staff performance in all departments such as Finance, Production, Health, Management and Planning, among others which was manifested through staff turnover, poor quality work and ineffective service delivery (Aminah, 2016). This state of affairs raised a lot of concern among politicians, staff and the communities who directly benefit from their services. It also negatively impacted on the performance of the town councils because of the time lag they take to mobilize resources to deliver services. Despite the training support advanced to employees in town councils, they have persistently registered poor performance. Therefore, it is against this background that this study was conducted to establish the relationship between career development programs and employee performance in Uganda. The Objectives of the Study were: (i) To establish the relationship between staff training and employee performance in Kanungu District Local government, (ii) To determine the relationship between career advancement and employee performance in Kanungu District Local government and (iii) To determine the relationship between career planning and employee performance in Kanungu District Local government.

LITERATURE REVIEW

Staff Training and Employee Performance in Local Governments

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans *et al.*, 2016) and therefore prompting these organizations to train their employees is one of the ways to prepare them to adjust to the increases above and thus enhance their performance. It is important not ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade. This growth has not only been brought about by improvements in technology nor a combination of factors of production but increased efforts towards development of organizational human resources. It is, therefore, in every organizations responsibility to enhance the job performance of the employees and certainly the implementation of training and development as one of the major steps that most companies need to achieve this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Afshan, 2014). The question that may arise in many instances is why human resources are important. Bearing in mind that human resources are the intellectual property of the firm, employees prove to be a good source of gaining competitive advantage (Houger 2016) and training is the only way of developing organizational intellectual property through building employees' competencies. Organizations have to obtain and utilize human resources effectively. Organizations, therefore, need to design the human resource management strategies in ways that fit into the organization's structure as this will make the organizations achieve their goals and objectives. Moreover, it is also important for organizations to assist their workforce in obtaining the skills needed and thus increase commitment.

According to Zheng (2016) a significant relationship was found between the employees training and their resultant performance in accomplishing different tasks. It was found that those employees who have taken training were more capable in performing different task. Training has direct relationship with the employees' performance. Basically training is a formal & systematic modification of behaviour through learning which occurs as result of education, instruction, development and planned experience. Because of the practical implications of training, it is important to have training that is effective. Studies have proven that more costly but effective training can save money that is wasted on cheap but inefficient training (Ginsberg, 2017). Although the authors focused on training and the resultant performance, they did not specify which indicators of employee performance in local governments were considered in this study. Metani and Karrubi (2017) studied empowering the human resources through in-service training in concluded that the in-service training was effective on job satisfaction and job performance. Yaqmayi Sabeq (2015) examined the impact of in-service training on job skills and concluded that in-service training increases the job skills of employees. Davis (2016) in his study showed that the in-service courses of teachers lead to greater adherence to corporate rules, enhanced cooperation in school, enhanced

capabilities of teachers and improved academic performance of students. In a study by (Spinos, 2017) on education needs of librarians in Spain, the results showed that in-service increased skills and expertise of the employees. Ambetsa (2016) studied the effect of technical and vocational training on employees; the study found out that short term training contributes to individuals' personal development, increases their productivity and income at work and facilitates everybody's participation.

Career Advancement and Employee Performance in Local Governments

Career advancement is the process of progressing of an individual's career (Chanin, 2015). The researcher asserted that career advancement is measured in terms of job accomplished through the efforts of the employee in pursuit of personal career goals. A Study by Weng (2014) found out that career advancement entails two main dimensions namely career growth and job promotions. The study postulated that individual career advancement included the acquiring of new competencies which are worthwhile to the organization and employees in meeting future career needs. Career advancement was also found to indicate an increase in job security for the employees. Kasule (2015) conducted a study on employee motivation and organizational performance in public sector using Ministry of Internal Affairs as a case study. Kasule used a cross sectional research design and the findings revealed that motivating employees for better performance encompasses several critical factors: employee engagement, organizational vision and values, management acknowledgment and appreciation of work well done, overall authenticity of leadership, financial reward and career advancement among others. Avey (2015) asserts that career advancement leads to job effectiveness and greater employee retention. Furthermore, career advancement leads to employees being more receptive to change and are up to date with their job activities. Employees who perceive their organization as attaching great significance to their career growth and promotions have improved work effectiveness and efficiency (Savickas, 2014). Obwaya (2014) studied the effect of career advancement on performance of public primary schools in Starehe Constituency, Nairobi County, Kenya. The study investigated the effect of promotion, job mobility, redeployment and continuous learning on performance of primary schools. The study adopted a descriptive survey research design. The researcher found out that career development has a positive effect on employee performance in public primary schools. Manyas (2014) studied the effect of organizational support for career development on employee performance in Kenyan public universities. The study adopted a descriptive research design and investigated the effect of public universities' management support and public universities' incentives on lecturers' performance. The study found out that there exist a positive relationship between organizational support for career development and academic staff performance. Nyambura and Kamara (2015) investigated the influence of career development practices on employee retention in Uganda public universities. The study adopted a descriptive research design and studied the effect of training and development and mentoring on employee retention in Uganda public universities. The study found out that both training and development and mentoring had positive effect on employee retention. The study recommended more training and development activities for employees so as to improve their skills on pertinent issues in the organization.

