

**ASSESSING THE EFFECT OF TRAINING ON EMPLOYEE
PERFORMANCE
CASE STUDY OF;
MUKWANO INDUSTRIES LIMITED**

BY

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**A dissertation handed in to the faculty of business and administration in partial fulfillment
of the requirements for the award of a degree of business and administration**

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DEDICATION

This research report is a special dedication to my mother who shaped me morally, spiritually and supported me financially since my tertiary stages of education up to date, taught me that the best kind of knowledge to have is that which is learned for its own sake and that even the largest task can be accomplished if it is done one step at a time.

Not leaving out all those who wish the best for me most especially the Associate Dean of the Faculty. I would also like to extend it as a special dedication to my sister and my Kid sister who has guided and contributed a lot in various ways towards my education.

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By the grace of the Almighty God, am submitting my dissertation; I have the pearls of my eyes to admire the blessing of the Almighty and Beneficent God who is the entire source of knowledge and wisdom.

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I am heartily thankful to my class mates

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ABSTRACT

The way in which companies manage human resources on the local and international scale can be seen as a key determinant of the success of their business strategies. Organizations attempting to succeed in the global business environment must invest in the acquisition and development of employees, and acquire effective managers throughout the world (Dowling and Welch, 2004; Drost et al., 2002; Schuler et al., 1993). However, as Adler and Bartholomew (1992) have suggested, organizational strategy (the what) is becoming increasingly international faster than its implementation (the how) and much faster than the development of international managers (the who)'. The study was about the effects of training on employee performance at Mukwano Industries and was guided by their objectives which included among others: To Identify existing training programs at Mukwano Industries Limited, to find out the key internal and external influences of training at Mukwano industries and to establish the relationship between training and employee performance at Mukwano industries

The study used a descriptive survey design and applied qualitative data. The study also used correlation approaches to establish the relationships amongst the study variables. A sample of 48 respondents was used and the findings were analyzed using SPSS. The data was presented using tables and frequency tables. The study established the relationship between training and employee performance.

The study made several recommendations among which was that organizations hire counselors or psychologists to assist workers who have other difficulties in life to remain focused in their jobs despite the challenges they are facing out of the office. Having psychologists at the place of work would also be a catalyst for improved performance because workers who have social problems be it at the place of work or out of it have a chance to talk about them and receive appropriate assistance

CHAPTER ONE

GENERAL INTRODUCTION

1.0. Introduction

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik&Barsoux; 2002) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Nasir 2012).

This study intended to examine the effect of training on employee performance. At the end of this chapter, one should be able to see the following; background to the study, Problem statement, Conceptual framework, General objectives, Specific objectives, Research questions, the scope and definitions of key terms as used within the study.

1.1. Background of the study

Training employees within an organization is a tool that managers can exploit to help organizational employees bridge the gap between their current level of performance and their desired level of performance. The only problem for the organization is to develop training options that give employees the information or skills they need and then measure whether those training options were effective in producing desired outcomes (Barrett & O'Connell, 2001).

Training is defined as a systematic process of acquiring knowledge, skills, abilities, and the right attitudes and behaviors passed on to employees to meet job requirements. Training

has been strongly recommended to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need.

Employee performance is the important factor and the building block which increases the performance of overall organization. Employee performance further depends on many factors which include; job satisfaction, knowledge and management but there is relationship between training and performance (Cole, 2002). This implies that employee performance is important for the performance of the organization and practicing training is beneficial for the employee to improve organizational performance.

However, benefits of training may extend throughout an individual's career and help develop that person for future responsibilities. Current educational systems, do not necessarily impart specific knowledge for specific job positions in organizations. As a result of this the labor force comprises of few people with the right skills, knowledge and competencies needed for positions in the job market. There is therefore the need for extensive external training for human resources to be able to improve and also contribute to the productivity of organizations (Torrington & Hall, 2000).

The economic development of most developed countries such as Britain, Japan, China and United States of America can be attributed to the important role that its human resources have played. Therefore, considering the rich natural resources Uganda possesses and sufficient financial support, Uganda can also attain this economic success if the needed attention is given to the training and development of human resource. The government is already taking adequate steps to ensure that people acquire the necessary knowledge and skills (Linda, 2001).

The way in which organizations manage human resources on the local and international scale can be seen as a key determinant of the success of their business strategies. Organizations attempting to succeed in the global business environment must invest in the acquisition and development of employees, and acquire effective managers throughout the world (McKenna & Vic, 2002). However, as suggested by McGhee et al, (1996), organizational strategy is becoming increasingly international faster than its implementation and much faster than the development of international managers. If employees within an organization are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs. Training are the processes of investing in people so that they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform (Barron & Hagerty 2001).

Performance is a major multidimensional construct aimed to achieve results and link to strategic goals set by an organization. Performance is the key element employed to achieve organizational goals so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question arise that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization. There are many factors which improve the work of the employee such as flexible scheduling, training among others (Mwita, 2000).

It goes without saying therefore that the training employees is an issue that has to be faced by every organization though the amount, quality and quantity of training carried out vary enormously from organization to organization. According to Cole (2002), factors influencing the

quantity and quality of training and development activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work.

Conceptually, it is assumed that training by developing employee skills and knowledge enhances business performance (Neo et al., 2000). Several empirical studies however have shown that the relationship between training and performance of an organization remains debatable (Storey, 2004). Patton et al. (2000), following a review of empirical evidence investigating the relationship between employee training and small firm performance, argue that the evidence indicating a strong relationship between them is inconsistent.

It has become necessary for organizations to provide long and systematic training and development programs for its employees. This is because every aspect and activity of an organization involves people. For instance, a manager in an organization will not be successful until he has subordinates beneath him who are well equipped with skills, talent and knowledge.

Background about the Case study

Mukwano industries is the leading manufacturer of fast moving consumer goods within the great lakes region putting to the market a wide range of product brands ranging from soap, edible cooking oil and fats, Detergents, beverages, personal care and plastics. Mukwano industries under Mukwano Group were one of the industries that pioneered Uganda's economic insurgency way back in the late 1980s and the early 1990s. Mukwano it being a subsidiary of Mukwano Group has proudly attained unparalleled regional reputation for uncompromised quality and affordability of its products and speaking of today, product from Mukwano Industries are being

consumed and used almost by household in eastern and central Africa where the company has attained loyal clientele.

1.2. Statement of the problem

Training describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of training programs. In the modern workplace, these efforts have taken on a broad range of applications i.e. from instruction in highly specific job skills to long-term professional development (Marmer 1999).

Despite the increasing efforts of management towards improving the performance of employees, , there is still need to appreciate the need of training on issues in manufacturing economies (Debrah & Ofori 2006) and increasing concerns from organizational employees within the operation sections towards low quality services in the manufacturing sector. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found.

1.3. Purpose of the study

This study was pursued to gather data from all relevant sources to find out the relationship between training and employee performance at Mukwano industries.

1.4. Objective of the study

1.4.1. Specific objectives of the study

- i. To Identify the role of skills development accruing from training on employee performance

- ii. To explore the contribution of knowledge development as part of training on employee performance
- iii. To establish the relationship between employee attitudes and employee performance in an organization

1.5. Research questions

- i. What is the role of skills development on employee performance in an organization?
- ii. What is the contribution of knowledge development on employee performance in an organization?
- iii. What is the relationship between attitudes and employee performance?

1.6. Significance of the study

The findings of the study will be useful to Mukwano Industries as it will help highlight some of the issues that can make training easy and reliable.

