

Training Programs And Employee Productivity In Kampala Capital City Authority (KCCA), Uganda

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Abstract

This study examined the relationship between training programmes and employee productivity in Kampala Capital City Authority (KCCA), Uganda. Using a descriptive cross-sectional research design, data were collected from 214 employees across six KCCA departments through structured questionnaires. Descriptive statistics, Pearson correlation, and multiple linear regression analyses were employed to analyse the data using SPSS version 26. The study found that on-the-job training, skills development workshops, and leadership development programmes were all positively and significantly associated with employee productivity. Regression analysis revealed that the combined effect of training interventions explained 64.3% of the variance in productivity, with skills development workshops emerging as the strongest predictor. The study concludes that systematic and targeted training programmes are critical drivers of employee productivity in public sector organisations such as KCCA. It recommends institutional investment in competency-based training frameworks, post-training evaluation systems, and a culture of continuous learning to sustain productivity gains.

Keywords: Training Programs, Employee Productivity, KCCA, Human Resource Development, Public Sector Uganda, Skills Development, Organisational Performance

1.0 Background of the Study

Human capital development through systematic training and development programmes has long been recognized as a fundamental determinant of organisational performance and employee productivity (Kazaara & Kazaara, 2023). In the public sector, where service delivery quality directly impacts the welfare of citizens, the relationship between employee competencies and institutional effectiveness is particularly salient (Gracious, 2023). Kampala Capital City Authority (KCCA), established under the Kampala Capital City Act of 2010, is Uganda's primary urban governance institution responsible for managing infrastructure, public health, education, and revenue collection in the country's capital (T. Paul et al., 2022). With a workforce of over 4,000 employees operating across diverse technical, administrative, and field service functions, KCCA represents a critical case study for understanding how training investments translate into productivity outcomes in a complex public sector environment (Ntirandekura et al., 2022). Uganda's public sector has historically been characterized by skills gaps, inadequate training budgets, and limited systematic approaches to employee development. The National Development Plan III (2020/21–2024/25) explicitly recognises human capital development as a cross-cutting priority and calls for enhanced investment in public sector training to improve service delivery (Christopher, Komunda, et al., 2022). KCCA's own strategic plan (2020–2025) identifies employee capacity building as one of five strategic pillars, reflecting institutional recognition of the training-productivity nexus (Christopher, Moses, Enosh Muhindo, et al., 2022a). Despite these policy commitments, empirical evidence on the effectiveness of specific training modalities in generating measurable productivity improvements

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within KCCA remains scarce, limiting the institution's ability to optimize its training investment decisions(Christopher, Moses, Muhindo, et al., 2022). This study therefore addresses this gap by systematically examining the relationship between different forms of training programmes and employee productivity within KCCA's diverse operational context.

2.0 Problem Statement

KCCA has invested substantially in various training and development programmes over the past decade, including technical skills workshops, leadership development programmes, and on-the-job training initiatives(Kaazara & Audrey, 2025). However, productivity indicators including service delivery timeliness, revenue collection efficiency, and citizen satisfaction scores have shown inconsistent improvements, raising questions about the effectiveness and targeting of existing training interventions(Ntirandekura et al., 2022). Employee performance appraisals conducted in 2021 and 2022 revealed that a significant proportion of staff rated their own productivity as moderate to low, with training adequacy cited as a key concern(Muhamad et al., 2023). These observations suggest a potential misalignment between training inputs and productivity outputs that warrants systematic empirical investigation(Joshua, 2026). This study was therefore designed to determine the extent to which training programmes predict employee productivity in KCCA and to identify which training modalities generate the strongest productivity effects.

3.0 Main Objectives of the Study

The main objective of this study was to examine the relationship between training programmes and employee productivity in KCCA. The specific objectives were to: (i) assess the effect of on-the-job training on employee productivity in KCCA; (ii) determine the relationship between skills development workshops and employee productivity; (iii) evaluate the influence of leadership development programmes on productivity; and (iv)examine the combined predictive power of training programme dimensions on employee productivity in KCCA.

4.0 Literature Review

The theoretical foundation of this study is anchored in Human Capital Theory as advanced by Becker (1964), which posits that investments in education and training enhance the productive capacities of individuals and, by extension, organisations(Christopher, Moses, Enosh Muhindo, et al., 2022a). Applied to the workplace, this theory suggests that employees who receive systematic training acquire higher-order competencies, improved problem-solving abilities, and enhanced job performance, ultimately translating into increased organisational productivity(Christopher, Moses, Enosh Muhindo, et al., 2022a). Complementing this, the Resource-Based View of the firm (Barney, 1991) argues that trained and skilled employees constitute a rare, valuable, and inimitable organisational resource that drives sustained competitive advantage, a perspective applicable even to public sector institutions competing for service delivery excellence(Kaazara & Nancy, 2025).

