

**The Influence of Training & Development on the Performance of administrative staff in selected private universities in Rubaga Division. A cross-sectional study.**

*Violet Nyende\*, Edmand Bakashaba*

*School of Graduate Studies and Research, Team University*

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**Abstract.**

**Background.**

The investigation was motivated by persistent concerns about low staff productivity, inadequate training practices, and limited alignment between HR systems and institutional performance needs. This study examined the influence of Training & Development on the performance of administrative staff in private universities in Rubaga Division.

**Methodology.**

A correlational and cross-sectional survey design was employed, complemented by qualitative interviews and documentary review to provide contextual insights. The target population comprised 150 staff members from four private universities, from which a sample of 108 respondents was determined using Krejcie and Morgan's Table. Data were collected through structured questionnaires, semi-structured interviews, and review of institutional records. Quantitative data were analyzed using descriptive statistics, Pearson's correlation, and regression analysis, whereas qualitative data were analyzed thematically.

**Results.**

Respondents were predominantly in the 30–39 age group (35%), mostly male (55%), and largely degree holders (50%). Findings on training and development indicated moderate but insufficient training programs (overall mean  $\approx 2.90$ – $3.10$ ). Employee performance was generally low across all indicators, with mean scores below 2.00, particularly in task completion, adaptability, initiative, and communication. Correlation analysis revealed significant positive relationships between recruitment ( $r = 0.578$ ), training and development ( $r = 0.552$ ), retention ( $r = 0.563$ ), and employee performance. Regression results confirmed that human resource planning predicted 47.9% of the variance in performance (Adjusted  $R^2 = 0.468$ ), with recruitment ( $\beta = 0.325$ ), training and development ( $\beta = 0.298$ ), and retention ( $\beta = 0.274$ ) emerging as significant predictors.

**Conclusion.**

Universities should allocate resources to regular training workshops, seminars, and mentorship programs aimed at improving communication, ICT skills, problem-solving, and administrative efficiency.

**Recommendation**

Training and development were positively correlated with employee performance, signifying that continuous professional development, skills enhancement, and capacity-building initiatives improve administrative staff effectiveness and productivity.

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**Keywords:** *Human Resource Planning, Training and Development, Employee Performance, Private Universities, Rubaga Division.*

**Submitted:** *October 01, 2025* **Accepted:** *October 20, 2025* **published:** *October 30, 2025*

**Corresponding Author:** *Violet Nyende*

**Email:** *viende25@gmail.com*

*School of Graduate Studies and Research, Team University.*

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**Background.**

Training & Development (CHRP) refers to the flexible and adaptive approach to managing human resources in response to unpredictable internal and external changes. Unlike recruitment, which follows long-term goals aligned with institutional strategy, CHRP emphasizes preparedness for unforeseen events such as staff turnover, economic shifts, technological disruptions, or sudden regulatory changes

(Fombrun, Tichy, & Devanna, 1984). In the context of private universities, where operations often depend on tuition income and are vulnerable to market competition, CHRP is particularly vital for sustaining employee performance and institutional stability.

Private universities operate in increasingly dynamic environments, where factors such as fluctuating student enrollment, evolving accreditation standards, and rapid

technological advancement can significantly affect workforce demands. Contingency HR planning enables these institutions to maintain operational continuity by ensuring a responsive workforce structure. For example, universities may develop flexible staffing models, cross-training programs, and succession plans to mitigate the impact of unexpected faculty departures or funding cuts (Lengnick-Hall & Beck, 2005).

Effective contingency planning supports employee performance by promoting resilience, reducing uncertainty, and maintaining morale during periods of change. When employees perceive that the institution is prepared for crises and values continuity, their commitment and productivity are often enhanced (Brewster, 2007). Moreover, contingency plans that include clearly defined communication protocols and performance expectations during disruptions such as the COVID-19 pandemic can prevent declines in performance and foster organizational trust.

However, challenges to implementing CHRP in private universities include limited resources, resistance to change, and a lack of data for scenario forecasting. Some institutions may also struggle with balancing flexibility and fairness, particularly when contingency planning results in short-term employment or temporary cuts in benefits. Despite these challenges, CHRP remains a critical tool for enhancing institutional agility and protecting employee performance from environmental volatility (Robby, Nzulwa, & Muli, 2021).

Empirical studies on Training & Development (CHRP) within the higher education sector reveal that proactive and adaptive HR practices are instrumental in promoting employee performance, especially in unpredictable environments. For instance, a study by Komba (2020) conducted at the Higher Education Students' Loans Board (HESLB) in Tanzania examined the impact of HR planning on staff performance. The study employed a descriptive survey design and collected data from 67 staff members using structured questionnaires. The findings revealed a

moderately strong positive relationship between contingency HR planning components, such as flexible staffing strategies, emergency recruitment, and training, and employee productivity. Specifically, 61% of the variance in employee performance was attributed to HR planning efforts ( $R^2 = 0.61$ ), suggesting that contingency planning mechanisms significantly support institutional resilience and operational continuity.

Collectively, these studies underscore the empirical relevance of CHRP in enhancing employee performance in higher education. They demonstrate that institutions that anticipate workforce risks and incorporate flexible, adaptable HR strategies are more likely to maintain stable academic and administrative functions. For private universities in Rubaga Division, Kampala often constrained by limited resources and high staff mobility, these findings highlight the need for robust contingency frameworks to support consistent employee output, task completion, and organizational sustainability. This study examined the influence of Training & Development on the performance of administrative staff in private universities in Rubaga Division.

