**TRAINING AND PERFORMANCE OF STAFF IN THE JUDICIARY IN UGANDA: A CASE STUDY OF HIGH COURT KAMPALA**

**BY**

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# DECLARATION

I BAYONGA ESTHER declare that this dissertation under the topic “the role of training on performance of staff in judiciary focusing on a case study of High Court Kampala” is my original work and has never been submitted for any award in any higher institution of learning here or elsewhere.

Signature: ………………………….

BAYONGA ESTHER

Date …………………………….

# APPROVAL

This dissertation has been approved for the award of the Master of Business Administration of Nkumba University.

**Signature:** ………………………

**Dr. Erie B. Mugerwa (Supervisor)**

**Date** :…………………………….

# DEDICATION

I dedicate this piece of dissertation report to my family.

# ACKNOWLEDGEMENTS

I would like to extend my sincere thanks to God almighty who has kept and sustained me throughout my stay at the University. Heartfelt appreciation goes to my family and all my friends for the support, advice and encouragement.

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# ABSTRACT

The study was about role of training and performance of staff in Judiciary. It focuses on a case study of High Court Kampala. It was based on three research objectives; (i) to examine how the justice system is expedited to all people of Uganda at High Court Kampala, (ii) to assess how implementation of government legal policies has improved at High Court Kampala, (iii) to assess how administration and supervision of all judicial staff of support and judge’s bench has improved at High Court Kampala

The research design was phenomenological. The study collected data from 101 respondents out of 111. Data was collected through primary and secondary sources, then it was edited, coded and cross checked using Ms. Excel and exported to SPSS for analysis.

Findings revealed that supervision creates a productive work environment where staff comply to the legal policies and procedures with direction derived from supervision. In addition, findings revealed that High Court Kampala expects quality legal service from all staff, however, judicial officers do not make enough time to develop skills and abilities of the staff.

In conclusion, it is noted that an important challenge lies in building the institutional capacity to sustain the training arrangement beyond the project. In recommendation, it is suggested High Court Kampala, should evaluate how the staff perceive their jobs in term of understanding their tasks and duties, smooth cooperation with their supervisors, and awareness of time limits.

# CHAPTER ONE

# INTRODUCTION

# Background to the study

This study examines the role of training and performance of staff in Judiciary. It focused on a case study of High Court Kampala.

The High Court of Kampala has been selected for this study because it is a good representative of other judicial institutions/ centers. According to information from the Wambura (2016) the institution is the third in hierarchy organ in Uganda and it has jurisdiction to try any case of any value or crime of any magnitude. The High Court Kampala hires staff from various departments to execute roles and responsibilities of rule of law, such employees require different training programs/ techniques in order to ensure easy and smooth implementation of government legal policies.

Training and performance of staff in Judiciary warrants public attention because it is observed that staff training is a major investment for many organizations and institutions as the Legal instrument of Judiciary no matter their size structure (Karen, 2015).

Furthermore, Karen (2015) also recognized that many institutions of law, especially in their internal functioning require continuous updating and compensation for the developers and training leaders. This therefore means that having trained personnel handling legal matters for the country is critical to success of improved governance and decision making, which are important aspects for fair and just legal system. It should also be noted that providing staff training enables employees to improve their performance through increased professionalism.

Amin (2005) explains that in the knowledge driven world of today, the pace of change is so fast that it even defies Moor’s law. Even to stay at the same place, the organizations have to run fast and this means that strategic advantage to the organizations comes only from the core competences, which are developed by the individuals working in it. Such levels of excellence can be achieved only by investing in people. Investment must not confine to compensation only, but must entail the inputs aimed at updating the skills of the organization/ institutions staff. Training is one such potion to cure the organizations of the sluggishness, which may creep in because of the organizational inertia.

According to High Court Kampala Strategic Plan (2016/17), the policy implementation objectives of staff training under High Court Kampala are as follows;

1. To ensure efficient and speedy delivery of justice to all people of Uganda.
2. To improve implementation of government legal policies.
3. To improve administration and supervision of all judicial officers of both lower and higher bench.
4. To improve adequate staffing of judiciary with highly qualified legal officers.
5. To improve deployment, promotion and discipline of judicial offers

This study examined whether High Court Kampala is achieving the following of the above objectives:

1. To ensure efficient and speedy delivery of justice to all people of Uganda.
2. To improve implementation of government legal policies.
3. To improve efficient and effective administration and supervision of all judicial officers of both lower and higher bench.

# Statement of the problem

In spite of the clearly stated above training objectives of High Court Kampala, instances of poor performance are still evident in the High Court. Jingo (2017) identified that there is the lack of regular training for the judicial official and this factor has hindered the effectiveness of the justice system.

A senior judicial officer in the staff meeting (minute No.2015:12:11) complained that lack of adequate training had meant that both judge’s and staff were not up to date with the law or with improved techniques of case management that ensures speedier and more efficient handling of cases, reduction in delays and greater respect for the rights of citizens. It was also noted that the lower staff in the category of bailiffs, messengers, clerks and Process servers and records assistants had not received training for years and some of them had never received training since they were employed, this has greatly caused challenges in the performance of staff which is low to meet the Judicature objectives.

A management meeting held in 2016 (minute No.2016:10:22) revealed that the institute lacks a reasonable number of trained staff and resource persons. In the same minute this backed up by stating that the legal institute in most cases calls upon senior judicial persons in all specialties, however, the problem is that they are not easily available because in most scenarios they have their own core schedule in the courts as judicial officers, this makes it more complicated to improve the effectiveness of the justice system.

It is against this background that this study was undertaken to examine the role of training on staff performance in the Judiciary, High Court Kampala

# Purpose of the study

The purpose of the study is to examine training and performance of staff in judiciary, basing on a case study of the High Court Kampala.

# Research objectives

The study was guided by the following research objectives;

1. To examine how the justice system is expedited to all people of Uganda at High Court in Kampala.
2. To assess how implementation of government legal policies have improved at High Court Kampala.
3. To assess how administration and supervision of all judicial staff of both support and judge’s bench has improved at High Court Kampala

# Research questions

1. How is the justice system expedited to all people of Uganda at High Court Kampala?
2. How has implementation of government legal policies improved at High Court Kampala?
3. How has administration and supervision of all judicial staff of both support level and judge’s bench been improved at High Court Kampala?

# Research hypothesis

The study tested the following study hypothesis;

Null hypothesis (H0): There is no significant relationship between training and staff performance in High Court Kampala.

Positive hypothesis (H1): There is a significant relationship between training and staff performance in High Court Kampala.

# Content scope

The study discussed the concept of training and examined its relationship with staff performance. It also identified the importance variables of staff performance in the narrative expediting of justice system, implementation of government legal policies among judicial officers, efficient, and effective administration and supervision of all staff of both support and judge’s bench.

# Significance of the study

The study findings are likely to benefit a number of stakeholders in the following ways:

**To the government**

The study findings may particularly help the government in a better understanding of training and how to the concept to meet the expectations of the stakeholders, as well as provide valuable information for future interventions. It may inform policies towards setting up of better training systems, and show how the concept can be used as a powerful management tool to improve the performance of staff.

**To donors**

The study findings aid the donors who may have uncompromising intentions from the judiciary by providing an insight about all aspects of training under High Court Kampala office, the funds may help the improve on training facilities of judicial officers.

**To Judiciary**

This study intends to provide relevant information to Judiciary about the role and impact of training in the success of any government legal institution and this enables the stakeholder to not only understand the aspect but also appreciate the importance of the concept in attainment of staff objectives and success.

**To other researchers**

This study may also contribute to the body of knowledge. This is because it can be used as a reference material by other researchers. The study also identified areas related to staff training field that will require more research, hence a basis of further research.

# Setting of the study

The High Court of Uganda is located at The City Square, in [**Kampala City**](https://en.wikipedia.org/wiki/Kampala_Central_Division) **Council Authority,** one of the five administrative Burroughs of Uganda's capital city [Kampala](https://en.wikipedia.org/wiki/Kampala). It is the third-highest [**judicial organ**](https://en.wikipedia.org/wiki/Court)**in**[**Uganda**](https://en.wikipedia.org/wiki/Uganda), after the [**Court of Appeal/Constitutional C**](https://en.wikipedia.org/wiki/Supreme_Court_of_Uganda)**ourt** and then the [Supreme](https://en.wikipedia.org/wiki/Court_of_Appeal_of_Uganda) Court. It has "unlimited original jurisdiction", with powers to try any case of any value or crime of any magnitude. It is also mandated to hear all appeals from all Magistrates Courts. High Court judgments are appealable to the Courts of Appeal.

The High Courts of Uganda are headed by the Principal Judge’s (PJ)**Yorokamu Bamwine**, who is responsible for management of the courts including assigning duties to judge’s of the courts, where the High Court Kampala is inclusive. The PJ does not sit in any court to hear any matter.

The High Court has the following eight divisions: (a) Anti-Corruption Division (b) Civil Division (c) Commercial Division (d) Criminal Division (e) Execution and Bailiffs Division (f) Family Division (g) International Crimes Division and (h) Land Division, however the study is based in the Criminal and Execution and Bailiffs division.

Under the Administrative Structure;Key to the performance of the Judiciary is the efficiency with which it is managed. Managerial efficiency depends upon appropriate organization structure, sufficient qualified and motivated human resource, effective systems and procedures, and adequate infrastructure and equipment.

The Chief Justice is responsible for the administration and supervision of all courts in Uganda, including those that do not administratively fall within the Judiciary. The Deputy Chief Justice is the head of the Court of Appeal/Constitutional Court.

The Principal Judge’s manages the High Court, including the decentralized up-country High Court stations, and is further responsible for the Magistrates Courts. The High Court is divided into eight Divisions, including the Civil, Criminal, Commercial, Land, Family, Anti-Corruption, International Crimes and Executions and Bailiffs each headed by a High Court Judge’s. All of these managers also adjudicate cases within their respective jurisdictions, in addition to fulfilling their management and policy-making responsibilities.

The Chief Registrar who is assisted by a management team of Registrars heads the technical branch consisting of judicial activities of the organization. Registrars are ordinarily drawn from the cadres of Magistrates in the lower Judiciary. They include Registrars of the Supreme Court, Court of Appeal, the High Court, Research and Training, the Inspector of Courts, Registrar Planning and Development, and Deputy and Assistant Registrars. Most of these managers are responsible for adjudicating cases within their respective jurisdictions, and as of 31/12/2002, their powers and jurisdiction was increased. Some managerial functions are delegated to committees composed of members of the Judiciary management.

The Secretary to Judiciary/Permanent Secretary oversees the Administration and Finance Department. The Finance and Administration Department is a support department for the Judiciary for general administration and management of human and financial resources as well as maintenance and control of assets.

The Secretary to Judiciary/Permanent Secretary the accounting officer is appointed by the Public Service Commission of the Ministry of Public Service. He/she reports directly to the Chief Justice while at the same time has close consultations and linkage with the Ministry of Public Service. The Secretary to Judiciary/Permanent Secretary is supported by the Under Secretary and divisional/unit heads such as Commissioner Technical Services, Principal Human Resource Officer; Principal Information Technology Officer, Principal Asst. Secretary; and the Principal Accountant. Thus there is in effect a split between management of judicial staff and administrative staff, even though both sets of staff work on many of the same activities on a day-to-day basis.

Some Judge’s exercise substantial influence in certain areas by virtue of their appointment to establish or adhoc committees, such as the Judicial Training Committee, the Justice Law and Order Sector Integrity Committee, and the IT/Law Reporting Subcommittee, among others. Some Judge’s are appointed to become Chairs of Commissions of Inquiry or other Commissions or Committees that are external to the Judiciary. Resident High Court Judge’s in upcountry court stations may but are not required to supervise subordinate courts within their jurisdictions. Deputy Registrars in up-country Court stations are generally in charge of the management of the Resident High Court stations. Chief Magistrates are both the judicial and administrative managers of their court stations (except where Deputy Registrars are posted); including the subordinate courts within their chief magisterial areas.

