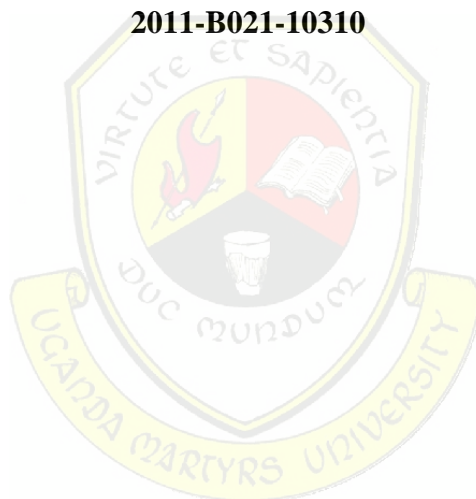


**THE IMPACT OF EMPLOYEE TRAINING ON THEIR PERFORMANCE IN
SELECTED NON GOVERNMENTAL ORGANISATIONS**

CASE STUDY: MAKERERE UNIVERSITY WALTER REED PROJECT

NAYIGA SPECIOZA

2011-B021-10310



UGANDA MARTYRS UNIVERSITY

MAY, 2014

**THE IMPACT OF EMPLOYEE TRAINING ON THEIR PERFORMANCE IN
SELECTED NON GOVERNMENTAL ORGANISATION IN KAMPALA**

CASE STUDY: MAKERERE UNIVERSITY WALTER REED PROJECT (MUWRP)

A Research Dissertation presented to

The Faculty of Business Administration and Management in partial fulfilment

Of the requirement for the award of the Degree of Bachelor of Business

Administration and Management

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NAYIGA SPECIOZA

2011-B021-10310

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DEDICATION

This work is dedicated to my parents Mr Kagimu James and Miss Namukasa Maria Nakawombe, my sister Nabachwa Teddy and cousin Nakabuye Immaculate and her family, all without whose caring support it would not have been easy to write this report and for your moral and financial support and guidance.

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ABBREVIATIONS:

MUWRP-	Makerere University Walter Reed Project
NGO-	Non-governmental Organisations
HIV-	Human Immune Virus
SLMTA-	Strengthening Laboratory Management towards Accreditation
EMR-	Electronic Medical Record
IT-	Information Technology
GCP-	Good Clinical Practice

ABSTRACT

The purpose of this study was to examine the impact of employee training on their performance in selected non-governmental organisations. This was due to the desire to find out training and performance in relation to organisational existence and performance. Training was conceptualised into needs assessment, how training is done which was categorised into design and selection and Forms of training which were also categorised into induction/orientation, seminars and short courses and field trips. The objectives of the study were, to check whether needs assessment is conducted prior to training, to find out how the training is done in terms of training process and the selection of employees for training, and to find out the forms of training that are being practiced basing on induction training, seminars and short courses and field trips.

A questionnaire which constituted both structured and open ended questions was designed and distributed to 30 participants that were selected from the target population using random sampling. Key informants who were only five were interviewed following the designed interview guide. Quantitative data was entered into the SPSS software to generate tables and graphs which were analysed to generate descriptive statistics. Content analysis was used to analyse the qualitative data.

The findings indicate that there is a correlation between employee training and performance. Thirty two percent of the employees are not aware of the presence of needs assessment. Overall 66.7% of the employees have taken part in seminars and short courses as a form of training, sixty eight percent have taken part in various field trips organised and 88% have taken part in induction training 68% of the employees are aware of the availability of needs assessment as a training procedure, 52% rated training procedures as effective for training.

The research therefore recommends that all organisations both governmental and non-governmental should regularly engage their employees in various forms of training so as to improve performance to realise organisational objectives.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

The main aim of the study was to assess the impact of training on employee performance in selected non-governmental organisations in Kampala District, a case study of Makerere University Walter Reed Project (MUWRP). The research set out to establish the impact of employee training on their performance in relation to organisational existence and performance. Issues that were addressed in this chapter include: introduction, background of the study, problem statement, general objective, specific objectives, research questions, study scope, justification of the study, definition of key terms and concepts.

1.1 Background of the Study

Organisations need to improve on performance of work. The practice of training is one way in which non- governmental organisations improve performance.

According to Timpone and Sussman (1988), training by employers is said to have become a common practice during and after World War II. This was because of the rapid changeover in industry from peace to war lead to training schemes especially for semi-skilled workers transferred to new jobs and for women newly brought into the industry. The contemporary advance of technological change made training a necessity in almost all walks of life. In 1919, the National Association of Corporate Training was created. Training schemes have also been supported by professional groups like the International City Managers' Association, the Public Personnel Association and the Council of State Governments. The industrial training Act which came into force in Great Britain in 1964 provided for the establishment of Industrial Training Board for each industry to make specific recommendations concerning forms and content of training courses and the standards to be set.

In addition to that, training as an employment relation has been influenced by the evolution. XiaoweiL, 2007 Page 281, argues that the era between 1930s and 1950s in the United States led to the bureaucratisation of employment relations. This relates to training because of a similar guiding principle summarised by the President of the Personnel Research Federation at the founding of this Association in 1921, "The only purpose of a training program should be to teach the exact knowledge and methods which the employee will use on his particular job or the job just ahead of him." However people's personal attributes are strong predictors of their training preferences, which are also associated with national policies and institutional logic.

By the 1990s, the Industrial Training Board had been replaced with a network of 82 Training and Enterprise Council in England and Wales also 22 Local Enterprise Companies in Scotland(www.britannica.com/ebchecked/topic/18687/employee-training[Accessed on 27th August 2013 at 21:00]).

With each advance, Haller (1971) explains that industrial processes which were once effective and competitive suddenly became obsolete and costly. Therefore, in order to compete, a company has to develop a continuing training program to help its employees understand new technological innovations. For example, the electronics industry, from its infancy in 1920s until the mid1950s used electron tubes as basic building block for circuits in radio, television and communications equipment. Consequently, electronics training programs emphasised theories useful in understanding the operation of electronic circuits because it is smaller and more reliable. This has required not only change in hardware and production procedures but also changes in training because employees now need to know new theories in order to understand the design, operations and maintenance of transistorised circuits. Above all training has also been embraced by companies for effectiveness especially among competing

companies in a particular industry. A training program often becomes a distinguishing characteristic which differentiates one company from its competitors.

Peterson and Manolakis (1983) discuss the evolution of management training. Earliest efforts in training primarily relied on a hands on approach. Despite the advantages of this kind of training, it had some disadvantages. According to Peterson and Manolakis (1983) the chief disadvantage is the approach took a long time to work. The estimated period of time ranges from 12 to 18 months which in relation to employee performance will mean no effective production during that time frame.

According to Pieter and Surette (2010) a, training and development will be important in the achievement of organizational objectives. Through training employees gain skills, abilities, knowledge and attitude that will help them do better in their present or future jobs. Training improves the organization's performance, updates employee skills, and promotes job competency and orienting of new employees. Race, sex, religion, colour, or age must not be a factor in determining who receives training or who is selected to be developed.

<http://www.amazon.com/Human-Resource-Management-South-Africa/dp/1408019515>[Accessed on 22nd February 2014 at 12:47].

The New Vision of Friday October 5th 2012, noted that people have a negative attitude towards work, lack skills due to the poor academic system where students study to pass exams rather than acquisition of knowledge www.newvision.co.ug [Accessed on 5th October 2012]. However if labour is trained, their performance has been said to improve with the level of training they get.

With the problem of recruitment, assignment and layoff as well as human resources development and administration and finally everyday management of staff, NGOs were

found to be weak at staff career development. Often organisations lacked a career structure in which staff could develop. In addition they were not good at budgeting for staff training. In situations where the organisations were expanding rapidly, it created problems for many who were unable to keep up with the demands of their work. Sometimes they only have little organisational and professional skills. This is proof of the poor quality of training or lack of importance attached to training NGO Workers

[.http://www.turkishweekly.net/article/159/organizational-problems-of-non-governmental-organizations-ngos.html](http://www.turkishweekly.net/article/159/organizational-problems-of-non-governmental-organizations-ngos.html) [Accessed on 13th January 2014 at 12:55]

It is therefore from the facts in the above background that the researcher agrees that training of employees has an impact on their performance in selected non-governmental organisations in Uganda and so taking Makerere University Walter Reed Project, the researcher will find out more on what is said to be the basic forms of employee training and its benefits to the employee and the organisation. This is so because it is not clear in terms of degree at which employee training has impacted on the personal life of the employees, effectiveness at work in addition to their work ethic and whether training has an extent to which it impact on tasks accomplishment at the work place .

1.2 Problem Statement

Training is considered essential in human resource development which is equally important to the performance of an employee and the organisation as a whole. In non-governmental organisations in Uganda today, training has been improved and made relevant for the performance and achievement of the goals and objectives of the organisation.

According to Hollenback (2009), employee training contributes to a company's competitive advantage, ensures competence and good handling of customers hence leading to a high business performance.

Byars and Rue (2000) contend that training is a learning process that improves the acquisition of skills, concepts, rules or attitudes to enhance the performance of the employee.

Despite attaining different degrees and other higher levels of learning, employees' performance does not match up to their qualifications that is employees perform below the expectations of employers in comparison to their academic performance, also with the evolving technology there is a question as to how many employees can work in the first transforming technological period.