The study will be of great importance towards enabling organizations to understand the importance of training programs amongst its employees. It will also enable them restructure their training programs to make them more effective which in turn makes them improve their efficiency to better performance.

Training ensures the existence of a pool of skilled workforce who could be utilized for organizational development. Labor is a major input to the success of the company and other institutions. In case labor is efficient, chances are high that it will help improve the performance of the company. As companies perform better they are able to increase output and contribute more to the national economy which makes them able to grow and hire more people thus

helping to decrease the level of unemployment. As companies perform better, they are also able to compete better enabling the economy to remain vibrant.

Lastly but not least, the study will be useful to students who in future will need to research on the same topic as employee behaviors and trends change with time. It will act as reference and later help them expand up on their research.

1.7. Justification to the study

Globally, many organizations are getting into the manufacturing business which calls for them to have skilled and knowledgeable workforce in order to effectively carry on their production of goods and services to meet the demands of their clientele. With various efforts to pursue this goal, it has turned out that various organizations are failing to keep up with the rate at which their competitors in the same industry are moving in terms of quality products, innovation, and the new skills required for coming up with the products. This has been a big topic of discussion on how organizations need to change the way of work and solutions brought on board are to effectively look through their human resources it being the greatest resource of production through training them i.e. equipping them with the required knowledge and skills for making things work out so as to compete effectively.

The research in relation to this study was a concern on how employees can be trained and made to perform better as they meet the demand and goals set by the organizations they work for the fact being that they are the greatest resource of production.

1.8. Scope of the study

1.8.1. Geographical scope:

The study was covered from Mukwano Industries Limited which is Located on plot 30 along Muwano Road Kampala District- Uganda.

1.8.2. Time scope:

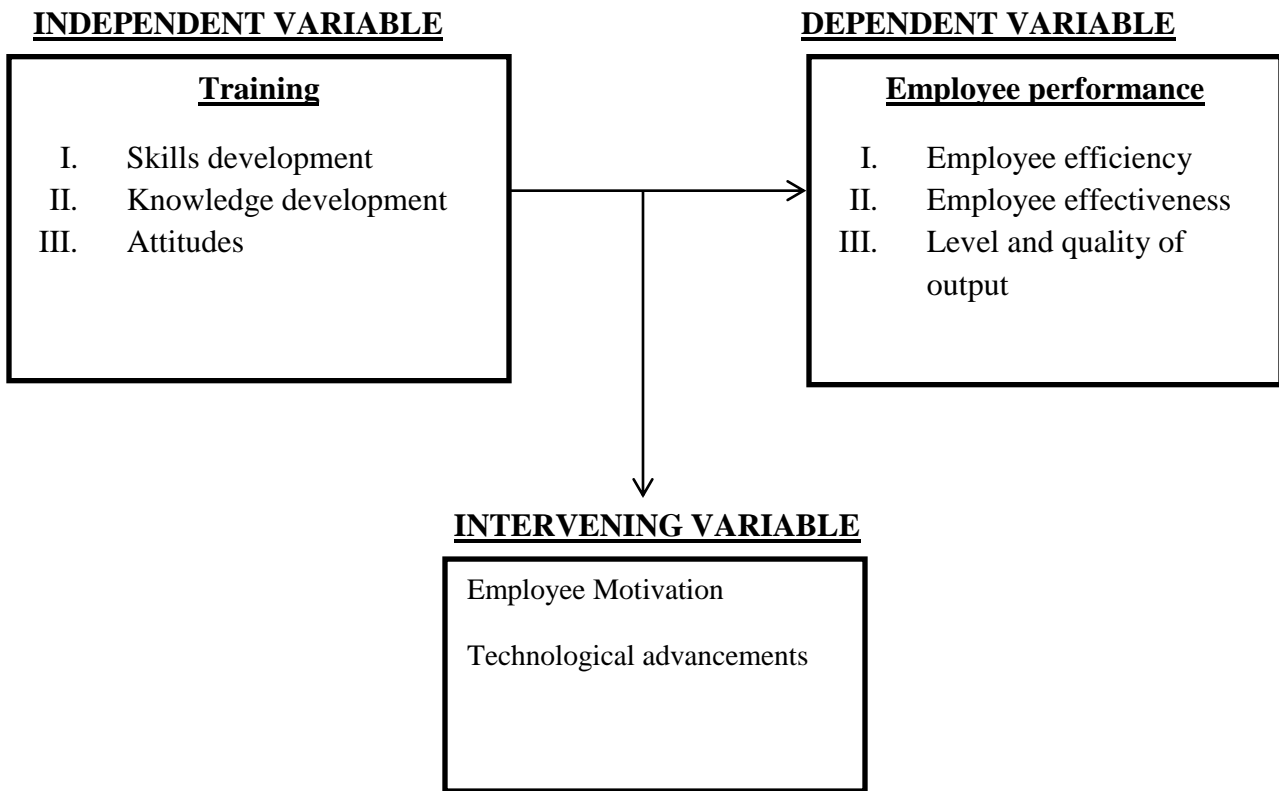
The study was purposefully covered during the period of March – July 2014. The study aimed at studying the effect of training on employee Performance during the selected time as it is the time between which the company registered high profits.

1.8.3. Subject scope:

The study monitored training and its effect on employee performance at the company. The study rotated around the variables both the independent and the dependent variable along with their dimensions that were used to formulate the study objectives. The content of this work rotated three specific variables which were; identifying the role of skills development on employee performance, exploring the contribution of knowledge development on employee performance and establishing the relationship between employee attitudes and employee performance in an organization

1.9. Conceptual framework

This is the diagrammatic representation of the variable as they were used in the study. The independent variable was training which had dimensions like; skills development, knowledge development and attitudes whereas the dependent variable to the study was employee performance which was broken down into the following dimensions; employee efficiency, employee effectiveness, quality and level of output.



1.10. Definition of key terms

Cole (2002) defines Training literally as a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. He further noted that the focus of training however is on the job or task to be performed. I.e.looking at the need to have efficiency and safety in the operation of particular machines.

Arthur (1994) however defines training as basically a learning experience, which seeks a relatively permanent change in an individual's skills, knowledge, attitudes or social behavior.

This implies that, there is always need towards improving employee's skills and knowledge so that he or she becomes efficient to work on both present and future jobs and tasks.

Afshan et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed.

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

This section draws related material from different studies carried out in the past and in different areas. It describes the theories, approaches, effects, of training on employee performance.

2.1. Theoretical Review

The Human Capital Theory developed suggests that training of employees a form of investment in human Capital within an organization. The underlying belief then is that education creates assets in the form of knowledge and skills, which in turn increases the productivity of the worker. Schultz argued that skilled human resource has been able to acquire these skills as a result of staff development programs or investment in the existing human resource through appropriate on-the job training both within and outside the organization for example seminars, workshops, conferences, and by creating conducive environment through appropriate welfare care like promotion. Human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes. The Human capital theory holds that employers should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects (Flamholtz & Lacey, 1981).

Davenport (1999) suggested that the perspective of human capital is also illustrative of the employee's point of view. He contends that employees are not costs, factors of production, or assets, but rather investors in a business. They invest their own human capital, and they expect a return on their investment. Davenport further indicates that the predisposition for an employee to invest their time in an organization is based on sense of commitment. Nevertheless, staff

development programs may be viewed as generalized investments in human capital. Such investments can reassure employees that the expenditure of their time in the organization will contribute to their development and thus improve employee commitment and loyalty. Staff development programs can give organizations a competitive advantage by linking the strategic interests of the organization with the interests of their employees (Ginn & Terrie, 2001). For the employee, human capital theory justifies time spent at the workplace on regenerative activities. Training has thus, added value to human resource hence become skilled. If Mukwano Industries is to enhance employee performance of its workers, then, more effort should be made to facilitate these programs if they perceive that this would be valuable.