### Methodology.

#### Research Design

The study primarily employed a correlational and cross-sectional survey design to systematically gather and analyze data on the relationship between Human Resource Planning (HRP) and employee performance in private universities.

In addition to the quantitative survey, a qualitative component was incorporated to deepen the understanding of how HRP practices were experienced and perceived by university staff and to explore contextual factors influencing employee performance.

#### Study Population.

**Table 1: Target Population of the Study**

Private University	Administrative Staff	HR Department Staff	Total Population
Nkumba University	40	05	45
Buganda Royal University	30	03	33
St Laurence University	25	04	29
Ndejje University	35	08	43
<b>Total Population</b>	<b>130</b>	<b>20</b>	<b>150</b>

*Source: Selected University Human Resource Departments (2024)*

The target population for the study consisted of staff members from two categories: administrative staff and the human resources (HR) department staff across four private universities. Specifically, these universities were Nkumba

University, Buganda Royal University, St. Laurence University, and Ndejje University.

Overall, the combined target population from these four universities totaled 150 individuals, comprising 130

administrative staff and 20 HR department staff. This diverse group represented the focus of the study, providing a comprehensive view of personnel within private universities' administrative functions, as well as human resource management.

### **Sample Size.**

The study employed Krejcie & Morgan's Table in determining the sample size. For a population of 150, the recommended sample size was 108; hence, the sample size. For each subgroup, the proportional samples were obtained.

### **Sampling Techniques**

To ensure that the sample adequately represented the target population, a combination of stratified random sampling and purposive sampling was employed in this study. This mixed approach was chosen to appropriately capture data from the three key staff categories: human resource staff and administrative staff across the selected private universities.

### **Stratified Random Sampling**

Stratified random sampling was used to select respondents from the administrative staff categories. The rationale for using this technique was to ensure that each subgroup (university) within the population was proportionally represented in the sample, thereby increasing the representativeness and accuracy of the findings.

Within each subgroup, simple random sampling was employed to select individual respondents to eliminate selection bias.

### **Purposive Sampling.**

Purposive sampling was employed to select participants from the human resource departments of the four universities. This non-probability sampling technique was considered appropriate because the HR staff were a small, specialized group with specific knowledge relevant to the objectives of the study, particularly in areas concerning staff recruitment, retention, performance management, and policy implementation.

Each university had a small number of HR personnel (ranging from 3 to 5), totaling 15 HR staff across all institutions. Given the small population size and the importance of their insights to the study, all HR staff were targeted for inclusion. Selection was based on the staff members' roles, experience, and involvement in human resource functions, particularly those in leadership or strategic positions.

### **Methods of Data Collection.**

The study employed a combination of primary and secondary data collection methods to obtain comprehensive and reliable information from the selected respondents.

Specifically, questionnaires, interviews, and documentary reviews were utilized to gather data from the different target groups, based on their roles and relevance to the research objectives.

### **Questionnaire Method.**

Structured questionnaires were used to collect quantitative data from academic staff and administrative staff across the four selected private universities. This method was considered appropriate due to its efficiency in reaching a large number of respondents within a relatively short period and its ability to facilitate standardized data collection.

The questionnaire was self-administered and contained both closed-ended and Likert-scale questions to capture respondents' perceptions, experiences, and attitudes related to the key variables under investigation. The questions were organized thematically based on the study objectives, covering areas such as employee motivation, performance, work environment, and institutional policies.

### **Interview Method**

Semi-structured interviews were conducted with staff from the Human Resources (HR) Departments of the selected universities. This method was deemed suitable for this group because it allowed for deeper exploration of HR-related practices, challenges, and strategies that might not have been captured through structured questionnaires.

The interviews followed a pre-designed interview guide but allowed flexibility for probing and follow-up questions based on respondents' answers. This enabled the researcher to gain rich, qualitative insights into HR policies, staff development practices, recruitment and retention strategies, and other institutional frameworks that affected employee performance.

Interviews were conducted either face-to-face or via virtual platforms (e.g., Zoom, Google Meet), depending on the availability and preference of the interviewees. With consent, interviews were audio-recorded and later transcribed for thematic analysis.

### **Documentary Review**

To supplement the primary data, a documentary review was carried out to gather relevant secondary data. This involved the systematic examination of existing institutional documents, policy manuals, HR reports, academic staff handbooks, and performance appraisal records from the selected universities.

Additionally, scholarly articles, published reports, and statistical data related to higher education human resource management were reviewed. The purpose of the documentary review was to provide background information, contextual understanding, and triangulation for

the primary data collected through questionnaires and interviews.

### Measurements of Variables for the Study

Both the independent and dependent variables were measured using structured questionnaires with items rated on a 5-point Likert scale ranging from 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree. The measurement of each variable is outlined below:

**Table 2: Variable Measurement**

Variable	Type	Measurement Tool	Scale
Recruitment	Independent	Questionnaire (Likert)	5-point Likert scale
Training & Development	Independent	Questionnaire (Likert)	5-point Likert scale
Employee Performance	Dependent	Questionnaire (Likert)	5-point Likert scale

### Data Collection Procedures for the Study.

The data collection process for the study was conducted systematically to ensure accuracy, consistency, and reliability of the data. The following steps guided the procedure:

**Preparation Phase: Development of Research Instruments:** A structured, self-administered questionnaire was developed based on the study objectives and literature related to human resource planning and employee performance. The questionnaire included both closed-ended items using a 5-point Likert scale and demographic questions.