Empirical evidence strongly supports the positive relationship between training and productivity. Bartel (1994) in a seminal study of U.S. manufacturing firms found that firms with systematic training programmes had 22% higher productivity levels compared to those without such programmes. More recently, Elnaga and Imran (2013) conducted

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a comprehensive review of 47 training-productivity studies across various industries and confirmed that training consistently generates positive productivity effects, with effect sizes ranging from moderate to large. In the public sector specifically, Nwosu and Makinde (2014) found that Nigerian civil servants who underwent structured capacity building programmes exhibited significantly higher output quality and efficiency scores compared to untrained counterparts. These global findings provide a strong prior expectation that KCCA's training investments should generate measurable productivity returns.

On-the-job training (OJT) has been identified as a particularly effective modality for public sector productivity enhancement because it contextualizes learning within the actual work environment, enabling immediate application of acquired skills (Julius & Audrey, 2025). Lee and Bruvold (2003) found that OJT significantly improved both task performance and organisational citizenship behaviour among public sector employees in Singapore. In the Ugandan context, Byarugaba (2016) found that KCCA employees who participated in departmental mentoring and shadowing programmes reported measurably higher task completion rates and reduced error frequencies. Skills development workshops, characterized by focused, competency-based instruction on specific technical or operational skills, have also been shown to drive productivity gains in municipal government settings (W. Paul & Kazaara, 2023). Batini et al. (2018) demonstrated that Italian municipal employees who attended technical skills workshops showed a 19% improvement in work output quality over a six-month period following training. Leadership development programmes targeting mid-level managers have been shown to generate cascading productivity effects throughout teams, as more capable supervisors are better equipped to motivate, guide, and performance-manage their subordinates (Avolio et al., 2009).

5.0 Methodology

A descriptive cross-sectional survey design was adopted, providing a snapshot of training and productivity relationships at a defined point in time (Nafiu et al., 2017). The study population comprised 840 permanent and contract employees across six KCCA departments: Engineering, Public Health, Education, Revenue, Administration, and Community Services (K. Paul et al., 2023). Using stratified random sampling proportional to departmental size, a sample of 214 employees was selected. After accounting for incomplete responses, 207 valid questionnaires were retained, representing a response rate of 96.7% (Ariyo, 2023). Data collection was carried out using a self-administered structured questionnaire containing 42 items measured on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) (N. Moses & Alex, 2022). Construct validity was established through confirmatory factor analysis, and reliability was confirmed through Cronbach's Alpha coefficients ranging from 0.77 to 0.91 across all subscales, exceeding the minimum acceptable threshold of 0.70 recommended by Nunnally (1978). Data were analysed using SPSS version 26 through descriptive statistics, Pearson correlation, and multiple linear regression, with significance level set at $p < 0.05$ (Nelson et al., 2022).

6.0 Results

6.1 Descriptive Statistics

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Table 1: Descriptive Statistics — KCCA Training and Productivity (n = 207)

Variable	N	Min	Max	Mean	Std. Dev.
On-the-Job Training	207	1.00	5.00	3.74	0.812
Skills Dev. Workshops	207	1.00	5.00	3.56	0.879
Leadership Dev. Programmes	207	1.00	5.00	3.38	0.923
Employee Productivity	207	1.00	5.00	3.62	0.791

Source: Primary Data, 2025

The descriptive results in Table 1 indicate that on-the-job training received the highest mean score of 3.74 (SD = 0.812), reflecting that KCCA employees perceive departmental workplace-embedded training as relatively prevalent and effective within the institution (T. Moses, 2023). This finding is consistent with KCCA's operational model, wherein departmental heads frequently supervise staff development through mentoring and practice-based guidance (Faith et al., 2023). Skills development workshops recorded a mean of 3.56 (SD = 0.879), suggesting moderate satisfaction with workshop-based training offerings, though the standard deviation indicates variability in access and quality of workshops across departments. Leadership development programmes yielded the lowest mean of 3.38 (SD = 0.923), reflecting that while such programmes exist, their reach remains limited, possibly because they are primarily targeted at senior management cadres rather than the broader workforce (Winny et al., 2023). The dependent variable, employee productivity, recorded a mean of 3.62 (SD = 0.791), suggesting a moderate to moderately high level of self-reported productivity among KCCA staff, though room for improvement clearly exists given the authority's service delivery mandates.

6.2 Correlation Analysis

Table 2: Pearson Correlation Matrix — Training and Productivity (p < 0.01)**

Variable	1	2	3	4
1. On-the-Job Training	1.000			
2. Skills Dev. Workshops	.497**	1.000		
3. Leadership Dev.	.431**	.518**	1.000	
4. Employee Productivity	.621**	.673**	.587**	1.000

Source: Primary Data, 2025

The correlation results in Table 2 demonstrate strong positive and statistically significant relationships between all training programme variables and employee productivity. Skills development workshops exhibited the strongest correlation with productivity ($r = 0.673$, $p < 0.01$), indicating that employees who perceived workshop training as adequate and relevant also reported substantially higher productivity levels (Christopher, Moses, Muhindo, et al., 2022). This finding suggests that targeted, competency-focused workshop training has a more direct and measurable impact on job performance than other training modalities, likely because such workshops are typically designed around specific skill deficits identified through performance analysis. On-the-job training demonstrated the second

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strongest correlation with productivity ($r = 0.621$, $p < 0.01$), consistent with the learning-by-doing principle wherein employees develop competencies most effectively through supervised practical experience within their actual work context (T. Moses, 2023). Leadership development programmes also showed a significant moderate correlation with productivity ($r = 0.587$, $p < 0.01$), confirming that investing in leadership capacities generates measurable downstream effects on team-level productivity, even though the correlation is somewhat lower than the other two training types, possibly reflecting the less direct and more mediated pathway through which leadership training influences productivity outcomes.