Career Planning and Employee Performance in Local Governments

Felix(2015) postulates that career planning is the intentional process where an organization or individual gets to know of personal competencies and focuses on plans to achieve specific career goals. It aims to discover the goals for a person's career and undertaking manpower programs to support that career (Antoniou, 2013). The researcher argues that career planning leads to the matching of individual and organizational career goals. Further, he postulated that to achieve these, career counseling activities should be embraced and provided to the employees. This would be done by professionals with psychological training who are well versed with both individual and organizational needs. Manolescu (2016) asserts that there are mainly two approaches to career planning namely the organization centered planning system and the person centered planning system. Furthermore, organization centered career planning primarily focuses on the development of manpower while the person centered planning system aims at discovering the competencies and interests of an individual. Henceforth, career planning lays down the roles of the two parties- the individual and the organization. Oduma and Were (2014) investigated the influence of career development on employee performance in Kenyatta University. The study established that training, career mentoring, job orientation and career advancement had a positive influence on employee performance. Nyambura and Kamara (2015) examined the influence of career development practices on employee retention in the Technical University of Kenya. The study posited that mentoring and training and development had a positive significant influence on employee retention. Most studies (Manyas, 2014; Wairimu, 2013) failed to link career planning to employee performance. Further, none of the previous studies was carried out in local governments based on Kanungu District creating a knowledge and contextual gap. It can be seen from the literature that some studies were carried out in primary schools, banks and universities and the findings did not produce the same results as the situation may be different from Kanungu District Local Governments. Due to the limitations in the previous studies, this study investigated the influence of career planning, career advancement and staff training on employee performance in Kanungu District.

METHODS

Cross-sectional survey research design was used in the study. This design was used because it was appropriate for collecting data from a sample of respondents at one point in time and it allowed the collection of both quantitative and qualitative data. Quantitative approach was used to support the research design. Quantitative approach was used due to the desire of establishing the magnitude of the problems using statistical data and evidence. Data was collected through instruments developed by the researcher. The data collection instruments were questionnaires. The researcher used a sample size of 175 respondents that was drawn from the population of 311 because it was enough to provide adequate and relevant data for the study since it involved people who were affected by the problem that was being investigated.

The sample size was determined using Israel Glenn's (2012) formula $n = \frac{N}{1 + N(e)^2}$ where n is the sample size, N is the study population while e is the level of precision which is 0.05

$$n = \frac{311}{1 + 311(0.05)^2} = n = \frac{311}{1 + 311(0.0025)}$$

$$n = \frac{311}{1.7775} = 175$$

Validity of Research Instrument

The CVI formula by Amin (2005) was applied; CVI = Number of items declared valid / total Number of items. After computing the CVI as a way of determining the level of accuracy of the instrument, the researcher interpreted the CVI on the basis of George and Mallery's (2003) rule of thumb;

$$CVI = \frac{\text{Number of relevant items}}{\text{Total number of items in an instrument}} \quad 23/26 = 0.88$$

The content validity index was 0.88 which meant that questionnaires were considered valid and worth for data collection.

Reliability of Research Instrument

In order to ensure that the research instrument is reliable and can consistently produce reliable data when administered, the researchers adopted Cronbach's alpha. The reliability method measures the stability of the research instrument. It intends to determine the extent to which a measure, procedure or instrument yields the same result on repeated trials. The reliability alpha coefficients for career development items were as follows: staff training, $\alpha = .973$, Career Advancement, $\alpha = .978$, Career Planning $\alpha = .978$, Employee Performance $\alpha = .988$. The results showed a Cronbach-alpha coefficient of greater than 0.60, which was used to indicate a factor as reliable (Suhr & Shay, 2009).

Table 1. Reliability Statistics

	N of Items	Cronbach's Alpha
Staff Training	5	.973
Career Advancement	4	.978
Career Planning	5	.978
Employee Performance	9	.988

Data Analysis

The researcher cleaned the data and tabulated the emerging results. Quantitative data was analyzed using descriptive statistics such as mean, frequency, percentages and standard deviation. Descriptive statistics (mean, standard deviation, frequencies and percentages) were used to portray the sets of categories formed from the data. In the study correlation analysis was also performed using Pearson rank correlation analysis to determine the relationship between career development programs and employee performance.