According to the Judiciary's mandateis found in **Article 126 (1)** of the Constitution of the Republic of Uganda: "Judicial Power is derived from the people and shall be exercised by the Courts established   under this Constitution in the name of the people and in conformity with the law and with the values, norms and aspirations of the people. Key to the performance of the Judiciary is the efficiency with which it is managed. Mabirizi (2018) asserts that the Managerial efficiency depends upon appropriate organization structure, sufficient qualified and motivated human resource, effective systems and procedures, and adequate infrastructure and equipment. The Chief Justice is responsible for the administration and supervision of all courts in Uganda, including those that do not administratively fall within the Judiciary. The Deputy Chief Justice is the head of the Court of Appeal/Constitutional Court. In pursuit of its mission the Judiciary works closely with all stakeholders particularly the people of Uganda; promote an organizational culture of innovation, learning and continuous improvement; and lead the process of transformation among JLOS institutions. The Chief Justice is the head of the Judiciary responsible for the administration and supervision of all courts in Uganda including those that do not administratively fall within the Judiciary and may issue orders and directions to the courts necessary for proper and efficient administration of justice.

The study was carried out at High Court Kampala, located at Plot 2, the Square Kampala and focused on four operational years of the High Court Kampala from 2015-2018.

# Arrangement of the study

Chapter one presents introduction to the study. Chapter two presents study literature. It highlights literature survey, literature review and the conceptual framework of analysis. Chapter three presents study research methodology. It highlights research design and data collection and management. Chapter four presents the demographic characteristics of the respondents. Chapter five presents findings on how the justice system is expedited to all people of Uganda at High Court Kampala. Chapter six presents findings on how implementation of government legal policies has improved at High Court Kampala. Chapter seven presents findings on how administration and supervision of all judicial staff of both lower and higher bench has improved at High Court Kampala. Chapter eight links the findings to the literature review and suggest ways forward for training and staff performance at High Court Kampala. Chapter nine presents summary and conclusion to the study.

# CHAPTER TWO

# STUDY LITERATURE

# Introduction

This chapter presents the study literature. It is made up of three sections comprising of the literature survey, literature review and conceptual framework analysis.

# Literature survey

Various studies have been carried out at High Court of Kampala (Uganda) but non focus on the area covered by the current study. Some of the major ones are reviewed below: indicates the existence of the gap the present study attempts to close.

Mubiru (2014) carried out a related study about management training and employee performance in the High Court Kampala. His study findings revealed that the nature of the training in the public sector has changed over the recent decades. It was also revealed that training was considered to be job-focused, limited to the technical skills and abilities needed by public employees to perform specific tasks. In addition, the study findings showed that training was differentiated from education, which was considered to be broader in scope, more oriented toward a range of future jobs and generally provided by institutions of higher learning. Theory on training, employees who receive periodical effective training sessions are able to perform well on the job by increasing the quality of work, hence achieving organizational goals and gaining competitive advantage. His study however, did not mention how training can improve on efficient and speedy delivery of justice.

In addition, Kabuye (2016) carried out a study about the influence of line managers and human resource on employee’s effective commitment in the High Court Kampala. He argued that human resource management indirectly affects firm performance, through a causal chain of mediating variables such as employees’ attitudes (commitment), employees’ behaviour. He also stated that an often neglected fact in this regard is that there are different actors that implement human resource in the organization. Human resources is frequently held synonymous with ‘the human resources, whereas line managers also have a substantial responsibility in the implementation of HR practices in most contemporary organizations. However, his study did not mention on how training improves on implementation of government legal policies among judicial officers, this current study intends to fill this identified gap in the literature.

Lastly, Magumba (2013) conducted a study about training for judiciary staff in Uganda basing on a case study of High Court Kampala. His study based on a commissioned a training needs analysis and sought advice on the methodology and content of the capacity building initiative for the judiciary. His study was conducted in two weeks in Kampala and Entebbe, meeting with representatives of the judiciary and other stakeholders to conduct a training needs analysis and provided a set of recommendations to enhance the capacity of the local courts and their judicial training officers. Their key findings showed lack of a system in place to sustain educational programming for the judiciary. What obtained at the state judiciary level was total reliance on the National Judicial Institute (NJI) to provide training, without commitment at the state level to meet those needs that NJI courses could not provide. This meant that court personnel training needs remained largely unmet. However, the study failed to mention on how training can improve efficient and effective administration and supervision of all judicial officers of both low and higher bench.

# Literature review

The problem of training and the performance of staff in High Court Kampala are not unique to Uganda. Scholars have researched on it considerably in context outside Uganda and suggested how judicial staff training should be applied to improve the overall performance of the workers. Some of the major studies are reviewed below. The aim is to be able to formulate a conceptual framework within which issues involved in High Court Kampala maybe clearly explained and addressed.

In Nigeria, Enagu et.al (2001) explains that the Justice Sector Reform Teams (JSRT), which had been established to lead the justice sector reform programme in the three states, took overall responsibility for managing the training programme. Each Justice Sector Reform Team was made up of key decision makers within the justice sector institutions such as the Judiciary, Ministry of Justice, Ministry of Planning and Budget, Ministry of Women’s Affairs, Nigerian Police, Prison Service and Legal Aid Council, as well as representatives of relevant civil society organisations such as the Nigerian Bar Association, International Federation of Women Lawyers (FIDA), and traditional rulers. With support from SJG, the JSRTs have been meeting monthly to chart a course for institutionalizing reforms in the justice sector. Both Kano and Jigawa governments undertook to fund continuation of the roll out of the training until all staff is trained.

Boris (2013) notes that the training has created greater awareness with regard to the responsibilities and duties of the individual judicial officers and staff and the need for all court personnel to receive continuing judicial education. The post-training survey and responses from the court administration indicates that fewer complaints are being received from court users with regard to the services dispensed by court staff, there are fewer reports of litigants paying “unofficial” fees and less delay in initiating a case and moving a case through the system.

Muthaura (2001) asserts that an important challenge lies in building the institutional capacity to sustain the training arrangement beyond the project. In Ghana, this has been facilitated by inclusion of a provision for training in the state’s annual budget. The Justice Sector Reform Teams of the two states assisted in implementing this sustainability measure. In addition it is necessary to establish an administrative mechanism that plans and supervises the training. The Judicial Service Commissions have continued the roll out of the training with the support and encouragement from the state JSRT. The situation in the two states may be contrasted with that of Enugu where there is no such budgetary or administrative arrangement and consequently no additional training has taken place.

According to Lawrukwa et.al (2002) the choice of language of communication in the delivery of trainings is also a matter that deserves careful consideration. Although English is the official language it might be more beneficial to use a local language when the situation demands. For example, it was observed in the early sessions of the training in Kano that the choice of language of instruction, English, was an impediment to the full understanding of the lectures by some of the participants, this led to the change The involvement of the leadership of the judiciary (in all the states) and the Department of Chieftaincy Affairs (in Enugu) has also significantly helped raise the value of the training and consequently the participation of the trainees as well.

Stahl (2005) explains that in designing trainings for staff who lives in places far apart, it might be better to consider a residential arrangement or if that might be too costly to decentralize the training location. Otherwise punctuality might not be guaranteed leading to the programmes being abridged or participants having to stay over closing time. Many participants to the training in all the three states came from long distances to the venues of the training or experience great difficulty in getting there. In the future, it would be helpful if trainings are held zonally or participants are accommodated at or close to the venue.

The interactive learning method adopted at the training afforded participants opportunities to learn from each other and express themselves over important issues of reform in the judiciary. For example at every training participant continued to raise the issue of poor service conditions as a major cause of unethical conduct in the workplace. These and other ideas presented by participants at the training served as an important source of information and feedback to the Reform Teams, an opportunity which had not been available before.

In Uganda, (Mwanje, 2016) explains that the Judiciary as established under article 126(2) of the 1995 Constitution is mandated to administer justice to all irrespective of social and economic status. This Constitutional provision summarizes the Judiciary’s core competences derived from judicial activities and responsibilities which can only be visible when there is demonstrated knowledge, skills, attitudes and behaviors required to perform various judicial tasks, duties and responsibilities. The core competences can be described as comprising technical skills involving methods, processes and procedures of dispensing justice, judicial and court management skills as well as case-flow management. Therefore, for the Judiciary to ensure quality judicial service to the public, there is need to develop the skills and abilities of its employees through competency based training activities which are economical, effective and consistent with the strategic mission, vision and objectives of the Judiciary. These interests are served by having competent employees capable of maintaining productivity, able to adjust to changes in service requirements and prepared to assume increased responsibilities.

The Judicial Training Institute has to a large extent lived to its expectations as per its functions enlisted under section 7 of Office Instruction No.2 of 2017 by ensuring that all Judiciary staff both Judicial and non-judicial attain the above competences through continuous training. Several trainings aimed at improving the capacity of Judicial Officers have been conducted by the Institute including induction trainings which is a sine non qua for any newly appointed officer before assuming office. However, induction of newly appointed staff has had its own challenges in the Judiciary as shall be espoused at a later stage.

Wangwe (2001) notes that it is often forgotten that a training program is like any other development intervention. It should respond to a concrete problem, be based on a needs assessment, have specific objectives which determine the actions to be taken, and be subject to periodic evaluation. One of the largest obstacles to effective program design is a premature determination of need; training is identified as a solution before the problem is adequately understood. This leads to an inadequate or inappropriate statement of objectives, complicates program design, and makes impact evaluation nearly impossible.

Mjema (2002) opines that predetermination of need has caused training to focus on filling in all the gaps in judge’s ’knowledge and thus becoming remedial law schools. While ignorance of the law or inability to apply it is common phenomena, observers have suggested that this focus is too broad. Instead they recommend targeting specific behavioral problems and combining training and other reform interventions to produce their resolution. This requires different kinds of needs assessment and different training methodologies. It also means a greater emphasis on follow up to reinforce and evaluate impact, a clearer differentiation between emergency and remedial programs, and a better coordination of the training element with the rest of the reform strategy. Many program have become stuck in the emergency mode, generating enthusiasm for new methods without giving participants the more specific skills and knowledge needed to implement them. Finally, although donors usually finance the startup costs and the initial mass programs, these are not sustainable models for permanent training.

Robertson (2005) states that judicial training is hardly a Latin American or Third World phenomenon: Most developed countries provide entry-level or in-service training for their judiciaries, or encourage judge’s ‘participation in external programs. Still, if the developed countries provide interesting models and points of comparison for Third World efforts, two critical differences should be kept in mind. The most obvious is resources. Most Third World judiciaries are resource poor, making it harder to mount training programs and putting a premium on making them cost effective. The other difference relates to the functions of training in a more or less stable system, as opposed to one undergoing a simultaneous reform process. In the latter, training’s objectives are more diverse and in constant flux. These factors when combined with the substantial place held by judicial training in external assistance programs (and often in internal reforms) suggest the need for a closer look at what is being attempted and what in fact has been accomplished.

Creating a culture that actively supports a learning environment in the courts may be the most important element in developing a highly skilled workforce. This can best be accomplished when court leaders and managers understand the importance of staff education, training, and development, which in turn provides support as organizations build learning environments. When learning and development become part of an organization’s culture, not only do employees improve, but so does the organization as a whole.

Much of what is written about corporate universities is framed in terms of private sector experience. Can the corporate university model be used in public sector organizations? One example of the use of a corporate university in government exists in Chesterfield County, Virginia. It is important to note that Chesterfield County’s corporate university is directly tied to the county’s strategic goals, business goals, and core competencies. County leaders understand that employee development is an essential element in achieving the county’s mission and vision (Bruny, 2007).

Core competencies are linked to the county’s Employee Development Program. Individual development planning is used to guide employees through the continuous education and development that is expected throughout an individual’s career (Bruny, 2007). Courts can also use the corporate university model as a tool to link employee and organizational development to the mission and vision of the courts. It would be challenging to create a separate educational entity for an individual District Court in the federal courts. Nevertheless, key corporate university concepts may be applied to new or existing employee development programs.

Tobin, (2000) notes, that individual initiative brings us to one of the common challenges encountered by adult learning. One of the reasons learners do not engage in learning activities is because they feel they do not have enough time to do so. Traditional group classroom training is time consuming, and the timing of a learning event may not fit in with an employee’s schedule. Self-directed learning allows for greater flexibility and thus offers a potential solution. When individuals take responsibility for their own learning activities, such as with self-directed learning, they tend to fit small chunks of learning into already existing daily routines as time allows. Learning in such small chunks has additional benefits; it increases learner retention and permits individuals to learn at their own pace and according to their learning style preferences.

