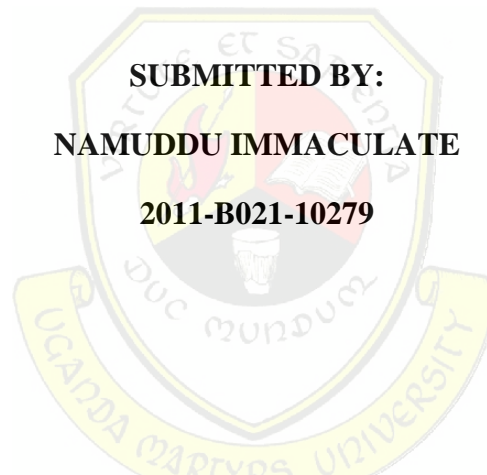


**THE EFFECTS OF TRAINING AND EMPLOYEES' PERFORMANCE OF CIVIL
AVIATION AUTHORITY, UGANDA**

CASE STUDY: CIVIL AVIATION AUTHORITY, UGANDA



**AN UNDERGRADUATE DISSERTATION SUBMITTED TO
THE FACULTY OF BUSINESS ADMINISTRATION AND MANAGEMENT IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD
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DEDICATION

I sincerely dedicate this work to my family especially dad and mum, Mr. and Mrs. Kiggundu, brothers Peter, Albert and sisters; Allen, Roy, Clare, not forgetting my nieces and nephews; Antonia, Nicole, Lynette, Mark and Mitchell.

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ABBREVIATIONS

CAA	-	Civil Aviation Authority
SPSS	-	Statistical Package for Social Sciences.
CVI	-	Coefficient of Validity Index

ABSTRACT

This research was carried out because of the persistent poor employee performance for some years in the business organizations with training in place. The main purpose of the study is to examine the effect of training on employees' performance using Civil Aviation Authority, Uganda as the case study. In order to understand the study aim, three objectives were developed and these focused particularly on examining the relationship between on-the-job training and employee performance, off-the-job training and employee performance and lastly examining the effects of training needs assessment on employees' performance in organizations.

This study was accomplished through quantitative and qualitative approach, case study design and use of questionnaire method of data collection. The questionnaires were given to 46 respondents who included manager, accounting officers, procurement officers, marketing officers, human resource officers, information technology officers and officers from the legal department.

Based on this sample the findings obtained indicated that training has a clear effect on the performance of employees, that on-the-job training influences employees' performance. The findings further showed that employees were selected for off-the job training through supervisor's recommendation and by performance appraisal and majority of the respondents said that off-the job has an impact on their skills leading to improved job performance. The findings also proved that performance is determined by the skills, knowledge and abilities acquired by employees.

Through this study, the researcher has been able to conclude that the success of any organization is very linked to the level of training of its employees. This study has enabled a deeper appreciation and understanding of the effects of training employees in business organizations.

The research proposed recommendations on how there is need to train supervisors on how, when and why training is carried out, off-the-job training needs to be undertaken by all employees and that departmental managers need to identify employees who need training and their needs in their respective departments.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

The research is intended to study the effect of training on employees' performance in organizations. According to Bernardin (2003), training is defined as any attempt to improve employee performance on a current held job while Noe, Hollenbeck, Gerhart and Wright (2008) defines training as a planned effort to facilitate the learning of job related knowledge, skills and behavior by employees. In this chapter, the researcher gave a number of issues such as the general introduction, the historical background of the study, statement of the problem and it further shows the specific objectives which lead to the generation of research question. It also shows the scope of the study, justification of the study, definition of concepts used in the study and lastly the conceptual framework.

1.1 Background of the Study

Bernardin (2003) defined training as any attempt to improve employee performance at currently held job while according to Armstrong (2009) training is the use of systematic and planned instruction activities to promote learning. He added that training can be justified in four ways: Transferring training is training that applies to management and supervisory activities which are easily transferred , Systematic training is training specifically designed, planned and implemented to meet defined need, Just-in-time training is training that is closely linked to the pressing and relevant needs of people by its association with immediate or imminent work activities and Bite-sized training involves the provision of opportunities to acquire a specific skill or a particular piece of knowledge in a short training session that is focused on one activity such

as using a particular piece of software, giving feedback, or handling an enquiry about a particular product or service of the organization.

Furthermore Bernardin (2003) argues that training methods can be divided into two categories that is methods that are primarily informational or transmittal in nature; they use primarily one-way communication in which information is transmitted to the learners and methods that are experimental in nature; the learner interacts with the instructor, a computer/simulator, customers, or other trainees to practice the skill. Amin, H., (2005) on the regional, district wise (Kampala) and the community level (Makerere) says that no one can perform effectively as an employee in an organization if the person has not undergone the proper training and in this case training is indeed very important as an aspect for any organization to take off.

Internationally training has helped employees be able to create knowledge and thus improving on their performances and the organizational effectiveness. In the United States of America it is suggested that every organization which has more than fifty (50) employees should provide orientation because in most cases the time given to it more limited in most organizations (Beardwell& Holden, 2001).

Training is often conducted to familiarize new employees with the roles and responsibilities of their positions as well as company policies. Many companies offer continuing training opportunities for employees, focusing on skills that can improve efficiency. Continued training is usually topic-specific and may review skills that can improve employee performance and confidence outside the office. Training is often required when company goals shift or new systems are introduced Cole (2002).Regionally, in countries like Kenya, Nigeria, Tanzania

training has helped employees improve their skills like the communication skills, managerial skills which better the performances of organizations in the listed countries.

Nationally, according to the report by the Ministry of Public Service (2001) the Uganda revenue authority experts in different fields on taxation like tax law, accounting terms for pricing and exchange rate, auditing have periodically invited training sessions for fresh knowledge and this has always ensured human resource development hence bettering employee performance.

According to Lawler (1994) poor performance in organizations characterized by labor turnover, absenteeism and lack of respect for organizational values is seen as result of lack of training change. However the researcher focused on the effect of training on employees' performance in Uganda in particular CAA.

1.2 Background of the Case Study

From the brochure and website of Civil Aviation Authority (2014), Civil Aviation Authority (CAA) was established in 1991 through CAA Ordinance number 2 of 1991, which was later replaced by CAA Statute Number 3 of 1994, Cap 354. The Act spells out the establishment, objectives, functions and powers of the Authority. CAA was established to coordinate and oversee Uganda's aviation industry, including licensing, regulating, air search and rescue, air traffic control, ownership of airport and aerodromes.

CAA Mission

In order to keep focused on the cardinal purpose for its establishment and in line with the convention that guides the development and management of the international civil aviation

system, the Authority set itself a mission that seeks "to maintain the highest standards of safety, security and service in Civil Aviation."

CAA Vision

CAA's Vision is for "the Safest, Most efficient and Affordable Air Transport system in Africa and beyond."

CAA Objectives

As a way of achieving its mission, the Authority is propelled by the cardinal objective of its establishment which is "to promote the safe, secure, regular and efficient use and development of civil aviation inside and outside Uganda." Secondary objectives include the following:

- Maximization of revenue by providing facilities and services on cost recovery basis to the extent possible.
- Maintenance of a high quality, cost sensitive and well-motivated workforce.
- Promotion and support of efforts for protection of the environment.
- Continued improvement of the quality of services to customers of airports managed by the Authority.

Core Values of CAA

Accountable: CAA takes responsibility for our actions and account for them at all levels. Value for money and good corporate governance are the foundations of our decisions. CAA will take the high road by practicing the highest ethical standards, and by honoring our commitments.

Flexibility: CAA understands the dynamics of our industry and the needs of our clientele. In

order to endure, we observe a high level of flexibility without compromising the safety and security standards of our services.

Passion for Technology: CAA realizes that they live in a changing environment, driven by rapid technological innovations and changes. CAA's passion for technological changes enables it to prioritize its resources, its energies, its plans and programmes, for better service to our clients.

People-Centered: CAA knows our people are our biggest and most important asset. It encourages, recognizes initiative and it also emphasizes their training and welfare. CAA's strength and its competitive advantage will always be in their people.

Quality: The highest quality of service is its ultimate. CAA takes pride in delighting its clientele. It also invests in its reputation. From its people to its services and in all its relationships, quality is its signature.

Transparency: In all CAA's plans, practices and programmes, transparency is key. It defines its development rhythm, it resonates with the vision.

CAA Functions

The Authority advises government on policy matters concerning civil aviation generally and on matters regarding international conventions relating to civil aviation and the adoption of measures necessary to give effect to the standards and recommended practices of the international air transport system. CAA among the many functions also:

- Licenses operators and aviation crew
- Provides air navigation services
- Coordinates and directs search and rescue services

- Certifies operators and aircraft
- Establishes, maintains, operates and owns aerodromes
- Carries out other functions as may be conferred upon it by government or any other law.

1.3 Problem Statement

Increasingly, over the last twenty-five years organizations realized that they needed to equip employees with the right skills to meet changing organizational needs through sound training and development strategies (Cheatle 2001). Employee training involves teaching employees skills that can help them become more efficient and productive workers. Most careers include some type of on-the-job training, and a trained work force has benefits for employees and employers.