2.1.1. Employee performance

Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2000) while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success Uganda National Development Program (1995). Afshan et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested towards improvement in production, easiness in using the new technology, highly motivated workers.

2.1.2. Overview of Training

One significant function of Human Resource Management to the effective use of human resources is training and development. Almost everyone now recognizes the significance of training on the success and growth of organizations. Employees are however a very crucial and expensive resource to every organization.

There are significant changes today in terms of the value of the employee. Along with these changing values are the workplace trends that have significant impact on employees' knowledge and skills. Training is therefore necessary to enhance the knowledge, skills and attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other co-workers.

In order to sustain performance there is the need for training in empowering the workforce to be creative and innovative. Training of employees will aid in the productivity, profitability or survival of businesses in the present competitive business environment. Training is therefore the key element in successful wealth creation.

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers (see e.g. Gordon 1992, Beardwell, Holden & Claydon 2004). This has yielded into a variety of definitions of training. For example, Gordon (1992, 235) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

For what it's worth, the more researchers have continued with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Beardwell et al. 2004)

2.1.2.1. Training

Training within an organization refers to a planned effort by an organization towards its employees to facilitate their learning of job related competencies. These competencies include

knowledge, skills, or behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them within their day-to-day activities. For an organization to gain a competitive advantage, its training has to involve more than just basic skill development (Noe, 2010).

That is, to use training to gain a competitive advantage, a company should view training broadly as a way to create intellectual capital. Intellectual capital includes basic skills (skills needed to perform one's job), advanced skills (such as how to use technology to share information with other employees), an understanding of the customer or manufacturing system, and self-motivated creativity.

Training can be defined as a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task (Cole, 2002). The focus of training however is more with the job or task being performed within a particular period of time. Case in point; the need to have efficiency and safety in the operation of particular machines requires training of employee's on such machines at that time.

According to De Cenzo and Robbins (1996), "training is basically a learning experience, which seeks a relatively permanent change in an individual's skills, knowledge, attitudes or social behavior. This means that, there is the need to improving employee's skills and knowledge so that he or she becomes efficient to work on both present and future jobs and tasks.

Almost all organizations have recognized the importance of training to the development of their organizations. The birth of new technologies has made certain jobs and skills redundant. As a result there is an increasing emphasis on the need for a skilled and highly trained workforce.

Many of the jobs and skills that have been replaced by machines, equipment's and other technological devices are as a result of their unskilled nature, thus this emphasizes the need for labor to attain more education and skills to be able to secure employment in the future.

In case training programs to be successful there as they are employed, thereis always the need for the management to identify the training needs of the organization regarding its human resources towards organizational goals. The organization can measure if the training has been successful or not if the trainees do not learn what they are supposed to learn, thus do not perform better than they used to. However, if trainees return empty from the course designed for them without any substantial contribution, it could also mean that even though the organization might have done all that is necessary to ensure a successful training program, the wrong candidates might have been selected for the training program. Learning amongst employees therefore takes place when the behavior of people changes based on the results from experiences (McGhee *et al*, 1996).

In many cases, it is easier understood that learning has effectively taken place by comparing individual's behavior before on specific jobs and tasks to after experiences on jobs and task. It can, therefore be concluded that there is no learning if there is no evident behavioral change. Since training is generally intended to provide learning experiences that will help employees attain more skills and knowledge, it must follow the learning principle.

Training thus can be defined as a learning experience which creates a permanent change in the skills, knowledge, and attitude of individuals on a currently held job and also enables employees to gain knowledge which they can transfer to other job areas.

2.1.2.2. Importance of training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. Training is a tool which helps organizations to gain a competitive edge. According to Krietner (1995) in his book *The Good Manager's Guide*, no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. There is therefore the need for organizations to train their human resource to be able to learn in order to acquire more skills and knowledge to beat competition.

Training is a key element for improved organizational performance through the increasing level of individual competences. This means that training will help employees to master knowledge, skills, behaviors, sense of self-worth and confidence upon which they are able to perform efficiently to improve on the performance of the organization.

Among the many benefits of training, training can also eliminate risks in organizations because the trained personnel will be efficient, thus will be able to make better use of the organizations property thereby reducing and avoiding waste. Training will also make the employees feel a sense of security thus labor turnover can be avoided. According to Cole (2002) training can achieve lower cost of production, lower turnover and change management.

There exists a gap between desired targets or standards and actual levels of work performance in every organizational setting. This means that there can be both a negative and positive relationship between what should happen and what actually happens in terms of the work performance in any organization. There is therefore the need for every organization to adopt

strategies in order to achieve the desired targets or standards set by the company. Training can be one tool that organizations can use to reach their targets or standards.

Although many organizations continue to have doubts about the cost of training, the development of skills, knowledge and attitude of employees towards their jobs or tasks will be one of the greatest tools through which organizations can make employees work more efficiently and beat competition to reach the desired targets and standards of the company. (Casio, 1989) puts it this way “The economic and technological trends, the pace of innovation, change and development have been growing faster year-by-year and as a result, these are clear signals that training and development are very important that both organizations and individual stakeholders must consider as very serious”.

2.1.2.3. Effective Training for Quality Job Performance

The implementation of formal training and development programs amongst employees within various departments offers several potential advantages to quality job performance in business organizations. For example, training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion. Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment. Finally, training can improve employees' efficiency and motivation, leading to gains in both productivity and job satisfaction. All of these benefits are likely to contribute directly to a business's fundamental financial health and vitality (Ambler, 2006).

Effective training and development begins with the overall strategy and objectives of the small business. The entire training process should be planned in advance with specific company goals

in mind. In developing a training strategy, it may be helpful to assess the company's customers and competitors, strengths and weaknesses, and any relevant industry or societal trends. The next step is to use this information to identify where training is needed by the organization as a whole or by individual employees. It may also be helpful to conduct an internal audit to find general areas that might benefit from training, or to complete a skills inventory to determine the types of skills employees possess and the types they may need in the future. Each different job within the company should be broken down on a task-by-task basis in order to help determine the content of the training program (Schwartz; 2000).

In measuring the effectiveness of training, many academicians have typically relied upon the subjective reactions of. Among other measures that have been used previously these include; the performance of task activities within the context of training programs and follow-up questionnaires designed to assess trainees' subsequent emotional states (Winston & Buckner, 1984) or their ability to apply program content to hypothetical situations similar to those encountered on the job (Schwartz; 2000).

2.1.3. Employee performance

Performance amongst employees literally means how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by their companies. This means there are general expectations expected of employees in relation to their performance in every company. Employees can be said to have performed when they have met the expectations and performed up to standard. Employee performance can also be defined as the functioning and presentation of employees. This means, how employees are able to effectively administer their task and assignments and also how they present their assignment to reflect the quality and good service desired by their companies.

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992)

2.1.3.1. Evaluation of employee performance

When evaluating the performance of employees, it is very important to have a check list that will be used consistently in measuring the performance of all employees. The techniques for measuring the performance of employees may differ from every company. Some of these evaluation techniques are:

Ambition / Initiative

Is the employee able to show he has a vision and goals towards his job and makes the initiative to achieving these goals and vision.

Attitude / Cooperation

Does the employee have a positive attitude towards his fellow employees and his work and also he is able to work on different task?