Despite these benefits, individual learners cannot be expected to take sole responsibility for their learning activities. Support from management is also essential for self-directed learning to be successful (Tobin, 2000). Managers can assist employees in several ways. In particular, managers can help employees assess training and development needs, provide support for the employee’s learning efforts, offer feedback and recognition, and identify opportunities for employees to apply new knowledge, skills, and abilities to job duties.

In addition, Prokopeak, (2013) asserts that self-directed learning has implications for judicial educators. When learning is self-directed, the role and responsibilities of the learning professional shift from trainer to coach; judicial educators need to focus on helping employees realize strengths and weaknesses and offer advice about career development strategies. Two career development tools are considered in this project; structured learning programs and individual development plans.

The creation of a training program is only part of a career development plan. An employee can have all the tools and resources for development available to them, but without specific goals and direction or support and feedback from managers, development may never take place. As Dick Grote (2005) states, “Training isn’t development. It’s one component (an important component) of a complete development plan, but if a plan has nothing in it except a mandate to attend training programs, it’s not really a development plan at all” (Grote, 2005, emphasis added)

Individual development plans align employee career interests with current and future organizational needs. Employee-manager teams evaluate organizational and employee strengths and weaknesses, assess current and future needs, and discuss long-term and short-term employee career goals. Training and development activities are selected with all of this in mind. A course of action and times for completion of learning activities are mutually agreed upon by both parties (Charney and Conway, 2005).

Though an individual development plan is primarily employee-driven, both the manager and employee share responsibility for the employee’s development. A manager can help an employee keep career development goals in sight. The manager must allow time for the employee to participate in learning activities, keep the employee motivated to stay on track, offer feedback on related performance, and recognize the employee’s accomplishments. The manager should also provide the employee with follow-up activities that allow the employee to practice new or enhanced knowledge and skills (Grote, 2005). It is thus clear that a manager plays an important role in successful employee development; much of this role can be fulfilled through use of the individual development plan.

Important considerations in developing structured career development programs should include the assessment of the types of training topics and training delivery methods for inclusion in the program. Training topics should align with job duties and organizational goals. Training delivery methods and media should effectively enhance the learning experience.

Marquardt, (2011) notes that today’s job requirements are much different than they were a couple of generations past. Performance of repetitive, routine tasks is no longer the norm. Workers at all levels and in all occupations are increasingly required to be adaptive, innovative, and collaborative. Advances in technology have also changed the requirements for today’s workforce. Employees must become technically savvy and must continually keep current with new technology. Career development programs should include skills development in these areas in addition to training and education directly related to job positions.

Feeney and Krieger (2007) suggest aligning job specific program curricula with development of technical, cognitive, and behavioral competencies. Curricula should relate to technical user applications and processes, thought processes and reasoning, and behaviors. Learning programs should include a combination of instructor led classes, individual study, and on-the-job training experiences with content that is relevant to an employee’s job. For example, a development program may contain content for learning a new software application, enhancing problem solving skills, and defining expectations for business etiquette and ethics (Feeney & Krieger, 2007).

Bersin (2004) opines that both synchronous and asynchronous learning have benefits and drawbacks. Live learning activities can be costly to deliver and difficult to schedule. Self-study allows for a cost effective means of delivery. Learners have control over their own learning, participating whenever and wherever they choose. However, the level of participant interaction in live programs is not possible with self-study, which may cause a lack of motivation to complete learning activities. The learning professional must balance content with delivery methods in creating a program that will encourage and motivate learners while being cost effective and efficient.

Mathis et al (2008) states that effective training needs assessment that involves systematic planning, analysis and coordination across the organisation, to ensure that organizational priorities are taken into account, that duplication of effort is avoided and economies of scale are achieved. All potential trainees should be included in the process, rather than rely on the subjective evaluation of managers. Ideally, managers should also receive training in the process of training needs assessment itself, to clarify what they are trying to achieve and what their approach should be.

According to Babaita (2010), effective training or development depends on knowing what is required - for the individual, the department and the organisation as a whole. With limited budgets and the need for cost-effective solutions, all organisations need to ensure that the resources invested in training are targeted at areas where training and development is needed and a positive return on the investment is guaranteed. Effective training needs assessment is particularly vital in today's changing workplace as new technologies and flexible working practices are becoming widespread, leading to corresponding changes in the skills and abilities needed.

Furthermore, analysing what the training needs are is a vital prerequisite for any effective training programme or event. Simply throwing training at individuals may miss priority needs, or even cover areas that are not essential. Training needs assessment enables organisations to channel resources into the areas where they will contribute the most to employee development, enhancing morale and organisational performance. Training needs assessment is a natural function of appraisal systems and is key requirement for the award of Investors in People (Armstrong, 2010).

Effectiveness goes to the heart of what training is all about in an organization: giving employees the knowledge and skills they need to perform their jobs effectively in order to initiate more effective training, organizations need to look at how the training and development system is aligned with the strategy of the organization and at what is being done to make sure that all training and development activities are effective (Haslinda, et al 2009).

The training department requires information about competency learning to determine the effectiveness of training delivery and approach. Data concerning the overall effectiveness of training procedures, appropriateness of media and instruction methods and other issues relating to possible revisions in instructional design may prove to be very valuable to the training department and will assist them in better serving the needs of the other stakeholders involved. This information can be obtained through: Questionnaires, Knowledge Review, Observation, Employee Portfolio and Skill Gap Analysis (Carr, 2002).

The evaluation techniques of training effectiveness the one you select depends upon circumstances and what you want to measure and assess (Garrett & Taylor, 2005) as cited in (Ahmed et al, 2010). The objectives of training also determine the most appropriate criteria for assessing the effectiveness of training (Arthur et al, 2003) for example Reaction criteria, which are operational-zed by using self-report measures, represent trainees’ affective and attitudinal responses to the training program, Learning criteria are measures of the learning outcomes of training; they are not measures of job performance. Evaluation methods should be determined based on the goals of the training process and should meet the demands of the various stakeholders involved. Every organization has multiple stakeholders and not everyone within the organization has the same information needs. Typically, organizational stakeholder groups include the training department, employees and business units. Their information requirements fall into two categories: whether the competencies have been learned and whether the learning has been applied toward improved performance.

# Conceptual framework

**Independent variable**  **Dependent variable**

**Performance of staff**

* Justice ensured
* Provision of law and order
* Reduction of case backlogs
* Positive attitude of staff towards work

**Training**

* Expedite justice system
* Implementation of government legal polices and laws
* Discipline of staff
* Administration and supervision of judicial staff

Intervening variables

* Training facilities
* Availability of judge’ss
* Training policy
* Academic background of staff

Intervening variable

# Figure 1: A conceptual framework

**Source: Adopted from Henne et al (1986) model and modified by the researcher**

The conceptual framework reflects two variables namely training as the independent variable and performance of staff as the dependent variable. In other words, it is conceptualized that performance of staff depends on training. For instance, an element such as delivery of justice under the independent variable can directly have an effect on an element of justice ensured under the dependent variable by either determining its positive or negative outcome. In the same way, it can be argued that positive relationship between the elements under training can lead to positive results in the elements under performance of staff.

However, despite the relationship between the independent variable and dependent variable, other intervening variables exist as limitations that can ultimately affect both training as the independent variable and performance of staff as the dependent variable.

It should also be noted that all the above elements of the independent variable were assessed and their relationship with staff performance.

# CHAPTER THREE

# METHODOLOGY

# Introduction

This chapter presents the research methodology that was used in execution of Research. It highlights research design, research approach, research strategy, research duration, research classification, research limitations, area of study, study population, sample size, sample techniques and data collection management.

# Research design

According to Owen (1996) a research design is an outline of how an investigation is carried out and indicates how data is to be collected, what instruments to be used and how the data was collected and analyzed. Under this section the following are identified, and explained research approach, research strategy, and research duration and research classification.

# Research approach

In the research approach the researcher used a phenomenological approach where researcher directly asked questions to the respondents. This research approach allowed the interviewer to probe the richness of respondent’s emotions and motivations of related to the topic. The research approach was important because it was used to test the validity of the research hypothesis.

# Research strategy

Research strategy is a [methodology](http://www.dissertationhelpservice.com/Research-Methodology-Help-Service.html) that helps the researcher to examine the research issue. The study used a case study as the research strategy. This involved a detailed examination of how High Court Kampala has improved performance of staff through training.

# Research duration

The study duration was longitudinal hence based on three operational years (2016-2018) of High Court Kampala to gather the relevant information about the variables. The researcher carried out the study in a period of three months. Data was collected between the month of April to May 2019 and the researcher believes this is enough time to collect and provide the most relevant and reliable information of the study.

# Research classification

The study used quantitative and qualitative techniques. It involved collecting and converting data into numerical form, hence used of statistical calculations where conclusions were drawn. In order to predict possible relationship between the variables, the study used various instruments such as self-administered questionnaire and materials such as observation check lists. It also described, explained, discussed and interpreted the data collected.

# Limitations of the study

This section identifies the challenges the researcher is likely to face while carrying out the study.

**Time constraint**: The researcher faced a problem of inadequate time required for the research study. Comprehensive research study involves a great deal of collecting, analyzing and processing data hence requiring a lot of time which may not be enough for the researcher. However, the researcher overcame this limitation by designing a work plan or timeframe which served as a guide in time management.

**Non-response**: The researcher faced a problem of non-response from some respondents because they were too busy some saw no personal benefit from their participation. The researcher overcame this limitation by administering as many questionnaires as possible so as to eliminate any chance of bias and then talking to respondents to request and encourage them provide the necessary data.

**Financial constraint**: The researcher faced a problem of inadequate funds to cater for the study costs such as transport and stationery. The researcher used a relatively small but adequate sample so as to minimize on the costs.

# Data collection and management:

Data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. Collection enables a person or organization to answer relevant questions, evaluate outcomes and [make predictions](https://searchbusinessanalytics.techtarget.com/definition/predictive-analytics) about future probabilities and trends.

A [data](http://reachforce.wpengine.com/blog/take-an-all-in-one-approach-to-big-data-management/) management make the process easier. It enables you to be more discerning when collecting data, offers a platform to store and organize the data more efficiently, and helps you track and analyze data more easily.

# Study population

According to statistics in High Court Kampala, they have quite a large number of staff members, but for the purpose of eliminating elements of bias, this study estimated its population to comprise of 150 individuals, comprised of judge’s, clerks officials, staff, registrars, M&E, stenographers, attorneys, judicial officer sand clients and the researcher because she designated from the same system and this enhances the feasibility of the study

# Sample size and selection method

The sample was determined statistically using the formula

n = N

**Where**

n = Sample size

N= Population target size

e = margin of error at 95% confidence level

e = Margin of error/0.05

1 + N (e2)

Applying the formula

n = N

1 + N (e2)

n= 150

1 + 50 (0.052)

n= 150

1 + 150 (0.0025)

n= 111 respondents

# Table 3.1: Distribution of the study population and sample size

|  |  |  |  |
| --- | --- | --- | --- |
| **Respondents** | **Population** | **Sample size** | **Sampling method** |
| Judge’s | 8 | 8 | Census |
| Secretaries | 2 | 2 | Census |
| Attorneys | 8 | 8 | Census |
| Stenographers | 4 | 4 | Census |
| M&E | 20 | 16 | Purposive sampling |
| Registrars | 10 | 8 | Purposive sampling |
| Clients | 20 | 11 | Purposive sampling |
| Clerks | 20 | 10 | Purposive sampling |
| Administration | 10 | 6 | Purposive sampling |
| Accountants | 28 | 23 | Simple random sampling |
| Human resource | 20 | 15 | Simple random sampling |
| **Total** | **150** | **111** |  |

Source: Primary data

# Sampling techniques

Convenience sampling was used by the researcher for convenience purposes in case the selected respondents from the staff team are not available at the time of the interview. In this study, this method was used to select respondents from clerk officials and registrars.

Simple random sampling was used to select respondents from the staff. In this study the staff respondents ’were randomly selected to eliminate elements of bias in the research process by giving almost all respondents an equal chance to participate in the study.

The researcher used purposive method of sampling. This was dictated by the nature of the study which aims at getting information from specific respondents. This method was used to select respondents from the clerks and registrar’s office because their duties and responsibilities are directly related with training and performance of staff at High Court Kampala.

# Data collection sources

**Primary data**

The study used face to face interviews in order to save time and the primary data was collected by using structured questionnaires that will be self-administered by the respondents.