RESULTS AND DISCUSSION

Response rate and demographic characteristics of respondents

The researcher distributed a total of 171 questionnaires to the respondents in Town Councils of Kanungu District Local Government. A total of 164 respondents responded constituting 96%. All the four Town Clerks of four Town Councils in Kanungu District were interviewed constituting 100%. Thus, the overall response rate was 97%.

Table 2. Response Rate

Category of respondents	Targeted sample (N)	Actual sample (N)	Response Rate (%)
Town Clerks	4	4	100
Staff members	107	107	100
Citizens	64	57	89
Total	175	168	97

Source: Response rate analysis (2020)

Respondents by Gender

The researcher inquired about the gender of the respondents to ensure that there was balanced representation. The information obtained is demonstrated by table 3. below.

Table 3. Gender of the Respondents

Gender	Frequency	Percentage
Male	64	59.8
Female	43	40.2
Total	107	100.0

Source: Demographic analysis of respondents (2020)

Table above indicates that 59.8% of respondents were males while 40.2% were females meaning that the researcher obtained balanced views about career development and employee performance. Though males who participated in the study were more than the females, their performance is affected equally by career development programmes.

Respondents by Age: The researcher inquired about the age of the respondents to ascertain the respondents' adulthood and varying responses were given as represented in table 4 below.

Table 4. Age of the respondents

Gender	Frequency	Percentage
20-30	22	20.6
31-40	35	32.7
41-50	40	37.4
51-60	10	9.3
61+	0	0.0
Total	107	100.0

Source: Demographic analysis of respondents (2020)

Results from the table 4 above indicate that 37.4%, n= 22 respondents were in the age bracket of 41 – 50 years, 32.7% of the respondents were in the age bracket of 31 – 40 years. The table also shows that 20.6% of the respondents were in the age bracket of 20 – 30 years while 9.3% of the respondents were between 51-60. There were no respondents above 60 years because in local governments the retirement age is 60 years. This reveals that many of the employees in Town Councils in Kanungu District Local Government were above 30 years of age.

Respondents by Educational Level: The researcher also inquired about the level of education of the respondents in order to determine the literacy levels of the respondents. Table 5 shows the respondents' level of education.

Table 5. Level of Education of the Respondents

Education	Frequency	Percentage
Diploma	0	0
Degree	83	77.6
PG. Diploma	15	14.0
Masters	9	8.4
Total	107	100.0

Source: Field Data, 2020

From table 5 above, results revealed that most of the respondents indicated by 77.6% were degree holders, 14.0% had post graduate diploma while 8.4% had masters. All members of staff for town councils of Kanungu District had a degree and above because the minimum requirement to work in local government is a degree. This means that the researcher dealt with literate members of staff who could read and write. This was so advantageous because questionnaires and interviews about career development and employee performance in Kanungu District Local Government were administered and conducted with a lot of ease. Furthermore, Kanungu District Local Government recruits literate staff and engages highly educated employees as the majority of the respondents were university graduates. Therefore, these employees would be anticipated to execute their assignments better because of their being highly educated.

Background Information of Citizens

The background information was in relation with their gender, age and level of education. The tables and figures below show distribution of respondents by different characteristics.

Table 6. Demographic Information of Citizens

		Frequency	Percentage
Gender	Males	37	64.9
	Female	20	35.1
	Total	57	100
Age	20-30yrs	26	45.6
	31-40yrs	14	24.9
	41-50	10	17.5
	51-60	7	12.3
	60+ and above	0	0.0
Education	Total	57	100
	Diploma	20	35.1
	Degree	7	12.3
	PG. Diploma	0	0
	Masters	0	0
	Others	30	52.6
Total	57	100	

Source: Field Data, 2020

From Table 6 above, majority 37 (64.9%) of the respondents were males compared to their female counterparts 20(35.1%). This suggests that most of the citizens who majorly sought services from Kanungu District Town Councils were males and thus knew the performance of staff from the selected Town Councils. The findings in Table 6 above show that the majority of respondents 26(45.6%) were in age range of 20-30 years, 14(24.9%) were in age range of 31-40 years, 10(17.5%) were aged, 41-50 while the remaining 7 (12.3%) were between 51-60. Majority of the citizens who knew the performance of the staff of the selected Town Councils of Kanungu District Local Government were above 30 years. As revealed in the Table, 30(52.6%) of the citizens who participated in the study had finished other levels of education, 20(35.1%) had finished diploma whereas 7(12.3%) had degree qualification. Majority of the citizens were in other categories of education such as certificate, secondary and primary levels.