Communication skills

Is the employee able to communicate effectively with other employees and customers? Has he been able to solve issues due to his communication skills?

Focus

Whether the employee is focused on his job and is able to distinguish his task from personal assignments.

2.1.3.2. Effect of training on employee performance

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart et al. 2005). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance.

In relation to the above, Wright & Geroy (2001) noted that employee competencies do change through effective training programs on their existing tasks. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Earlier research on training and employee performance as carried out by various researchers across the globe has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of

employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

According to Wright & Geroy (2001), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers 1989).

2.2. Conceptual review

2.2.1. Relationship between training and employee performance

The information thus far reveals a seeming consensus in the belief that there is a positive relationship between training and employee performance. Thus training impacts positively on employee's performance by generating benefits to both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies and behavior.

Training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant relationship between organizations that train their employees and organizations that do not. According to Neo et al in his book *Human Resource Management: Gaining Competitive Advantage* in 2000, "he stated that only 16% of United States employees have ever received any form of training from their employers". From the researcher's point of view, there is a possibility that in about five or more years to come the rapid development in technology can cause high unemployment rate because these forms of technology will replace the unskilled labor in the United States. There is therefore the need for United States to put strategies and policies in place to ensure that its human resource is trained in order to meet the standards of the growing technology.

In realization of this, General Electric, Texas Instruments and Federal Express have already made the initiative and now invest between 3% and 5% of their payroll in training.

Every organization that is committed to generating profits for its owners (shareholders) and providing quality service for its customers and beneficiaries must invest in the training of its employees (Evans & Lindsay 1999). According to Robert Simpson Managing director of Legna Construction Limited , a construction company located in the central region of Ghana which

contributes substantially to the development of the country through its roads construction and employment of the country's human resource, training of the company's human resource contributed to the company gaining substantial increase in revenue from 2005 – 2009. (40% increase from 2001 – 2004). He attributed this to the skills and knowledge the employees gained through the training that helped them be more efficient thus reduced cost on the job thereby gaining more revenue. Evans and Lindsay (1999) also stated that, Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly and this has significantly impacted on the employee performance.

Companies committed to investment in their human resource generate long term and sustainable profitability for the company. In a study in America on the impact of human capital investments such as employer-provided training and development, Black and Lynch (1996) citing Bartel (1989) stated that “returns on training and development investments increase productivity.

2.2.2. Factors influencing training in organizations

The model of the determinants of training provision provides a very good explanation of the cross-section variation in training spending by firms. The estimated equation explains around 45% of the variation in training spend and is highly significant; Employment size is a highly significant and positive determinant of training spend. The length of time taken to train an employee, the growth ambitions of the firm and difficulties in recruiting managers and senior administrators are also significant determinants of training expenditure. The recent introduction of initiatives to involve employees in work design and practices is associated with higher training spending. The use of more sophisticated management tools such as Total Quality Management (TQM) and job rotation is also significantly related to higher spending. For the smaller size

group, with less than 100 employees, the existence of a written training plan and a director responsible for employees are both important determinants of training expenditure per employee.

2.3. The role of skills development on employee performance

‘Skills development’ as a big branch of training is increasingly being used and is gradually replacing ‘technical and vocational education and training’ (TVET). ‘Skills development’ indicates a shift in emphasis away from supply-led systems which dictate the mode of learning and the pathways to be followed. Instead, it places emphasis on the acquisition of skills in demand in the workplace, be these generic or technically specific, regardless of where, when or how they are acquired. This change of emphasis alters the relationship between training provision and the labor market, allowing for a greater range of types of learning environment, flexibility of content and engagement by stakeholders. ‘Skills development’ covers a very wide range of subject matter, ability level and age groups. Its defining feature is that it serves industry, focusing on enabling people of working age to acquire skills which are needed by businesses currently and in the future.

Employee Development

Within an effective organization, employee development needs are evaluated and addressed. Developing in this instance means increasing the capacity to perform through training, giving assignments that introduce new skills or higher levels of responsibility, improving work processes, or other methods. Providing employees with training and developmental opportunities encourages good performance, strengthens job-related skills and competencies, and helps employees keep up with changes in the workplace, such as the introduction of new technology. Carrying out the processes of performance management provides an excellent opportunity for

supervisors and employees to identify developmental needs for organization's success. When planning and monitoring work from employees, deficiencies in performance become evident and should be addressed. Areas for improving good performance also stand out, and action can be taken to help successful employees improve even further in the due course of their operations (Thenjiwe, 2006).

Skills development

Skills development is literally looked at as the cognitive and operational abilities that include Interactive and communication skills. Those skills are gained through training and enable the employee to acquire adequate knowledge and attain better understanding of the employment he or she wants. It therefore strongly enables employees to comprehend and improve their quality of life as they take on organizational operations. This allows an employee to be aware of his or her work. Experiences as they occur, prepare for future experiences, form expectations about career task performance and adjust his or her work behavior to bring about the desired career task performance (Thenjiwe, 2006).

Life skills

Life-skills are defined as the kinds of behavior based on psychological learning needed to help employees in an organization to cope with predictable developmental tasks; including skills and competencies that an employee requires to sustain and enrich His or her performance. Different life stages and tasks come with different life challenges, and the mastery of these challenges and tasks depends upon the successful acquisition of appropriate life-skills. In this study life-skills are those skills involved in building high self-esteem, a healthy life style, survival and self-empowering skills amongst employees. There may be a need to offer education in the workplace which goes beyond life-skills and offers employees a basic understanding of the social context in

which re-skilling; updating and commercial demands are met by the organization (Thenjiwe, 2006).

Training on quality operations practices requires that the increase in the provision of training activities amongst organizational employees. Founders of quality practices in manufacturing in organizations noted and emphasized the importance employee skills development, education and training for the improvement of their performance quality (Cooney et al 2002).

Employees within an organization require training sessions and activities in order to drive themselves in a proper position to manage the enlargement of their roles while at the workplace following the tasks set out to them by their superiors. Employees also require training in non-technical skills in order to enable them participate in quality production resulting from organizational activities. Employees require a broader range of skills in order to flexibly respond to the changing organizational requirements. Training for quality management and operations requires the development of specific employee skills amongst employees put up to support the operations practices. Training in such fields is considered important not only to ensure successful adoption of quality practices in operations but also to ensure the achievement of broader mission of improved organizational competitiveness (Cooney et al 2002). This is all because the success of operational strategies adopted by the firm and the effectiveness of the quality of labor operations employed by the organization are dependent upon the supply of the approximately skilled labor.

Notwithstanding the assertions between the adoption of quality operations practices within an organization by the employees, and enhancements of training efforts, little attention has still been proved to employee training and performance. Some studies have brought it into light that employee training directly enhances firm performance because it measures the level of skills

amongst organizational employees. Employees do actually become highly motivated the more they get and add onto their existing skills which also directly improve their performance and organizational effectiveness. Employee training may in this context can be looked at as a standalone management practice that strongly contributes towards skills development among organization human resources and directly contributing to performance improvement for the entire organization (Ambler, 2006)

Some scholars however argue that the aspect of training amongst employees that to a lesser extent carries forth a mediated ad rather a direct impact upon the firm's performance. In their view, they strongly argue that employee training becomes more effective when used in connection to management practices and that compatible series of practices are more effective in raising performance amongst employees rather than when taken on at an individualistic level. This argument suggests that training, whilst effective raising general skills among employees in order to support business operations or processes. Training should enhance the integrity of these systems than rather raise the general level of employee skills (Cooney et al 2002).