**Secondary data**

Secondary data was collected through document reviews and other sources such as textbooks, business reports/ manuals, journals so as to get enough relevant information about the research topic.

# Data collection methods

# Interviewing

In this study, the researcher used unstructured interviews on the entire distribution of the sample size. The unstructured interviews contained closed-ended questions that were asked in any order because this interview method is more flexible as questions can be adapted and changed depending on the respondent’s answer. The study also used group interviews with the staff respondents of the study. This method of interviewing was used to make sure the group interact with each other and not drift off topic.

# Focus group discussion

The study also used focus group discussion with the distribution of the sample size. The group of participants was guided by a moderator (or group facilitator) who introduced topics for discussion and helped the group to participate in a lively and natural discussion amongst them. This method was used because it is a good way to gather together respondents from similar backgrounds or experiences in training.

# Document review

This method was used to gather information about the study variables that is training and performance of staff at High Court Kampala. The study used document checklist as part of the method, this method was used because a lot of information can be reviewed to provide the most reliable and relevant information.

# Data collection tools

The study based on three key data collection tools as shown below:

# Self-administered questionnaire

Smedts (2009) asserts thata self-administered questionnaire (SAQ) refers to a questionnaire that has been designed specifically to be completed by a respondent without intervention of the researchers. The questionnaire comprised of statements requiring the respondents to opt for one out of the five opinions using the 5-point Likert scale with strongly disagree=1, disagree=2, not sure=3, agree=4 and strongly agree=5. The questionnaires were distributed to all 101 respondents from monitoring team, evaluation team and management team because they are assumed to have prior knowledge about the practice of CSR and how it contributes to community relations. The questionnaire approach was self-administered

# Interview guide

For judge’s and staff respondents face to face interviews were conducted alongside self administered questionnaires so as to enhance response to questions generally regarded as sensitive. The researcher used structured and face to face interviews because they provided first-hand information; data was collected because it is less costly and has the ability to clarify questions. In this method, interview guides were drafted and questions were asked and then note responses corresponding the asked questions.

# Focus group discussion checklist

The study used this instrument to gather information from respondents with similar backgrounds or experiences about training. The researcher guided the discussion by asking the group questions. Focus group discussion checklist was used because it helps to control the discussions in the group and help to obtain relevant data.

# Data quality management

# Validity of the instrument

A pre-test of the research instrument to establish its validity was done. The instrument was given to two experts who provided their opinions on the relevance of the questions using a 5- point scale of relevant to not relevant. It was further pre-tested by administering it to probable respondents (n=10) and test their understandability of the items. Items that were found not to be relevant were then eliminated and those found not to be understood were adjusted for understandability for the final research instrument that was used.

# Reliability of the instrument

Reliability of the questionnaire items has been tested using the Cronbach’s alpha coefficient. Reliability of this study’s instruments was ascertained by pre-testing the questionnaires and interview guide in the field. The researcher established the reliability of the questionnaire by using pre-testing. The researcher gave questionnaire guides to the same groups of respondents and re-testing was done. This indicates that the instruments to be used to collect data from the respondents was dependable and reliable and also yield good results. Therefore, the results and conclusions of this study was a basis for decision making.

|  |  |
| --- | --- |
| Reliability Statistics | |
| Cronbach's Alpha | N of Items |
| .992 | 30 |

The results in the Cronbach’s Alpha yielded a reliability analysis of .992, which means that the items were reliable at a percentage rate of 99.2, this is above average according Selhar (2013)

# Data processing

The collected data was edited, coded and cross checked for completeness using Ms Excel and transported to SPSS for analysis.

# Data analysis

After processing, the summarized data was analysed using both descriptive statistics mainly through the relationship of the study variables. Data was analyzed after making reference to the available literature so as to compare and contrast opinions presented to statistical analysis to generate descriptive statistics in order to draw conclusions and make recommendations. According to Hosley (2005) descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. The data collected is presented and used in explaining the relationship between the two variables of the research study.

# Access to data collection sources

In order to collect required data from High Court Kampala, the researcher obtained an introductory letter from the Dean of School of Business Administration of Nkumba University. The letter was delivered to High Court Kampala to seek permission to conduct the research. After the researcher collected data on how training influences performance of staff from respective respondents

# Ethical considerations

The researcher ensured voluntary participation of the respondents and avoided the use of offensive, discriminatory, or other unacceptable language during the process of data collection. In addition, the researcher maintained the highest level of objectivity in discussions and analysis throughout the research.

# CHAPTER FOUR

# DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

# Introduction

In this chapter, respondents were asked to provide their background information and their responses are presented in tables below:

# Gender

Respondents were asked which gender they belonged to. Responses to this question are presented in table 4.1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.1: Gender | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 41 | 40.6 | 40.6 | 40.6 |
| Female | 60 | 59.4 | 59.4 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 4.1, it is revealed that majority of the respondents were females, this was represented by 59.4% while minority of the respondents were males, represented by 40.6%. This means that most of the data was collected from female respondents and that both male and female respondents were well represented, hence the study did not suffer from gender bias.

# Age of respondents

Respondents were asked to identify the age brackets in which they belong. Responses to this question are summarized in table 4.2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.2: Age of respondent | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 20-30 years | 20 | 19.8 | 19.8 | 19.8 |
| 31-40 years | 39 | 38.6 | 38.6 | 58.4 |
| 41-50 years | 19 | 18.8 | 18.8 | 77.2 |
| Above 50 years | 23 | 22.8 | 22.8 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 4.2, it is revealed that majority of respondents that is 38.6% were aged between 31-40 years of age, 22.8% were aged above 50 years, and 19.8% were aged between 20-30 years while 18.8% were aged between 41-50 years. This can be interpreted to mean that majority of respondents were of mature age to provide relevant and reliable information about the study.

# Number of years served at High Court, Kampala

Respondents were asked how long they had served in High Court Kampala. Responses to this question are presented in table 4.3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.3: Number of years served in High Court | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Less than one year | 12 | 11.9 | 11.9 | 11.9 |
| 1-5 years | 29 | 28.7 | 28.7 | 40.6 |
| 5-7 years | 41 | 40.6 | 40.6 | 81.2 |
| 7 years and above | 19 | 18.8 | 18.8 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 4.3, it is showed that majority of the respondents had served in High Court for a period between 5-7 years. The minority has served for a period of less than a year. Since most of the respondents had served for a considerately longer time in High Court, it can be interpreted to mean that respondents had enough knowledge and experience in providing reliable information for the study.

# Level of education

Respondents were asked to identify their levels of education. Responses to this question are presented in table 4.4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 4.4: Level of education | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Certificate | 10 | 9.9 | 9.9 | 9.9 |
| Diploma | 21 | 20.8 | 20.8 | 30.7 |
| Bachelor | 32 | 31.7 | 31.7 | 62.4 |
| Master | 28 | 27.7 | 27.7 | 90.1 |
| Others, specify | 10 | 9.9 | 9.9 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 4.4, it is indicated that majority of the respondents that is 31.7% had bachelor degree; this was followed by 27.7% who had master level. The results in the table mean that generally, all respondents had a relevant level of education and as such had knowledge about the concept of training and its role on staff performance.

# CHAPTER FIVE

# EXPEDITING JUSTICE SYSTEM TO ALL PEOPLE OF UGANDA

# Introduction

This chapter deals with the first objective of the study; how the justice system is expedited to all people of Uganda at High Court Kampala. The chapter aims at examining the situation at High Court, Kampala with the intention of establishing whether management has endeavored to improve on speedy delivery of justice.

Enagu et al (2001) points out that to ensure high-quality legal services among staff, it is important to have standards and systems in place that provide guidance for supervision, effective case management, and adherence to practice standards, and training and staff development. He further talked about how policies for case management can also establish areas of responsibility and expectations for all staff.

According to Muhumuza (2017) the High Court of Uganda created standards and guidelines for legal aid organizations in order to ensure that the institution delivers high-quality services and operate in partnership with one another. It is observed that the High Court developed legal work standards to serve as a guide for legal service delivery across the country. It should be noted that the standards of supervision that are in place focus on day-to-day client representation and performance and are divided in various sections that include, client relations in order to establish effective relationships and clear mutual understanding through use of retainer agreements, preservation of confidences, and fees and costs, internal controls and quality assurance regarding timely action and meeting deadlines, and work of non-attorney staff, and Practice standards for the initial analysis of client problems, case planning, litigation, and termination of representation.

In an attempt to examine whether High Court, Kampala ensures speedy delivery of justice among staff to all people, respondents were asked questions and responses are presented in the following tables.

# Response rate

Findings of this study are based on the responses obtained from 101 respondents out of the targeted sample size of 111 respondents, giving a response rate of 90.99% computed as (101/111\*100). This is an acceptable rate and hence the study findings are reliable.

# Staff supervision has an impact on performance

Respondents were asked whether staff supervision has an impact on performance. Responses to this question are represented in table 5.1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.1: staff supervision has an impact on performance | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 4 | 4.0 | 4.0 | 4.0 |
| Disagree | 9 | 8.9 | 8.9 | 12.9 |
| Not sure | 15 | 14.9 | 14.9 | 27.7 |
| Agree | 29 | 28.7 | 28.7 | 56.4 |
| Strongly agree | 44 | 43.6 | 43.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 5.1, it is revealed that majority of the respondents that is 43.6% and 28.7% strongly agreed and agreed respectively. This can be interpreted to mean that staff performance at High Court Kampala is greatly determined by supervision. Respondents stated that supervision of staff provides a supportive and comfortable atmosphere in which staff can feel confident in performance. It was also revealed that supervision imparts technical knowledge and understanding to staff. This means that staffs are given an opportunity to grow and develop hence improving on their performance.

# Supervision is an effective element in improving performance

Respondents were also asked whether supervision is effective in improving performance. The responses to this question are presented in table 5.2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.2: Supervision is an effective element in improving performance | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 12 | 11.9 | 11.9 | 11.9 |
| Disagree | 19 | 18.8 | 18.8 | 30.7 |
| Not sure | 4 | 4.0 | 4.0 | 34.7 |
| Agree | 31 | 30.7 | 30.7 | 65.3 |
| Strongly agree | 35 | 34.7 | 34.7 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to table 5.2, results revealed that 34.7% strongly agreed and 30.7% agreed to the statement, since this was the majority response, it means that the performance of staff at High Court Kampala improves through effective supervision process. Respondents mentioned that supervision creates a productive work environment where staff comply to the legal policies and procedures with direction derived from supervision. It was also revealed that supervision easily utilizes the desire for staff to succeed at work, where the supervisors understands the staff perspective and balance it to meet the objectives of the High Court, performance levels. This means supervision is an effective element in performance.

# Supervision enables staff to meet deadlines

Respondents were asked whether staff meet deadlines through supervision. Responses are presented in table 5.3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.3: Supervision enables staff to meet deadlines | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 30 | 29.7 | 29.7 | 29.7 |
| Disagree | 39 | 38.6 | 38.6 | 68.3 |
| Not sure | 5 | 5.0 | 5.0 | 73.3 |
| Agree | 7 | 6.9 | 6.9 | 80.2 |
| Strongly agree | 20 | 19.8 | 19.8 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

According to results shown in table 5.3, it is revealed that majority of the respondents that is 38.9% and 29.7% disagreed and strongly disagreed respectively to the statement, this means that staffs at High Court do not get enough supervisory support to meet deadlines. Respondents stated that often times at High Court, deadlines are treated more like suggestions which results in unnecessary chaos and unpredictability of staff performance.

During an interview session, one respondent from M&E stated that;

*“Most of the deadlines seem to be perfect for our supervisors yet they are not clearly communicated to the staffs who are supposed to execute them. The supervisors at times have use poor methods of delegating responsibilities and tasks to staff in forms of verbal communication. Usually supervision on meeting deadlines, if done via email is easy to succeed. Also the supervisors often times use many various methods for assigning work, this makes it easy for the deadlines to slip staff mind through hence deadlines are misconstrued”.* ***(Source: Key informant 1, 2019)***

# Supervision ensures that recruited staff meets the required expertise

Respondents were also asked whether required expertise of recruited staff is ensured through supervision. Responses to this question are presented in table 5.4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.4: Supervision ensures that recruited staff meet the required expertise | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 20 | 19.8 | 19.8 | 19.8 |
| Disagree | 10 | 9.9 | 9.9 | 29.7 |
| Not sure | 6 | 5.9 | 5.9 | 35.6 |
| Agree | 28 | 27.7 | 27.7 | 63.4 |
| Strongly agree | 37 | 36.6 | 36.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 5.4, it is revealed that majority of the respondents that is 36.6% strongly agreed and 27.7% agreed to the statement. This means that required level of expertise for recruited staff is determined through supervision. Respondents expressed that supervision through mentoring and facilitators is used to clarify the High Court’s desired staff results through directive advice. It was revealed that during probation period, supervisor’s play various role such as testing potential and experiences of newly selected staff through participating in a systematic training program and individuals who are incompetent are not considered for permanent recruitment. This means supervision is a major determinant in evaluating individual expertise of prospect recruitment members.