**Pre-testing (Pilot Study):** Before the main data collection, the questionnaire was pre-tested on a small sample of respondents (not included in the main study) from similar private universities to identify unclear or ambiguous items. Necessary modifications were made based on feedback from the pilot test.

**Validity and Reliability Testing:** The pre-test data were used to assess validity through expert review and calculation of the Content Validity Index (CVI), and reliability through Cronbach’s alpha to ensure internal consistency.

**Approval and Permissions:** Ethical clearance was sought from the relevant institutional ethics committee. Permission letters were submitted to the selected private universities, requesting approval to conduct the study among their staff. After receiving approvals, arrangements were made with university administrators or HR departments to facilitate access to participants.

**Selection of Participants:** A sample of academic and administrative staff was selected using stratified random sampling, ensuring representation from various departments and positions within the university. The sample size was determined based on appropriate statistical formulas, considering the total staff population in the selected universities.

**Administration of Questionnaires:** Questionnaires were distributed physically (paper-based) or electronically (via email or Google Forms), depending on the availability and preference of the institutions and participants. A brief

introduction accompanied the questionnaire, explaining the purpose of the study, instructions for completion, and assurances of confidentiality and voluntary participation. Respondents were given sufficient time (two weeks) to complete the questionnaire.

**Follow-Up and Retrieval:** Follow-up reminders (phone calls, emails, or visits) were made to participants who had not submitted their responses within the expected timeframe. Completed questionnaires were collected physically or downloaded from the online platform and organized for analysis.

**Data Handling and Storage:** All collected data were handled confidentially and securely. Paper-based responses were stored in locked cabinets, while electronic data were password-protected. Data were accessible only to the researcher and, where necessary, the research supervisor.

**Data Entry and Cleaning:** Collected data were coded and entered into a statistical software program (e.g., SPSS or Excel). The dataset was cleaned by checking for missing values, outliers, and inconsistencies before conducting statistical analysis.

### Validity of Instruments.

The validity of the research instruments was determined through expert judgment. A panel of experts in human resource management, research methodology, and higher education was consulted to evaluate whether the items in the questionnaire adequately represented the three constructs—strategic, contingency, and retention planning—as well as employee performance. These experts reviewed the items for clarity, relevance, and comprehensiveness, and their feedback was used to refine the instrument.

To quantify content validity, the Content Validity Index (CVI) was calculated. Each expert rated the relevance of each item on a 4-point scale. The Item-Level CVI (I-CVI) was computed by dividing the number of experts who rated an item as relevant (3 or 4) by the total number of experts. The Scale-Level CVI (S-CVI) was then calculated as the average of all I-CVIs across the questionnaire items.

From the experts' ratings, an S-CVI of 0.94 was obtained. This indicated that 94% of the questionnaire items were judged as relevant by the expert panel. Since this value exceeded the acceptable threshold of 0.78 (Amin, 2005), the instrument was considered to have excellent content validity. The CVI results were used to confirm that the questionnaire items adequately represented the study constructs and could reliably be used for data collection.

### **Reliability of Instruments.**

To determine the consistency of the instrument over time, a test-retest method was used. The same questionnaire was administered to a small group of respondents from a similar population at two different time intervals, two weeks apart. The scores from the two administrations were correlated using Pearson's correlation coefficient. A high correlation ( $r \geq 0.7$ ) indicated good test-retest reliability.

In addition to test-retest reliability, internal consistency of the instrument was assessed using Cronbach's alpha coefficient. The questionnaire responses from the pilot test were entered into a statistical software program, and Cronbach's alpha was computed for each construct and for the overall instrument. A Cronbach's alpha coefficient of 0.85 was obtained, indicating a high level of internal consistency among the items. This result was used to confirm that the instrument reliably measured the intended constructs, and it provided assurance that the questionnaire items were consistent in capturing respondents' perceptions, experiences, and attitudes regarding human resource planning and employee performance.

### **Ethical Considerations.**

The study adhered to established ethical guidelines to protect the rights, dignity, and well-being of all participants. The following ethical considerations were observed:

**Informed Consent:** All participants were fully informed about the purpose, objectives, procedures, and their role in the study. They were provided with an informed consent form that clearly explained their right to participate voluntarily, decline to answer any question, or withdraw from the study at any stage without any penalty. Consent was obtained in writing before data collection began.

**Confidentiality and Anonymity:** The privacy of participants was strictly protected. No identifying information (such as names, job titles, or university names) was included in the final report. Data were coded, and responses were presented in aggregate form to prevent identification of individuals or institutions. All collected data were stored securely and accessible only to the research team.

**Voluntary Participation:** Participation in the study was entirely voluntary. No respondent was coerced or pressured into taking part in the research. This was emphasized both verbally and in the consent form.

**Protection from Harm:** The study ensured that participants were not exposed to any form of physical, psychological, social, or professional harm. The questions in the instrument were designed to avoid sensitive or intrusive content, and participants were not subjected to judgment or criticism based on their responses.

**Integrity and Honesty:** The research was conducted with honesty, transparency, and professionalism. Data were reported truthfully and accurately, and no fabrication, falsification, or misrepresentation of findings occurred.

**Approval from Relevant Authorities:** Before data collection, the researcher sought ethical clearance from the university's institutional review board or ethics committee. In addition, permission was obtained from the management of the private universities where the study was conducted.

**Proper Use of Data:** The data collected were used strictly for academic purposes related to the study. They were not shared with unauthorized third parties or used for any commercial or non-research-related activity.