There is another concern by most employers that training is rather a waste company financial resources which may be diverted elsewhere to generate more income for the organization.

The researcher carried out the research in order to assess on the organisation's performance in relation to the training that is being done if any so as to help in the process of coming up with a better and more effective training systems for the good of the organisation and the employee from which Uganda as a country can bench mark towards development.

1.3 General Objective

To find out the impact of employee training on their performance in relation to organisational existence and performance.

1.4 Specific Objectives

1. To check whether needs assessment is conducted prior to training.
2. To find out how the training is done in terms of the training process and the selection of employees for training in non-governmental organisations.
3. To find out the forms of training that are being practiced in non-governmental organisations in Kampala.

1.5 Research Questions

1. Is needs assessment conducted prior to training?
2. How is training done in terms of the training process and the selection of employees for training in non-governmental organisations?
3. What forms of training are being practiced in non-governmental organisations in Kampala?

1.6 Scope of the Study

The intended to find out detailed information about the impact of training on the performance of employees in selected non-governmental organisations in Kampala. The research focused on issues concerning the forms of training, how training is done in terms of the process followed and how to select employees for training and the impact of training on performance. The study was conducted from Makerere University Walter Reed Project (MUWRP) which is located in Kampala district plot 42 Nakasero road. MUWRP is the case study because it is one of the many non-governmental organisations that involve their employees in routine training due to the nature of activities that they carry out.

The researcher selected the sample size which is composed of departments which are finance, Data, Logistics, Clinic, Laboratory and all these are estimated to give a total of approximately 30 participants.

The information covered in the study ranges from the period of the past ten years up to date from (2004-2014) so as to cover past, current records.

1.7 Significance of the Study

The findings from the study may help the organisation to understand that training is not a mere wastage of organisational funds but rather a form and tactic of proper strategic management.

The study may also be beneficial to the government as these training forms will be adoptable and used to ensure efficient performance of civil servants.

The study shall show the extent to which training is important to be carried out by non-governmental organisations in Uganda and the hardships associated with it, this will help organisations to minimise the hardships when carrying out training.

The study also helped the organisation to understand the concerns of the employees in relation to the training programs that are present in the organisation.

The findings from the research may help management to understand employee needs for training better in order to arrange training in the required fields.

1.8 Definition of Key Terms

Training; this refers to the scheduling of activities and programs to equip employees with skills, knowledge on different topics of interest.

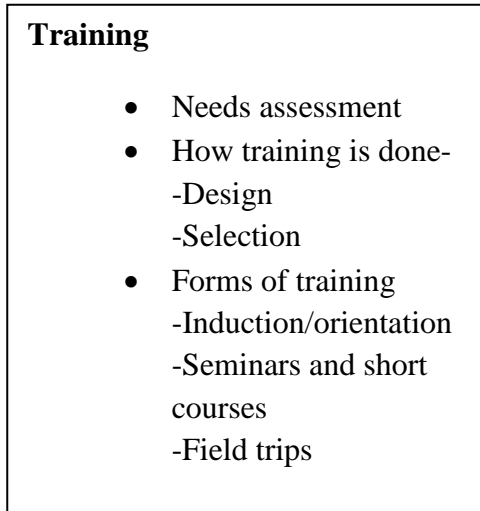
Performance; this is the degree of effectiveness and efficiency which is exhibited by employees in regards to organisation standards.

Induction; this is the form of orientation training that is given to new employees to make them aware of the different places, people in the organisation and the organisation culture.

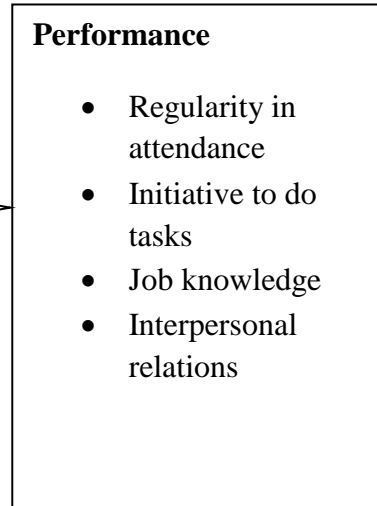
1.9 Conceptual Framework

Figure 1

Independent Variables



Dependent Variables



Extraneous Variables

- Working conditions
 - Remuneration of workers
 - Allowances given to employees
 - Goals and objectives of the organization
-

Source: Researcher

The conceptual frame work shown in figure 1 above shows the different variables that is independent, dependent and extraneous.

The independent variable which is training has three features which include;

Needs assessment is a pre-requisite for training in an organisation so that Management can ably determine what training type needs to be carried out so as to enhance employee performance to meet organisational goals.

How training is done? This looks at the training design process and selection of employee to be trained. This programme is different if employees are in different departments and unless it is training for common organisational needs different departments may require different training programmes.

Forms of training whether induction/orientation, seminars and short courses and field trips. These forms of training depend on the reason or need for training to improve employee performance, once the necessary form has been identified then training program improve employee performance with the organisation.

Dependent variable is performance with the features being;

Regularity in attendance meaning how often workers show up for work can be used to evaluate the performance of an employee training employees gives them confidence and assurance that they are of great value to the organisation therefore they regularly show up for work. Also initiatives to do tasks, how interested employees are in doing work after training and the courage they take to volunteer to do work this is so because the skills they get during training motivate them to practice even more there by taking initiatives to do work. Job knowledge, which may be known as informed an employee is about their job can be a great effect on one's performance, the employee being knowledgeable about what they are doing through training gives them a motive to be perfect at what they are doing. Also interpersonal relation, coordination with fellow employees at a work place can also affect the performance

of an individual employee, when the employees are trained, they easily relate with each other since they all underwent training, this makes them share different ideas related to work and other social issues.

Extraneous variables which are the other factors that affect performance of employees but do not directly affect employee training. These include; working condition, remuneration of workers, allowances given to employees, goals and objectives of the organisation and how they will be achieved through training.

1.10 Conclusion

With the information presented in the problem statement and the background of the study, the researcher carried out the research and used the obtained findings to find a solution to the research questions which are beneficial for further research and helpful to the organisation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher compared the differences and similarities of works of other scholars. These were closely scrutinized and the ideas relevant to the study be shown. The gaps of different researchers or the missing but equally relevant ideas will be argued upon in line with the works of other researchers.

Literature from different secondary sources was used, review conducted in line with the objectives as stated in the first chapter. Citations made in each objective clearly showing the gaps which the study aims at covering up.

2.2 Overview of Training

According to Noet al (2009) training is an organization's planned effort to help employees acquire job related knowledge, skills, abilities and behaviours with the goal of applying these on the job. They further assert that for training to be effected a series of activities must be checked by the organization that is needs assessment which is the process of evaluating the organization, individual employees and employees' tasks to determine what kind of training to carry out.

Cascio (2006) agrees with Neo (2009) et al that training consists of planned programs designed to improve performance however, according to him improvement is at individual, group, and organizational levels.

In light with the arguments presented by the scholars, the researcher agrees that training has a series of activities prior and after the training has taken place to ensure an effective training program, however is of the view that training is not only for helping an employee's job related knowledge but a wider level of getting knowledge beyond an employee's field of

work. Employees can acquire skills of first Aid, financial discipline, entrepreneurship among others which may not be work related.

2.3 Aims of Training

Enable a company to have a much more flexible workforce. During training employees are equipped with skills beyond their work specialisation. This ensures flexibility at work.

It motivates employees and they are likely to be more productive. Training is a way of employee motivation, gives employees assurance that they are of value to the organisation when they are trained.

Some training like health and safety reduces accidents around the work place. Employees get more cautious and careful due to the awareness they get from such training.

According to McNamara (2012) in free management library, these are some of the benefits of training; increased job satisfaction and morale among employees, increased employee motivation therefore low employee absenteeism, increased efficiencies in processes resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in the strategies and products and service delivery mode. With these training benefits, employers are not left at only the level of mobilising funds into training but are also guaranteed excellent performance from the employees which leads to higher returns financially and organisational loyalty from the employees

2.4.1 Needs Assessment

Needs assessment is defined by Neo (2002) as the process used to determine if training is necessary. It is the first step in designing instructional design process and therefore a poorly designed needs assessment will lead to poor results after training however effective the training methodology may have been. A poorly designed needs assessment can result in

training needs not being identified, training program where trainees do not have the basic skills or confidence needed to learn and also performance problems erroneously blamed on lack of training.

Neo (2002) therefore asserts that needs assessment involves three basic contexts which include; organisational analysis where the appropriateness of the training will be determined by considering organisational strategies, available resources for training and support by managers and peers, the second context is person analysis which helps to identify who needs training, determining employees readiness for training and determining whether performance deficiencies result from lack of skill, knowledge. The third context is task analysis which requires identification of important tasks and knowledge, skill, behaviour that need to be emphasised in training for employees to complete their tasks.

From the ideas presented above, the researcher therefore may resolve an idea that needs assessment involves the tireless efforts of top level managers, middle level managers, the trainees and the trainers. It should be noted that this task should not be left to only the Human Resource Manager.

Rodriguez (1988) disagrees with Neo (2002) and according to him there are only two contexts under which needs assessment may be performed which are, holistic context where needs assessment is performed basing on external ideas. In this kind of context the needs that are beyond the organisation to considered among outcomes of the training. The other context is the internal perspective which accepts the appropriateness of organisational goals and objectives and considers gaps at the timing of training.