# Training needs assessment is conducted in relation to judiciary’s organisational structure

Respondents were asked whether the process of training needs assessment is done in line to Judiciary’s organizational structure. Responses to this question are presented in table 5.5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.5: Training needs assessment is conducted in relation to judiciary’s organizational structure | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 40 | 39.6 | 39.6 | 39.6 |
| Disagree | 38 | 37.6 | 37.6 | 77.2 |
| Not sure | 2 | 2.0 | 2.0 | 79.2 |
| Agree | 8 | 7.9 | 7.9 | 87.1 |
| Strongly agree | 13 | 12.9 | 12.9 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 5.5, results revealed that 39.6% of the respondents strongly disagreed and 37.6% disagreed to the statement; this means that training needs assessment is conducted in different ways not described by judiciary’s organizational structure. Respondents stated that training needs assessment is done in an unsystematic manner that diverts from the organisation settings. However, respondents noted that the decision to conduct a training needs assessment for staff at High Court, comes from first identifying underdeveloped skills, insufficient knowledge and inappropriate staff attitudes. This means that despite the importance of training needs assessment, its action does not root from a described organisational structure, but from the identified need to actually perform it by identifying the differences between staff’s current performance and the performance that the High Court expects of staff.

# Staff situation analysis ensures competence analysis

Respondents were also asked whether staff situation analysis ensures competence analysis. Responses to this question are presented in table 5.6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.6: Staff situation analysis ensures competence analysis | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 13 | 12.9 | 12.9 | 12.9 |
| Disagree | 14 | 13.9 | 13.9 | 26.7 |
| Not sure | 21 | 20.8 | 20.8 | 47.5 |
| Agree | 31 | 30.7 | 30.7 | 78.2 |
| Strongly agree | 22 | 21.8 | 21.8 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 5.6, it is revealed that majority of respondents generally agreed, this was represented by 30.7% who agreed and 21.8% who strongly agreed to the statement, this can be interpreted to mean that competence analysis of respondents can be done through staff situation. Respondents stated that competence analysis is performed by supervisors in identifying gaps in skills of staff posed through the differences of each situation of staff. In addition, it was also revealed that staff situation such as rate of absenteeism can help supervisor to determine whether staff is available and competent to perform a certain task or there will be need to hire externally. This means High Court management can appoint the right staff to perform specific tasks due to desired competence levels.

# Management and employee perceptions align with standards information

Respondents were asked whether both management and employee perceptions align with the standards information in place. Responses to this question are presented in table 5.7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.7: Management and employee perceptions align with standard information | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 16 | 15.8 | 15.8 | 15.8 |
| Disagree | 12 | 11.9 | 11.9 | 27.7 |
| Not sure | 12 | 11.9 | 11.9 | 39.6 |
| Agree | 39 | 38.6 | 38.6 | 78.2 |
| Strongly agree | 22 | 21.8 | 21.8 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 5.7, it is revealed that majority of the respondents that is 38.6% agreed and 21.8% strongly agreed, this means that on several occasions, both management and staff are in agreement with standards information. Respondents stated that under supervision, staffs are trained on how to process information in an approved manner so that management can clearly understand the information provided. Respondents further stated having the same perception between staff and management increases on the levels of trust which ultimately enhances performance of staff. This means that equal perceptions in alignment with standard information improves job satisfaction of staff and their performance.

# Supervision improves responses to essential skills for staff

Respondents were asked whether supervision improves essential responses of skills for staff. Responses to this question are presented in table 5.8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.8: Supervision improves responses to essential skills for staff | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not sure | 22 | 21.8 | 21.8 | 21.8 |
| Agree | 33 | 32.7 | 32.7 | 54.5 |
| Strongly agree | 46 | 45.5 | 45.5 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 5.8, it is revealed that majority of respondents generally agreed, this was represented by 45.5% and 32.7% of respondents who strongly agreed and agreed respectively. This means that High Court emphasizes supervision of staff in order to enhance their skills. Respondents stated that supervisors ensure to create a knowledge base of critical information and best practices and pass them on to staff so as to improve on staff essential skills.

During an interview session, one respondent expressed that;

*“Supervisors at High Court improve skills of staff in various ways and this is because not all individuals can respond positively to the same tactics of supervision. At times some staff are taken to seminars or provided continuing education to further their personal goals and hobbies. Supervisors also ensure that staff development to be holistic by making sure it comprised of physical, intellectual and emotional experiences, this has proved to be efficient in enhancing staff skills at the High Court”.****(Source: Key informant 2, 2019)***

# Responses to essential skills vary by perceived career status

Respondents were also asked whether the responses to essential skills vary by perceived career status. Responses to this question are presented in table 5.9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.9: Responses to essential skills vary by perceived career status | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 5 | 5.0 | 5.0 | 5.0 |
| Disagree | 12 | 11.9 | 11.9 | 16.8 |
| Not sure | 7 | 6.9 | 6.9 | 23.8 |
| Agree | 34 | 33.7 | 33.7 | 57.4 |
| Strongly agree | 43 | 42.6 | 42.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 5.9, it is revealed that majority of the respondents generally agreed to the statement, this was represented by 42.6% who strongly agreed and 33.7% who agreed respectively. This means that the differences in the career status of staff are a major contributing element in determining response of essential skills of staff. Respondents revealed that in relation to the duties and responsibilities staff performs at High Court, given their legal nature, it is imperative to look at the differences in career status of each staff member, for instance staff who have a legal academic background are more likely to grasp better understanding in legal essential skills, such as stenographer will have high chances of developing skills in legal proceedings than accountants.

# Staff are regularly briefed about justice roles and execution

Respondents were also asked whether staffs are regularly briefed about justice roles and execution. Responses to this question are presented in table 5.10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.10: Staff are regularly briefed about justice roles and execution | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 2 | 2.0 | 2.0 | 2.0 |
| Disagree | 4 | 4.0 | 4.0 | 5.9 |
| Not sure | 13 | 12.9 | 12.9 | 18.8 |
| Agree | 40 | 39.6 | 39.6 | 58.4 |
| Strongly agree | 42 | 41.6 | 41.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 5.10, it is indicated that majority of the respondents that is 41.6% and 39.6% strongly agreed and agreed respectively, this means that High Court Kampala emphasizes that staff are up to date with new developments in the justice system to ensure speedy delivery in performance. Respondents also stated that in earlier years, many clerks and registrars whose duty was under the law to guide and assist illiterate litigants as provided by law were unaware of the relevant legal provisions, and did not appreciate the nature of their respective role. As such performance was poor and it was based upon this that management of High Court Kampala prioritised the need to regularly brief staff about justice roles and execution. This means that the High Court, has received remarkable improvements in the performance of staff resulting in increased confidence.

# Testing hypothesis 1

Efficient and speedy delivery of justice at High Court Kampala has significantly facilitated on performance of staff

|  |  |  |  |
| --- | --- | --- | --- |
| 5.11: Correlations | | | |
|  | | Expediting justice system | Staff performance |
| Expediting justice system | Pearson Correlation | 1 | .896\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 101 | 101 |
| Staff performance | Pearson Correlation | .896\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 101 | 101 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

According to results in table 5.11 of correlations, the test revealed that there is a significant positive relationship between expediting the justice system and performance of staff, this is represented by (r (101) = .896, P<.05). This means that for High Court, Kampala to ensure improved staff performance, expediting the justice system should be prioritised in achieving the desired outcome. The results also mean that there is a statistically significant relation between the two variables.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 5.12: Model Summary | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .896a | .803 | .801 | .63753 |
| a. Predictors: (Constant), Expediting the justice system | | | | |

Findings in Model Summary, table 5.12 revealed that the value of Adjusted R squared was .801, this indicates that there was a variation of 80.1% in staff performance due to changes in the independent variable through at 95% confidence interval. R is the correlation coefficient which shows the relationship between the variables; results in table 5.11 indicate that there was a strongly positive relationship between expediting the justice system and staff performance represented by .896.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Table 5.13: ANOVAa | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 164.455 | 1 | 164.455 | 404.616 | .000b |
| Residual | 40.238 | 99 | .406 |  |  |
| Total | 204.693 | 100 |  |  |  |
| a. Dependent Variable: Staff performance | | | | | | |
| b. Predictors: (Constant), Expediting the justice system | | | | | | |

According to results in table 5.13, the ANOVA statistics indicated that the processed data which is the population parameters had a significance level of 0.01, this shows that the value of significance (p-value) is less than 0.05.

This can be interpreted to mean that expediting the justice system significantly influences staff performance at High Court Kampala.

It can therefore be concluded that, training at High Court, Kampala significantly improves staff performance. Hence the null hypothesis is rejected.

# CHAPTER SIX

# IMPLEMENTATION OF GOVERNMENT LEGAL POLICIES

# Introduction

This chapter deals with the second objective of the study; how implementation of government legal policies has improved staff performance at High Court Kampala. The chapter aims at assessing the situation at High Court, Kampala with the intention of establishing whether management has endeavored to improve on government legal policies among staff.

Babaita (2010) explains that human resource professionals in the justice sector are often confronted with employee relations issues in the workplace and faced with deciding the best approach in handling these issues. Justice sector policies are created to establish expectations and to provide guidance on how to consistently handle workplace situations. Although most policies are not all-encompassing, they provide direction regarding what is appropriate as well as inappropriate or unacceptable behavior. The implementation policies help maintain order within the Justice sector and ensure that staffs are treated fairly and equally. Policies also help employees understand what is expected of them.

In addition, Bruny, (2007) points out that the training has created greater awareness with regard to the responsibilities and duties of the individual judicial officers and support staff and the need for all court personnel to receive continuing judicial education. The post-training survey and responses from the court administration indicates that fewer complaints are being received from court users with regard to the services dispensed by court staff, there are fewer reports of litigants paying “unofficial” fees and less delay in initiating a case and moving a case through the system.

In an attempt to examine whether High Court Kampala ensures improved implementation of government legal policies among staff, respondents were asked questions and responses are presented in the following tables.

# High Court Kampala has various forms of training staff

Respondents were asked whether there are various forms of training staff at High Court. Responses to this question are presented in table 6.1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.1: High Court Kampala has various forms of training staff | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 4 | 4.0 | 4.0 | 4.0 |
| Disagree | 13 | 12.9 | 12.9 | 16.8 |
| Not sure | 8 | 7.9 | 7.9 | 24.8 |
| Agree | 27 | 26.7 | 26.7 | 51.5 |
| Strongly agree | 49 | 48.5 | 48.5 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 6.1, it is indicated that majority of the respondents that is 48.5% and 26.7% strongly agreed and agreed respectively to the statement. This can be interpreted to mean that staffs are taken through various methods of training at different times of their career at the High Court Kampala. Respondents stated that the most common form of training is on-job training which has proved to be more effective than all forms in the High Court Kampala, It was also stated that judge’s and attorneys have played a vital role in mentoring staff, this form of training has given many staff members a chance to receive training one on one from experienced judicial officers and that knowledge learned from mentoring is not easy to forget. This means that High Court, Kampala appreciates the need to train staff.