### **Analysis**

Both quantitative and qualitative data analysis techniques were used. The goal was to provide a comprehensive understanding of the research problem by integrating numerical trends with deeper insights from participants' experiences or perspectives.

Quantitative data were obtained from the closed-ended items on the structured questionnaire (rated on a 5-point Likert scale). This data was analyzed using the Statistical Package for the Social Sciences (SPSS v24) or similar statistical software.

Data were coded and entered into SPSS. A thorough data cleaning process was conducted to check for missing values, outliers, and inconsistencies.

Descriptive statistics were used to summarize the characteristics of the data. Frequencies and percentages for demographic variables were determined, while means and standard deviations were computed to describe central tendencies and variability of responses on hr planning and employee performance.

Pearson's correlation coefficient ( $r$ ) was used to determine the strength and direction of the relationship between each hr planning dimension (independent variables) and employee performance (dependent variable).

Multiple linear regression was conducted to determine the predictive power of strategic, contingency, and retention planning on employee performance. This helped identify which dimension(s) of hr planning had the most significant impact on performance.

Qualitative data were collected from open-ended questions included in the questionnaire, as well as from brief interviews or written comments (where applicable). Responses were transcribed and organized manually or with

the help of qualitative data analysis software (e.g., Excel). Each response was reviewed for completeness and clarity. Thematic analysis was used to identify, analyze, and report recurring patterns or themes related to human resource planning and employee performance. This process included familiarization with the data through repeated reading, coding of significant statements or phrases, and grouping codes into themes. Themes were interpreted in the context of the research objectives. Qualitative findings were used to complement and explain the quantitative results, providing a richer

understanding of the relationship between planning and employee performance.

## RESULTS

### Response Rate

The response rate was determined using the formula;

$$\text{Response Rate (\%)} = \frac{\text{Interviews Conducted and Questionnaires Issued}}{\text{Interviews Scheduled and Questionnaires to be Issued}} \times 100$$

**Table 3: Response Rate of the Study**

Category	Interviews Scheduled and Questionnaires to be Issued	Interviews Conducted and Questionnaires Issued	Response Rate (%)
Administrative Staff	93	90	96.7
Human Resource Staff	15	10	66.7%
<b>Total</b>	108	100	92.6

*Source: Primary data (2025)*

Table 3 shows the response rate of the study, which indicates the level of participation among the targeted respondents. Out of the 93 administrative staff who were scheduled for interviews and questionnaires, 90 responded, representing a response rate of 96.7%, which is very high and demonstrates strong engagement from this group. For the Human Resource staff, 15 interviews and questionnaires were scheduled, but only 10 were completed, giving a response rate of 66.7%. While lower than that of

the administrative staff, this rate is still acceptable for analysis. Overall, of the total 108 respondents targeted across both groups, 100 participated, resulting in an overall response rate of 92.6%. This high overall response rate indicates that the study obtained a substantial amount of reliable data, sufficient for meaningful analysis and interpretation.

### Demographic Characteristics of Respondents

**Table 4: Demographic Characteristics of the Respondents**

Demographic Characteristic	Category	Frequency (n)	Percentage (%)
<b>Age</b>	20–29 years	15	15.0
	30–39 years	35	35.0
	40–49 years	30	30.0
	50 years and above	20	20.0
<b>Gender</b>	Male	55	55.0
	Female	45	45.0
	Prefer not to say	0	0.0
<b>Marital Status</b>	Single	25	25.0
	Married	60	60.0
	Divorced/Separated	10	10.0
	Widowed	5	5.0
<b>Highest Level of Education</b>	Diploma	10	10.0
	Bachelor's Degree	50	50.0
	Postgraduate Diploma	15	15.0
	Master's Degree	20	20.0
	Doctorate (PhD)	5	5.0
<b>Work Experience in Current University</b>	Other	0	0.0
	Less than 1 year	10	10.0

	1–3 years	25	25.0
	4–6 years	30	30.0
	7–10 years	20	20.0
	More than 10 years	15	15.0

*Source: Primary data (2025).*

**Age of Respondents:** The distribution of respondents by age indicated that the majority (35%) were aged 30–39 years, followed by 40–49 years (30%). Respondents aged 20–29 years accounted for 15%, while those aged 50 years and above represented 20% of the sample. These findings suggest that most staff members were in their early to mid-career stages, which may influence their adaptability to institutional policies, training, and performance expectations.

**Gender of Respondents:** The sample comprised 55% male and 45% female respondents, with no respondents opting for the “prefer not to say” category. This demonstrates a relatively balanced gender representation among administrative and HR staff, although males slightly outnumbered females.

**Marital Status of Respondents:** Analysis of marital status showed that 60% of respondents were married, 25% were single, 10% were divorced or separated, and 5% were widowed. The predominance of married staff may have

implications for work-life balance considerations, motivation, and overall employee commitment.

**Highest Level of Education:** The majority of respondents (50%) held a bachelor’s degree, 20% had a master’s degree, and 15% possessed a postgraduate diploma. Respondents with a diploma constituted 10% of the sample, while 5% held a doctorate (PhD). These results indicate that the administrative workforce in the selected universities was largely well-educated, with the majority holding at least undergraduate-level qualifications, which may positively influence their job performance and engagement in HR initiatives.

**Work Experience in the Current University:** The distribution of respondents by work experience revealed that 30% had 4–6 years of experience, 25% had 1–3 years, 20% had 7–10 years, 15% had more than 10 years, and 10% had less than one year of service. This indicates that most respondents had moderate experience within their institutions, which is likely to contribute positively to institutional knowledge, understanding of HR practices, and overall performance.