All in all the need for training new employees and the old ones is so essential since the more time a person spends on the job the more skills are needed to improve on the job being performed. Training is necessary to ensure adequate supply of employees that is technically and socially competent, and capable of career advancement into specialist department and management positions. Noel et al (2009) also says that traditionally training focuses on improving knowledge, skills and changes employee attitudes towards work. Bernadin (2003) says that despite the obvious importance of training human resources to meet the growing technical elements of today's work, job training remains the exception rather than the rule in most organizations.

Despite this wisdom being generally understood, there was still poor investment in training and development in organizations due to poor budgeting practices This lead to general instabilities in the working environment, also as a result employee performance turned out to be so poor. Therefore the researcher intended to find out whether training employees has an effect on their

performance in organizations since it was believed that the increase in the low level of performance of employees in organizations could be as a result of lack of training.

1.4 Purpose of the study

To study the effect of training on employee performance in organizations.

1.5 Specific Objective

- Examine the relationship between on-the-job training and employees' performance in organizations.
- Determine the relationship between off-the-job training and employees' performance in organizations.
- Examine the effect of training needs assessment on employees' performance in organizations.

1.6 Research Questions

- What is the relationship between on-the-job training and employees' performance in organizations?
- Does off-the-job training affect employees' performance in organizations?
- How does training needs assessment affect the employees' performance in organizations?

1.7 Research Hypotheses

- There is a relationship between on-the-job training and employees' performance in organizations.

- There is a relationship between off-the-job training and employees' performance in organizations.
- Training needs assessment affect employees' performance in organizations.

1.8 Significance of the study.

The significance of this research is that it will show the importance of training of employees in organizations with the aim of developing and improving on their skills, abilities and employee competences. The organizations have to train so as to improve employees' efficiency, effectiveness and competencies for the organizations to achieve their goals. The study will add to the already existing pool of knowledge as regards the challenges of the non-trained employees in the organization. The study will identify mechanisms to the challenges of the non-trained employees at Civil Aviation Authority. The findings of the study will help the organization in question to identify ways of dealing with the challenges faced by the non-trained employees. The study will help the researcher improve on her research methodology skills as well as attaining of her degree.

1.9 Scope of the Study

Due to the need of yielding desired results within limited time amongst training constraints, the due research was carried out in Entebbe and in particular Civil Aviation Authority along the Entebbe road as one is about to reach the airport. The study concentrated on the time period of five years beginning from 2009 to 2013 a period in which various training methods on employees' performance in Civil Aviation Authority, Uganda. Employee performance is dependent upon several factors like the integrity and obedience of employees, degree of

independence; the work of monitoring operations and engagement of clients. However the general study of the research concentrated on the effect of training on employee performance.

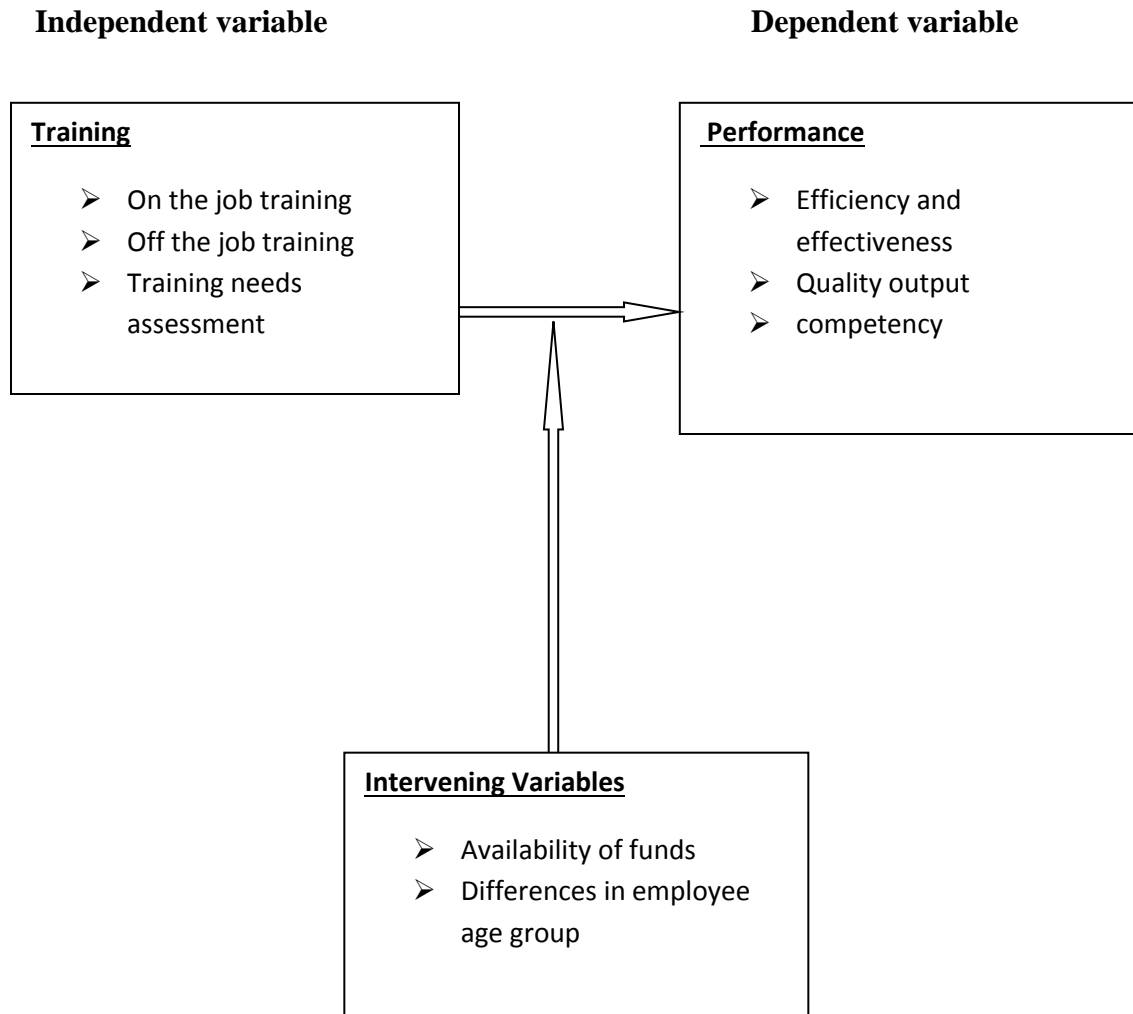
1.10 Justification of the Study

Therefore this study is very important and should be undertaken in order to create awareness about the effects of training on employees' performance. The argument is supported by Armstrong (2009) who notes that training of employees improves their performance in organizations and therefore there is need to examine the effects of training on employees' performance. Therefore the research aims at:

- Improving the quality of output produced.
- Helping to increase the effectiveness and efficiency of training employees.
- Finding out the influence of training on employee performance.

1.11 Conceptual Framework

Amin (2005), says that a conceptual frame work presents the concepts or variables of the study and shows how they are connected. A conceptual frame work provides a model for linking categories of possible variables or concepts in the study as perceived by the researcher.



Source: Armstrong, M., 2009. Armstrong's Handbook of Human Resource Management practice 11th ed. London: Kegan page.

Explanation of the Conceptual framework

The conceptual framework is composed of two variables that is the independent which is training and dependent variables which is performance. The independent variables have attributes which include the following: on job training, off the job training and training needs assessment. The attributes influence employee's performance in terms of efficiency and effectiveness, quality of output and competency. However there are intervening variables like availability of funds and differences in employee age group. The arrow linking the two tables shows the relationship between the dependent and independent variable and it shows that the attributes under the independent variables can be used to generate positive and negative outcomes on the dependent variable. The performance of the dependent variables cannot be good if training is not carried out effectively and effective way. The availability of funds and difference in age groups affect the training process in business organizations leading to both negative and positive impact on employee's performance.

When the company has funds available the human resource manager identifies staffs that need training for the lacking skills or he or she may decide to determine the training needs. After acquiring the skill the trained employees gain competency, perform effectively and efficiently and thus producing quality products.

1.12 Definition of key Terms

According to Robbins and De Cenzo (1998) off the job training methods are those methods in which training is provided away from the actual working place or environment.

According to Armstrong (2009) training needs is a systematic analysis of the specific training activities required by an organization to achieve its objectives assessment.

According to Neo, Hollenbeck, Gerhart and Wright (2008) training refers to a planned effort by the company to facilitate employees' learning of job related competencies.

Noel et al (2009) define on-the job training as the method in which a person with job experience and skills guides trainees in practicing job skills at the work place. On job training is an informal training method which permits an employee to learn job tasks by actually performing them, thus to place trainees in occupations.

Performance is defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed (Cook & Hunsaker, 2001)

1.13 Conclusion

In conclusion, this chapter consists of the introduction and background of the study and it provides the general introduction, the background of the study, the statement of the problem which describes the problem being addressed by the proposed research and provides the rationale of the proposed objectives, it also includes research objectives (general and the specific objectives), research questions, scope of the study, and the significance of the study.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the study. The discussion follows the objectives of the study beginning with the explanation of major concepts. It is intended to throw more light to the problem study. The study reviewed literature about stated objectives, on-the-job training, off-the-job training and training needs assessment and how they affect employees' performance.