From the above disagreement with regards to the contexts of needs assessment, it is important to note that all the three contexts made by Neo (2002) may be categorised under the context

of internal perspective of Rodriguez (1988) because these consider only internal factors of needs assessment towards the organisation.

Olshfski and Alma discuss that needs assessment is best carried out by the use of the Delphi technique to assess educational needs and identify the content of training program. It requires the use of experts who do a thoughtful analysis of the training needs. This technique operates as a forecasting means of needs assessment where questionnaires maybe designed, observation and monitoring carried out, identification of participants and reporting results from the expert's discovery. It is advisable however that the experts participating in the Delphi needs assessment carry this out individually as doing this together might affect their results due to bias.

The literature that has been reviewed about needs assessment however does not give a time boundary of needs assessment process. This pauses a question as to whether a very short term of needs assessment produces different kind of results as compared to that carried out over a longer period of time. This therefore draws a line in terms of result of training due to the time taken when carrying out needs assessment.

2.4.2 How Training is a done?

a. Design of Training Process

Designing a training program is necessary to ensure effectiveness and good results from the training. Training design process is a systematic approach for developing training programs.

Raymond (2002) illustrated a training design process which is explained in the following steps; Conducting needs assessment which includes organisational analysis, persona analysis and task analysis. The second step in the process is ensuring employee's readiness for training in terms of attitudes and motivation and basic skills. This is followed by creating a learning environment which requires learning objectives, meaningful material, practice,

feedback, modelling, program administration and community learning. Then ensuring transfer of training in terms of self-management and peer support. The next step in this design process is developing an evaluation plan and this comprises of identifying learning outcomes, choosing evaluation design and planning cost-benefit analysis. Last but not least select training method it may take forms of traditional or e-learning and finally monitoring and evaluating the program by conducting evaluations and making changes to improve the program.

In the process above each step must be completed before the next step in the process is started. This therefore means that to embark on step two step one must first of all be exhaustively concluded.

Raymond (2002) argues that the training process is based on principles of instructional systems design, which approaches with five steps of analysis, development, implementation and evaluation. These approaches have the following assumptions; Training design is effective only if it helps employees reach instructional or training goals and objectives. Measurable learning objectives should be identified before training. Evaluation plays an important part in planning and choosing a training method, monitoring the training program and suggesting changes to the training design process.

In the same sense, Armstrong (2011) encourages a systematic training design that should be planned and implemented to meet organisational needs. The design should be provided by the people who know how to train and the impact of training should be carefully evaluated. The concept of systematic training was originally developed for the industrial training boards in the 1960s and it has four which however have some similarities with the stages that were presented by Raymond (2002). and they include; Identifying the training needs, decide on

what sort of training of required to satisfy these needs, use experienced and trained trainers to implement training, and follow up and evaluate training to ensure that it is effective.

Training design also known as instructional design is a process of creating a blueprint for the development of instructions. A good design leads to effective training which engages learners through different methods, logical flow of knowledge and proper use of resources. Designing a training program can be undertaken only when a clear training objective has been produced. The objective clears what goal has to be achieved by the end of the program that is, what trainees are expected to be able to do. Designing formal training is time-consuming and expensive. Once it is designed however, it needs updating only ass operational changes are instituted. Every new employee may then be trained using the training plan and all the material that are already in place. There is an initial investment of time and money but thereafter training is consistent and convenient. Formal training prepares an employee to do the job and after the initial effort of design is ready and available for use every time a new employee joins. (www.slideshare.net/NileshRajput/training-design-9969033 [Accessed on 9th September 2013 at 08:30]).

This above discussion therefore pause the question as to whether organisation make training designs prior training and whether employees have been presented with such opportunities of participating in the design of a training program because the program is meant for them. As for those organisation that have these kind of design, the literature does not show the extent to which the employee performance improves with regards to a good training design.

b. Selection for Training

Selection will be viewed in two categories, new recruits to the organisation and those that are already working.

Selection for the new recruits will follow the process below according to (<http://www.managementstudyguide.com/employee-selection-process.htm>[Accessed on 12th September 2013 at 15:09]);

Preliminary Interviews- where elimination of candidates who will not meet the minimum eligibility criteria laid down by the organization. The skills, academic, competencies and interests of the candidate will be examined during interview. The candidates will be given a brief up about the organisation and the job profile.

Application blanks- The candidates who will clear the preliminary interview will be required to fill application blank. It will contain data record of the candidates such as details about age, qualifications, reason for leaving previous job, experience.

Written Tests- Various written tests that will be conducted during selection procedure will include aptitude test, intelligence test, reasoning test, personality test. These tests will be used to objectively assess the potential candidate. They will not be biased.

Employment Interviews- It is a one to one interaction between the interviewer and the potential candidate. It will be used to find whether the candidate is best suited for the required job or not. Interviews will be conducted properly. No distractions will be there in room. There will be an honest communication between candidate and interviewer.

Medical examination- Medical tests will be conducted to ensure physical fitness of the potential employee. It will decrease chances of employee absenteeism.

Appointment Letter- A reference check will be made about the candidate selected and then finally he will be appointed by giving a formal appointment letter. Then the induction training will commence.

The selection of employees that are already working with the organisation varies from one organisation to another depending on the need for the selected training program too. Therefore the management through the Human Resource Manager ought to set predetermined guidelines that must be met for when they are selecting which of the continuing employees to choose to be facilitated in training.

2.4.3 Forms of Training

Training has very many forms according to different scholars in the field of human resource development. These may include induction or sometimes referred to as orientation, field trips, seminars and short course, on job training, to mention but a few.

a. Induction training and performance

Cascio (2006) induction training is the same as orientation which is the familiarisation with and adaptation to a situation or an environment. Cascio (2006) asserts that a new employee's experience during the initial period with an organization can have a major impact on his or her career. Byars and Rue (2012) say that orientation is the introduction of a new employee to the organisation, their work units, and their jobs. According to Karve (2011) induction training facilitates seamless integration of newly inducted employees into an organisation of alignment between individual values and those of the organisation.

Casio(2006) argues that new employees need specific information in three major areas which are; company standards, expectations, norms, traditions and policies, social behaviour such as approved conduct, and technical aspect of the job. But Byars and Rue (2011) disagree with Casio (2006) induction training should be conducted in two distinct levels which are; organisational orientation and departmental or job orientation.

Induction training can be compared to a new born child. The new-born is from another kind of environment and once they are borne they undergo different activities which may seem new but have a correlation to the previous environment like breast feeding. In the same way a new employee needs that sort of guidance to the new work environment from wherever that particular employee may have been working.

The researcher will agrees with Casio (2006) in the areas in which new employees need specific information. It may not be enough to teach an employee on department duties or organisational activities, this new employee ought to know the norms, traditions policies among others because these are what comprise of the organisational culture which is very crucial for a new employee.

Ivancevich (2010) does not differ from other scholars because he also writes that orientation introduces new employees to the organization and to their new tasks, managers, and work groups. Induction training aims at achieving the following goals; to reduce anxiety, to reduce employee turnover, to save time, and to develop realistic expectations. According to Dessler (2000) induction training provides the new employee with the vital background to perform their jobs satisfactorily.

Price (2004) asserts that new employees should be given an employee handbook by the human resource department. He adds that orientation/induction should not be carried out for only one day but at least a week and this should be done with the help of immediate supervisor, department heads and co-workers.

However Price(2004)'s argument is debatable because despite the fact that handbooks are essential for all employees, most handbooks used in organisation are old and have not been updated since they were issued. This then means that employees are guided to carry on different practices by the handbook yet such practices could be out dated to the organisation.

Therefore other forms of induction like guidance from the immediate supervisor should be encouraged more than the handbook.

Therefore in many organisations today induction is necessary because it acts as a stepping stone for the employee's journey in their time at the organisation. During induction training employees are shown the offices of different people from top management to the lower levels of the organisational hierarchy. This eases work and save time at the workplace because the employees familiarise themselves with the premises. Also induction gets the employees informed about the different company policies, mission, vision, objectives, goals and other organisational strategies. This will be a guide to the employee for the time they carry out business activities.

It is still questionable however the extent to which employees will benefited from induction training and the level of effectiveness of this form of training to both the employees and the employer.

b. Seminars and short courses and employee performance

Xiaowei (2007), seminars are classroom training. They are formal training opportunities that can be offered to employees either internally or externally. A trainer, facilitator and/or subject matter expert can be brought into your organization to provide the training session or learning opportunities during work line. A seminar is generally a form of academic instruction either at an academic, institution or offered by a commercial or professional organization. It aims at bringing together small groups for recurring meetings, focusing each time on some particular subject in which everyone present is requested to actively participate.

Hamby (2012) defines a seminar as an educational event that features one or more subject matter experts delivering information primarily via lecture and discussion. It is also a formal

presentation by one or more experts in which the attendees are encouraged to discuss the subject matter.

McNaught (2011) argues that a seminar is a presentation on a topic covering some facet of knowledge or skill. He adds that seminars tend to be a blend of lecture and discussion. The program can be public or private and the presentation is often organized into modules. The speaker's goal is to impart knowledge of the topic and she/he typically uses a combination of lecture, visual aids, interaction with participants and exercises to get the job done.