6.3 Regression Analysis

Model	R	R Square	Adj. R ²	Std. Error	F-Statistic
1	.802	.643	.638	.479	121.17***

Table 3: Regression Model Summary (* $p < 0.001$)**

Predictor	B	Std. Error	Beta (β)	t-value	Sig.
(Constant)	0.521	0.181	—	2.878	.004
Skills Dev. Workshops	0.412	0.063	.357	6.540	.000
On-the-Job Training	0.378	0.069	.312	5.478	.000
Leadership Dev.	0.291	0.072	.243	4.042	.000

Table 4: Regression Coefficients — Training Predictors of Productivity

The regression results confirm that the three training variables collectively constitute a powerful and statistically significant predictor model of employee productivity in KCCA ($F = 121.17$, $p < 0.001$). The R-squared of 0.643 demonstrates that 64.3% of the variance in employee productivity is explained by the three training programme dimensions, a finding that underscores the central importance of systematic training investment in public sector productivity management (Christopher, Moses, Muhindo, et al., 2022). The adjusted R-squared of 0.638 confirms the model's robustness and generalizability. Among the predictors, skills development workshops emerged as the strongest predictor of productivity ($\beta = 0.357$, $t = 6.540$, $p < 0.001$), indicating that for each unit increase in the perceived quality and availability of skills workshops, employee productivity increases by the greatest margin compared to other training modalities (Kaazara & Nancy, 2025). This finding likely reflects the fact that skills workshops are directly linked to task-specific competency development, providing employees with targeted knowledge and techniques that translate most directly into improved job performance metrics (Julius & Kazaara, 2026). On-the-job training was the second strongest predictor ($\beta = 0.312$, $t = 5.478$, $p < 0.001$), confirming the enduring importance of supervised workplace learning as a productivity driver, consistent with the experiential learning model proposed by Kolb (1984). Leadership development programmes, while the weakest of the three predictors ($\beta = 0.243$, $t = 4.042$, $p < 0.001$), remained highly significant, confirming their non-trivial role in shaping the organisational conditions under which individual and team productivity flourishes (Christopher, Moses, Enosh Muhindo, et al., 2022b).

7.0 Discussion of Results

The findings of this study are broadly consistent with the human capital theory predictions and the extensive empirical literature reviewed, confirming that training programmes are powerful and measurable determinants of employee productivity in KCCA. The dominance of skills development workshops as a productivity predictor offers important practical insights, suggesting that the specificity and job-relevance of training content matters significantly more than the format of delivery (Irumba et al., 2024). KCCA's current portfolio of training activities should be audited to determine the proportion of workshops that are competency-based and aligned to identified performance gaps versus generic or compliance-driven training events, which are known to generate weaker productivity returns (Christopher, Moses, Enosh Muhindo, et al., 2022a). The significant effect of on-the-job training validates the institution's departmental mentoring systems and suggests that formalising and scaling these approaches could generate substantial productivity dividends at relatively low marginal cost (Ronet et al., 2023).

The significant but comparatively lower effect of leadership development programmes reflects a common pattern in public sector training research, where the benefits of leadership training percolate through organisational layers more slowly and less visibly than direct skills training (Ntirandekura et al., 2022). However, the significance of this variable should not lead to its undervaluation; effective leadership multiplies the productivity-enhancing effects of all other training investments by creating environments where trained competencies are activated, deployed, and reinforced. The 35.7% unexplained variance in the regression model suggests that other factors beyond training including motivation, resource availability, organisational culture, and working conditions also influence KCCA employee productivity and warrant investigation in future research.

8.0 Conclusions and Recommendations

This study concludes that training programmes, specifically skills development workshops, on-the-job training, and leadership development programmes, are strong positive predictors of employee productivity in KCCA. The model explains 64.3% of variance in productivity, providing robust empirical support for continued and expanded investment in systematic training. Skills workshops are the most potent productivity driver, followed by OJT, and then leadership development.

The study recommends that KCCA establish a Competency Development Unit tasked with conducting regular training needs assessments across departments and designing targeted workshop programmes responsive to identified performance gaps. A structured OJT framework with clear mentoring guidelines, milestone tracking, and feedback mechanisms should be institutionalized across all departments. Leadership development should be democratized beyond senior management to include supervisors and team leaders, who exert the most direct influence on frontline productivity. KCCA should implement mandatory post-training evaluations measuring knowledge transfer and on-the-job application within 30 and 90 days following each training event, using findings to refine future training designs. Finally, a dedicated training budget allocation of at least 3% of the total wage bill should be established and

protected from budgetary cuts, consistent with international best practices for high-performing public sector organisations.

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