2.1 Training

Drunker (2002), defined training as the crucial human resource development technique which leads to achievement of the organizational goals and thus development. It is a process of providing junior employees with specific knowledge and skills in order to enable them to perform specific tasks. According to Bernardin (2003), training is defined as any attempt to improve employee performance on a current held job while Noe et al (2008) defines training as a planned effort to facilitate the learning of job related knowledge, skills and behavior by employees. Another scholar Ivancevich (2010) defines training as the systematic process of altering the behavior of employees in direction that will achieve organization goals. He further states that training helps employees to master their skills and abilities needed to be successful. Armstrong (2009) argues that training is the use of systematic and planned instruction activities to promote learning. Noel et al (2009) notes that there are several training methods used in training and they include on-the job training, off-the job training as the main methods and there are sub methods under those mentioned above. Training methods vary depending on the organization carrying out training and the category of employees to be trained. Cole (2002) notes

that training methods are essentially discussing the way or means through the trainer intends to communicate information, skills, attitude and feelings to learners.

Importance of training

- Training helps employees to get to know other people in the same field, if the training is outside the organization especially off-the-job training. This will in turn pave the way for developing different perspectives and they may even be able to come up with ideas to do their jobs better.
- Through training, employees are learning either new things which are relevant to their job or they are learning how they can do their job more efficiently. Both ways, it is beneficial to the employee as he/she is learning.
- This will empower the staff with the right skills and mindset. Also, the trainings will help the employee be right on top of the job and deliver excellent service.

An employee who receives the necessary training is better able to perform on the job. He or she becomes more aware of safety practices and proper procedures for basic tasks. The training may also build the employee's confidence because she or he has stronger understanding of the industry and the responsibilities of her or his job. This confidence can make the person perform better and think of new ideas that help the excel on the job (Sahai, 2010).

2.1.1 Employee performance

Employee performance refers to those behaviors that have been evaluated or measured as to employees' contribution to organizational goals (Cook &Hunsaker, 2001). It can be referred to as a measure of how efficiently and effectively managers use resources to satisfy customers and achieve organizational goals. To Buttress, Jones et al. (2003) also suggests that these two

overriding issues of efficiency and effectiveness are employed in the measurement of performance in every organization, where efficiency measures how well resources are used to achieve goals, while effectiveness means the measure of the appropriateness of the goals that managers have selected for the organization to pursue, and of the degree to which the organization achieve these goals.

2.1.2 Theoretical review

Skinner's theory of dog training

According to Fuglsang and Sunbo (2005) Skinner in 1938 presented food to a dog which was hungry, and before the dog could salivate, the bell was rang. This action was repeated that is food and bell given simultaneously which made the dog to salivate at several meals. Every time the dog saw food, the dog also would hear the bell. Then Skinner did another experiment, where he rang the bell but did not present food to the dog. The dog elicited the same response at the sight of food. Since the action was repeated for a number of times, the dog learnt to associate the bell with the food and so the bell had power to produce the same response (salivation) as the food. The type of learning or training best explained in the theory was reinforcement by way of repetition, instructional cues, drill and practice process strengthens the exhibition of desired behavior. The learner or trainee focuses in a clear goal, his or her behavior automatically respond to the clues of that goal. This theory can be related to training human being , when human being are trained to do a certain piece of work in a certain way they always follow the instructions given to them in the first place and also use the skills they may have acquired during the training which always has an impact on their performance on the job.

2.2 On-the-job training and performance

According to Dessler (1999) on job training means having a person learn the job by actually performing it. It usually includes assigning new employees to experienced workers or supervisors who then do the actual training. This enhances trainees' prospects for long term employment and also permits them to become self-sufficient.

Kinicki and Williams (2003) talk about the on-the-job training methods. On the job training takes place in the work setting while employees are performing job related tasks. There four major techniques of on-the-job training are as follows;

1. In coaching, a subordinate is taken under the wing of an experienced employee who points out what's required in the new job.
2. In training positions, trainees are given positions as assistants to experienced managers.
3. In job rotation, employees are given lateral transfers to allow them to work at different jobs.
4. In planned work activities, trainees are given important work assignments (such as heading a task force) to develop their experience.

The activity of training is undertaken at the work place which is designed to improve on the individual skills or knowledge therefore, job training is a well-established and well used intervention designed to enhance individual skills and capabilities (Cole, 2002).

Cook &Hunsaker (2001) seek to find the role played by employer search in the matching process and test for links between on the job training and employer screening and hiring activity. The aspect of using the matching model as a guide enables them to test for the effects of on the job

training on starting wages, productivity growth, and on the job wage growth. The matching process suggests that the effect of on the job training on starting wages is unclear. They argue that the effect of training on wage growth, productivity growth, and employer search and with evaluating results within the framework of the combined human capital job matching model with employer search.

Gatewood and Field (1994) furthermore note that the higher ability workers could command higher wages and was to be matched to positions offering more training. The matching process has no clear prediction concerning the relationship between a position's on the job training and the expected number of offers made by an employer prior to acceptance. Furthermore, results of their findings show that the higher compensation that employers offer to employees trained on the job in order to attract more able workers, the more the expected numbers of offers made prior to an acceptance reduce. They take into account that a 10% increase in training raises wage growth by 1.5%. Their findings also should note that on the job training plays an important role in explaining wage growth. A 10% increase in training is associated with a 3% increase in productivity growth. In contrast, their findings show no significant relationship between training and the starting wage. In my opinion on job training as a method improves employee's performance. Every employee looks at how to improve their working skills and also increase on their experience and it is through this that they improve on their performance.

According to Dessler (2000) on job training is not the way to improve employee performance. She said that for a manager to make recommendations him or her first looks at the factors that affect employee performance like environmental factor, acceptable working conditions such as enough time and equipment to perform the job effectively. Armstrong (2009) says that it is

essential to provide on job training to managers and team leaders on to train especially it is more important to areas in which their performance is measured.

Cole (2002), says on-job-training is designed to improve an individual's skills therefore it is established and well used intervention designed to enhance individual skills and capabilities since it includes coaching, demonstration, monitoring job rotation and many stairs, thus in improving workers performance in an organization.

According to Sahai (2010) on-job-training helps employees to advance in their positions and adjust to changes in the job requirements. Mentoring is a type of on job training where employees are trained by high-rated employees and it also improves team building which in turn improves morale and enhances the organization's competitive position. It also helps employees to get acclimated to the company, such as its key members of both the organization and individual departments, and personnel rules and regulations.

Krueger and Rouse (1998) found that on-job-training and specific skills are many times embedded in one another. They found that employees that attended training regardless of its specificity became more competent employees. These employees were shown to seek more job upgrades, receive more performance awards and have better job attendance than those that did not attend any training. With regard to job training, Drunker (2002) argue that employer provided training is the most extensive in establishment with elaborate internal structures that operate in complex market environments. In America, employers are now using job training as means of coping with changes fostered by technological innovation, market innovation, market competition, organizational restructuring, and demographic shifts. Training is an integral part of the employer- employee relationship. They furthermore note that large establishments are more

likely to provide formal job training programs than small establishments. Establishments with unionized employees provide less training than non-unionized establishments. In addition, they state that for one to make decisions concerning investment in training, employers use many attributes of workers like gender and race.

Furthermore Knoke and Kalleberg(1994) state that establishments within workforces that are predominantly male and white and formalized internal structures and firms are more like to provide more formal training than establishments with predominantly female and minority workers, and those with few differentiated internal structures. The authors note that formal job-training programs are widely diffused among United States work organizations. Both employees and organizations need to develop explicit understanding about appropriate mechanisms for continually upgrading workers' skills and enhancing the organization's productivity.

The researcher's view is that on-the-job training as a method to improve employee's performance. Every employee looks at how to improve their working skills and also increase on their experience and it is through this on the job training that they have improved on their performance.

2.3 Off-the-job training and performance.

Ivancevich (2010) says that off-the job training has its most popular methods of instruction such as lecture discussions, programmed instruction and computer assisted instruction. Off the job training methods are those in which training is provided away from the actual working place. It often utilizes lectures, case studies, simulation.

The main advantages of off-the-job training are:

- The employees are able to obtain a wide range of skills or qualifications because they are able to learn from specialists and experts.
- When employees receive off the job training they become more confident when starting the job.

There are ten methods of off-the job training in business organizations namely; Lecture-discussion, The internet, Classroom lectures, Audio- visual simulation, Simulation, Vestibule training, Case study role playing, Programmed instructions as discussed below:

Lecture- discussion approach is the most frequently used training method is for a trainer to give a lecture and involve the trainee in a discussion of the material to be learned. Frequently, these lectures are videotaped or audiotaped. The method allows the trainers' message to be given in many locations and to be repeated as often as needed for the benefit of the trainees. Videotape recording also allows self-confrontation, which is especially useful in such programs sales training and interpersonal relations. The lecture-discussion approach has the following advantages; it is efficient and simple and lots of material can be presented within a given time, information is concentrated and organized as desired, it reinforces trainers' credibility and authority. Despite the advantages presented the lecture-discussion approach has demerits too which include the following; one way of communication with relatively less participation or passive participation, the attention span of listener is normally 15-20 minutes and it depends completely on trainers effectiveness and information (Goldstein, 2002).