They are also known as forums in which issues are raised and explored but not necessarily resolved. They require you to think to practice the skills of analysis and synthesis and by doing so possibly leave with more and better ideas than the ones with which you came. Seminars and short courses are also ways of improving the effectiveness of your current workforce, but they are also attractive benefits for ambitious employees in an organization.

Sahai (2012) asserts that outside training such as seminars and courses provide new skills, instil employee commitment and stimulate creative ideas. He further argues that when a company invests in well trained employees, it helps to build team, which in turn improves morale and enhances the organization's competitive position.

McKenna and Beech (2002), training sessions can produce good results if attention is given to a number of issues connected with the planning of the courses, the operation of the courses and relating the course to the daily work activities in the organization.

Seminars and short courses give employees a boost, or mix-and-match topics to create a multi-day training program or leadership academy. Furthermore, on their website www.characterfirst.com [Accessed on 9th March 2014 at 15:15] they explain the most relevant seminar topics which include some of the following;

1. **The C3 concept;** seminars lay a foundation for implementing character first because it explain how C1 (character) problems require C1 solutions and C2 (competence) problems require C2 solutions. These two factors work together to produce C3 (consistency) at work and in life.
2. **Managing work place stress;** how one manages stress often dictates your health and the quality of your relationships. While everyone has stress in their lives, few take the time to understand the long term implications of chronic anxiety. Through this program, employees will identify different types of stress, sources of irritation and healthy responses.
3. **Managing your money;** one of the most common stressors for workers is how to manage their money. Through such seminars matters of planning, earning, saving, buying, investing and relating with money at a level everyone understands are discussed. Therefore if employees attend seminars training them on how to manage their money, they will be able to plan for their finances and other activities and through this financial stress that may affect their performance will be minimized.

c. Field trips and Employee Performance

A felid trip is a journey by a group of people to a place away from their normal environment.

McKenna and Beech (2002) are of the view that to compete successfully in global markets, multinational companies recognize that it is vital to train and develop expatriates so that high calibre staff are available when required to achieve the corporate objective.

McKenna and Beech (2002) argue that studies indicate that there are three areas that contribute to the smooth transition to a foreign post and these are;

Cultural training this helps employees cope with unexpected events in a new culture. It enables individuals to adjust quickly to the new culture argues Black and Mendenhall (1990). Cultural training seeks to develop an appreciation of the host country so that individuals can behave accordingly. For example an employee from a company (name withheld for safety) took two miniature bottles of brandy with him into Qatar (a Muslim country in the Middle East). The alcohol was found by customs and the person was promptly deported and ordered never to return. This stands to reason the importance to accept the host country culture in order to get into difficulties on an international field work trip.

This relates to training in such a way that an employee who has been selected to represent the organisation in a different country ought to know about the cultural practices of the country to which they are going so as to benefit for the field trip arranged and to give an assurance to the organisation in terms of value for money spent to facilitate the trip.

Language training it is true that English is the language world business; however it would be unwise to place exclusive reliance on English. The ability of the employee to speak a foreign language can improve on his/her effectiveness and negotiating on his/her non English speaking country.

Practical training in cases where an employee and family are transferred to another country, it is essential to train them all to acquaint themselves with normal practical aspects of life in another. This facilitates exchange of information, adaptation, and builds a suitable network of relationships for the employee's family.

Field trips can also be done among different branches of the organization. If the organisation has staff in more than one site, staff should be given an opportunity to visit the other sites. This helps employees gain a better understanding of the full range programs and clients

that the organisation serves. Staff going to field trips should be given guidelines inform of questions or issues to look for in the field.

Erich (2012) argues that field trips are incentives for employees to become acknowledged for their accomplishments at work. Field trips identify internal and external challenges and also promote an environment that encourages candid dialogue, trust, and commitment. This promotes sustainability and allows employees to flourish in the work place while enjoying a cohesive environment.

Orion (1998) argues that the main instructional strategy of the field trip should be hands on experience, focusing on activities that cannot be conducted at the work place on the organization. Rather than passively absorbing information through guide tours or participating in simulations, employees should be actively constructing knowledge through interacting with the environment.

If human resource management is to fulfil its aim of valuing human assets it is necessary to invest in them. This implies a positive attitude towards training and development which when effected develops the skills and knowledge of workers significantly and ensures flexibility too. From this the performance will be improved and the organization will realize set goals and objectives and more competitive advantage gained.

Field trips and their requirements as reviewed in the above literature requires cultural training, language training, practical training because for instance the organisation of study ought to carry out all the mention training programs and more because if the field official do not know the language of the habitants of where organisation research is to be carried out, the data that may be collected is likely to have a number of errors due to language barrier, cultural training as a pre-requisite to field trainings is necessary in such a way that once the employee in the field does not embrace the culture of the people where research is to be

conducted, participants will not be willing to take part in a study where the researchers violate their cultural beliefs and behaviours therefore since MUWRP staff carries out research on HIV prevalence rates among prostitutes in Kampala, they should treat them normally so that they get them to participate in the study.

The research challenges with this kind of training however is the selection procedure followed when choosing who to take part in this kind of training program. The criteria that is followed here may not be consistent in different organisations. There is also a question of how the employees that may not be selected react to the selection and to whether this selection motivates them to work harder for better performance or it demotivates as a result of employees feeling left out and less appreciated.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher shows approaches to be used to make the study successful. It details the research design which was used by the researcher and the reasons for choosing the design selected. The chapter also covers the population and the sampling methods to be used during the study, describes the data collection methods and instruments, methods of processing and analysing the data that the researcher employed. It also shows how reliable and valid the instruments were, research procedure, ethical considerations and the limitations of the study.

3.2 Research Design

According to Bryman & Bell (2007), a research design provides a framework for the collection and analysis of data. It is about how you intend to go about your research. The researcher intends to use both qualitative and quantitative research designs because of the wider range of coverage in terms of data that are likely to be obtained. The case study type of research was used because existing information was collected from many participants and then conclusions were made. Case study was a convenient research type because it allowed re-testing of the obtained data.

Qualitative Research design is characterized by data (information) that can be described verbally or non-numerically. This kind of research design was used because the subject was measured before and after research this helped establish the relationship between the variables in terms of characteristics and qualities.

Quantitative Research design is based on theory of positivism or logical positivism. This suggests only that occurrence that is observed by human senses are meaningful. An

occurrence must be directly observed and concepts must be defined in observable and measurable terms. This is because this kind of research design deal is objective and logical. The data is in numeric form, statistical tests like mean, median, and standard deviation were also be applied in order to make statements about the data.

3.3 Target Population

The target population of the researcher was non-governmental organizations in Kampala district from which the researcher chose the case study of Makerere University Walter Reed Project. The population are made of employees in the departments which include the clinic, data, logistics, finance, and laboratory departments. The clinic department was selected because of the nature of the project, nurses and doctors need to be trained regularly because of the different research studies that go on in the organisation from time to time, data department requires training because with changes in technology and studies in the organisation information handling and evaluation becomes different, laboratory department was selected because there was a need to learn how to handle different vaccines, blood samples of participants and other related results, logistics was selected because of the increasingly evolving professionalism in these areas. The researcher selected an equal number of participants from each department.

3.4 Samples Size and Selection

The researcher used the stratified sampling technique because the sample was split into sub-samples in terms of departments like the clinic, data, logistics, finance, laboratory, IT departments. Typically, if there are k such sub-samples(departments) then each of them had a sample size (number of employees in each department) $n_i, i = 1, 2... k$. These n_i must conform to the rule that $n_1 + n_2 + ... + n_k = n$ (i.e. that the total sample size is given by the sum of the sub-sample sizes meaning the number of employees from all departments).

http://en.wikipedia.org/wiki/Sample_size_determination[Accessed on 11th September 2013 at 20:08]

The K in this case is equivalent to 6 and the sample size in each department was estimated to be represented by at least 5 participants (n), these were to be added together to bring a total of 30 participants.

The participants were selected using both the probability and non-probability types of sampling. The non-probability type includes purposive. The probability sample frame was used because it required a population of interest which was selected by the researcher and relies on random selection from a larger population, from a larger selection all branches of MUWRP that is Kayunga, Koome Island, Garilaaya and departments, the researcher chose the Nakasero Branch. The Kampala branch was selected because it is located in Kampala which is the region of the case study.

The non-probability method was used because they are less complicated and minimise costs of preparing a survey, more to that non probability was more descriptive because comments about the sample were derived, and non-probability sampling is also quick and convenient.

3.5 Data Collection Methods

Data collection is an important aspect of research because inaccurate data collection can impact the results of the study and ultimately lead to invalid results. Data collection methods of the study were therefore use of questionnaire and interview methods to qualify the finding of the research. This triangulation method strengthened the validity of the researcher's data from the relevant sources from the field.

Interviewing Method: The researcher used interviews by asking questions to the respondents orally on an individual basis following the interview guide. The researcher used

this method because it permits clarification of questions, this can be got by the researcher obtaining details from the respondents feelings, perception, opinion, expressions which can be facial or other body expressions. The respondents that were interviewed were those from the clinic department because the key informants were from this department.

Questionnaire Method: The questionnaire was designed basing on the objectives of the study as a research instrument. The questionnaire ensured proper results because it was one respondent filling it in privacy. This method was mainly be used with the clinic, laboratory, logistics, finance and data departments because it was used to find out the opinions and the interests of these people in training.