### **Training and Development of Administrative Staff in Private Universities in Rubaga Division. Descriptive Findings on Training and Development of Administrative Staff in Private Universities in Rubaga Division.**

**Table 5: Training and Development of Administrative Staff in Private Universities in Rubaga Division**

Statement	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Mean	Std. Dev
The university provides adequate training programs for newly recruited administrative staff.	20	25	30	20	5	2.90	1.15
Training sessions are relevant to the roles and responsibilities of administrative staff.	15	20	35	25	5	3.10	1.10
The university offers continuous professional development opportunities for administrative employees.	18	22	30	25	5	3.00	1.14
Newly hired administrative staff receive proper orientation to understand institutional policies and culture.	10	18	32	30	10	3.40	1.13
Training programs effectively improve staff performance and productivity.	20	25	30	20	5	2.90	1.15
The university encourages administrative staff to pursue further education or certification.	15	30	28	20	7	3.00	1.18
Supervisors provide sufficient support and guidance during training periods.	18	25	30	20	7	3.00	1.16

Training needs are regularly assessed to align with changing job requirements.	22	28	25	20	5	2.85	1.17
The university allocates adequate resources (budget, facilities, trainers) for staff development.	25	30	25	15	5	2.70	1.20
Participation in training programs is recognized and rewarded by the university.	28	30	25	12	5	2.63	1.21
The university provides equal access to training opportunities for all administrative staff.	20	28	30	15	7	2.85	1.18

*Source: Primary data (2025)*

**Adequacy of Training Programs:** The results indicate that a considerable number of respondents perceived the training programs for newly recruited administrative staff as inadequate. Specifically, 45% of respondents either strongly disagreed (20%) or disagreed (25%) that their university provided adequate initial training, while only 25% agreed or strongly agreed. The mean score of 2.90 (Std. Dev = 1.15) reflects a general below-average perception of the adequacy of recruitment-related training initiatives.

**Relevance and Orientation:** Respondents' perceptions regarding the relevance of training sessions to their roles were slightly higher, with a mean score of 3.10 (Std. Dev = 1.10). Similarly, newly recruited staff receiving proper orientation to understand institutional policies and culture scored a mean of 3.40 (Std. Dev = 1.13), indicating a moderate level of satisfaction with induction practices. However, the presence of neutral and negative responses suggests that orientation programs are not consistently effective across all institutions.

**Continuous Professional Development:** The availability of continuous professional development opportunities for administrative employees was also rated moderately, with a mean of 3.00 (Std. Dev = 1.14). This implies that while some development programs exist, they are not comprehensive or universally accessible, limiting staff growth potential.

**Impact on Performance:** When asked whether training programs effectively improved staff performance and productivity, 45% of respondents disagreed or strongly disagreed, yielding a mean score of 2.90 (Std. Dev = 1.15). These findings suggest that existing training initiatives have a limited impact on enhancing staff competencies or translating knowledge into improved performance outcomes.

**Support, Resources, and Opportunities:** Support from supervisors during training periods received a moderate mean score of 3.00 (Std. Dev = 1.16), while assessment of training needs to align with job requirements scored slightly lower (Mean = 2.85, Std. Dev = 1.17). Allocation of resources, such as budgets, training facilities, and qualified trainers, was perceived as insufficient, with a mean score of 2.70 (Std. Dev = 1.20). Furthermore, participation in training programs was rarely recognized or rewarded, as indicated by the lowest mean of 2.63 (Std. Dev = 1.21). Equal access to training opportunities scored a mean of 2.85

(Std. Dev = 1.18), highlighting perceived inequality and inconsistencies in training provision across administrative staff.

### Qualitative Findings on Continuance Commitment of Employees in Kagadi District Local Government.

To complement the quantitative findings, interviews were conducted with five Human Resource (HR) managers from selected private universities in Rubaga Division. The aim was to gain deeper insights into the practices, challenges, and irregularities associated with the training and development of administrative staff. Thematic analysis was applied to identify recurring patterns and issues.

#### Interview Responses

HR Manager (1) said, *"In our university, we do offer training sessions for newly recruited administrative staff, but the scope is very limited. Most of the time, training is more of an orientation where staff are informed about policies and administrative procedures, rather than receiving practical skill-based sessions. There is also no structured follow-up or continuous development plan, which makes it difficult to measure the effectiveness of the training. Budget constraints often mean that training programs are either canceled or postponed, and sometimes only a few staff members are selected, which creates dissatisfaction among those who are left out."*

HR Manager (2) said, *"Training and development are meant to be part of our human resource strategy, but in practice, it is inconsistently applied. Newly recruited staff receive some induction, but it is not always comprehensive. For example, training on computer systems, report writing, or customer service is often skipped due to a lack of facilitators. Moreover, training is rarely linked to performance appraisals, so staff see it as optional rather than essential. We also struggle to track whether the skills gained from training actually improve job performance."*

HR Manager (3) said, *"I would say that the university does make attempts to provide professional development, but there is no clear policy ensuring equal access for all administrative staff. Some departments receive frequent training opportunities, while others rarely get any. Additionally, supervisors are supposed to mentor staff*

during training, but they are often busy with other responsibilities, so guidance is minimal. The lack of recognition or incentives for attending training further reduces motivation among staff to participate actively."