Through the internet. It offers ways to increase learning, link resources, and share valuable knowledge inside and outside an organization. People can use the internet to deliver training in the following ways, either individually or in combination with other instruction methods: e-mail for access course material and sharing information, bulletin boards, forums and newsgroups for posting comments and questions, interactive tutorials and courses that let trainees take courses online, and real-time conferencing that places all participants in the same virtual classroom. Trainees can download documents, tutorials and software and teach themselves when they are off the job (Beardwell& Holden, 2001).

According to Cole (2002) under the off the job methods of training, classroom method or lecture method is well-known to train white collar or managerial level employees in the organization. Under this method employees are called to the room like that of classroom to give training by trainer in the form of lectures. This method is effectively used for the purpose of teaching administrative aspects or on management subject to make aware of procedures and to give instructions on particular topic. It is advantageous because it can be used for large groups. Cost per trainee is low. The classroom method has the following disadvantages: Low interest of employees, it is not learning by practice, it is one-way communication, No authentic feedback mechanism and likely to lead to boredom for employees.

Audio-Visual method is a one that provides training by way of using Films, Televisions, Video, and Presentations etc. This method of training according Beardwell& Holden (2001) has been using successfully in education institutions to train their students in subjects to understand and assimilate easily and help them to remember forever. New companies have come up for providing audio visual material for students in their concern subjects. In the corporate sector,

mainly in customer care centers employers are giving training to their employees by using audio visuals material to teach how to receive, talk and behaviour with the customer. It has an advantage of a wide range of realistic examples, quality control possible, trainees can review, slow down or speed up the lesson according to expertise of trainees, training content is not affected by interest and goals of a particular trainer and it requires minimum technical knowledge. The disadvantages of audio-visual method are: One-way communication, no feedback mechanism, no flexibility for different audience and important learning points can be confused by drama in the video.

Hit (2005) argues that the simulation method of training is most famous and core among all of the job training methods. In the simulation training method, trainee will be trained on the especially designed equipment or machine seems to be really used in the field or job. But, those equipment or machines are specifically designed for training trainees were making them ready to handle them in the real field or job. This method of planning is mostly used where very expensive machinery or equipment used for performing Job or to handle that job.

Ivancevich (2010) describes vestibule training as a method of training used to train technical staff, office staff and employees who deal with tools and machines. Employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor by bringing equipments or tools to certain place where training is provided, but not work place. Vestibule training allows employees to get a full feel for doing task without real world pressures. Additionally, it minimizes the problem of transferring learning to the job. Vestibule training is provided to employees when new or advanced equipment or tools introduced in to the organization to do a particular job by using them. For this purpose such equipment is brought to

a separate place to give demonstration and train how to use and that handle it by employees safely.

Case Study method according to Noel et al (2009) is a written description of an actual situation in the past in same organization or somewhere else and trainees are supposed to analyze and give their conclusions in writing. This is another excellent method to ensure full and whole hearted participation of employees and generates good interest among them. Case is later discussed by instructor with all the pros and cons of each option. It is an ideal method to promote decision-making abilities within the constraints of limited data. This method promotes analytical thinking and encourages open mindedness. The reason why it is acceptable to everyone is because it deals with detailed description of real life situations.

During a role play Armstrong (2009) argues that the trainees assume roles and act out situations connected to the learning concepts. It is good for customer service and training. This method is also called 'role-reversal', 'socio-drama' or 'psycho-drama'. Here trainees act out a given role as they would in a stage play. Two or more trainees are assigned roles in a given situation, which is explained to the group. There are no written lines to be said and, naturally, no rehearsals. The role players have to quickly respond to the situation that is ever changing and to react to it as they would in the real one. It is a method of human interaction which involves realistic behaviour in an imaginary or hypothetical situation. Role playing primarily involves employee-employer relationships, hiring, firing, discussing a grievance problem, conducting a post appraisal interview, disciplining a subordinate, or a salesman making presentation to a customer. This method can bring about desired changes in behavior and attitudes as the trainees are motivated to think. Role playing may sometimes not adhere to the objectives of training programmes and the

trainees may deviate from the subject being discussed and start giving unrelated examples and explanations.

Programmed Instructions according to Goldstein (2002) involve two essential elements: (a) a step-by-step series of bits of knowledge, each building upon what has gone before, and (b) a mechanism for presenting the series and checking on the trainee's knowledge. Questions are asked in proper sequence and indication given promptly whether the answers are correct. This programme may be carried out with a book, a manual or a teaching machine. It is primarily used for teaching factual knowledge such as Mathematics, Physics, etc.

According to Dessler (2000) advantages of Off-the-Job Training are: Trainers are usually experienced enough to train, it is systematically organized and efficiently created programs may add lot of value. Disadvantages of Off-the-Job Training are: It is not directly in the context of job, it is often formal, it may not be based on experience, it is expensive, trainees may not be much motivated and it is artificial in nature.

2.4 Training needs assessment and performance

According to Cascio (1998) the purpose of a training needs assessment is to identify performance requirements and the knowledge, skills, and abilities needed by an agency's workforce to achieve the requirements. An effective training needs assessment was used to help direct resources to areas of greatest demand. The assessment should address resources needed to fulfill organizational mission, improve productivity, and provide quality products and services. A needs assessment is the process of identifying the "gap" between performance required and current performance. When a difference exists, it explores the causes and reasons for the gap and

methods for closing or eliminating the gap. A complete needs assessment also considers the consequences for ignoring the gaps. There are three levels of analysis for determining the needs that training can fulfill training:

- **Organizational assessment** focuses on identifying where within the organization training is needed. It evaluates the level of organizational performance. An assessment of this type will determine what skills, knowledge, and abilities an agency needs. It determines what is required to alleviate the problems and weaknesses of the agency as well as to enhance strengths and competencies, especially for Mission Critical Occupation's (MCO). Organizational assessment takes into consideration various additional factors, including changing demographics, political trends, technology, and the economy (Cascio, 1998).
- **Occupational or operational assessment** attempts to identify the content of training _what an employee must do in order to perform competently. It examines the skills, knowledge, and abilities required for affected occupational groups. Occupational assessment identifies how and which occupational discrepancies or gaps exist, potentially introduced by the new direction of an agency. It also examines new ways to do work that can eliminate the discrepancies or gaps (Cascio, 1998).
- **Individual assessment** determines how well each employee is performing the task that makes up his or her job. It further analyzes how well an individual employee is doing a job and determines the individual's capacity to do new or different work. Individual assessment provides information on which employees need training and what kind (Bernardin, 2010).

2.5 The Training Needs Assessment Process

Determine Agency Benefits of Needs Assessment- this part of the process was used to sell and help the decision makers and stakeholders understand the concept of the needs assessment. Needs assessment based on the alignment of critical behaviors with a clear agency mission were accounted for critical occupational and performance requirements to help your agency: a) eliminate redundant training efforts, b) substantially reduce the unnecessary expenditure of training dollars, and c) assist managers in identifying performance requirements that can best be satisfied by training and other developmental strategies. To go beyond learning and actually achieve critical behaviors the agency will also need to consider how required drivers will sustain desired outcomes (Lloyd & Leslie, 1991)

Key steps in the training needs assessment include the following: Identifying key stakeholders, Solicit support, describe desired outcomes that were used to contribute to mission objectives, clarify critical behaviors needed to achieve desired outcomes and define required drivers essential to sustain the critical behaviors; **Plan-** The needs assessment is likely to be only as successful as the planning. The following things are taken into consideration.

- Set goals/objectives for the needs assessment
- Evaluate organizational (agency) readiness and identify key roles
- Evaluate prior/other needs assessments
- Prepare project plan
- Inventory the capacity of staff and technology to conduct a meaningful training skills assessment and analysis
- Clarify success measures and program milestones

Conduct Needs Assessment.

- Obtain needs assessment data (e.g., review strategic plans, assess HR metrics, review job descriptions, conduct surveys, review performance appraisals)
- Analyze data
- Define performance problems/issues: occupational group/individuals
- Describe critical behaviors needed to affect problems/issues
- Determine and clarify why critical behaviors do not currently exist
- Research integrated performance solutions
- If training is the best solution, determine best training and development approach(es)
- Assess cost/benefit of training and development approach(es); build a "business case"
- Include organizational drivers needed to reinforce the critical behaviors that will affect problems/issues
- Describe how the critical behaviors will be monitored and assessed after implementation of the improvement plan

However, assessing the needs for training does not end here. It is important to analyze the needs regularly and all the three levels in order to evaluate the results of training and to assess what training is needed in the future. At the organizational level, senior managers who set the organization's goal should analyze the needs, at the operational level, the managers (or teams) who specify how the organization's goals are going to be achieved should analyze the needs and at the individual level, the managers and workers who do the work to achieve those goals should analyze needs, keeping in mind that performance is a function both of ability (hence , training) and motivation (the desire to perform well) (Lloyd & Leslie,1991) .

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter discusses the methodology the researcher used in carrying out the research study. The researcher discusses the research design, population of the study, sample size, sampling procedures, and research instruments used in collecting data, research procedures, validity and reliability of the research methods and ethical considerations.

3.1. Research designs

The research design included two types of research that is qualitative approach and quantitative approach therefore the descriptive design and case study design was used. The qualitative approach was used to help the researcher to get in-depth explanation while the quantitative approach was used to help the researcher to get facts from the information they have gotten from the respondents. The case study design was used because it allowed a lot of detail to be collected that would not normally be easily obtained by other research designs.