Investing in organizational workforce through training and developing their skills improves individual employee capabilities and organizational capabilities. But investing in people is not the same as investing in equipment or machinery both as resources held by an organization. When an organization invests in new computers for example, the cost can be depreciated over multiple years; but when an organization invests in employee skill development, it is a cost for that year and cannot be depreciated. So from an accounting point of view, dollar for dollar, it is better to invest in the equipment that employees use than it is to invest in the employees using that equipment.

Furthermore, other scholars noted that organizations tend to have a bias toward investments in equipment rather than employee development. To them they carry an assumption that developing the skills of employees makes them more attractive to other employers, potentially making them more likely to turnover. Managers assume that when employees have been developed, they get to be free when it comes to leaving the organization to work for another organization, taking the organization's investment in their improved level of knowledge or skills with them to their new employer. According to this counterproductive logic possessed by many managers, it is better not to develop your own employees, to prevent competitors from potentially benefitting from the training.

2.4. The contribution of knowledge Development on employee performance

Knowledge Development (KD) as a training practice is looked at as a proactive process that covers the collection, analysis, storage and distribution of information that helps to contribute to a common and shared understanding of the operational environment amongst employees within an organisational setting. Knowledge Development provides employees within operations with a comprehensive understanding of complex business operations within the business environments, including the relationships and interactions between the business hierarchies. This approach enables the managers and supervisors and employees to understand better the possible effects operational practices and the actual business performance. Within the different phases of organisation's management Process, the three key functions, Planning, Execution, and Assessment, all rely on Knowledge and development. Switching from the current traditional reactive approach to a proactive Knowledge and development approach would reduce extensive duplication of work in the organisation's operational Structure and provide a more coherent understanding at all levels of management (Maud; 2001).

Within an organisation, the primary purpose of knowledge development as passed on to employees is to support subsequent decision making in response to organisational performance arising from operations of employee's problem as well as during the planning, execution and assessment of operations. The challenge is to make the relevant information available for an organisation in a form that can be analysed and distributed in near real time and to develop a level of shared understanding that supports timely and effective decision making regarding employees in their performance (Schiller, 2002).

Knowledge workers, alternatively termed knowledge entrepreneurs, free agents, or human capital, constitute the fastest growing sector of the workforce in the world. Knowledge workers are further looked at as "high level employees who apply theoretical and analytical knowledge, acquired through formal education, to develop new products or services". Knowledge workers are those who acquire, manipulate, interpret, and apply information in order to perform multidisciplinary, complex and unpredictable work. Knowledge development further enables these workers to analyse information and apply expertise in a variety of areas to solve problems, generate ideas, or create new products and services (Schiller, 2002).

Workers developed under knowledge development within organizations include; professionals, scientists, educators, and information system designers. Knowledge work is characterized by the use of information, by unique work situations, and by creativity and employees being an autonomous within the organization. A worker under Knowledge development makes decisions rather than physical items and work with ideas rather than with objects. Their work focuses on mental rather than muscle power and is characterized by non-repetitive tasks. Knowledge development therefore enables workers to use different methods and techniques to solve

problems and have the authority to decide what work methods to use in order to complete their varying job tasks.

Workers can further be grouped into various categories because of knowledge development, based on the amount of time spent on individual tasks or on the type of information or skills possessed. The fact that workers can be classified in different ways is indicative of the variety of jobs they hold.

They can further be categorized according to the amount of time engaged in routine versus innovative behaviors. On one end of the scale, workers perform tasks that are primarily repetitive and routine in nature but occasionally use complex information to make independent decisions, often with regard to customer service issues. Employees at the spectrum's opposite end spend most of their time accessing information and making independent decisions with regard to that information.

A second way to categorize those whose work focuses on knowledge development (information and ideas) is as follows: specialty workers, portable knowledge workers, and creation of these employees within an organization. Specialty employees under knowledge development do possess a significant amount of knowledge related to a specific company's products or services. These individuals can be thought of as housing vital corporate assets in their heads. Portable knowledge workers possess information of wide and immediate utility. They are familiar with knowledge that is in demand by a variety of organizations. Software programmers, librarians, and persons with business degrees are examples of portable knowledge workers. Creation of such employees focuses the majority of their efforts on innovative behaviors, such as product design and development (Schiller, 2002).

Knowledge development among employees is such a complex issue and those employees who perform it require certain skills and abilities as well as familiarity with actual and theoretical knowledge. These persons must be able to find, access, recall, and apply information, interact well with others, and possess the ability and motivation to acquire and improve these skills. While the importance of one or more of these characteristics may vary from one job to the next, all knowledge workers need these basic qualifications. More jobs now require college degrees than ever before and a shortage of knowledge workers is imminent. Another future concern is the retirement of experienced plant managers, research scientists, and other knowledge workers that will lead to reduced capacity to innovate and pursue growth strategies as well as increase costly operational errors and decrease efficiency in the management of resources and productivity (Schiller, 2002).

2.5. Relationship between employee attitudes and employee performance

Attitudes amongst employees can be looked at as feelings and beliefs that largely determine how employees actually perceive their working environment, commit themselves to intended actions, and ultimately behave in the due course of their operations. Attitudes form a mental set that affects how we view something else. Employee attitudes have a strong impact on how employees view and judge our surroundings at work. Managers of organizational behavior are vitally interested in the nature of the attitudes their employees exhibit toward their Jobs, toward their careers, and toward the organization itself .Job attitudes of the employees are most important to achieve the individual and organizational objectives through their performance (Velnampy, 2007).

Work attitudes are based on many factors that employees actually bring to the workplace. In many times, deep roots of an employee's attitude make it hard to change. His or her attitude is

the product of their upbringing, including patterns of thought and ways of looking at the world that she has learned over many years from peers, parents, teachers, coaches and other adults (Velnampy, 2007).

An employee's attitude has a potential to impact his interactions with others and his individual work performance. Attitude affects an employee's reactions to others, including colleagues, supervisors and customers; attitude affects the employee's perception on the job and his value to the organization. If an employee's work tasks involve collaboration with others, his attitude can affect the success or failure of the group (Schiller, 2002).

Employee attitudes in the workplace can have a significant effect on the business as a whole in relation to its performance. Attitude is one of the hidden factors, hard-to-measure amongst employees and its one of those factors that ends up being crucial to the success of an organization. No matter all circumstances, employee attitudes tend to have a drastic impact on the productivity through business operations, both directly and through the effect on other on-job related factors(Schiller, 2002) and these include;

Employee Involvement or Engagement

First and far most, subject to employee attitudes, engagement or Involvement is a key holding factor. Employee involvement is defined as the process of engaging employees in their work and increasing their participation in decision-making .In particular, employee involvement/ Engagement ensures that employees who are closet towards their work, the power to control work methods, and are able to use their knowledge and skills to improve work process. Employees in most cases that have a negative attitude toward their company are far more likely to be disengaged, fulfilling their defined tasks with the least amount of work possible and at the

lowest quality level. This attitude of disengagement, disconnection and lack of concern for the company's well-being is costly to employers by way of lost productivity. Employees with the same competencies and skill levels are likely to be many times more productive if they have a positive attitude toward work, and feel connected, committed and invested in the success of the company (Schiller, 2002).

Retention

Based on the employee attitudes toward work, they tend to feel more or less committed to the job. Employees with a generally negative outlook at their work situation have no reason to feel invested in a future with the company. This implies that such employees can leave at any time and might just be waiting for the right opportunity for their exit. High employee turnover is significantly costly to business in a number of ways, including training, hiring resources and work left undone. By contrast, employees with positive attitudes toward the job are more likely to develop a sense of commitment to the business and stay for the long haul, lowering turnover costs and increasing productivity through experience (Schiller, 2002).