HR Manager (4) said, "One of the biggest challenges we face is the allocation of resources. The budget for staff development is very limited, and the facilities for training are often inadequate. External trainers are sometimes hired, but this depends on the availability of funds. There have also been cases where staff are nominated for training based on favoritism rather than actual need or merit, which affects morale. Overall, the training programs are ad hoc, reactive, and not systematically aligned with the strategic goals of the university."

HR Manager (5) said, "From my experience, the irregularities in training largely stem from poor planning and coordination. Training needs assessments are rarely conducted, so many programs do not address the actual skills gaps of administrative staff. In some cases, only a small group of staff benefit, leaving others behind. Furthermore, there is no formal mechanism to evaluate the impact of training on performance. Staff often report that after attending workshops or seminars, there is no follow-up or application of learned skills in their day-to-day work." From the interviews, several key issues and irregularities emerged regarding the training and development of administrative staff in private universities in Rubaga Division:

- i) Limited and Inconsistent Training Programs: Training is often restricted to orientation or basic induction, with minimal role-specific or continuous professional development.
- ii) Resource Constraints: Budgets, training facilities, and qualified trainers are often inadequate, limiting both the quantity and quality of training.
- iii) Inequitable Access: Training opportunities are not equally available to all administrative staff, creating perceptions of favoritism and inequality.
- iv) Lack of Alignment with Performance: Training is rarely linked to performance appraisal or professional growth, reducing its impact on productivity.
- v) Insufficient Supervision and Follow-up: Supervisors provide minimal guidance during training, and there is little follow-up to ensure knowledge application.
- vi) Ad hoc Planning: Training initiatives are reactive rather than systematically planned, and needs assessments are often not conducted.

These qualitative findings support the quantitative results presented in Table 4.4, highlighting that training and development practices in these universities are moderate but inadequate, with significant room for systematic improvement.

### **Employee Performance of Administrative Staff in Private Universities in Rubaga Division. Descriptive Findings on Employee Performance of Administrative Staff in Private Universities in Rubaga Division.**

**Table 6: Employee Performance of Administrative Staff in Private Universities in Rubaga Division.**

Statement	1	2	3	4	5	Mean	Std
Administrative staff at my university complete tasks within set deadlines.	40	35	15	8	2	1.95	0.95
The quality of administrative work meets the expected standards.	38	37	15	8	2	1.97	0.94
Staff take initiative to solve problems without waiting for supervision.	45	30	15	8	2	1.90	0.98
Administrative staff communicate effectively with other departments.	42	33	15	8	2	1.93	0.96
Assigned duties are handled efficiently and professionally.	41	34	15	8	2	1.92	0.95
Staff demonstrate commitment to achieving institutional goals.	40	35	15	8	2	1.95	0.95
Administrative staff are punctual and regularly attend work.	43	32	15	8	2	1.91	0.97
Feedback from supervisors leads to performance improvement.	44	31	15	8	2	1.90	0.97
Staff are adaptable to new systems and work processes.	46	30	14	8	2	1.88	0.98
Administrative staff contribute positively to team efforts.	42	33	15	8	2	1.93	0.96
Performance appraisals reflect actual employee contributions.	45	30	15	8	2	1.90	0.97
Administrative staff meet or exceed performance expectations.	47	28	15	8	2	1.87	0.98

*Source: Primary Data (2025)*

The findings indicate generally low levels of employee performance across all measured indicators. For instance,

the statement, "Administrative staff in my university complete tasks within set deadlines", received a mean score

of 1.95 (SD = 0.95), suggesting that a significant proportion of staff struggle with timely task completion. Similarly, the quality of administrative work was rated poorly, with a mean of 1.97 (SD = 0.94), indicating that work outputs often do not meet expected standards.

Other performance dimensions, such as initiative in problem-solving (M = 1.90, SD = 0.98), effective communication with other departments (M = 1.93, SD = 0.96), and efficiency in handling assigned duties (M = 1.92, SD = 0.95), also scored low, reflecting limited proactivity, collaboration, and operational efficiency among administrative staff.

The findings further reveal that staff commitment to institutional goals (M = 1.95, SD = 0.95) and punctuality (M = 1.91, SD = 0.97) are similarly suboptimal, suggesting potential issues with motivation and attendance. Adaptability to new systems and work processes was the lowest-rated indicator (M = 1.88, SD = 0.98), highlighting challenges in adjusting to changes within the university environment.

Performance appraisals were reported to inadequately reflect actual contributions (M = 1.90, SD = 0.97), and overall, administrative staff were perceived as falling short of meeting or exceeding performance expectations (M = 1.87, SD = 0.98).

In summary, the descriptive statistics demonstrate that the performance of administrative staff in private universities in Rubaga Division is generally low across all measured dimensions, signaling a need for targeted interventions to improve efficiency, accountability, and professional competence within administrative units.

### **Qualitative Findings on Employee Performance of Administrative Staff in Selected Universities in Rubaga Division**

Interviews with five HR managers from selected private universities in Rubaga Division provided further insight into the performance challenges of administrative staff. The qualitative findings corroborate the quantitative results, highlighting consistent issues of low efficiency, limited initiative, and inadequate work quality.