# Staff adapt to most training criteria

Respondents were asked whether staff adapt to most training criteria. Responses to this question are presented in table 6.2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.2: Staff adapt to most training criteria | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 31 | 30.7 | 30.7 | 30.7 |
| Disagree | 39 | 38.6 | 38.6 | 69.3 |
| Not sure | 19 | 18.8 | 18.8 | 88.1 |
| Agree | 11 | 10.9 | 10.9 | 99.0 |
| Strongly agree | 1 | 1.0 | 1.0 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 6.2, it is indicated that majority of the respondents generally disagreed to the statement. This was presented by 30.7% and 38.6% who strongly disagreed and disagreed respectively, this means that some staff find difficulty in becoming competent via certain training methods. Respondents noted that management at High Court Kampala has been reluctant in identifying staff weaknesses and strength so as to come up with most effective training methods applicable to the different staff traits. It was further noted that training at the High Court Kampala, supervisors or trainers are not so keen on recognising the careers of staff with distinct understanding and academic background. For instance, an employee with legal background should not be taken through the same training method as one who doesn’t have. This means there is a limitation in training at High Court Kampala

# Judicial officers are effective in training staff about required role

Respondents were asked whether judicial officers are effective in training staff about required roles. Responses to this question are presented in table 6.3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.3: Judicial officers are effective in training staff about required role | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 30 | 29.7 | 29.7 | 29.7 |
| Disagree | 29 | 28.7 | 28.7 | 58.4 |
| Not sure | 15 | 14.9 | 14.9 | 73.3 |
| Agree | 9 | 8.9 | 8.9 | 82.2 |
| Strongly agree | 18 | 17.8 | 17.8 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 6.3, it is indicated that majority of respondents generally disagreed; this was presented by 29.7% who strongly disagreed and 28.7% who disagreed. This means that judicial officers at High Court Kampala have shown small initiative in ensuring staff are well trained. Respondents stated that the High Court Kampala expects quality legal service from all staff, however, judicial officers do not make enough time to develop skills and abilities of the staff through competency based training activities, such roles are left for supervisors who are in most cases of lower bench in the justice system. The lower bench supervisor do not provide all relevant and required knowledge and skills that can be important in improving on performance of staff in relation to implementation of legal policies.

# Training criteria is in line with job specification

Respondents were also asked whether training criteria is in line with job specification. Responses to this question are presented in table 6.4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.4: Training criteria is in line with job specification | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 12 | 11.9 | 11.9 | 11.9 |
| Disagree | 13 | 12.9 | 12.9 | 24.8 |
| Not sure | 4 | 4.0 | 4.0 | 28.7 |
| Agree | 28 | 27.7 | 27.7 | 56.4 |
| Strongly agree | 44 | 43.6 | 43.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 6.4, it is revealed that majority of respondents that is 43.6% strongly agreed while 27.7% agreed to the statement. This means that staffs at High Court are given training which is in line with their respective areas of expertise. Respondents stated that training process the development needs of staff through job analysis, appraisal schemes and regular consultation with human resource department. Respondents also suggested that the trainers design and expand training and development programs based on the job qualifications of staff, this increases team work and overall performance. This means that High Court Kampala, improves on personal skills of staff members.

# High Court Kampala employs training specialists to ensure implementation of laws

Respondents were asked whether High Court Kampala employs specialists to offer training in implementation of laws. Responses to this question are presented in table 6.5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.5: High Court employs training specialists to ensure implementation of laws | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not sure | 7 | 6.9 | 6.9 | 6.9 |
| Agree | 40 | 39.6 | 39.6 | 46.5 |
| Strongly agree | 54 | 53.5 | 53.5 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 6.5, it is indicated that most of the respondents generally agreed to the statement, this was represented by 53.5% who strongly agreed and 39.6% who agreed respectively. This means that High Court Kampala members of the higher bench do not have enough time to offer training and as such employ specialists for the task. Respondents stated that government rules and regulations are contained in separate law and as such no single individual is well conversant about all areas of interest, hence the need by High Court Kampala to hire specialists to ensure that staff have a broad understanding in all areas of law by training through specialists.

# Managers and staff understand the benefits of acquiring legal knowledge

Respondents were asked whether managers and staff understand the benefits of acquiring legal knowledge. Responses to this question are presented in table 6.6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.6: Managers and staff understand the benefits of acquiring legal knowledge | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not sure | 13 | 12.9 | 12.9 | 12.9 |
| Agree | 41 | 40.6 | 40.6 | 53.5 |
| Strongly agree | 47 | 46.5 | 46.5 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 6.6, it is indicated that majority of the respondents that is 46.5% and 40.6% generally agreed to the statement, this means that having legal knowledge is a necessary requirement for all staff at High Court Kampala. Respondents stated that to ensure smooth implementation of government policies, staff are expected to have a clear understanding about the procedures and practice of law in their respective positions.

During an interview session, one respondent stated that;

*“There is no staff member at the High Court who is not required to understand legal knowledge. Administration expects all staff members to stay up to date with the new legal developments in a variety of sectors and practice areas for all legal professionals and non-legal professionals working in justice system. This is because maintaining a sharp edge is vital to delivering the best quality work for legal clients and mitigating liability risk. It is therefore imperative that all managers and staff have a clear and up to date understanding of the legal knowledge and practice”.* ***(Source: Key informant 3, 2019)***

# Management plays an active role in staff development

Respondents were asked whether management plays an active role in staff development. Responses to this question are presented in table 6.7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.7: Management plays an active role in staff development | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 14 | 13.9 | 13.9 | 13.9 |
| Disagree | 16 | 15.8 | 15.8 | 29.7 |
| Not sure | 3 | 3.0 | 3.0 | 32.7 |
| Agree | 32 | 31.7 | 31.7 | 64.4 |
| Strongly agree | 36 | 35.6 | 35.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 6.7, it is revealed that majority of respondents that is 35.6% and 31.7% strongly agreed and agreed respectively that management plays an active role in staff development. Respondents stated that management at High Court has been supportive in building an environment that has promoted staff health and well-being which leads to staff development.

During an interview session, one respondent expressed that;

*“Management has the power to create a healthier workplace that can enhance staff development. Management at High Court just like anywhere else has the opportunity to lead staff by example and as such staffs are more likely to get involved in wellness activities if they see their managers doing so. In fact, the central part of management is to stimulate constructive change and maintain a supportive environment for development, this is tremendously emphasised and done at High Court, Kampala”.****(Source: Key informant 4, 2019)***

# Staff take ownership of career development

Respondents were asked whether staff take ownership of career development. Responses to this question are presented in table 6.8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.8: Staff take ownership of career development | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 15 | 14.9 | 14.9 | 14.9 |
| Disagree | 11 | 10.9 | 10.9 | 25.7 |
| Not sure | 6 | 5.9 | 5.9 | 31.7 |
| Agree | 29 | 28.7 | 28.7 | 60.4 |
| Strongly agree | 40 | 39.6 | 39.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 6.8, it is indicated that majority of the respondents generally agreed, this was represented by 39.6% and 28.7% who strongly agreed and agreed respectively. This means that staff at High Court Kampala takes up opportunities to have higher academic qualifications. Respondents stated that staffs at High Court Kampala have a clear and realistic and passion to perform better at work. Respondents also stated that they take up career development as a way of taking on more responsibilities at work. It was also stated that at times, management of High Court Kampala provides scholarships to upgrade on academic qualifications so as to be more productive staffs in terms of implementing government rules and regulations.

# Management allows staff to participate in learning activities

Respondents were asked whether management allows staff to participate in learning activities. Responses to this question are presented in table 6.9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 6.9: Management allows staff time to participate in learning activities | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 6 | 5.9 | 5.9 | 5.9 |
| Disagree | 7 | 6.9 | 6.9 | 12.9 |
| Not sure | 3 | 3.0 | 3.0 | 15.8 |
| Agree | 27 | 26.7 | 26.7 | 42.6 |
| Strongly agree | 58 | 57.4 | 57.4 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 6.9, it is indicated that majority of respondents represented by 57.4% who strongly agreed and 26.7% who agreed respectively to the statement, this means management at High Court Kampala, acknowledge that learning is a critical component for staff members. Respondents stated that management engages with staff on a personal level and helps them to see the real value and benefits of participating in learning effort. In addition, it was also stated that learning in most cases introduces the on-job- application of the material so that staff understand how it will improve their career and effectiveness. This means that implementation of government laws and policies becomes quiet easy to be understood and well knowledgeable amongst all staff members.

# Testing hypothesis 2

Implementation of government legal policies has significantly facilitated performance of staff

# Regression analysis

Multiple regression analysis was performed in order to establish the extent to training through implementing legal policies explained the degree of variance in staff performance. The results obtained are presented in the model summary table 6.10

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 6.10: Model Summary | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .740a | .547 | .542 | .81437 |
| a. Predictors: (Constant), Implementation of legal polices | | | | |

Table 6.10 shows that the Adjusted R square which is the variability in the dependent variable (training) explained by the regression 0.542 or 54.2%, this means that 54.2% of the variability in staff performance is explained by the independent variable of implementation of government legal policies. However, the remaining 45.8% of staff performance is explained by other factors outside the scope of the current study. In addition, it is indicated that the R value from the Model Summary is .740 which is the correlation coefficient.

# Correlation analysis

In this study, to facilitate testing of the hypothesis, the researcher used correlation analysis to test the implied hypothesis that implementation of government legal policies has significantly facilitated performance of staff. The results of the test are shown in the tables below.

|  |  |  |  |
| --- | --- | --- | --- |
| Table 6.11: Correlations | | | |
|  | | Implementation of government legal policies | Staff performances |
| Implementation of government legal policies | Pearson Correlation | 1 | .740\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 101 | 101 |
| Staff performances | Pearson Correlation | .740\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 101 | 101 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

According to results in table 6.11, the hypothesis was subjected to Pearson correlation. The test revealed that there is a significant relationship between implementation of government legal policies and staff performance, this was represented by (r (101) = .740, P<0.01). This can be interpreted to mean that there is a statistically significant relationship between the independent and dependent variable; hence the null hypothesis is rejected

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Table 6.12: coefficients’ | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 2.147 | .190 |  | 11.281 | .000 |
| Implementation of government legal polices | .884 | .081 | .740 | 10.932 | .000 |
| a. Dependent Variable: Staff performance | | | | | | |

The regression matrix in table 6.12 tests what the independent variable is more than the dependent variable. The results indicate that implementation of government legal policies has a Beta= .740, with p=0.01, and t-statistic= 10.932. The t=10.932 is statistically significant with p<0.05 (0.01) because its value is greater than two and this signifies that the model fits the data and that there is a significant relationship between implementation of government legal policies and staff performance at High Court, Kampala.

# CHAPTER SEVEN

# ADMINISTRATION OF ALL JUDICIAL STAFF OF BOTH SUPPORT AND JUDGE’S BENCH

# Introduction

This chapter deals with the third objective of the study; how administration of all judicial staff of both support and judge’s bench has improved at High Court Kampala. The chapter aims at examining the situation at High Court Kampala, with the intention of establishing whether management endeavored to improve on administration of judicial officers of both support and judge’s bench.

Measuring the impact of a judicial training program involves making an assessment of how the training improved the participants’ knowledge, skills, attitudes and overall professional competence to administer justice. Given the complex and inherently subjective nature of judicial work, no single performance indicator can accurately measure these changes. Instead, evaluators must carefully select a range of indicators to measure both the outputs and outcomes of the training, relying on both objective and subjective indicators.

Appropriate baseline indicators of judicial performance must be established before the training. In countries emerging from conflict, this baseline is often quite low and difficult to discern because decisions reached by individual judge’s or courts may not have been published and language barriers can make it difficult for outside evaluators to gather relevant data. Nonetheless, an initial assessment should identify the weaknesses of the judge’s to be trained both to design the program and to perform an evaluation at the end of the process.

In an attempt to examine whether High Court Kampala, ensured improved administration of judicial officers of both lower and higher bench, the following questions were posed to respondents and are presented in the following tables.

# High Court invests in training programs for staff

Respondents were asked whether the High Court Kampala invests in training programs for staff members. Responses to this question are presented in table 7.1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 7.1: High Court Kampala invests in training programs for staff | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 6 | 5.9 | 5.9 | 5.9 |
| Disagree | 11 | 10.9 | 10.9 | 16.8 |
| Not sure | 7 | 6.9 | 6.9 | 23.8 |
| Agree | 33 | 32.7 | 32.7 | 56.4 |
| Strongly agree | 44 | 43.6 | 43.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 7.1, it is indicated that majority of the respondents that is 43.6% and 32.7% strongly agreed and agreed respectively to the statement, this means that the High Court Kampala collects value for money from training programs with an aim of achieving improved staff performance.