3.6 Validity

According to Sagor (2012), validity refers to the essential truthfulness of a piece of data. By asserting validity the researcher is asserting that the data actually measures or reflects the specific phenomenon claimed. The instruments were used more than two times by the researcher to check the accuracy of the findings obtained. The level at which the data is true was checked by re-examining the questionnaires and interviews from the field and conclusions that what was intended to be measured has been successfully measured.

The technique of face validity was used, this ensured that the research measures what it intended to measure. <http://www.psucd8.wordpress.com/2011/11/20/why-is-validity-important-in-research/>[Accessed on 29th February 2014 at 13:03hrs]. This checked validity in a way that the questionnaire were used to measure what it was intended to measure in relation to the variables of the research.

This was carried out by giving a questionnaire to a participant in the Kayunga branch of MUWRP. This was used to check the validity of the questionnaire because the response that were got were related to what the questionnaire required in terms of objective.

3.7 Reliability

Sagor (2012) says that reliability relates to researcher's claims regarding the accuracy of their data. The researcher used test re-test technique where the researcher supplied questionnaires to participants and after a period of one week the researcher give the respondents the same questionnaires with the changed order of numbering. The researcher equally used the methods which other researchers did use like focus group discussions, observation methods among others.

This was also done in to only 5 participants of the organisation who were selected because they were the key informants. Only 5 participants were selected for this exercise because of the limited time to analyse all previous participants.

In the focus group discussion participants were from only the clinic department because they have taken part in more training sessions than any other department.

3.8 Research Procedure

The researcher got a letter from the Faculty of Business Administration and Management introducing her to the Human Resource Manager of the organization (Makerere University Walter Reed Project). The researcher then sought the permission of the Director Finance and Administration, drew a time table suitable for the researcher and the participants for the data that was collected in the different departments.

3.9 Data Analysis

Is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains.

(http://en.wikipedia.org/wiki/Data_analysis[Accessed on 12th September 2013 at 10:18])

Qualitative Data: This data was labelled and coded so as to identify the similarities and differences. The coding in this case was in terms of departments where the data department was coded 1, Logistics 2, Clinic 3, Accounting 4, IT 5, and Laboratory 6. Content analysis was done too where categorisation of verbal data especially from the interviews were done for purposes of classification and summarisation. A descriptive account of the data was presented in that what was said by the respondents was shown, where no comments were made by the respondents were also shown with reasons for why they commented and why not. Higher level of analysis where a more interpretive analysis of the participants and what they implied by their responses is presented and analysed.

Quantitative Data: The level of measurement was first established and the most appropriate level that was used depending on the data that was collected includes: nominal data which is basic that is male or female, interval data which is continuous and has a standard in the values presented. Different options were ranked with various values from a scale of 1-5 basing on the objectives, this may also be referred to as a linkert scale. Then depending on the sample size, the quantitative data analysis procedure that was used is tabulation where there is frequency distribution and percent distributions.

3.10 Ethical Consideration

The researcher clearly explained to the participants the purpose of the study prior to conducting the study. The study was a requirement for the award of a degree which gave participants more confidence rather than fear and make them develop the urge of helping the researcher with true information.

After the researcher's introduction into the organisation, there was proper knowledge of the researcher by the participants. This built more confidence there by covering the ethical issue of informed consent.

The researcher guaranteed the participants that the findings were to help them to get better and influential training programs. By the researcher giving recommendations to the organisation at the end of the study, contributions, interests, complaints of the participants have been studied and understood by the researcher there by giving fact based recommendations and also avoiding deception as an ethical issue.

The data that was collected is to be protected in a way that it was only be used for only purposes of that were given for its collection which is a requirement for the award of a degree. The data was also be reported as it was presented by the participants and not altered.

Confidentiality and anonymity conditions were emphasized to the participants, the views and comments of the participants were not shared with anyone, if they require sharing, then names of the participants were not disclosed. This protected participants' security of their jobs.

3.11 Study Limitations

Data collected was from a small sample size yet there are many non-governmental organisations in Kampala and also different non-governmental organisations have different activities and different nature of business. This limitation was overcome by ensuring the validity of the data that was collected from the small selected sample size.

There was a limitation of time. The researcher being a fulltime student and there was a difficulty of balancing class time and field work especially for data collection since data was to be collected during official working hours which coincide with class hours. This was solved by proper scheduling and time management on the side of the researcher.

There were some financial constraints. The researcher was required to submit hard copy of the report to the supervisor which required money to print and money to buy the research

tools and other items as shown in the budget in the appendices. The researcher therefore used the email to send the work to the supervisor to minimise costs of printing.

Theory may not necessarily mean practice. It is possible that some of the written down information or research may not actually be practiced. The case study being a research project presents this limitation. This was solved by use of hands of programs where employees practice what they are trained.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter will bring in the presentation of the findings and analysis derived from the field. The total responses that were received were 25 responses from the targeted 30 potential respondents which constitutes 83.3 % response rate. Out of the 25 respondents 76% completed the questions that were required to be answered and 24% did not fully answer the questions, this affected the analysis in such a way that the questions that were not answered were not analysed therefore no particular conclusions on those questions were to be made. The responses gathered from the field have been analysed using the SPSS software. Therefore this chapter mainly focuses on presenting the gathered data in a meaningful way to facilitate the discussion.

In this chapter the background of respondents will be analysed, findings and data analysis will be carried out by the use of a general analysis and tabulations based on the three main objectives of needs assessment, training design and forms of training.

4.1 Description and Background of the Respondents

The study targeted 30 respondents in Makerere University Walter Reed Project. However, only 25 of the 30 respondents fully participated. Therefore below is the response rate according to the received results;

Table 1: Response Rate According to Age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-30	12	48.0	48.0	48.0
31-40	11	44.0	44.0	92.0
41-50	2	8.0	8.0	100.0
Total	25	100.0	100.0	

The data presented in table1 above shows that of the 25 participants who took part in the research, 48% were between the ages of 21-30 years, 44% were ranging from 31-40 years and 8% were in the bracket of 41-50 years of age. None of the participants was below 20 years or even above 50 years of age.

The majority of the employees being within the age bracket of 21-30 which is 48% of the respondents means that the organisation is recruiting more fresh graduates. This therefore means that there ought to be more training to take place for these people to gain the required skills.

TABLE 2: Response Rate According to Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	9	36.0	36.0	36.0
Female	16	64.0	64.0	100.0
Total	25	100.0	100.0	

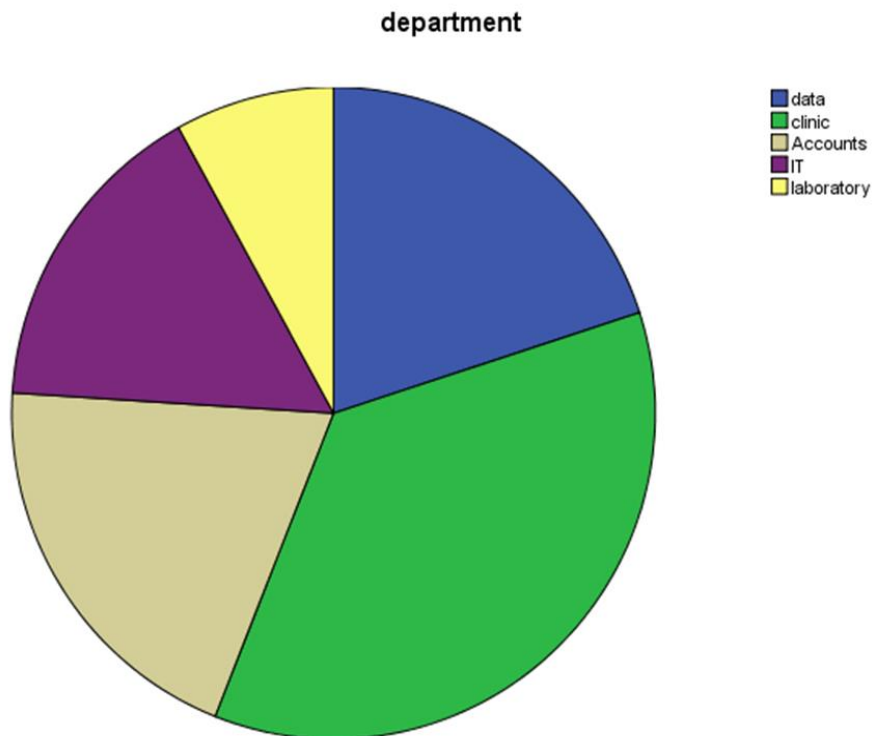
Table 2 above shows the numbers of both male and female participants in this research. The proportion of the female which is 64% and that of the male being 36% took part in the survey. One may therefore conclude that MUWRP is a female dominated organisation.

The majority of the employees being female may be explained by the fact that the organisation is research based and the participants need more care which is based believed to be given by the female

Table 3: Response Rate According to Departments

Department	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Data	5	20.0	20.0	20.0
Clinic	9	36.0	36.0	56.0
Accounts	5	20.0	20.0	76.0
IT	4	16.0	16.0	92.0
Laboratory	2	8.0	8.0	100.0
Total	25	100.0	100.0	

Figure 2. Pie Chart for the Departments



The majority of the employees who took part in the research from MUWRP were from the Clinic Department and they comprised of 36% of the total respondents, Data and Accounts Departments both had the same rate of participants being 20%, Information Technology Department had 16% and then the Laboratory with the least number of participants being 8%. This therefore shows that most staff that are employed in MUWRP are in the Department of Clinic.