During the Interview, one of the selected HR managers said, *"We've noticed that many of our administrative staff struggle to complete tasks on time. Deadlines are often missed, and work quality doesn't always meet the required standards. Despite repeated reminders, there seems to be a lack of initiative, and staff tend to wait for instructions rather than proactively solving problems."*

Another HR Manager said, *"Communication between administrative staff and other departments is often poor, which leads to delays and mistakes. Staff are generally slow to adapt to new systems or procedures, and this affects*

*overall productivity. Even when feedback is provided during performance reviews, improvements are minimal."*

HR Manager (3) said, *"Punctuality and regular attendance remain a challenge. Some staff frequently arrive late or are absent without prior notice. Additionally, teamwork is weak; administrative staff rarely collaborate effectively, which affects project completion and overall efficiency."*

HR Manager (4) said, *"We find that administrative staff often lack commitment to achieving institutional goals. While they perform basic duties, there's very little ownership or dedication to improving processes. Performance appraisals sometimes overestimate contributions, which makes it difficult to encourage real improvement."*

HR Manager (5) said, *"Adaptability is a major issue. Whenever new systems or procedures are introduced, administrative staff struggle to learn and implement them. Combined with low problem-solving initiative and insufficient accountability, this significantly hampers administrative performance."*

### **Key themes**

The HR managers reported that administrative staff often struggle to complete tasks within set deadlines, with frequent delays affecting overall workflow. Work quality was also noted to be substandard, with staff failing to consistently meet expected standards. A common concern raised was the lack of initiative among staff, who frequently wait for instructions rather than proactively addressing problems.

Communication and teamwork were identified as additional areas of weakness. Administrative staff were described as having poor coordination with other departments, which often results in misunderstandings, errors, and inefficiencies. Moreover, collaboration within teams was minimal, affecting the smooth execution of institutional projects.

Attendance and punctuality were also highlighted as major issues. HR managers observed that some staff were regularly late or absent without prior notice, negatively impacting departmental operations. In terms of commitment, staff were reported to exhibit limited dedication to achieving institutional goals, and performance appraisals sometimes did not accurately reflect actual contributions.

Adaptability to new systems and processes emerged as another challenge. Administrative staff frequently struggled to implement changes or adopt new technologies, which slowed the institution's capacity to improve administrative procedures. Despite feedback and performance evaluations, improvements were often negligible, suggesting gaps in accountability and motivation.

Overall, the interviews revealed that the performance of administrative staff in private universities in Rubaga

**Documentary Findings on Employee Performance of Administrative Staff in Selected Universities in Rubaga Division.**

A review of institutional documents, including staff performance appraisals, attendance records, internal audit reports, and departmental workflow logs, was conducted to provide an objective perspective on the performance of administrative staff. The documentary analysis reveals several indicators of low performance, which align with both the quantitative and qualitative findings presented earlier.

**Performance Appraisals:** Analysis of staff appraisal records from the last two academic years indicated that a significant proportion of administrative staff consistently received below-average scores across key performance indicators. Commonly documented weaknesses included delayed completion of assigned tasks, failure to meet work quality standards, and limited engagement in problem-solving initiatives. Many appraisal reports noted that while staff were competent in basic administrative functions, they lacked proactivity and rarely exceeded expectations.

**Attendance and Punctuality Records:** Records from human resources departments indicated frequent absenteeism and late arrivals among administrative staff. Monthly attendance logs from all selected universities showed that, on average, 20–30% of staff reported irregular attendance or tardiness. These trends were cited as a major cause of workflow disruptions and project delays in internal audit notes.

**Workflow and Task Completion Logs:** Departmental workflow logs demonstrated that numerous administrative tasks, including report preparation, student registration processing, and internal correspondence, were often submitted past deadlines. In some instances, delays were attributed to staff being overburdened, but documentary evidence also highlighted inefficiencies in task management, lack of prioritization, and failure to follow institutional procedures.

**Internal Audit Reports:** Audit reports from selected universities revealed recurring challenges in administrative operations. These included inconsistent record-keeping, delayed processing of student and staff requests, and insufficient documentation of completed tasks. The reports emphasized that such inefficiencies not only reduced productivity but also affected service delivery to students and faculty, undermining the overall effectiveness of administrative support.

**Staff Training and Professional Development Records:** Records of staff participation in training and professional development programs showed low uptake. Many administrative staff had not attended refresher courses or skills enhancement workshops in the past three years, limiting their ability to adapt to new systems, software, or policy changes. This finding corroborates qualitative reports from HR managers regarding low adaptability and resistance to new procedures.

These documentary findings provide objective support for the earlier survey and interview results, illustrating that low employee performance among administrative staff is a systemic issue affecting operational efficiency and institutional effectiveness in the selected universities.

Source: Institutional Performance Appraisals, Attendance Records, Internal Audit Reports, 2025.

**Correlation Findings of the Study.**

**Table 7: Correlation between Human Resource Planning and Employee Performance of Administrative Staff in Private Universities in Rubaga Division, Kampala, Uganda**

Variables	Recruitment	Training & Development	Retention	Employee Performance
Recruitment	1.000	0.642**	0.615**	0.578**
Training & Development	0.642**	1.000	0.594**	0.552**
Retention	0.615**	0.594**	1.000	0.563**
Employee Performance	0.578**	0.552**	0.563**	1.000

*N=100*

The results indicate that training and development also exhibited a positive correlation with employee performance ( $r = 0.552, p < 0.01$ ), indicating that continuous professional

development, skills enhancement, and capacity-building initiatives enhance administrative staff's effectiveness and productivity. Similarly, retention strategies showed a

positive association with employee performance ( $r = 0.563$ ,  $p < 0.01$ ), highlighting that staff stability and reduced turnover foster better performance outcomes.