During an interview session, one respondent expressed that;

*“The High Court invests money by employing specialists in judicial field, construction of judicial facilities and purchase of legal materials (documents) to enhance knowledge of staff in current legal practices. Also the High Court* *Kampala takes an effort to select trainers that are mutually acceptable to both donors/programmers. Maybe another relevant observation is that the High Court Kampala receives various donations from interested parties to promote the training programs so as to influence on effectiveness of staff”.****(Source: Key informant 5, 2019)***

# Investment in training increases staff performance

Respondents were also asked whether investment in training increases staff performance. Responses to this question are presented in table 7.2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 7.2: Investment in training increases staff performance | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 5 | 5.0 | 5.0 | 5.0 |
| Disagree | 2 | 2.0 | 2.0 | 6.9 |
| Not sure | 8 | 7.9 | 7.9 | 14.9 |
| Agree | 34 | 33.7 | 33.7 | 48.5 |
| Strongly agree | 52 | 51.5 | 51.5 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 7.2, it is indicated that majority of respondents that is 51.5% and 33.7% strongly agreed and agreed respectively. This means that the staffs at High Court Kampala, are more productive and creative through training programs that they receive. Respondents stated that via training, staff easily familiarize with the legal policies, and handle more case management on a daily basis, clients are often times happy with the legal services received at High Court Kampala hence increased performance levels. Respondents also stated that their performance levels increase greatly due to the guidance and direction provided by trainers in the judicial system.

# All staff go through training at High Court Kampala,

Respondents were also asked whether all staff at High Court Kampala, go through training. Responses to this question are presented in table 7.3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 7.3: All staff go through training at High Court Kampala, | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 10 | 9.9 | 9.9 | 9.9 |
| Disagree | 12 | 11.9 | 11.9 | 21.8 |
| Not sure | 14 | 13.9 | 13.9 | 35.6 |
| Agree | 26 | 25.7 | 25.7 | 61.4 |
| Strongly agree | 39 | 38.6 | 38.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 7.3, it is indicated that majority of the respondents generally agreed to the statement, this was represented by 38.6% and 25.7% who strongly agreed and agreed respectively. This means that it is a legal and institutional requirement for all staff to go through training at a certain level in their respective careers. It was stated that this is a contractual requirement for new staff at the High Court Kampala to go through probationary training to test their potential and learning capabilities and at times even already serving staffs are put through training for various roles other than their job description so as to increase on flexibility and diversification. This means that staffs at High Court Kampala are productive and efficient.

# Return on training is realized early

Respondents were asked whether return on training of staff is realized early. Responses to this question are presented in table 7.4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 7.4: Return on training is realized early | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 40 | 39.6 | 39.6 | 39.6 |
| Disagree | 39 | 38.6 | 38.6 | 78.2 |
| Not sure | 3 | 3.0 | 3.0 | 81.2 |
| Agree | 10 | 9.9 | 9.9 | 91.1 |
| Strongly agree | 9 | 8.9 | 8.9 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

According to results in table 7.4, it is indicated that majority of respondents generally disagreed; this was represented by 39.6% and 38.6% who strongly disagreed and disagreed respectively. This means that the expected level of staff performance as per the training programs offered does not satisfy meet the required level desired by management. Respondents stated that some staff members especially those in specialties outside of legal sector such as accountants, human resource, M&E among others, have little or no clear understanding about the procedures and practices required in the justice sector. This means that these staff members are not well equipped with knowledge about legal responsibilities yet management takes an effort to arrange training programs for this need.

# High Court Kampala invests in various forms of training for staff

Respondents were asked whether High Court Kampala invests in various forms of training for staff. Responses to this question are presented in table 7.5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 7.5: High Court invests in various forms of training for staff | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 12 | 11.9 | 11.9 | 11.9 |
| Disagree | 16 | 15.8 | 15.8 | 27.7 |
| Not sure | 9 | 8.9 | 8.9 | 36.6 |
| Agree | 34 | 33.7 | 33.7 | 70.3 |
| Strongly agree | 30 | 29.7 | 29.7 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 7.5, it is indicated that majority of respondents that is 29.7% and 33.7% agreed and strongly agreed respectively that management invests in various forms of training for staff. This means that High Court Kampala, ensures that all staff members are accurately assessed under all the applied training methods. Respondents stated that management uses interactive and objective point of view training criteria for supervision where new staffs are asked questions to determine whether they are learning from there training programs. This implies that staffs at High Court Kampala are effective and efficient due to training assessment carried out through training criteria.

# All judicial officers play a role in training staff

Respondents were asked whether all judicial officers play a role in training staff. Responses to this question are presented in table 7.6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 7.6: All judicial officers play a role in training staff | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 38 | 37.6 | 37.6 | 37.6 |
| Disagree | 34 | 33.7 | 33.7 | 71.3 |
| Not sure | 7 | 6.9 | 6.9 | 78.2 |
| Agree | 12 | 11.9 | 11.9 | 90.1 |
| Strongly agree | 10 | 9.9 | 9.9 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 7.6, it is indicated that majority of respondents generally disagreed to the statement; this was represented by 37.6% and 33.7% who strongly disagreed and disagreed respectively. This means that judicial officers in both lower and higher bench are not always readily available to provide training to other staff members who undergo training. Respondents stated that often times, judicial officers such as attorneys and judge’s usually have busy and fixed work schedules that they barely have any time to attend training sessions. This makes it hard to easily administer and manage staff in particular new judicial officers who are ill equipped and naïve in handling cases and other legal procedures and practices. The absence of judicial officers in training makes thorough and effective assessment difficult to determine.

# Training assessment ensures staffs are more effective

Respondents were asked whether training assessment ensures staffs are more effective. Responses to this question are presented in table 7.7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 7.7: Training assessment ensures staff are more effective | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not sure | 15 | 14.9 | 14.9 | 14.9 |
| Agree | 33 | 32.7 | 32.7 | 47.5 |
| Strongly agree | 53 | 52.5 | 52.5 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

Source: Primary data (2019)

According to results in table 7.7, it is indicated that majority of respondents that is 52.5% and 32.7% strongly agreed and agreed respectively. This means that the process of assessment of staff training used at the High Court Kampala increases on the levels of effectiveness in execution of the various duties. Respondents stated that training assessment assists in identifying, where staff precisely needs training so as to enhance on performance. It was stated that often after identification of training needs, the human resource department designates the persons to be trained and the outcome of such training can only be determined by performance levels of staff. This means that when an assessment process is carried out on a staff member who is less productive, the identified staff will undergo training to improve on their performance and as such enhancing effectiveness.

# Testing hypothesis 3

Training assessment at High Court Kampala, significantly improves on administration of judicial officers of both low and high bench

|  |  |  |  |
| --- | --- | --- | --- |
| Table 7.8: Correlations | | | |
|  | | Administration of judicial staff | Staff performance |
| Administration of judicial staff | Pearson Correlation | 1 | .655\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 101 | 101 |
| Staff performance | Pearson Correlation | .655\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 101 | 101 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

According to results in table 7.8 of correlations, it is indicated that there is a moderate significant relationship between administration of judicial staff and staff performance, this was represented by (r (101) = .655, P<0.05). This means that for High Court Kampala, to ensure staff performance, the administration of all judicial staff should be emphasised as a major contributing factor in this cause. Despite a moderate significance, the results mean that there is a statistically significant relation between administration of judicial officers at both low and high bench and staff performance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 7.9: Model Summary | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .655a | .428 | .423 | .97016 |
| a. Predictors: (Constant), Administration of judicial staff | | | | |

Findings in Model Summary, table 7.9 revealed that the value of Adjusted R squared was .423, this indicates that there was a variation of 42.3% in staff performance is due to changes in administration of judicial staff at 95% confidence interval. R is the correlation coefficient which shows the relationship between the variable and results in table 7.9 indicate that there was a strongly positive relationship between administration of judicial staff and staff performance is represented by .655.

# CHAPTER EIGHT

# TOWARDS HARMONISING TRAINING AND STAFF PERFORMANCE AT HIGH COURT KAMPALA

# Introduction

This chapter sets out to link study findings to the literature review by discussing the findings in relationship with literature review, and then suggest a way forward. Implications are, deduced, from the findings, discussed and interpreted basing on the research hypotheses of the study.

# Expediting the justice system and staff performance

The findings under this objective revealed that 43.6% and 28.7% strongly agreed and agreed respectively that staff supervision has an impact on performance. This was interpreted to mean that staff performance at High Court Kampala is greatly determined by supervision. 34.7% strongly agreed and 30.7% agreed that Supervision is an effective element in improving performance which meant that the performance of staff at High Court Kampala improves through effective supervision process. 36.6% strongly agreed and 27.7% agreed that Supervision ensures that recruited staffs meet the required expertise. 39.6% of the respondents strongly disagreed and 37.6% disagreed to the statement that training needs assessment is conducted in relation to judiciary’s organisational structure. 38.6% agreed and 21.8% strongly agreed that Management and employee perceptions align with standard information

Judicial supervision, generally occurring subsequently both to administrative action and to measures of administrative supervision, is designed to correct errors which have already occurred and to provide compensation for losses resulting from them. It is in this sense quite different from both administrative and political supervision of the administration which can occur both *ex ante* and *ex post*.

The demand for a highly skilled workforce will be even more evident as staffing is reduced due to looming budget constraints. The workforce will need to evolve yet again as a smaller number of employees is expected to take on additional responsibilities and perform the work of the courts in a more effective and efficient manner. Court leaders must recognize the need for maintaining a modern workforce in which competency, motivation, and innovation are valued. Future trends require continuing education, training, and development of staff so they may obtain the required knowledge, skills, and abilities.

The Director of the AO recognizes that many administrative tasks are best handled at the local level through a process called decentralization. Though all courts look to national and regional policies for guidance, decentralization allows individual courts to practice judicial administration based upon their individual needs

As a result, the Clerk of Court in each court unit is responsible for staff education and development. Many individual courts employ full-time or part-time Court Training Specialists to coordinate and deliver training and education for staff (Federal Judicial Center, 1997). Much of the training and education for non-judicial court personnel is based on local training programs.

The study suggests that High Court Kampala, should evaluate how the staff perceive their jobs in term of understanding their tasks and duties, smooth cooperation with their supervisors, and awareness of time limits. Furthermore, the study suggests that management should evaluate how goals and procedures are presented to staff in terms of clearance, and availability.

# Implementation of government legal policies and staff performance

The results under this section revealed that 48.5% and 26.7% strongly agreed and agreed respectively that High Court Kampala has various forms of training staff. 30.7% and 38.6% strongly disagreed and disagreed respectively that Staff adapt to most training criteria. 43.6% strongly agreed while 27.7% agreed that Training criteria is in line with job specification. 53.5% strongly agreed and 39.6% agreed respectively that High Court Kampala employs training specialists to ensure implementation of laws. 46.5% and 40.6% generally agreed that Managers and staff understand the benefits of acquiring legal knowledge. 35.6% and 31.7% strongly agreed and agreed that Management plays an active role in staff development. 39.6% and 28.7% strongly agreed and agreed respectively that Staff take ownership of career development.

Many training programs fail to deliver the expected institutional benefits. Having a well-structured measuring system in place can help determine where the problem lies. On a positive note, being able to demonstrate a real and significant benefit to the justice system from the training provided to staff can help management gain more resources from important decision-makers.

Effectiveness goes to the heart of what training is all about in the justice system: giving employees the knowledge and skills they need to perform their jobs effectively in order to initiate more effective training, organizations need to look at how the training and development system is aligned with the strategy of the organization and at what is being done to make sure that all training and development activities are effective (Haslinda, et al 2009).

The training techniques of effectiveness the one selects depend upon circumstances and what management wants to measure and assess (Garrett & Taylor, 2005) as cited in (Ahmed et al, 2010). The objectives of training also determine the most appropriate criteria for assessing the effectiveness of training (Arthur et al, 2003) for example Reaction criteria, which are operational-zed by using self-report measures, represent trainees’ affective and attitudinal responses to the training program, Learning criteria are measures of the learning outcomes of training; they are not measures of job performance. Evaluation methods should be determined based on the goals of the training process and should meet the demands of the various stakeholders involved. Every justice institution has multiple stakeholders and not everyone within the organization has the same information needs. Typically, stakeholder groups include the training department, employees and justice units. Their information requirements fall into two categories: whether the competencies have been learned and whether the learning has been applied toward improved performance.