3.2 Study population

Population refers to a group of people or items that share one or more characteristics from which data can be gathered and thereafter analysed. This research had a target population of 55 employees and the researcher gave out 48 questionnaires to the employees and managed to receive 46 questionnaires from 46 respondents. I gave the questionnaires out according to the categories below.

Table showing the category of employees used in the study population.

Category	Sample
Manger	9
accounting officer	11
procurement officer	6
marketing officer	6
human resource officer	7
information technology officer	3
legal department officer	4
Total	46

3.3 Sample size

The researcher used Krejcie and Morgan (1970) table to determine the sample size of the target population. The researcher had a target population of 55 employees and its sample size using the table was 48 employees. The researcher used Krejcie and Morgan (1970) because it was scientifically proven and easy to understand and interpret.

3.4 Sampling techniques

This involved showing the types of sampling techniques that were used, that is the probability sampling techniques and the non- probability sampling techniques where the convenience sampling concentrated on the individuals who can easily be accessed. Purposive sampling techniques deliberately selected the respondents who were believed to be knowledgeable about the subject of investigation. The purposive sampling technique was used because it is less costly and less time consuming and can prevent unnecessary and irrelevant information about the organization.

3.5 Data collection Methods

This refers to the ways of gathering data that is common to all sciences. The researcher used primary source of data while collecting data during the study. Using primary data collection, the researcher utilized a number of methods and they included use of questionnaire method.

3.5.1 Questionnaire

The researcher used this method as the main data collection instrument. The researcher used both closed and open questions and they were used by providing the respondent with a list of questions to fill in answers at their own, which the researcher later analysed to get first hand and accurate information about the organization. The researcher used this method because it helped her to get more detailed information about the research problem since it saves time. This method can also help the researcher to analyse data scientifically and objectively than other methods of research.

3.6 Data instrument

The researcher used questions which had both open ended and closed ended questions. The researcher chose this data instrument because large amounts of data can be collected from large numbers of respondents in a short period of time in a relatively cost effective way.

3.7 Validity.

The content validity index method was used. The researcher counted the number of questions and then gave them to an expert to see whether the questions in the questionnaire were relevant. The expert said that 26 questions were relevant out of 30 questions. This showed that the questions were valid.

This can be determined using the Coefficient of Validity Index method (CVI) for a questionnaire to be valid; it has to have a percentage above 50% or 0.05.

$$\text{CVI} = \frac{\text{items rated relevant}}{\text{total number of items}} \times 100\%$$

$$= 26/30$$

$$= 0.867 \text{ which is the same as } 87\%$$

Where: CVI = Coefficient of Validity Index.

3.8 Reliability

It refers to the consistency of results after repeated trials. The researcher tested the sample using the same questions. This ensured accuracy and consistency of the questionnaire. To determine the validity and reliability of tools, the researcher used experts to read through the set of and

organized research instruments for correction and thereafter, such tools were taken to the field to the chosen target population to test them. This enabled the researcher to find out whether the tools would be clearly understood by the target population.

Number of similar questions

Number of questions rated relevant

=20/26

=0.77

3.9 Research procedure

The researcher had to first get a letter of recommendation from her faculty. The researcher made prior arrangements for the fieldwork with the management of CAA. The instruments for the data collection exercise in the field. The questionnaires were arranged and constructed prior to going to the field. While at the field the researcher administered the questionnaires to the respondents of CAA and thereafter collected them. The respondents were met by the researcher at lunch-time to avoid inconveniences.

3.10 Data management and analysis

After collecting data, it was filed, coded, examined and compared. Comparison of results was done manually and the rest was compared and reduced into frequency tables, and calculated into percentages or values using SPSS. The processing of data analyses comprised of editing, summarizing and tabulations from SPSS. After cross checking and making adjustments of the findings gotten, the results are interpreted and analysed to help the researcher to draw conclusions on the effect of training on employees' performance

3.11 Ethical considerations

In the study undertaken, there were a number of limitations one being data inaccessibility by the researcher. The researcher focused on the ethical consideration in the research.

Before the interviews, the researcher asked for permission from the authorities like the top management for example supervisors to allow them carry out the research.

The researcher was expected to keep all the information given to her confidential. The researcher further assured them that no information revealing the identity of any individual was to be included in the final report or in any other communication that was prepared in the course of the study, unless the individual concerned had consented in writing to its inclusion.

The researcher was not supposed to bribe the respondents to provide her with any information about the organization.

3.12 Study limitations

Some of the respondents did not give information because they were absent. And yet they may have had information which is relevant to my study.

Some of the questions were not returned by the respondents because they were lost and this was solved by the respondents taking more questionnaires and waiting for them at the organization by herself.

Misinterpretation of some of the questions on the questionnaire by the respondents, the researcher managed to overcome this by explaining to the respondent's questions which were not understood well.

Some of the respondents were not comfortable in answering whether they get the best training due to fear of being identified and victimized for their views. In making them comfortable in answering, the researcher assured them of confidentiality and respect.

Failure by the respondents to return the received questionnaires and this was solved by the researcher going to the field to collect the questionnaires herself from CAA, Uganda.

Time for study was five years; however for the study to give more detailed results a longer period of study should be considered say 10 years. This would have allowed a longer period of data collected and results given more detailed.

There was limited time because questionnaires were administered during working hours. The researcher had to wait until people were relatively free, thus slowing down the process of data collection. The researcher was forced to schedule during the lunch-time to ensure that all respondents were reached within the estimated time without affecting the quality of data.

3.13 Conclusion

This chapter was about the research methodology which comprised of the research design, study population, the sample size, sampling design, methods of data collection and the tools, data collection procedures, reliability and validity, data analysis and the ethical considerations. The information that was gotten depended on the data collection methods that were selected and used by the researcher to get information from the respondents in the field and further analyzed. However it was not very easy as evidenced by the ethical considerations and limitations met by the researcher.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter shows the details of the findings of the researcher which are further analyzed about effects of training employee performance in organizations and in particular Civil Aviation Authority, Entebbe. The data was both quantitative and qualitative. In particular the research focused on the effect of on-the-job training, off-the-job training and training needs assessment on employees' performance and 46 employees who are staff members of Civil Aviation Authority, Entebbe were given the questionnaires to fill. The work presented was divided in two sections which are: Biographical data and Discussion of findings. The research was conducted by the researcher administering questionnaires to the respondents in the organization who answered or filled in the questionnaires with various options objective by objective and are presented, analyzed and discussed as below:

4.1 Biographical Data

This section is showing the general information concerning the respondents, who were mainly the staff members of Civil Aviation Authority. The discussion starts with age, gender and level of education.

4.1.1 Gender of the Respondents

The respondents had to fill in the option of either being female or male and the statistics are indicated in the table below:

Table 1: Gender of the Respondents

		Frequency	Percent
Valid	Female	25	54.3
	Male	21	45.7
	Total	46	100.0

Source: field data 2014

From the research conducted, out of the study population of 46, 25 were female and 21 male leaving the female percentage at 54.3% and male at 45.7%. The results showed that the female respondents were more than the male respondents though the difference was not big enough. This promotes gender equality in the organization. The details are further summarized in tabular form for easy analysis with percentage and statistics.

4.1.2 Ages of the Respondents

The respondents had to fill in their age brackets basing on the given options; 18-25 years, 26-35years,36-45years, 49-55years and 56-59 years and the statistics are indicated in the table below:

Table 2:Ages of the Respondent

		Frequency	Percent
Valid	18-25	15	32.6
	26-35	12	26.1
	36-45	4	8.7
	46-55	6	13.0
	56-59	9	19.6
	Total	46	100.0

Source: field data 2014

58.7 % of the respondents were below 35 years of age which implied that the youths are highly employed meaning they have the young energetic people who have the ability to work late and are very innovative people and are willing to learn more skills through training. This is illustrated in the table above.

4.1.3 Status of the Respondents

The respondents had to fill in the option of either being single, married or divorced and the statistics are as indicated below:

Table 3: The status of the Respondents

		Frequency	Percent
Valid	Single	12	26.1
	Married	21	45.7
	Divorced	12	26.1
	Widowed	1	2.2
	Total	46	100.0

Source: field data 2014

The married people are the most people with a percentage of 45.7 in the organization because they need the money to look after their families and they are responsible enough and really want to acquire skills so that they can be better at their work than the single who were 26.1% and divorced employees (26.1%) who may have less responsibility than the single, divorced and widowed who were 2.2%.

4.1.4 Departments of the Organization

The respondents were required to fill in the departments in which they belong at the organization as indicated in the table below:

Table 4: Departments of the Organization

		Frequency	Percent
Valid	Human resource	14	30.4
	Finance and accounting	14	30.4
	Procurement	7	15.2
	Marketing	3	6.5
	Legal	4	8.7
	Information technology	4	8.7
	Total	46	100.0

Source: field data

There are six departments in the organization. 30.4% of the respondents came from the Human Resource department and 30.4% of the respondents from Finance and Accounting department this also shows that they make majority of the population in the organization. Leaving 15.2% for the department of procurement, 6.5% for the department of marketing, 8.7% for the legal department and 8.7% for the department of information technology.