This implies that the research sample selection was altered from the expected 5 participants from each department to what has been presented here. The research therefore excluded the logistics department and this implies that the Department has the least number of employees because of those that were randomly selected none of them was from logistics.

4.2 Analysis of Results by Objective

The objectives of the research were only three and they are analysed under the sub headings numbered; 4.2.1, 4.2.2, and 4.2.3.

4.2.1 Needs Assessment

Needs assessment as defined by Neo (2002) is the process used to determine if training is necessary. It is regarded as the first step in designing instructional design process for training.

From table 4 below, it is evident that only 8 of the 25 respondents are not aware of the availability of needs assessment as a prerequisite to employee training. When converted into percentage therefore 32% of the respondents are not aware of the presence of needs assessment in the organisation and the rest (68%) are very much aware of the presence of needs assessment in the training process.

From the analysis of the findings, the researcher may therefore agree with Neo (2002) that needs assessment is a program for the top level management. This is so because the percentage of the participants who were not aware of it as a training procedure is relatively higher than expected.

Those that were aware of the presence of needs assessment were those who held positions like heads of Departments. This implies that downward communication is lacking and that employees ought to know these procedures to increase their interest and awareness of organisational training practices.

However those who were unaware did not come from one particular department but cut across all departments in the organisation.

4.2.2 How Training is done?

This is the second objective of the research and the questions that were asked for this section included; what were some of the training procedures that were carried out in the organisation. These procedures are shown in table 4. The other question was whether all the procedures were relevant and this was followed with an explanation by the participant.

a. Training Design

From the interview guide the questions relating to training design were: does the organisation have a training design? Do you think the design or process is effective, give reasons?

Of the five interviewees, none of them was aware of the presence of the training design. This is attributed to the fact that none of the interviewees was a manager or head of department because these are the people in the organisation who are usually aware of the training design.

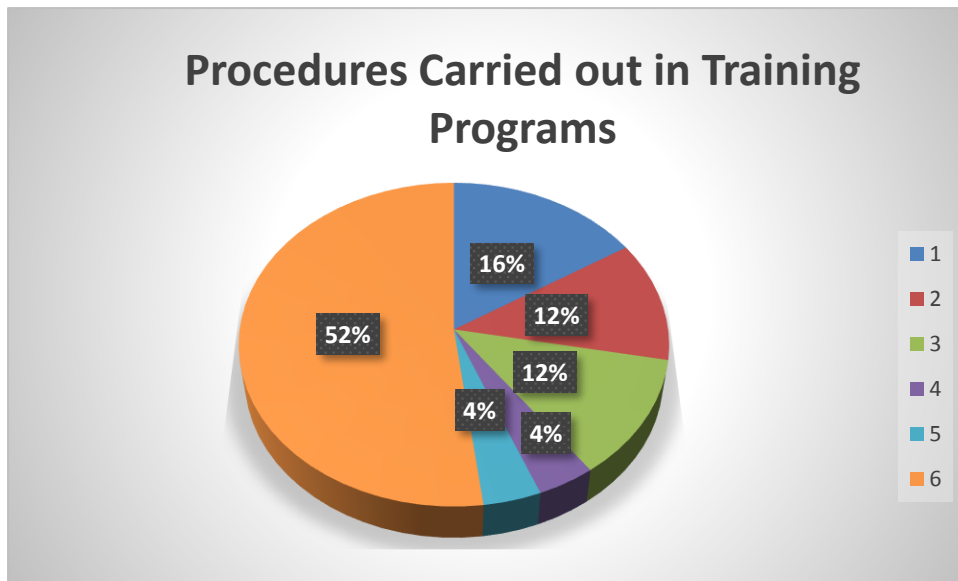
However to the question of whether they think the design is effective the interviewees answered yes because the results are reflected in their good performance.

The procedures that were discussed were advanced by Raymond (2002). He argues that the training process is based on the principles of instructional systems design which has the procedures that have been analysed in Table 4.

Table 4: Procedures carried out in training programs

Proce dure	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Conducting needs assessment	4	16.0	16.0	16.0
Employee readiness for training	3	12.0	12.0	28.0
Creation of a good learning environment	3	12.0	12.0	40.0
Developing an evaluation Plan	1	4.0	4.0	44.0
Selection of training method	1	4.0	4.0	48.0
All the above	13	52.0	52.0	100.0
Total	25	100.0	100.0	

Figure 3. Procedures carried out in Training Programs



The numbers 1 to 6 represent the different procedure as shown in table 4

The data from the question of procedures carried out in the organisation in training programs is illustrated in the table above. Out of the 25 respondents who took part in the research, 13 suggested that all procedures that were advanced by Raymond (2002) are important.

The participants came up with different reasons for supporting the procedures and these include; the procedure is a chronological arrangement and each step must be followed to achieve a desired goal at the end of the training program, the procedures are relevant because they help the employer establish the importance of training to the employees and their reaction towards the training through the evaluation process.

The participants rated the relevance of the procedures and to this 13 participants responded that all the above procedures are very important and relevant in the training design. The procedure of conduction needs assessment was rated second because participants suggested that before carrying out training the need for training has to be identified through needs

assessment, employee readiness and creation of a good learning environment came in third in rating. Selection of the method of training was rated least because employees believed that this is done under the procedure of needs assessment.

The question was asked as to whether all procedures are relevant to which a participant was required to give an explanation. Employees agreed that all procedures are relevant and this is shown in the 52% who rated all with the explanation that in procedures for the process to be effective the preceding procedures must be well carried out.

b. Selection for training

This subsection of the objective was analysed using the interview guide. This was in relation to question 7 in the guide which was, the interviewees were asked about people to be trained are selected.

The five interviewees answered to this question with the view that they were selected to take part in the training basing on the departments to which they belonged. It should therefore be noted that even the forms of training they underwent were in relation to the departments of work apart from those general forms of training.

This is an indicator that the organisation considers training to be important on the performance of its employees that is why all participants said yes to the question that was asking whether the participants had taken part in any form of training.

4.2.3 Forms of Training

Training has forms that were discussed in Chapter Two and these will be analysed in this chapter. The training forms that were identified include induction training, seminars and short courses and field trips.

This is the third objective and to this objective questions were asked in relation to the different forms of training.

Participants were also asked whether they have taken part in any form of training and to this question all the participants said yes to have taken part in different forms of training this implies 100% of the participants have been involved in the different kinds of training.

The questions that were asked included those from the interview guide which were, in relation to the kind of training available in the organisation, whether the participant has taken part in any form of training and the participants were required to mention any of these kinds of training in which they have participated

Table 5: Have you taken part in any form of Training?

Have been trained		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	100.0	100.0	100.0
	No	0	0.0	0.0	100.0
	Total	25	100.0	100.0	

In table 5, the analysis shows the number of participants who have taken part in different forms of training. Of the 25 participants, 100% of these answered yes, meaning they have taken part in any form of training and none have not taken part in any form of training.

It should be noted that however all who have taken part in training responded that the training they were involved in was department oriented kind of training. Participants from the Clinic department took part in programs like male circumcision training, GCP training, RV 2 bc Protocol training. The participants from the Laboratory department mentioned that the programs of training in which they have taken part included; Good Laboratory practice and test and treatment of malaria diagnostics, SLMTA this program is for proper laboratory management, and EMR is a digital version of a paper chart that contains all of a participant's medical history from one practice used by providers for diagnosis and treatment.

Participants from the IT department, Accounts department, and Data department took part in training programs like Human Resource Solutions, NAVISION currently known as Microsoft Dynamics, Performance appraisal, fire and safety drills these were programs attended by all organisation employees.

To the question relating to whether the employees have benefited from the different training that they have participated in, all the 25 participants in the study said they benefited from the training programs they underwent. The analysis made showed that they gained work related skills, learnt how to properly handle participants in a study, motivated to work harder and perform better, improved their service delivery, improved their relationships with their superiors and also gained more knowledge.

Of the 5 participants who were interviewed, they all responded that the kinds of training that are in the organisation are basically research based for the different clinical trials in the organisation. That was the response to question 1 of the interview guide. They all received these trainings because they were from the same department and to the question of how often they get trained the response was equally the same and this happens when there are new studies and for each study the approach is not the same hence the necessity for training.

a. Induction Training and Performance

Induction training refers to the familiarisation with the adaptation to a situation or an environment (Cascio, 2006). Employees need to be showed around so that they are made aware of the environment in which they are going to work.

The question that was asked under this form of training was whether induction training is carried out in the organisation. To this the response was either yes or no and an explanation was provide in case of any selection made.

Table 6: Is there induction training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	88.0	88.0	88.0
	No	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Eighty eight percent of the employees in the organisation took part in induction training while only 12% did not take part in induction training. The reasons for the importance of induction training as explained by the participants included; it helped them get used to the new environment since they were new employees, it helped them get a deeper understanding of

the organisation outside their own department of work, helped the employees get to have their way around the organisation that is located the canteen and other offices, helped them meet other employees since they were taken to various offices during orientation, these do not differ from those of Karve (2011) who argues that induction training facilitates seamless integration of newly inducted employees into an organisation of alignment between individual values and those of the organisation. Cascio (2006) asserts that a new employee's experience during the initial period with an organization can have a major impact on his or her career.