Today the justice sectors are under pressure to justify various expenses. The training budget is, often, not exempted from this purview. There are a number of questions raised on the value derived from training programs both directly and indirectly. Department heads and training managers are under pressure to prove the effectiveness of training. Generally, there are three commonly used models to evaluate the effectiveness of organization from the training expenditure.

Organizations may select different models to measure the effectiveness of the institution from the training programs. The selection of an evaluation model is very important as it shows how the justice sector is benefited with training program, what is the employee s reaction, how much did they learn, did they change their behavior, and what is the result? (Ahmed et al, 2010).

The study suggests that High Court Kampala, should design specific training programmes that target specific groups of staff with the aim of enhancing their readiness in taking up legal/ judicial tasks and accepting change. Further the High Court Kampala, should carry out an audit to find out why training most likely motivates the top level to be committed to taking initiatives in helping other staff but not the other cadres of employees.

# Administration of judicial officers of both support and judge’s bench and staff performance

According to Babaita (2010), effective training or development depends on knowing what is required - for the individual, the department and the organisation as a whole. With limited budgets and the need for cost-effective solutions, the justice sector needs to ensure that the resources invested in training are targeted at areas where training and development is needed and a positive return on the investment is guaranteed. Effective training needs assessment is particularly vital in today's changing workplace as new technologies and flexible working practices are becoming widespread, leading to corresponding changes in the skills and abilities needed.

According to Dhate (2007), a training need is a shortage of skills or abilities, which could be reduced or eliminated by means of training and development. Training needs hinder managers as employees as well in the fulfillment of their job responsibilities or prevent an justice system from achieving its objectives. They may be caused by a lack of skills, knowledge or understanding, or arise from a change in the workplace. He also states that training needs analysis identifies training needs at employee, departmental or justice system level in order to help the justice system to perform effectively. The aim of training needs analysis is to ensure that training addresses existing problems, is tailored to justice system objectives, and is delivered in an effective and cost-efficient manner.

Furthermore, analysing what the training needs are is a vital prerequisite for any effective training programme or event. Simply throwing training at individuals may miss priority needs, or even cover areas that are not essential. Training needs assessment enables justice system to channel resources into the areas where they will contribute the most to employee development, enhancing morale and justice system performance. Training needs assessment is a natural function of appraisal systems and is key requirement for the award of Investors in People (Armstrong, 2010).

Mathis et al (2008) states that effective training needs assessment that involves systematic planning, analysis and coordination across the organisation, to ensure that justice system priorities are taken into account, that duplication of effort is avoided and economies of scale are achieved. All potential trainees should be included in the process, rather than rely on the subjective evaluation of managers. Ideally, managers should also receive training in the process of training needs assessment itself, to clarify what they are trying to achieve and what their approach should be.

The analysis of training needs is not a task for specialists alone. Managers today are often responsible for many forms of people management, including the training and development of their team, and should therefore have an understanding of training needs analysis and be able to implement it successfully.

The study suggests that High Court Kampala, should check if the staff receives regular feedback on his or her work and performance or not for proper assessment. And if feedback is received, check if it is related to compensation, and if the employee chooses his evaluator. In addition to this, management should check if the staffs are surrounded by the necessary tools needed for task completion and if enough time is given for task completion, or if the working environment is comforting for task completion.

# CHAPTER NINE

# SUMMARY AND CONCLUSION

# Introduction

This chapter comprises of summary of findings and conclusion of the study according to the study objectives. The study was about the role of training on staff performance in the Judiciary in Uganda. The conclusions are on a basis the findings and relates to advice and the interventions that the researcher feels should be bought to the attention of High Court, Kampala to improve on staff performance. The study ends by presenting the areas that the researcher considers vital for further studies

# Summary of findings

# Expediting the justice system and staff performance

Findings revealed that supervision has an impact on staff performance; on this issue respondent stated that supervision of staff provides a supportive and comfortable atmosphere in which staff can feel confident in performance. Respondents mentioned that supervision creates a productive work environment where staff comply to the legal policies and procedures with direction derived from supervision. In addition, it was revealed that often times at High Court Kampala, deadlines are treated more like suggestions which results in unnecessary chaos and unpredictability of staff performance. It was revealed that during probation period, supervisor’s play various role such as testing potential and experiences of newly selected staff through participating in a systematic training program. Respondents noted that the decision to conduct a training needs assessment for staff at High Court comes from first identifying underdeveloped skills, insufficient knowledge and inappropriate staff attitudes.

# Implementation of government legal policies and staff performance

Respondents expressed that the most common form of training is on-job training which has proved to be more effective than all forms in the High Court Kampala. It was further noted that training at the High Court Kampala, supervisors or trainers are not so keen on recognising the careers of staff with distinct understanding and academic background. Respondents stated that the High Court Kampala expects quality legal service from all staff, however, judicial officers do not make enough time to develop skills and abilities of the staff through competency based training activities, such roles are left for supervisors who are in most cases of lower bench in the justice system. Respondents also suggested that the trainers design and expand training and development programs based on the job qualifications of staff, this increases team work and overall performance. Respondents stated that staffs at High Court have a clear and realistic and passion to perform better at work. It was also stated that that management engages with staff on a personal level and helps them to see the real value and benefits of participating in learning effort.

# Administration of judicial officers of both support and judge’s bench and staff performance

Findings revealed that the High Court collects value for money from training programs with an aim of achieving improved staff performance. Respondents also stated that their performance levels increase greatly due to the guidance and direction provided by trainers in the judicial system. In addition, it was indicated that it is a legal and institutional requirement for all staff to go through training at a certain level in their respective careers. Respondents stated that some staff members especially those in specialties outside of legal sector such as accountants, human resource, M&E among others, have little or no clear understanding about the procedures and practices required in the justice sector. Respondents stated that management uses interactive and objective point of view training criteria for supervision where new staffs are asked questions to determine whether they are learning from there training programs. Respondents stated that often times, judicial officers such as attorneys and judge’s usually have busy and fixed work schedules that they barely have any time to attend training sessions.

# Conclusion

The study in conclusion notes that the main objective of every training session is to add value to the performance of the staff through improved delivery of justice; hence all types of businesses design training and development programs of their employees as a continuous activity. Purpose of training is what employees would attain after experiencing the training program. Some of the organizations plan and implement the training program for their employees without identifying the purpose and objectives and without knowing what the knowledge, skills and abilities employees would learn at the end of the training program and whether they will be able to attain performance targets on job. Therefore, firm design the training program with clear goals and objectives while keeping in mind the particular needs of both individual and the firm.

An important challenge lies in building the institutional capacity to sustain the training arrangement beyond the project. In High Court Kampala, this has been facilitated by inclusion of a provision for training in the state’s annual budget. The Justice Sector Reform Teams of the two states assisted in implementing this sustainability measure. In addition, it is necessary to establish an administrative mechanism that plans and supervises the training. Again in High Court Kampala, the Judicial Service Commissions have continued the roll out of the training with the support and encouragement. The situation in High Court Kampala, may be contrasted with that of the entire judicial sector where there is no such budgetary or administrative arrangement and consequently no additional training has taken place.

It is also noted that the interactive learning method adopted at the training affords participants opportunities to learn from each other and express themselves over important issues of reform in the judiciary for example at every training participant continued to raise the issue of poor service conditions as a major cause of unethical conduct in the workplace. These and other ideas presented by participants at the training served as an important source of information and feedback to the Reform Teams, an opportunity which had not been available before.

# Areas of further study

* Supervisor’s role in management of employees in an organisation.
* Influence of online managers and human resource department on employees’ affective commitment.

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# APPENDICES

# APPENDIXA: SELF ADMINISTRED QUESTIONAIRE

Dear respondent,

I am BAYONGA ESTHER a student of Nkumba University pursuing a Master of Business Administration currently under taking my research. I am currently conducting a study about “the role of training on performance of staff in judiciary focusing on a case study of High Court Kampala”. I am therefore kindly requesting you to fill this questionnaire and the information given will be confidential and strictly used for academic purposes only.

**PART 1: BACKGROUND INFORMATION OF RESPONDENTS**

**(“Please tick where applicable”)**

1. What is your gender?

1. Male
2. Female

2. Age of respondent

1. 20-30
2. 31-40
3. 41-50
4. 50 and above

3. For how long have you served in High Court Kampala?

1. Less than one year
2. 1-5 years
3. 5-7 years
4. 7 years and above

4) Level of education

1. Certificate
2. Diploma
3. Degree
4. Masters
5. Others, specify

**Under this section B-E, you are required to tick the answer that best gives your answer based on the 5 Likert scale below. 1. Strongly disagree (SD) 2. Disagree (D) 3. sure (NS) 4. Agree (A) 5. Strongly agree (SA)**

**SECTION B:** How supervision of staff at High Court Kampala has ensured speedy delivery of justice among staff.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **SD** | **D** | **N** | **A** | **SA** |
| 1. Staff supervision has an impact on performance |  |  |  |  |  |
| 2. Supervision is an effective element in improving performance |  |  |  |  |  |
| 3. Supervision enables staff to meet deadlines |  |  |  |  |  |
| 4. Supervision ensures that recruited staff meet the required expertise |  |  |  |  |  |
| 5. Training needs assessment is conducted in relation to judiciary’s organisational structure |  |  |  |  |  |
| 6. Staff situation analysis ensures competence analysis |  |  |  |  |  |
| 7. Management and employee perceptions align with standard information |  |  |  |  |  |
| 8. Supervision improves responses to essential skills for staff |  |  |  |  |  |
| 9. Responses to essential skills vary by perceived career status |  |  |  |  |  |
| 10. Staff are regularly briefed about justice roles and execution |  |  |  |  |  |

**SECTION C:** How training criteria at High Court Kampala has improved on implementation of government legal polices among staff.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **SD** | **D** | **N** | **A** | **SA** |
| 1. High Court has various forms of training staff |  |  |  |  |  |
| 2. Staff adapt to most training criteria |  |  |  |  |  |
| 3. Judicial officers are effective in training staff about required role |  |  |  |  |  |
| 4. Training criteria is in line with job specification |  |  |  |  |  |
| 5. High Court employs training specialists to ensure implementation of laws |  |  |  |  |  |
| 6. Both managers and staff understand the benefits of acquiring legal knowledge |  |  |  |  |  |
| 7. Management plays an active role in staff development |  |  |  |  |  |
| 8. Staff take ownership of career development |  |  |  |  |  |
| 9. Management allows staff time to participate in learning activities |  |  |  |  |  |

**SECTION D:** How has training assessment at High Court Kampala improved on administration and supervision of judicial officers of both low and higher bench to enhance performance of staff?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **SD** | **D** | **N** | **A** | **SA** |
| 1. High Court conducts monthly training assessment for staff |  |  |  |  |  |
| 2. Training assessment is in line with training policy |  |  |  |  |  |
| 3. All staff go through training at Courts of Judicature |  |  |  |  |  |
| 4. Return on training is realised early |  |  |  |  |  |
| 5. High Court invests in various forms of training for staff |  |  |  |  |  |
| 6. All judicial officers play a role in training staff |  |  |  |  |  |
| 7. Training assessment ensures staff are more effective |  |  |  |  |  |

# APPENDIX B: INTERVIEW GUIDE

GUIDE LINES DISCUSSIONS AMONG RESPONDENTS

Location:

Date:

Time discussion started: time ended

**Introduction**

1. Introduce myself (my name and the University I study from)

2. Introduce respondents

3. Explain the purpose of the visit: “I want to understand the role of training on performance of staff in judiciary. It will focus on a case study of High Court Kampala”.

4. Explain how answers will be treated confidentially: “I will treat all answers with respect and will not share them except as general answers combined from all people who participate in the study. I will not give names of respondents as this will make them feel uncomfortable talking with me. Participation in the discussions will completely be voluntary and do not have to answer any questions that they don’t feel like responding to.

Hereto, ask respondents if they are willing to participate in the group discussions.

Question:

1. Staff supervision has an impact on their performance

2. Supervision is an effective element in improving performance

3. Supervision ensures that recruited staff are meet the required expertise.

4. Training needs assessment is conducted in relation to judiciary’s organisational structure.

5. Staff is regularly briefed about justice roles and execution

6. High Court has various forms of training staff.

7. Judicial officers are effective in training staff about required role

8. Both managers and staff understand the benefits of acquiring legal knowledge

9. Management plays an active role in staff development

10. High Court invests in training programs for staff.

11. High Court invests in various forms of training for staff

12. Investment in training ensures staffs are more effective