Work Environment

Workplace attitudes, both positive and negative, are infectious and can easily spread to co-workers. Negative employee attitudes can have a ripple effect. Decreased trust and goodwill toward co-workers harms collaboration, decreasing productivity. A negative social environment isolates individual employees and creates incentives to avoid or leave the job. By contrast, positive attitudes make interaction and collaboration more pleasant and productive. The encouraging social atmosphere that results from good attitudes creates incentives to be part of the

team and gives employees a sense of belonging and emotional investment with the success of the company.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter presents the numerous methods that the researcher used in getting the relevant data for the study. It deals with many different methods that were used in carrying out the study work. The major objective of the study was to establish the relationship between training and employee performance at Mukwano Industries Uganda Limited. It involves the description of the research design, the sampling techniques that were used, the research population and the way the data was analyzed taking into consideration the ethics guiding the research process of data collection.

3.1. Research Design

The study was cross-sectional. The unit of inquiry was individuals while the unit of analysis is the entire Mukwano industries employee community. It was also descriptive to the extent of measuring employee attitudes towards the difference training approaches. The design was chosen because it was the most appropriate for data collection as the study was focused on perceptions, facts, feeling, of the participants .The research questions generated required an analytical perspective in order to describe the current state of affairs, as the participants perceived them.

3.2. Source of data collection

The study used both primary and secondary data.

Primary data was obtained by the use of a semi structured questionnaire.

Secondary data was obtained from various newsletters, reports, journals, text books, newspapers and other form of electronically stored information like internet and other data accounts. All relevant literature was reviewed to provide a basis for interpretation of responses.

3.3. Survey population and sample size:

The study population was made up of 45 operational employees of Mukwano Industries occupying various positions including those taking on managerial roles, departmental heads and other workers from the operational section. According to the sample size determination table presented by Krejcie and Morgan's sample size determination table, the selected sample size of the study was 40 respondents from the entire population

Table 1: classification of the study population

Category	Population
Managers	15
Departmental heads	10
Employees(Subordinates)	20
Total	45

Source: Primary Data 2014

3.4. Sampling Procedure

Two sampling techniques were used in the study; purposive and simple random sampling.

3.4.1. Purposive sampling

This was used to obtain key respondents for the interviews. Purposive sampling was used for the qualitative part of the study because the researcher specifically wanted particular people. It being purposive and with the ability to focus on a particular segment of people, it was of great importance to the researcher.

3.4.2. Simple random sampling

This was used to obtain respondents for the questionnaires. Simple random sampling was adopted for the quantitative study to give respondents equal chance of being involved in the study and its findings.

3.5. Research Instruments

Only one type of research instrument was used in the study.

3.5.1. Questionnaire

A self-administered questionnaire was used to collect quantitative data. The choice of the questionnaire as a research instrument was because questionnaires are a quick method of collecting data (**Moser and Kalton 1979**). The target population was literate and capable of filling the questionnaires. The questionnaires were pre-tested in order to eliminate questions that are vague, ambiguous and misleading.

3.6. Measurement of study variables

The questionnaire contained four sections. Section A was used to extract the background information of the respondents. Section B discussed the independent variable, Section C basically measured the dependent variable that is to say ask questions about employee performance.

All the sections carried multiple choices with a five likert scale ranging from “strongly agree (5)” to “strongly disagree (1)” and respondents were required to tick their level of agreement or disagreement against each statement given.

3.7. Reliability of Questionnaire

The reliability of the questionnaire was obtained using Cronbach’s reliability test. This test gave the following alphas for the variables of study:

Variables	Alpha
Training	0.9831
Employee performance	0.7928

Source: Primary Data 2014

The above results show that each variable had a reliability coefficient (alpha) greater than 0.5 hence the instrument was a reliable measure of the variables of study.

3.7.1. Content Validity Index

$$\text{C.V.I.} = \frac{\text{Number of relevant questions}}{\text{Total number of questions}}$$

$$= \frac{43}{37}$$

$$\text{C.V.I.} = 1.16$$

The above result shows that the questions that were used in the questionnaire are accurate since the content validity index is above 0.7. This makes the instrument a reliable measure of the variables of study

3.8. Data analysis

Quantitative data analysis was undertaken using SPSS (Statistical Package of the Social Scientist) software package. Tabulations were run to show the sample characteristics, Pearson's correlation to show the relationship between the training and employee performance.

3.9. Limitations of the Study

The researcher faced a number of problems and challenges in the course of carrying out the research amongst the vendors, these were;

The researcher faced financial constraints which were addressed by reducing expenditures on transport through walking instead of using a taxi or boda-boda, not taking lunch at some point among others.

Since the study required allot in a limited time, plus other demanding academic issues such as tests and exams. The researcher drafted and used a time table to effectively manage the time and eliminate time wasting activities and moments which included; watching films and sports, clubbing. This helped the researcher to allocate time for both research and books at the same time.

Weather changes which included unexpected rains and the hot weather were curbed by using the umbrella and the raincoat.

There was a misconception about the research. Some respondents thought that it is intended to unearth their weaknesses yet others may think that the subject is highly specialized and best only top management. This might in one way whatsoever have effect the responses.

Selection of purposely chosen respondents was based on the researchers' perception of their being knowledgeable on the subject. This too was limitation because in some cases some employees in the operations didn't feel happy with it because they felt left out as though the researcher interviewed them and also took their responses as findings.

CHAPTER FOUR

PRESENTAION OF RESULTS AND DISCUSSION OF FINDINGS

4.0. Introduction

This chapter presents the research findings, analysis and interpretation in accordance to the study objectives. The data presented in this chapter is based on a sample random survey carried out among the employees of Mukwano industries Limited on the study relating with the relationship between training and employee performance.

4.1. Response Rate

The research study was based on a sample size of forty (40) respondents. Among the forty questionnaires that were administered to the respondents, 39 the respondents were able to fill completely the questionnaires as they participated during the study which from the field implied that one questionnaire was not collected. This implies that 97.5% response rate contributed in delivering data by the aid of questionnaires.

Table 4.1: Summary of the Respondents

Category	Number of respondents	Response rate %
Employees(Subordinates)	21	54%
Departmental heads	7	18%
Managers	11	28%
TOTAL	39	100.

Source: Field data 2014

The biggest number of respondents according to the table above included employees with 54%, Departmental heads with 18% and Managers with 28% respectively. These findings thus implied that there was a high possibility that the data collected is accurate since the most vulnerable group in the study which was the employees more so those in operations was proved to be so responsive.

4.2. Characteristics of the respondents

These are presented using frequency tables below. The characteristics presented include gender, highest education level, category of staff, and the duration on job.

4.2.1. Gender of respondents

Table 4.2; Sex characteristics of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	20	51.3	51.3	51.3
female	19	48.7	48.7	100.0
Total	39	100.0	100.0	

Source: Field Data 2014

Results showed that more than half of the respondents are male (51.3%). This implies more Male employees than Female ones at Mukwano Industries. This came in handy as majority of the male respondents were easily assessable by the researcher and also it happened that they were the

majority within the operations section of the company who were in charge of the day to day activities.