4.1.5 Position of Respondents in the Organization

The respondents had to fill in the positions they hold at CAA and the statistics is as shown below in the table:

Table 5: Position of Respondents in the Organization

		Frequency	Percent
Valid	Manger	9	19.6
	accounting officer	11	23.9
	procurement officer	6	13.0
	marketing officer	6	13.0
	human resource officer	7	15.2
	information technology officer	3	6.5
	legal department officer	4	8.7
	Total	46	100.0

Source: field data 2014

Most of respondents were officers from the different departments in the organization. The accounting officers were the majority.

4.1.6 Educational Levels of the Respondents

The respondents also filled in the specific educational levels to which they belonged as indicated in tabular form below:

Table 6: Educational Levels of the Respondents

		Frequency	Percent
Valid	diploma	2	4.3
	degree	33	71.7
	masters	11	23.9
	Total	46	100.0

Source: field data 2014

The organization employs staff ranging from diploma holders, degree holders, post graduate holders. The results have the majority of the employees with 71.7% as degree holders. Degree holders are synonymous with skills and competencies about segregation of duties which if well implemented yields high employee performance. The results further showed that there were 2 diploma holders holding a percentage of 4.3%, 11 post graduates holding 23.9%. This indicates that the organization requires all levels of education due to the different types of input to finally publicize the employees' performance in Civil Aviation Authority. The degree holders holding a big percentage indicate that many employees are degree holders and are relatively cheap to maintain unlike the post graduates. However having few post graduates explains the emphasis of making objective opinions which is not common if there are many employees.

In addition the educational levels in general indicate an average and high degree of competence which is a cored value in training of employees hence creating a large impact in the performance of the organization.

4.1.7 Years spent in Organization

The respondents also had to indicate their years spent in the bank by choosing from the six options which were; 1-5years,5-10years, 10-15years, 15-20years, 20-25years and 25-30years as indicated in the table below:

Table 7: Years spent in Organization

		Frequency	Percent
Valid	1-5	25	54.3
	5-10	11	23.9
	10-15	5	10.9
	15-20	1	2.2
	20-25	2	4.3
	25-30	2	4.3
	Total	46	100.0

Source: field data 2014

54.3% of the respondents spent one to five years in the organization, 23.9% of the respondents spent 5-10 years in the organization, 2.2% of the respondents spent 15-20 years and 8.6% spent more than 20 years in the CAA . This difference in the years spent by the different employees signified the need for training in the organization because it shows that most employees are still new in the organization and thus need more training.

4.2 On-the-job training

4.2.1 How On-The-Job Training is done

The respondents were asked to comment whether on-the-job training is done in the most effective and efficient way. The results of findings were shown in the table below:

Table 8: How On-The-Job Training is done.

		Frequency	Percent
Valid	Yes	35	76.1
	No	11	23.9
	Total	46	100.0

Source: field data 2014

The findings showed that 76.1% of the respondents think that on-the-job training is done in the most effective way because it is closely monitored by the supervisors who make corrections were necessary. It is also effective because employees are trained during working hours which has led to faster learning and improvement in their performance. While 23.9% don't think training is done in the most effective and efficient way.

4.2.2 The influence of on-the-job training on employees' performance in the organization.

Most employees who have receive this training all say that it has an influence on their performance. This influence is always positive like it can help them to acquire skills which have an impact on their performance. The results are shown in the table below:

Table 9: Employees view about on-the-job training and performance.

		Frequency	Percent
Valid	Yes	46	100.0

Source: field data 2014

All the employees agreed that on-the job training has an influence on employees' performance in the organization. It motivates employees and enables acquire better skills that are applied as they do their duties thereby leading to improved performance hence employees' performance. On- the job training has helped employees to reduce on their mistakes as they have been taught how the work is done in the right ways and with the right skills. Many respondents said that it has helped them to put their theory into practice which is in line with the requirements of the organization. It has also enabled people to clearly understand how the organization works and what is expected of them at their jobs.

This finding is in line with Krueger and Rouse (1998) who notes that trained employees have more competence than those who aren't trained. Trained employees usually seek more job upgrades, and receive more performance awards. It has made employees to look at how to improve their working skills and also on their experience and it is through on-the-job training that they have managed to improve on their performance at the job.

4.2.3 The number of times on-the job training is carried out in the organization.

The respondents were asked to indicate or show the number of times they have undergone on the job training by selecting from the tables they have provided below:

Table 10: How often training employees trained on-the-job.

	Frequency	Percent
Valid Quarterly	2	4.3
Every six months	22	47.8
Once a year	2	4.3
Every two years	4	8.7
No specific schedule	16	34.8
Total	46	100.0

Source: field data 2014

47.8% of the respondents in the organization undergo on the job training every six months in the year, 34.8% of the employees have no specific schedule for on-the job training meaning it can take place anytime during the year, 8.7% undergo on the job training every two years and 4.3% undergo on the job training quarterly and once a year in the organization.

4.2.4 Relevance of on-the job training received.

On-the job training is believed to be relevant to all people who use it below are the results of the respondents showing how relevant it is as shown in the table below:

Table 11: The relevance of on-the-job training received.

		Frequency	Percent
Valid	Not relevant at all	10	21.7
	Not relevant	6	13.0
	Not sure	2	4.3
	Effective	16	34.8
	Very effective	12	26.1
	Total	46	100.0

Source: field data 2014

The findings indicated that 60.9% of the respondents say that the on the job training they received at the organization was effective, 43.7% say that it was not relevant to them, 13% of the respondents say that it was not relevant to them and 4.3% are not sure whether the on job training they received at the organization was relevant.

4.3 Off-the-job training

4.3.1 Off-the-job training acquired ever since the employees joined the organization.

The respondents were expected to fill in if they have had any off the job training ever since they joined the organization. The results are shown below:

Table 12: Did employees have any off-the-job training ever since they joined the organization.

		Frequency	Percent
Valid	Yes	44	95.7
	No	2	4.3
	Total	46	100.0

Source: field data 2014

95.7% of the respondents have had off-the job training in the organization ever since they joined and two respondents have never because they haven't been in the organization for a very long time that it they are new employees.

4.3.2 Different ways of selecting employees for training.

The respondents were required to fill in the different ways they are selected for training in the organization under the different departments. The results are as shown below:

Table 13: Different ways of selecting employees for training

		Frequency	Percent
Valid	Supervisors recommendation	14	30.4
	Compulsory for all employees	6	13.0
	Upon employee request	7	15.2
	Performance appraisal	12	26.1
	Don't know	5	10.9
	Total	44	95.7
No off training at all		2	4.3
Total		46	100.0

Source: field data 2014

30.4 % of the respondents were selected to undergo off-the job training through supervisors recommendation, 26.1% were selected through performance appraisal. this draws back to the fact that for an appraisal to yield good results through for training needs assessment, the appraisal in itself should be effective enough so as to be able to discover potential in employees that needs to be built through training or else risk the cropping up of ineffective performance as a result of under or not developing employees performance due to improper training needs assessment. 15.2% were selected upon employee request, 13% of the respondents had to do off-the job training because it was compulsory for all employees and 10.9 don't know how they were

selected for the training while 4.3% of the respondents have never undergone off the job training because they are new employees in the organization.

4.3.3 The methods of off-the-job training.

The different methods of off-the job training were listed and the respondents were asked to mention those that they have attended before as shown in the table below:

Table 14: The methods of off-the-job training employees have attended.

		Frequency	Percent
Valid	Lecture-discussion	24	52.2
	Internet	8	17.4
	Audio- Visual	3	6.5
	Programmed instruction	6	13.0
	Simulation	1	2.2
	Case study	2	4.3
	Total	44	95.7
No off the job training at all		2	4.3
Total		46	100.0

Source: field data 2014

The findings showed that 52.2% of the respondents have used lecture – discussion as a method of off-the job training, 17.4% have used the internet method, 23.0 have use the programmed instruction method , 6.5% have used the audio-visual method, 4.3 have used the case study method while the other 4.3% did not have any off the job training and 2.2% used the simulation method.

4.3.4 Off-the-job training methods used have an impact on the employees' skills.

Employees who trained off-the-job managed to acquire skills and the skills must indeed have an impact on their skills. Because this training off-the job and thus might be effective. This is shown in the table below:

Table 15: The methods of off-the-job training have an impact on the skills of the employees.

		Frequency	Percent
Valid	Yes	37	80.4
	No	7	15.2
	Total	44	95.7
No off the job training at all		2	4.3
Total		46	100.0

Source: field data 2014

80.4% of the respondents agreed that the methods of off the job training used had an impact on their skills while 15.25 didn't agree that the methods of off the job training they used had an impact on their skills and 4.3% of the respondents didn't have any off the job training at all in the organization.

Ivancevich (2010) concurs with the respondents that methods of off-the-job training have an impact on employees' skills. He said that one of the advantages of off-the-job training is that it enables the employees to obtain a wide range of skills and qualifications because they are able to

learn from specialists and experts, so employees who are trained off-the-job are able to improve and acquire new skills which they use back at the job.

4.3.5 Rating the quality of off-the-job training programme(s) participated in by employees.

It is important to rate the different programmes of off-the-job training participated in by the employees because you can know which method is required most so that it can be invested in at all times if it improves employee skills. The results are as shown below:

Table 16: The ratings of the quality of off-the-job training programme(s) participated in.