Staff Training and Employee Performance in Kanungu District Local Government

Correlation Results for Staff Training and Employee performance in Kanungu District Local Government: In order for the researcher to determine whether a relationship existed between staff training and employee performance, the Pearson correlation product moment technique was used.

Table 7. Correlation results for Staff Training and Employee Performance

		Staff Training	Employee Performance
Staff training	Pearson Correlation	1	.894**
	Sig. (2-tailed)		.000
	N	164	164
Employee Performance	Pearson Correlation	.894**	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Table above 7 comprises of the Pearson value ($R=.894^{**}$), Sig ($p>0.05$, .000) and $n=164$. The Pearson correlation of 0.894 reveals a positive but statistically significant relationship between staff training and employee performance meaning that when more efforts made through assessing staff training needs, for instance competence gaps and areas for further improvement; job induction for instance; orientation about the working environment, on-the-job training for instance familiarity with the existing systems extended and sponsorship on long and short courses training catered for by the local government are likely to bring about employee performance.

Correlation results on Career Advancement and Employee Performance in Kanungu District Local Government

In order for the researcher to establish whether a relationship existed between career advancement and employee performance, the Pearson correlation product moment technique was used as indicated in the table 8 below;

Table 8. Correlation results on Career Advancement and Employee Performance in Kanungu District Local Government

		Career Development	Employee Performance
Career Advancement	Pearson Correlation	1	.928**
	Sig. (2-tailed)		.000
	N	164	164
Employee performance	Pearson Correlation	.928**	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Table above 8 comprises the Pearson value ($R=.0.928^{**}$), Sig ($p<0.05$, .000) and $n=164$. The Pearson correlation of 0.928** reveals a positive but statistically significant relationship between career development and employee performance meaning that career advancement based on competencies of staff, provision of scholarship to staff to upgrade their knowledge and skills, having career progression plan guided on equity and merit and career progression guidelines which stipulates conditions for promotion are likely to bring about better employee performance geared towards timely achievement of town Council targets.

Relationship between Career Planning and Employee Performance in Kanungu District Local government

In order for the researcher to establish whether a relationship existed between career planning and employee performance, the Pearson correlation product moment technique was used as indicated in the table 9 below;

Table 10. Correlation results on Career Planning and Employee Performance in Kanungu District Local Government

		Career Planning	Employee Performance
Career Planning	Pearson Correlation	1	.961**
	Sig. (2-tailed)		.000
	N	164	164
Employee Performance	Pearson Correlation	.961**	1
	Sig. (2-tailed)	.000	
	N	164	164

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

Table 9 above comprises the Pearson value ($R=.0.961^{**}$), Sig ($p<0.05$, .000) and $n=164$. The Pearson correlation of .0.961** reveals a positive but statistically significant relationship between career planning prospects and employee performance meaning that having personal career plan, providing career advisory services, having career development plan and internal and external programs that develop members of staff as well as self-assessment tools would result into better employee performance.

Conclusion

Grounded on the findings of the study, it can be concluded that staff training had positive significant relationship with employee performance in Kanungu District Local Government. This was a result of designing training to address the training needs of staff, the initial training provided before staff started their jobs was helpful, staff undertook long term on job training and staff were regularly taken for short training to enhance their performance.

The study concludes that career advancement has a positive significant influence on employees' performance in Kanungu District Local Government. Career progression among the Town Councils was guided by specific criteria, career advancement in the Town Council based on competencies of members' of staff and having a well-structured progression plan guided on equity and merit would improve on employees' performance. The study sought to determine the relationship between career planning and employee performance in Kanungu District Local government. The study concludes that career planning has a positive significant influence on employees' performance. The Town Councils in Kanungu District Town Councils under study had both internal and external programs that develop its members of staff for future positions, but lacked enough self-assessment tools to help members of staff understand their aspirations, desires, likes and dislikes. However, they did not provide career succession plan for its members of staff as well as adequate career advisory services that determine competencies and interests of staff.

Recommendations

Basing on the findings of the study, the researcher made the following recommendations. Town Councils understudy should regularly assess the training needs of staff before undertaking any training. This will help in identifying areas where training is required thus improving knowledge and skills to enhance performance.

In addition, to improve performance of members of staff in these Town Councils, career advancement should be based on competencies of staff, equity and merit and more scholarships should be awarded to staff to enable them advance career-wise. There should be self-assessment tool that help staff to understand their aspirations, desires and dislikes. Town Councils in Kanungu District Local Government should provide adequate career advisory services to its staff as well as having adequate and proper career development plan for its staff to improve on their overall performance. Furthermore, Town Councils should have proper performance appraisal system that can be used to determine attainment of set goals like training needs and career needs of their staff among others.

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