4.2.2. Age of the respondents

Table 4.3; Age characteristic of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 25years and below	17	43.6	43.6	43.6
26-35	15	38.5	38.5	82.1
36-45	3	7.7	7.7	89.7
46 and above	4	10.3	10.3	100.0
Total	39	100.0	100.0	

Source: Field Data 2014

Findings from the table above revealed that majority of the respondents were 25 years and below, 43.6%, 38.5% were in the 26 – 35 age group, 10.3% were in the 46 and above age bracket and least were in the 36 – 45 age bracket. Data collection revealed that majority of the workers were casual workers who were looking for a living and had a great interest in training since they were looking forward to attaining experience regardless of their casual assignments.

4.2.3. Marital status

Table 4.4; Marriage characteristic of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid single	26	66.7	66.7	66.7
married	13	33.3	33.3	100.0
Total	39	100.0	100.0	

Source: Field Data 2014

Findings from the table revealed that majority of the respondents were singles that is to say 66.7%. and a few were married that is to say 33.3%. The findings from the field implied that their productivity is not jeopardized by their responsibilities while at home which is a bonus for the company and a part form to ease training. This in the end leads to increased performance amongst the organization's workforce.

4.2.4. Education Levels of respondents

Results from the table revealed that majority of the respondents were diploma holders 46.2%, 30.8% were certificate holders whereas a few 15.4% had not attained any form of education but were basing their productivity received from the company on job. This makes training important for organizations Mukwano in particular because the findings presented a Percentage of employees who had not attained any education.

Table 4.5; education levels of the respondents

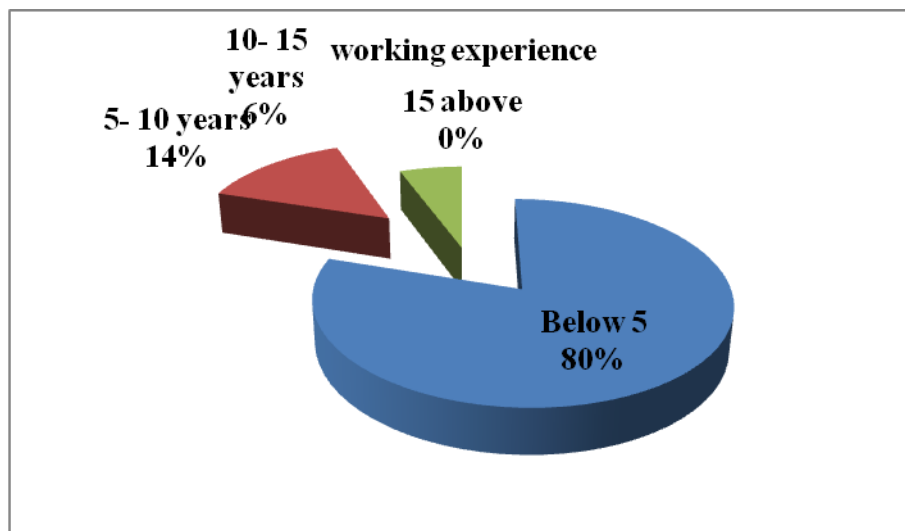
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certificate	12	30.8	30.8	30.8
diploma	18	46.2	46.2	76.9
degree	3	7.7	7.7	84.6
none	6	15.4	15.4	100.0
Total	39	100.0	100.0	

Source: Field data 2014

4.2.5. Longevity at work

The longevity of work by the respondents was presented by periods of years which included periods ranging from; below 5 years, 10- 15years, 5- 10 years and 15 years and above as presented in the pie chart below.

Figure 2; Working Experience



Source: Field Data 2014

4.3. The role of skills development on employee performance Mukwano Industries Limited

Table 4.6: skills development on employee performance

Response	SD	D	N	A	SA	Mean	Std. Deviation
Management appraises its employees	4 (0.3%)	4(10.3)	2(5.1 %)	18(46.2 %)	11 (28.2%)	3.7179	1.27628
Management employees new working techniques	1(2.6 %)	6(15.4 %)	4(10.3 %)	19 (48.7%)	9 (23.1%)	3.7436	1.06914
Employees undergo skills development programs	1(2.6 %)	4(10.3 %)	2(5.1 %)	15(38.5 %)	17(43.6 %)	3.9231	.95655
Employee skills are developed in reflection with the activities	9(23.1 %)	6(15.4 %)	5 (12.8%)	14(35.8 %)	5 (12.8%)	3.0000	1.41421
The company provides distance learning to workers on leave and on further studies.	6 (15.4%)	10(25.6 %)	1(2.6 %)	16(41 %)	6(15.4 %)	3.1538	1.38675
Employees are taught various skills on equipment operations	7(17.9%)	10(25.6 %)	1(2.6 %)	12(30.8%)	9(23.1 %)	3.1538	1.49628
Employees operating forklifts are given more skills on how to use them	4(10 .3%)	4(10 .3%)	1(2.6 %)	17(43.6 %)	13(33.3 %)	3.7949	1.30141

Source: Field Data 2014

Management appraises its employees

From the findings from the field, 74% of the respondents agreed that management appraises them with issues related to work and their performance. 10.6% of the respondents disagreed on the issue of appraisal from management. This as a measure implied that the activities carried out by the workers are well monitored by management. Raymond (2010) noted that employees are satisfied with their performance appraisal systems when there is trust in the supervisor and when the supervisors are supportive of their subordinate's feedback, particularly in the area of skill development, pay for performance, furthermore, Career advancement amongst employees occurs during the appraisal session where subordinates feel that they are given enough time to express their perspectives, have opportunity to influence the outcome and sufficient explanation of their ratings is provided.

Management employs new working techniques

From the findings, 48.2% and 23.1% of the response rate agreed and strongly agreed respectively that management actually employed new working tactics to its employees as a way of skills development and training. However, 15.4% and 2.6% of the response rate disagreed and strongly disagreed respectively whereas 10.3% of them neither agreed nor disagreed in relation to working techniques. This implied that management through its training programs actually came up with various techniques to develop the skills of its employees basing on the level of agreement presented from the findings.

Employees undergo skills development programs

From the findings, 38.5% and 43.6% of the respondents agreed and strongly agreed respectively that the management personnel in charge of training makes them undergo skills development

programs in order to perform better. From the field, when contacted, the respondents supported their levels of agreement when they mentioned a few of the skills development programs they underwent, these included; operating new machines (Heavy machinery), driving among others as a way to help the increase their productivity. 5.1% of the response rate had no say on the matter whereas 10.3% and 2.6% of the respondents disagreed and strongly disagreed respectively when it came to employees undergoing skills development programs claiming that such did not exist in the setting of the company.

Employee skills are developed in reflection with the activities

From the findings, 35.8% and 12.8% respectively of the respondents agreed and strongly agreed that the skills employees attain are in line with the activities they actually carry out at their places of work. Supported by the interview guide on such activities, the respondents assured the researcher that employees more so those in operations i.e. Fork lift drivers and machine operators are taught how to run their machines respectively. However, 15.4% of the respondents neither agreed nor disagreed where as 23.1% and 15.4% of the respondents strongly disagreed and disagreed respectively in relation to developing their skills in line with the activities they run at Mukwano Industries Limited. The findings implied that some employees are trained and their skills are developed in line with the services they offer where as to others, they are trained all together as one group. Raymond (2010) in his work noted that it's important for human resources to attain training that is subjected to the activities they finally offer to the organization which directly impacts on their performance levels.

The company provides distance learning to workers on leave and on further studies.

This from the questionnaire sought to find out whether management helped workers on leave to develop their skills while away during training sessions. From the findings, 44% and 15.4% of the respondents agreed and strongly agreed that management either calls them from their leave to attend training sessions concerning skills development or soft copies of drafts are sent to them. 15.4% and 25.6% of the respondents however refuted the fact that employees on leave are trained. These claimed that most of the employees within the operations section are never given time to go on leave. The findings however implied that the biggest percentage of the response rate that was in line with agreement were the employees in management section rather those in operations who had the opportunity to be trained even when in leave.