		Frequency	Percent
Valid	Poor	4	8.7
	Average	5	10.9
	Good	21	45.7
	Very good	11	23.9
	Excellent	3	6.5
	Total	44	95.7
No off the job training at all		2	4.3
Total		46	100.0

Source: field data 2014

76.1% of the respondents rated the quality of off the job training programme for which they participated as good, 10.95 of the respondents rated as average while 8.7% rated it as poor and 4.3% of the respondents didn't attend any off the job training.

4.3.6 Off-the-job training improves job performance

Off-the-job training enables employees to acquire skills that they didn't have at their job this is because it is done from outside the organization and thus it helps them to improve on the job performance, below are the results:

Table 17: Off-the-job training improves job performance

		Frequency	Percent
Valid	Yes	36	78.3
	No	8	17.4
	Total	44	95.7
	No off the job training at all	2	4.3
Total		46	100.0

Source: field data 2014

The findings showed that 78.3% of the respondents think that off the job training has helped them improve on their job performance because the training enabled them to learn more about their work and working as a team while 17.4% don't think that off-the job training has helped them improve on their job performance and 4.3% did not attend any off the job training of the organization.

Ivancevich (2010) agree with the respondents by saying that off-the-job training has been proved to generate performance improvement related benefits for employees performance through the development of employee knowledge, skills, ability, competencies and behavior.

4.4 Training Needs Assessment

As we prepare for training, the trainer is supposed to know those areas where the trainees are lacking and this can be done through needs assessment, so the researcher wanted to investigate whether there is an effect of training needs assessment on employees as shown in the table below.

4.4.1 Training needs assessment affects staff performance

Training needs assessment affects staff performance and the effect was evaluated and the results shown in the table below:

Table 18: Training needs affect employees’ performance

		Frequency	Percent
Valid	Not sure	5	10.9
	Agree	26	56.5
	Strongly agree	14	30.4
	disagree	1	2.2
	Total	46	100.0

Source: field data 2014

86.9% agreed that training needs assessment affects employees’ performance because it helps direct resources to area of greatest demand in terms of training and 10.9% of the respondents

were not sure whether training needs affect employees’ performance . 2.2% disagreed that training needs affect employees’ performance. This finding is in line with Cascio (1998) who notes the purpose of a training needs assessment is to identify performance requirements and the knowledge, skills, and abilities needed by an agency's workforce to achieve the requirements.

4.4.2 Training needs depend on the length of time spent in the organization

Training needs assessment should be carried out to know the needs of employees and which kind of training in order for the trainers and trainees to achieve their goals during training and the researcher wanted to know whether it is indeed true that the length of time is considered when carrying out needs assessment as shown in the table below.

Table 19: identifying that training needs depend on the length of time in the organization.

		Frequency	Percent
Valid	Disagree	5	10.9
	Not sure	6	13.0
	Agree	13	28.3
	Strongly agree	22	47.8
	Total	46	100.0

Source: field data 2014

76.1% of the respondents agreed that identification of training needs depends on the length of time spent in the organization and 13% were not sure whether identification of training needs depends on the length of time spent in the organization. 10.9% of the respondents disagreed with the statement.

Dessler (2000) agreed with the respondents that needs assessment depends on the type of training, that is to say whether new or old employees. Dessler (2000) further said that, it is more complex to analyze the current employees' training needs since one has the task to decide whether the best solution to the reason as to why they are not performing well is training. For the new employees, task analysis can be the best since it determines what specific skills the job requires and so training is carried on that.

4.4.3A list of skills is always provided to point those employees who would need to acquire

Listing down skills helps employees to know the area where they are lacking and be helped to improve. If the list is not prepared it is hard to know which skills one requires to acquire. The results are shown in the table below as regards to whether a list of skills is always provided.

Table 20: A list of skills to point out skills employees wanted to acquire was presented.

		Frequency	Percent
Valid	Disagree	6	13.0
	Not sure	5	10.9
	Agree	18	39.1
	Strongly agree	17	37.0
	Total	46	100.0

Source: field data 2014

The findings indicated that 76.1% of the respondents agreed that staff members are given a list of skills to point out those they would want to acquire and 13% of the respondents disagreed that staff members are usually given a list of skills to point out those they would want to acquire.

10.9% of the respondents were not sure if staff members are usually given a list of skills to point out those they would want to acquire.

Related to the above, Bernardin (2010), training needs assessment is done through the organizational analysis, job analysis and personal analysis and the result from those bring out the needs and that is what they are to be trained on.

4.4.4 Systematic analysis of needs before going for training.

It is important to know that certain things are lacking as regards to training so that they can achieve the best they want depending on their needs, the results in the table below shows whether a systematic analysis of needs is done before going for training.

Table 21: There is a systematic analysis of needs before going for training.

		Frequency	Percent
Valid	Not sure	7	15.2
	Agree	19	41.3
	Strongly agree	20	43.5
	Total	46	100.0

Source: field data 2014

84.8% of the respondents strongly agreed that there is a systematic analysis of needs before going for training and 15.2% of the respondents were not sure where there is a systematic analysis of need before going for training.

Lolyd & Leslie (1991) noted that needs assessment can be done in form of interviews, questionnaires, observation, focus group discussions and document examination. These methods are used to get the training needs for example, observation, if the organization is to perform

effectively it has to get trained experts to observe the employees' behavior and translate the observed behavior into a specific training need.

4.4.5 Training increases employees' productivity

Training helps increase employees' productivity since it helps them to improve their skills that they can use to meet the organization's objectives, take personal responsibility, be self-motivated, and know how to do what it takes to succeed. The results are shown below regarding whether training increase employees' productivity are shown below:

Table 22: Training increases employees' productivity

		Frequency	Percent
Valid	Strongly disagree	14	30.4
	Disagree	8	17.4
	Not sure	1	2.2
	Agree	11	23.9
	Strongly agree	12	26.1
	Total	46	100.0

Source: field data 2014

The findings also showed 47.8 % of the respondents disagreed with the statement that training increases employees' productivity because there are employees at the organization who have never attended training but make high produce and 50% of the respondents agreed that training increases employees' productivity. 2.2% of the respondents were not sure.

These findings concur with the studies of Armstrong (2009) who says that productivity among the employees of the organization increases even while the training takes place. Most times,

employees who receive formal training are found to be more productive than their untrained colleagues who might be working in the same role.

4.4.6 Training encourages employees to manage their work.

When employees are trained and they acquire the skills that they need at a particular job they can be able to manage whatever kind of work that comes their way this can be verified by the statistics presented below:

Table 23: Training encourages employees to manage their work.

		Frequency	Percent
Valid	Disagree	2	4.3
	Not sure	8	17.4
	Agree	18	39.1
	Strongly agree	18	39.1
	Total	46	100.0

Source: field data 2014

The findings also indicated that 78.2% of the respondents agreed that training encourages employees to manage their work properly and 17.4% of the respondents were not sure and 4.3 % disagreed with the statement that said training encourages employees to manage their work properly.

4.4.7 Performance is determined by the skills, knowledge and abilities acquired

Without skills, the employees cannot perform to the expected set standards in the organizations; this shows that for employees to perform better, skills, knowledge and abilities acquired contribute so much as shown in the table below:

Table 24: Performance is determined by the skills, knowledge and abilities acquired

		Frequency	Percent
Valid	Disagree	1	2.2
	Not sure	7	15.2
	Agree	16	34.8
	Strongly agree	22	47.8
	Total	46	100.0

Source: field data 2014

82.6% of the respondents strongly agreed that performance is determined by the skills, knowledge and abilities acquired and 15.2% of the respondents were not sure whether performance can be determined by the skills, knowledge and ability acquired and 2.2% of the respondents disagreed with the statement.

4.4. 8 Training increases the level of teamwork among employees

Employees who receive training have high levels of teamwork when it comes to doing work because they may acquire skills that they need to teach to other employees and thus learn how to work as a group as shown in the table below:

Table 25: Training increases the level of teamwork among employees.

		Frequency	Percent
Valid	Not sure	5	10.9
	Agree	21	45.7
	Strongly agree	20	43.5
	Total	46	100.0

Source: field data 2014

The findings showed that 89.2% of the respondents agreed that training increases the level of teamwork among employees because this depends also on the methods of training used in that particular organization and 10.9% are not sure whether training increases the level of teamwork among employees.

When the respondents were asked to specify area of their job which they would like to receive more training some of the areas they mentioned includes creditors reconciliation, storage of vouchers, risks in payment system, preparation of statements, hardware maintenance, e-procurement, motivation of employees, information system management, leadership attainment. Generally all departments in the organization had different areas that need more training.

Respondents were also asked to suggest new knowledge, skills or training that could further improve on their current performance and these are the skills and knowledge they listed: computer skills (training in information systems management and database), communication skills, leadership skills, training in the storage of periodic cheque payment vouchers, book keeping.

4.5 Conclusion

In conclusion, according to the data that was collected from the field, it was found out that Training affects the performance of organization. There is need for the organization to take training as a priority not as a cost. It should also review its training policies because sometimes those who are selected are not those who really need to be trained.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter entails the summaries and conclusions from chapter mainly, recommendations generated from the conclusions and suggestions for further research. The study aimed at establishing the effect of employees' performance in organizations. The research was conducted using primary data which was acquired from the employees of Civil Aviation Authority, Entebbe. The chapter starts with discussing the summary and conclusions from chapter four

5.2 Objectives

The following are the objectives of the study: on-the job training, off-the-job training and training needs assessment. The findings, conclusions, recommendations and implications were formed basing on the objectives.