To the question of whether induction or orientation helped employees in the organisation, the explanations given were analysed and the participants felt that induction training helped them learn the dos and don'ts of the organisation this helped them understand the culture of the organisation, participants also responded that induction helped them get familiar with the new job, they got to know the hierarchy in the organisation there by giving them a general image or overview of the organisation.

b. Seminars and Short Courses

Sahai (2012) asserts that outside training such as seminars and short courses provide new skills, instil employee commitment and stimulate creative ideas and therefore companies that invest in well trained employees to improve the morale and enhance organisational competitiveness.

The questions that were asked under this part were; does the organisation provide seminars and short course to the employees? Do you think seminars and short courses are important?

Table 7: Does the organisation provide seminars and short courses

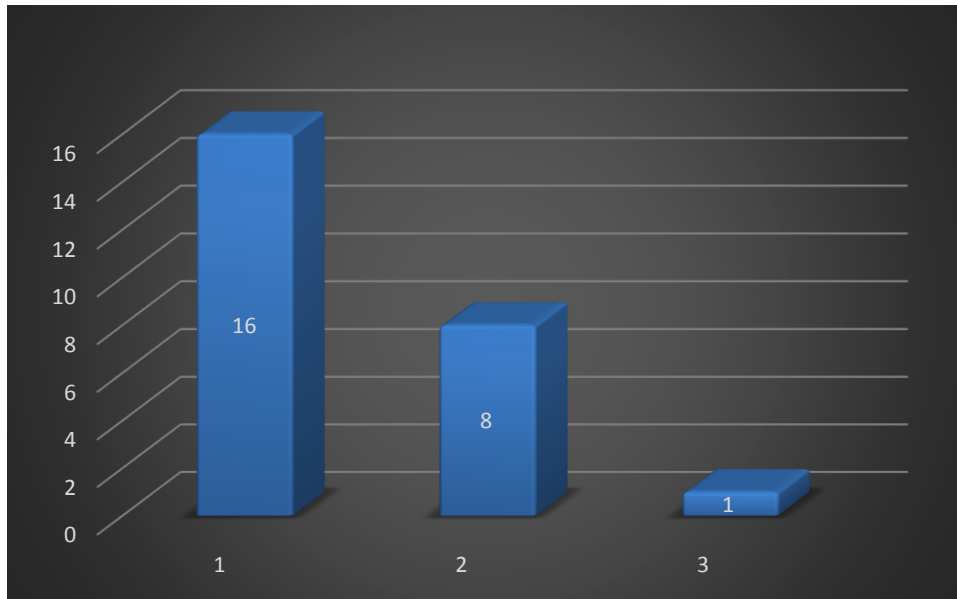
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	72.0	72.0	72.0
	No	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

As presented in table 7 above, of 25 participants, 72% of them agreed to the presence of seminars and short courses within the organisation while 28% of the participants are not aware of the presence of this form of training in the organisation.

Table 8: Are the seminar and short courses important

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	64.0	66.7	66.7
	Agree	8	32.0	33.3	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

Figure 4. Are Seminars and Short Courses Important
Are Seminars and Short Courses Important



KEY

1. Strongly Agree
2. Agree
3. Missing System

Using the linkert scale, this analysis shows that the employees in the organisation and their views of the importance of seminars and short courses.

Sixty four percent of the participants agreed strongly saying that seminars and short courses are important in terms of frequency this makes 16 of the 25 participants, 32% agreed and the frequency for this was 8 participants. One participant did not answer this question and this makes up the remaining 4% of the sample population.

McKenna and Beech (2002) agree with Sahai (2012) who asserts that outside training such as seminars and courses provide new skills, instil employee commitment and stimulate creative ideas. He further argues that when a company invests in well trained employees, it

helps to build team, which in turn improves morale and enhances the organization's competitive position.

The importance of this form of training to the organisation as suggested by the employees include; organisation ably realises organisational goals, benchmarking strategies, improvement of service delivery, better supervision of staff, organisation ably collects data from the participants in the field, staff efficiency is improved.

It is also important to the employees in the following ways; it is a form of motivation as going to the field takes them away from their daily routine of work there by motivating them to be more alert, the employees also get field trip allowances which are financial in nature, more skills are acquired in the field, some employees get more promotions as field supervisors, learning from the people they meet in the field like facilitators and other trainees, employees get more exposure.

c. Field Trips

According to Erich (2012), field trips are incentives for employees to become acknowledged for their accomplishments at work. They also identify the internal and external challenges and also promote an environment that encourages candid dialogue, trust and commitment. This promotes sustainability and allows employees to flourish in the work place while enjoying a cohesive environment.

The questions that were asked in this section were, Have field trips been organised in the organisation? How are they beneficial to the organisation and to the employee?

Table 9: Have field trips been organised?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	68.0	68.0	68.0
	No	8	32.0	32.0	100.0
	Total	25	100.0	100.0	

68% of the employees have been involved in various kinds of field trip that have been organised by the organisation and only 32% have not taken part in field trips as a form of training. Those who have taken part in this kind of training have actually been happy with it because of the financial allowances associated with it in addition to the networking and meeting different people with different ideologies in the same work field. Some of those who have gone for field trips include the nurses who went to United States to learn on how to use the electronic vaccinator, there are some participants who have been to Buvuma Island these were working under PEPFAR.

As suggested by Orion (1998) that the main instructional strategy of the field trip should be hands on experience, focusing on activities that cannot be conducted at the work place on the organisation, many of the participants in their responses felt the same way with reasons being it's better to get more skills from the field that they will incorporate in their work activities in the organisation.

There were other general questions that were part of the questionnaire and the interview guide that did not related to any objective but were considered relevant for the research. These included questions in part C and part D of the questionnaire. From the interview guide these questions included 9, 10 and 11.

The question that is represented in table 11 was whether what is trained is easily put to practice.

This question was found relevant because despite the fact that employees are trained, the degree of certainty that what is trained will be put to practice was not clear and therefore this question was put in the questionnaire to try and clear the suspense regarding practicing what is trained.

Table 10: Is the training given easily put to practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	32.0	32.0	32.0
	No	17	68.0	68.0	100.0
	Total	25	100.0	100.0	

Some of the limitations of the study as suggested in Chapter Three by the researcher included the fact that not all that is trained is easily put to practice and to this only 32% of the participants said that what is trained can be put to practice while 68% of the participants said not all that is trained is put to practice.

The 32% of the participants gave the following reasons; all that is trained is hands on therefore can easily be put to practice, employees are trained according to their current jobs which makes it easy to apply what is trained when working, trainees usually give support so that what is trained is put to practice.

However the 68% of the employees feel that what is trained is not easily put to practice because of the following reasons; training like fire safety drills are not put to practice because there are no fire out breaks in the organisation, sometimes training is done just for the purpose of knowledge acquisition, the issue of budget constraints may not allow some of the trained issues to be put to practice, some people’s roles in and duties may not require them to perform certain tasks for which they acquired training, resources that can be used to execute the trained issues may not be available hence the inability to put such training to practice.

To the question of whether performance can be improved through training programs, the response was to choose either yes or no and the answers are shown in the table below

Table 11: Can performance be improved through training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	72.0	72.0	72.0
	No	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

Of the 25 respondents who 18 said yes to the question of whether training can improve performance which makes up 72% and 7 respondents said that training does not in any way improve employee performance and this make up 28%.

The reasons that were given by those who said that training improves employee performance as by the response of the participants are; training prepares employees to perform tasks that are required of them, the quality of work of trained employees is higher than those who are

not trained, training ensures proper professionalism in an employees work, good performance is a measure of proper training and therefore training is required for better performance.

However the participants who had the view that training does not improve performance equally gave reasons for their opinions; it is an individual's self-drive that makes them perform better but not training in that even some who is trained may fail to perform as per the organisational standards, some of what is trained is not put to practice, other factors like annual salary increment, promotions and fair organisational policies may lead to better performance rather than training.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into five sections. The first section is this introduction. In the second section, the researcher presents a summary of the findings which are presented objective by objective. The third section presents conclusions that have been drawn from the findings. Recommendations of the study in the fourth section and suggestions for further research in the fifth section of the chapter.

5.2 Summary of Findings

5.2.1 General Information

The findings of employee general information showed that the gender of the participants 36% were male and 64% were female.

Forty eight percent of the respondents range from the ages of 21-30, 44% range from 31-40 and only 8% range from 41-50 years of age.

The majority of the participants were from the Clinic department comprising of 36%, Data department 20%, IT department 16%, accounting department 20% and 8% from the Laboratory department.

5.2.2 Needs Assessment

Most of the respondents were aware of the presence of needs assessment before organisation of a training program. Only 8 of the 25 participants were not aware of the presence of needs assessment and that make up 32% of the participants basing on the percentage values. There is not distinction in terms of departmental unawareness because those who unaware cut across all departments.

5.2.3 How Training is done

a. Training Design

Thirteen of 25 participants agreed to all the procedures in the training program being relevant and important for a training program to be effective. Four participants considered needs assessment as the basic procedure, employee readiness and a good learning environment were also rated important after needs assessment and these make up 16%.

b. Selection for Training

To this of the 5 participants that were interviewed, all of them said yes to having taken part in any form of training as organised by the organisation. These 5 interviewees suggested that they were chosen to take part in training basing on the departments to which they belonged which was the clinic department.