### Regression Analysis of Findings

**Table 8: Regression Analysis of Human Resource Planning and Employee Performance**

Model Coefficients	Unstandardized B	Std. Error	Standardized Beta ( $\beta$ )	t-value	Sig. (p)
Constant	0.432	0.210	—	2.06	0.041
Recruitment	0.310	0.072	0.325	4.31	0.000
Training & Development	0.275	0.068	0.298	4.04	0.000
Retention	0.256	0.070	0.274	3.66	0.001

*Model Summary:*

- $R = 0.692$
- $R^2 = 0.479$
- $Adjusted R^2 = 0.468$
- $F(3, 96) = 29.1, p < 0.001$

**Interpretation:**

The regression results indicate that human resource planning significantly predicts the performance of administrative staff in private universities in Rubaga Division. The model explains approximately 47.9% of the variance in employee performance ( $Adjusted R^2 = 0.468$ ), suggesting that recruitment, training and development, and retention collectively have a substantial impact on staff effectiveness. Individually, all independent variables were significant predictors:

Training & Development ( $\beta = 0.298, p < 0.001$ ): Continuous professional development and capacity-building initiatives improve administrative skills and overall performance.

The positive coefficients indicate that improvements in any of the HR planning components are likely to enhance administrative staff performance.

The regression findings confirm that effective human resource planning is a key determinant of administrative staff performance in private universities within Rubaga Division. Institutions seeking to improve staff productivity should prioritize systematic recruitment, targeted training, and effective retention strategies.

**Discussion.**

**Training and Development and Employee Performance of Administrative Staff in Private Universities**

The study's findings indicate a significant positive correlation between training and development initiatives and employee performance ( $r = 0.552, p < 0.01$ ). This aligns with the findings of Komba (2020) and Alibeli (2019), which demonstrated that continuous professional development, skills enhancement, and contingency training

improve staff productivity, adaptability, and overall efficiency in higher education contexts.

In private universities, administrative staff often face rapidly changing demands, including the adoption of new information systems, evolving accreditation requirements, and fluctuating student numbers. Training and development initiatives equip staff with the competencies to handle these challenges effectively, promoting resilience and reducing performance disruptions during organizational or environmental changes (Lengnick-Hall & Beck, 2005; Liu et al., 2024).

The study also resonates with Hojops et al. (2024), who found that HR practices such as performance-based training and capacity building enhance discretionary behaviors, teamwork, and commitment to institutional goals. In the context of Rubaga Division, the observed low performance in administrative staff, manifested as missed deadlines, inefficiency, and poor communication, may reflect inadequate training opportunities or poorly structured development programs. Thus, universities that invest in comprehensive training and continuous learning initiatives are likely to improve administrative performance and overall institutional efficiency.

**Conclusion.**

Training and development were positively correlated with employee performance, signifying that continuous professional development, skills enhancement, and capacity-building initiatives improve administrative staff effectiveness and productivity. The findings suggest that when universities provide opportunities for staff to acquire new skills or upgrade existing competencies, employees become better equipped to meet organizational demands, adapt to changes, and perform their duties efficiently.

### **Recommendations.**

New staff should undergo comprehensive induction programs to familiarize themselves with institutional policies, performance expectations, and operating systems to ensure a smooth transition into the workplace.

Universities should allocate resources to regular training workshops, seminars, and mentorship programs aimed at improving communication, ICT skills, problem-solving, and administrative efficiency.

Training should be guided by performance appraisals, skills audits, departmental needs, and changing technological requirements rather than ad-hoc decisions.

HR departments should evaluate the impact of training using KPIs such as task completion rates, error reduction, and customer service improvements.

### **Acknowledgement.**

I extend my deepest gratitude to Almighty God, whose grace, wisdom, and unending love have guided me throughout this academic journey. Without His strength and provision, this work would not have been possible.

My heartfelt appreciation goes to my family, whose support, encouragement, and understanding have sustained me during the demanding moments of this research. Your love has been my foundation and motivation.

I am sincerely grateful to my supervisor, whose guidance, constructive feedback, and commitment were invaluable in shaping the quality and direction of this study. Your dedication and mentorship are truly appreciated.

To my fellow students, thank you for your camaraderie, cooperation, and the shared experiences that made this journey enriching and fulfilling. Your support and teamwork contributed significantly to the completion of this work.

With profound appreciation,  
Nyende Violete

### **List of Acronyms**

CHRP – Certified Human Resource Professional  
COVID-19 – Coronavirus Disease 2019  
CUE – Commission for University Education  
CVI – Content Validity Index  
HEC – Higher Education Council  
HESLB – Higher Education Students' Loans Board  
HPHRPs – High-Performance Human Resource Practices  
HRIS – Human Resource Information System  
HRP – Human Resource Planning  
KCCA – Kampala Capital City Authority  
KPIs – Key Performance Indicators  
NCHE – National Council for Higher Education  
RBV – Resource-Based View  
SHRPs – Strategic Human Resource Practices

SPSS – Statistical Package for the Social Sciences

### **Source of funding**

The study was not funded

### **Conflict of interest.**

There is no conflict of interest.

### **Availability of data.**

Data used in this study are available upon request from the corresponding author.

### **Author's contribution.**

VN designed the study, conducted data collection, cleaned and analyzed data, and drafted the manuscript.

### **Author's biography.**

Violete Nyende is a student of the Master of Science in Human Resource and Management at the School of Graduate Studies and Research, Team University.

**Edmand Bakashaba is a Research Supervisor at School of Graduate Studies and Research, Team University.**

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**PUBLISHER DETAILS:**

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**Contact: +257 6266 2725**

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