5.3 Summary of findings.

Training affects employees' performance in Civil Aviation Authority, Entebbe considering on the job training, off-the job training and training needs assessment. The following are the findings of the study

Basing from the findings of the study most employees agreed that on-the-job training is done in the most effective and efficient way in CAA, Uganda. All the respondents also agreed still that on-the-job training has an influence on employees' performance. Furthermore the majority of the respondents went ahead to say that the training they received was relevant to their study. Majority of the employees in CAA, Uganda have had off the job training. Respondents were

selected through supervisors' recommendations and by performance appraisals. A large number of the respondents have attended lecture discussion, one of the methods of off the job training. In addition, respondents said that off the job training has an impact on their skills and improve their employee performance. Research also showed that off the job training has left employees at CAA, Uganda with good quality; efficient and effective.

According to the findings, majority of the respondents agreed to the fact that training needs affect their performance in CAA, Uganda. The findings also depicted that identifying training needs depends on the length of time spent in the organization. Majority of the respondents also said that they are usually given a list of skills to point out those they would want to acquire. It was also realized by many respondents that there is a systematic analysis of needs before employees go for any training. A large number of respondents agreed that training increases employee's productivity. It also encourages them to manage their work. Findings also showed that performance is determined by the skills, knowledge and abilities acquired by employees of CAA, Uganda.

5.4 Conclusions

The following are the conclusions of the study:

Training also increases employees' commitment and productivity. From the study carried out in CAA, most employees agreed that on-the job training enhances their performance in a way that it helps them acquire skills which they use to perform their duties well. This training has motivated employees to work hard that why it is carried out oftenly in the organization.

From the results of the respondents we have seen that this method has managed to create greater satisfaction at work since the employees get a greater understanding of the work process

through the experience they get at the several jobs that they do off the job. It has enabled workers to broaden their learning experience and they can also be able to teach the rest that have not experienced the same training at all. With all the findings presented, off-the-job training affects employees' performance because it enables employees to do their work with using the knowledge and skills they have acquired off-the-job and thus increases their performance.

Training needs must be directed towards the accomplishment of some organizational objectives, such as more effective production method, improved quality of products and services or reduced operational costs. This means that the organization should commit its resources only to those training activities that can best help in achieving its objectives.

In today's dynamic world, one of the problems any manager will have to contend with is that of training of employees in their organizations. This is because training of employees is directly related or linked with employees' performance. If any manager realizes that the performance of his employees is very central in achieving his company objectives, a prudent manager will therefore spend a good deal of his time to try and deal with the issue of training of employees. Through this study, the researcher has been able to conclude that the success of any organization is very much linked to the level of training of its employees.

In the case of Civil Aviation Authority, Uganda, the researcher feels that the study has enabled a deeper appreciation and understanding of the effects of training on employees' performance of this company. The study has also shown the different methods of training employees in business organizations. It is hoped that if the recommendations put forward in this chapter are affected by the management of Civil Aviation Authority, Uganda, there will be a positive impact on the training of the employees in the organization. And since this study has also shown that training is

directly related to the level of performance, it is expected that the recommendations will result in improved performance by the individual employees and hence the company will perform well.

5.5 Recommendations

Basing on the study the following are the recommendations:

There is need to training supervisors on how, when and why trainings are carried out. This training would help them to accomplish the assigned work in time and can solve workload among reported problems.

All employees in the different departments need some courses from technical institutions in order to cope with the changing technological environment. This is important because it has been noticed that the organization is being computerized but employees are not being trained on how to use the computers.

If possible, the company should have a departmental trainer, if not possible, a seasoned and patient worker should be appointed to teach the new worker. It is well to pay such part-time instructors a bonus for each learner trained, so that they will hurry this responsibility in order to return to their own duties on which incentives payments may otherwise be lost.

The organization needs to offer off-the job training to all employees in the organization because there are some employees who missed out on this type of training and yet this training would help them acquire the required skills.

In this organization there is not a clear training policy, actually, it is the department manager who identifies employees who need training in his or her department. Some employees act out of self-interest and also because of biases, in most cases, training is offered to those who do not need it.

If possible the company should make sure that the staff members are given a list of skills to point out the skills they would want to acquire. This can help the organization to improve on its performance.

5.6 Implications

The following are the implications of the study:

When supervisors are trained on how, when and why training should be carried out the managers will be happy because their business is handled well. If employees in the different departments get technical training on how to operate new technology, work will be produced faster and the performance will increase. When all employees are given a chance to do off-the-job training many different skills will be learnt and taught to other people. If the training policy is made clear all employees will get a chance to be trained in the organization to improve on their skills. If a list of skills is given to the employees it will make it easy for management to know what skills they require.

5.7 Suggestions for further research

There is need to examine other factors apart from training that affect employee's performance in other organizations.

There is also need to examine the relationship between employees and employers in different organizations.

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APPENDICES

Appendix I: Questionnaire

FOR STAFF MEMBERS

Dear respondent,

I am Namuddu Immaculate a student of Uganda Martyrs University Nkozi pursuing a degree in Business Administration and Management and I am carrying out research on the effects of training on employees' performance in Organizations. So I kindly request you to fill in this questionnaire since the data you will provide me with information that is relevant to the study. The information collected in this study will be treated with a high level of confidentiality and used for research purposes only.

Questionnaire for impact of training and development on employee performance.

A: BACKGROUND OF STAFF

1. Gender

- a) Female () b) Male ()

2. Age

- a) 18 – 25 () b) 26 – 35 () c) 36 – 45 () d) 46 – 55 () e) 56 – 59 ()

3. Marital status

- a) Single () b) Married () c) Divorced () d) Widowed () e) Separated ()

4. Department

- a) Human Resource()
- b) Finance and Accounting ()
- c) Procurement()
- d) Marketing()
- e) legal()
- f) Information Technology()

5 Position

- a) manger()
- b) accounting officer()
- c) procurement officer()
- d) marketing officer()
- e) human resource officer()
- f) information technology officer()
- g) legal department officer()

6. Educational background

- a) diploma()
- b) degree()
- c) master ()

7. How long have you worked for the organization?

- a) 1-5()
- b) 5-10 ()
- c) 10-15()
- d) 15-20()
- e) 20-25 ()
- f) 25-30()

B.ON THE JOB TRAINING

1. In your opinion do you think on the job training is done in the most effective and efficient way?

Yes () No ()

2. Give reasons for your answer

.....

.....

.....

.....

3. Do you think on the job training has an influence on employee performance in your organization?

Yes () No ()

4. Give reasons for your answer

.....
.....
.....

5. How often do you undergo on-the job training?

- a) Quarterly () b) Every six months () c) Once a year () d) Every two years () e) No specific schedule

6. How relevant were the on- the job trainings you received at the organization?

- a) Not relevant at all() b) Not relevant() c) Not sure() d) Effective() e) Very effective ()

C.OFF-THE JOB TRAINING

1. Have you had any off-the job training since you joined the organization?

- Yes () No ()

If “yes” to the question above, please continue with the questions below.

2. How were you selected for training?

- a) On joining the company
- b) Supervisors recommendation
- c) Compulsory for all employees
- d) Upon employee request
- e) Performance appraisal
- f) Don't know

3. What are the methods of off-the job training you have attended?

- a) Lecture - discussion
- b) Internet
- c) Audio-visual
- d) Programmed instruction
- e) Simulation
- f) Case study
- h) Vestibule

4. Do the methods used during off- the job training have any impact on your skill?

- a) Yes () b) No ()

5. How do you rate the quality of off-the job training programme/s for which you have participated?

- a) Very poor () b) Poor () c) Average () d) Good () e) Very good () f) Excellent ()

6. In your opinion, do you think off-the job training has helped improve your job performance?

- Yes() No ()

If “yes” to the question above, please provide reasons below.

.....

.....

.....

D. TRAINING NEEDS ASSESSMENT

Please tick the most appropriate number in the box provided

1. For the following questions, please tick the answer that correspond to yours level of agreement or disagreement. (1. Strongly disagree, 2. Disagree, 3. Not sure, 4. Agree, 5. Strongly agree)

	1	2	3	4	5
Training needs assessment					
Training needs assessment affects employees, performance					
Identifying training needs depends on the length of time spent in the organization					
Staff members are usually given a list of skills to point out those they would want to acquire.					
There is a systematic analysis of needs before going for training					
Performance is determined by the skills, knowledge and abilities acquired					
Performance					
Training increases employees' productivity					
Training encourages employees to manage their work properly					
Training increases the level of teamwork among employees					

2. Please specify areas of your job which you would like to receive more training. List them in order of importance.

.....

.....

.....

.....
.....
.....
3.What new knowledge, skill or training would you suggest to further improve your current performance?

.....
.....
.....

4. In the work environment , do you face any problem/ need that affect your work?

Yes () No ()

If yes, kindly list them

.....
.....
.....

5. What kind of knowledge and skill do you consider useful for your personal and professional development, which is important for further career?

.....
.....
.....

6. Please specify any ways you think training and development in your organization can be improved.

.....
.....

Thank you for your response.

Appendix II: Introduction Letter

Appendix III: Brochure of CAA