5.2.3 Forms of Training

a. Induction Training

Induction training has been actively participated in by 88% of the participants who also said found it important in their first days with in the organisation and only 12% of the participants did not take part in any form of induction training. This implies that a new employee will be effective in their work from the time they begin their work after the orientation program.

b. Seminars and Short Courses

The employees who have taken part in seminars and short courses and also find them important for performance enhancement are 66.7% while those who have not taken part in seminar and short courses as a training program comprise of 33.3%.

c. Field Trips

Sixty eight percent of the respondents have taken part in field trips as organised by the organisation while only 32% have not taken part in field trip training programs. In relation to frequency this therefore make up only 8 of the 25 participants.

The inability of putting what is trained to practice was seconded by 68% of the participants who said no to the question however 32% thought that all that is trained can easily be put to practice.

Seventy two percent of the respondents were of the view that training is an important aspect in improving employee performance however 28% disagreed and said other factors rather than training improve performance.

5.3 Conclusion

Needs Assessment as a requirement for training has been discovered to only being known by those who are middle level managers in the organisation. Thus organisations ought to make all the employees taking part in the training aware of the phase of needs assessment to increase their alertness and performance in the organisation.

The training design is important for all organisations before they commence any training activity. This will ensure a good learning environment, employee readiness for training, among others in the process of training.

Selection of the employees is largely based on the department from which one works. This is good to increase effectiveness and efficiency at work and more motivation to the employees. However some departments like data and Accounting have been given less attention in terms of departmental training

Induction as the initial form of training has been provided to the employees in the organisation and this helped new employees get used to the organisation. Seminar and short courses have been arranged too for these employees regardless of the department of work of an individual. Field trips have also been part of the form of training that have been organised even though these have been arranged for mostly the clinic department.

As noted in the previous chapters, the contribution of training on employee performance was examined. Once these variables were taken into account, a typically small and non-significant idea becomes rather important and very necessary in performance improvement. At the same time, although some departments were not trained basing on their departmental needs, differences were reduced when other training programs like fire drills, Human Resource evaluation training among others were introduced to them, they felt catered for by the organisation.

5.4 Recommendations

The organisation should be able to revise its training policies as some of these are considered to be very strict by the employees. This was a suggestion by a respondent who observed that other than training some organisational policies should be revised to motivate employee performance.

More training programs should also be advocated for in departments like accounts, IT, Logistics, data. The programs that ought to be trained here should be related to their work as these departments were noted to have taken part in only general training programs rather than professional departmental training programs.

Promotions in levels of employment should be made especially for employees who have participated in many training programs and further studies. Failure to promote employees whose RESUMEs exhibit high levels of qualifications through a variety of training programs may force these employees to search for other jobs in different organisations.

The organisation should encourage periodical evaluation programs to analyse employee's performance. This is important because it encourages employees to perform better and helps those who are not performing as expected to get better. This was noted in the research as most employees rated their performance as excellent.

The organisation should be able to give the employees a chance to put to practice what they have been trained in the field relating their different departments this is because some employees felt they would rather skip training sessions if at all they are trained and they don't get a chance to put to practice what they learnt from training.

Ethical and moral issues at work and within the different professions in terms of departments should be emphasised in the training programs. This is due to the fact that the organisation is research based and some research is not meant to be communicated to the public before proper scrutiny.

Internal and external formal courses of training to rejuvenate employee's minds should be more often used by the organisation. This would help control monotony of work there by reducing boredom.

5.5 Suggestions for Further Research

Further research should also be made on the training policies of the different organisation and how they influence individual employee performance. This is a problem for further research because employees feel they some organisational training policies are stringent yet the strategic plan of the organisation may suggest otherwise.

Further research may also be carried out on the impact of technological advancements in research organisations on the performance of employee to check whether this motivates employees to perform better or intimidates their performance at work.

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APENDICES

Appendix I: Questionnaire

Dear Sir/Madam

I am Nayiga Specioza a student at Uganda Martyrs University in the Faculty of Business Administration and Management. I am conducting a study to find out the impact of training on employee performance in selected non-governmental organizations in Kampala. You have been identified as a resourceful person who can participate in this research Please answer these questions as honestly as possible. The information will be treated with a high level of confidentiality and used for only purposes of the study. Thank you.

Part A. General Information

Please tick the appropriate option

1. Age

A. Below 20

B. 21 - 30

C. 31 - 40

D. 41 - 50

E. 51 Above

2. Gender

Male Female

3. Department

Data

Logistics

Clinic

Accounting

Information Technology (IT)

Laboratory

Have you taken part in any form of training organised by the organisation (**SELECT BY TICKING**)

Yes No

If YES what kind of training was it, how were you selected to take part in the training and how have you benefited from it

.....
.....

If NO do you need to be trained? What kind of training do you prefer?

.....
.....

Part B (please use a tick to choose your option where applicable)

Is there induction training in the organisation?

Yes No

If YES has induction training or orientation helped employees in the organization please explain how?

.....
.....

If NO please explain your opinion

.....
.....

Does the organisation provide seminars and short course to the employees?(PLEASE TICK)

Yes No

If there are seminars and short courses, do you think they are important to employees (TICK)

Strongly agree Agree Disagree Strongly disagree

If NO do you wish to have them? Please explain your reasons.

.....
.....

Have field trips been organised in the organisation?

If YES how have they benefited

- A. The organisation

.....

- B. The employee

.....

If NO would you recommend the organisation to use them, please give reasons for your idea?

.....

.....

Part C

Can the performance of employees be improved through training programs?

Strongly agree Agree Disagree Strongly disagree

What program do you think is best recommended for performance improvement?

.....

Please explain why you think that is the best form of performance improvement

.....

.....

According to you as an individual, is performance attributed to training

Yes No

If YES please explain you view

.....
.....

If NO please explain your view

.....
.....

How would you rate your individual performance in line with the goals and objectives of the organization?

.....
.....

Part D

Please suggest any kind of training you need from the organisation if any

.....
.....

How often are you involved in evaluation of training at the end of the program?

.....
.....

Is all the training given easily put to practice?

Yes

No

Please explain your answer.

.....
.....

Part E

What are some of the procedures that are carried out in training programs? **(Please select multiple choices by ticking)**

Conducting Needs Assessment

Employee Readiness for Training

Creation of a good Learning Environment

Developing an Evaluation Pan

Selection of Training Method

Monitoring

Evaluation

All the Above

Do you think all these procedures are relevant? Please explain

.....
.....

APPENDIX II: Interview Guide

1. What kind of training do you have in the organisation?
2. Have you received any of these training type? Please mention them.
3. How often do you get trained?
4. Which training do you think yields more results to the organisation?
5. Does the organization have a training process or design?
6. Do you think the design or process is effective, give reasons?
7. How are selections for people to train done?
8. Have you as an individual benefited from these training programs?
9. What kind of skills, knowledge have you got from this training?
10. How have you used the skills and knowledge acquired to benefit the organisation?
11. Do you think training should be carried out more in the organisations?

APPENDIX III: Budget

Particulars	Quantity	Cost(each)(Shs)	Amount(Shs)
Pens and Pencils	3 and 2 respectively	500 and 200 respectively	1,900
Notebook	2	2,000	4,000
File	2	5000	10,000
Ruler	1	600	600
Photocopying	250	500	125,000
Transport, airtime,lunch and other expenses			500,000
TOTAL			641,500

APPENDIX IV; LETTER TO THE DEAN

Uganda Martyrs University

P.O Box 5498

Kampala Uganda

17th March 2014

The Faculty Dean

Business Administration and Management

Uganda Martyrs University

P O Box 5498

Dear Sir,

RE: APPLICATION FOR LETTER OF INTRODUCTION TO THE FIELD

I Nayiga Specioza Registration number 2011-B021-10310, have been granted permission by my supervisor Mr. Rwomushana Emmy to go to the field.

I hereby request for a letter of introduction to Makerere University Walter Reed Project address, Plot 42, Nakasero Road which is my case study to collect data under the topic **THE IMPACT OF EMPLOYEE TRAINING ON THEIR PERFORMANCE IN SELECTED NON-GOVERNMENTAL ORGANISATIONS IN KAMPALA.**

Thank you in advance for your help and guidance may the good Lord Bless you.

Yours Faithfully

NAYIGA SPECIOZA

APPENDIX V: LETTER TO THE ORGANISATION FROM THE RESEARCHER

Uganda Martyrs University

P.O Box, 5498,

Kampala, Uganda

17th March 2014.

The Human Resource Manager,

Makerere University Walter Reed Project,

Plot 42, Nakasero Road,

Dear Madam,

RE: REQUEST FOR PERMISSION TO COLLECT DATA

I am Nayiga Specioza registration number 2011-B021-10310 in my third year in the Faculty of Business administration and Management at Uganda Martyrs University.

I hereby request for your permission to carry out data collection from the employees of your organisation since it is my case study under the topic THE IMPACT OF EMPLOYEE TRAINING ON THEIR PERFORMANCE IN SELECTED NON-GOVERNMENTAL ORGANISATIONS IN KAMPALA.

I will be glad if my request is honoured. Thank you.

Yours Faithfully

NAYIGA SPECIOZA