Employees are taught various skills on equipment operations

From the findings, 30.8% and 23.1% of the respondents agreed and strongly agreed respectively that various skills are taught to them during skills development and training more so in operations while running the machines. 25.6% and 17.9% of the respondents however disagreed and strongly disagreed that various skills are taught to them during operations. The level of disagreement was higher than expected and from the interviews held with the employees in operations, they had it that most of them just employ their creativity with the help of the manuals while operating the machines.

Employees operating forklifts are given more skills on how to use them

This within the questionnaire targeted the employees within the operations especially those driving forklifts to load and transport both finished products and those in process. From the findings, 43.6% and 33.3% of the respondents agreed and strongly agreed that more skills are developed amongst

these operational employees where as 10.3% and 10.3% of the respondents disagreed and strongly disagreed respectively claiming that little or no skills are given to them when it comes to using forklifts within the operations of the company. These findings revealed that according to the related accidents that accrue from the usage of these forklifts, more skills are given to their drivers as they make various movements with them in the due course of operations in order to minimize the accidents (Field Data, 2014).

4.4. The contribution of Knowledge Development on employee performance

Table 4.7; Knowledge development on employee performance

Response	SD	D	N	A	SA	Mean	Std. Deviation
Internships to college students wanting to find work experience.	7(17.9 %)	5(12.8 %)	(%)	14(35.9 %)	13(33.3%)	3.5385	1.51911
Work with their supervisors to develop career plans.	4 (10 .3%)	1 (2.6 %)	4 (10 .3%)	17 (43.6 %)	13 (33.3 %)	3.7949	1.30141
Orientations on the organization policies, methods of behavior	9 (23.1 %)	6 (15.4 %)	5 (12.8%)	14 (35.8 %)	5 (12.8%)	3.0000	1.41421
Coaching is done by supervisors.	1 (2.6 %)	4 (10.3 %)	2 (5.1 %)	15 (38.5 %)	17 (43.6 %)	3.9231	.95655
Seminars concerning the job	6 (15.4%)	10 (25.6 %)	1 (2.6 %)	6 (15.4 %)	16 (41 %)	3.1538	1.38675
User manuals having more knowledge on the job	10 (25.6 %)	7 (17.9%)	1 (2.6 %)	9 (23.1 %)	12 (30.8%)	3.1538	1.49628
Employees learn more from workers with past experiences	1 (2.6 %)	6 (15.4 %)	4 (10.3 %)	19 (48.7%)	9 (23.1%)	3.7436	1.06914

Source: Field Data 2014

The company gives out internships to college students wanting to find work experience

From the findings, 35.9% and 33.3% of the respondents agreed and strongly agreed respectively giving a total of 69.1% response rate in agreement with the organization towards bringing in interns to develop knowledge in the due course of work operations. From the interviews with the employees, they brought it to the attention of the researcher that the company has a scheme under which knowledge is passed on to graduates and they are later retained according to their performance which was sought to be a good human resource planning strategy. 15.4% and 25.6% of the response rate however strongly disagreed and disagreed with knowledge development through bringing on college students to attain working experience and later retained. Good human resources planning practices recommend that employees for an organization have to be natured and trained in order to enable the organization not to fall short of manpower supply (Thenjiwe, 2006).

Learners have the opportunity to work with their supervisors to develop career plans.

From the findings in table 4.7; 33.3% and 43.3% of the respondents agreed and strongly agreed that employees seeking knowledge learn more from the supervisors as organizational activities are carried out. From the interviews, these activities included, operating heavy machinery and managing records on the products produced. 10.3% of the respondents neither agreed nor disagreed when it came to new entrants working with supervisors where as 2.6% and 10.3% of the respondents disagreed and strongly disagreed in line with that. Knowledge development commands that subordinated work in line with their superiors who provide support to them and the cooperation builds capacity of such employees and thus improving their performance.

New employees are oriented on the organization policies, methods of behavior and how to carry on assignments.

Orientations are always considered as opening and introduction sessions that employees go through to know the activities that they are to carry out at the organization. From the findings, 55.8% and 12.8% of the response rate agreed and strongly agreed respectively that knowledge development is attained from the start before starting their activities. 12.8% of the response rate neither agreed nor disagreed in relation to knowledge development and employee orientations whereas 15.4% and 23.1% of the respondents disagreed and strongly disagreed respectively that the provision of orientations provides no knowledge development to employees. The implications to this were that for employees to perform better, they are supposed to be told what to do before actually indulging into various activities. This thus presents and proves the role of orientations towards knowledge development as a way of training employees.

Coaching of fellow workers is done by supervisors.

From the findings presented in table 4.7; 43.6% and 38.8% of the response rate strongly agreed and agreed respectively that coaching as a form of knowledge development is provided by supervisors to employees which also improves their performance. 5.1% of the respondents neither agreed nor disagreed whereas 10.3% and 2.6% of the respondents disagreed and strongly disagreed that the supervisors were the personnel in charge of knowledge development to the workers in the due course of training. Basing on the level of agreement, the findings implied that workers learn from their superiors through coaching. Coaching enables employees to perfect and work in line with their activities because they do have guidance as they work.

Seminars at every end of a financial year concerning the job

From the findings, 41% and 15.4% of the respondents agreed and strongly agreed that seminars do contribute to knowledge development amongst employees. Seminars, involve learning from different people who come together to share views. 2.6% of the respondents neither agreed nor disagreed when it got to seminars on employee performance. 25.6% and 15.4% of the respondents disagreed and strongly disagreed respectively on the matter of seminars as a way of developing the knowledge of the employees. From the interviews held with the respondents, they brought it to the knowledge of the researcher that seminars are rarely held in relation to their work and that they don't acquire too much knowledge from them. The findings rather proved that seminars do contribute to knowledge development to employees which directly impacts on the performance of the employees of the organization.

Employees learn more from workers with past experiences

The findings from the table 4.7; had it that 23.1% and 30.8% of the respondents agreed and strongly agreed that knowledge development is acquired through knowledge sharing between new employees and the old ones with past experiences on the organizational activities. 15.4% and 2.6% of the respondents however disagreed and strongly disagreed when it came to learning from past employee's experiences as a way of knowledge development. Knowledge development stretches as far as building the capacities of employees to perform better. This is always supported through knowledge sharing amongst employees where the new and fresh employees are tasked to learn more from the existing employees who are said to be versed with the entire system and the way the activities are carried out therein (Raymond, 2010).

4.5. Relationship between Employee Attitudes and Employee Performance

Table 4.8; employee attitudes and Employee performance

Response	SD	D	N	A	SA	Mean	Std. Deviation
There is job rotation	7 (17.9 %)	2 (5.1 %)	(%)	19 (48.7%)	11 (28.2 %)	3.6410	1.42325
Employee strengths are always developed	8 (20.5 %)	8 (20.5 %)	1 (2.6 %)	12 (30.8 %)	10 (25.6 %)	3.2051	1.54203
Beliefs, thoughts are considered by management	7 (17.9%)	10 (25.6 %)	1 (2.6 %)	12 (30.8%)	9 (23.1 %)	3.1538	1.49628
Employee do participate in activities	4 (10.3%)	4 (10.3%)	1 (2.6 %)	17 (43.6 %)	13 (33.3 %)	3.7949	1.30141
management addresses Challenges	10 (25.6 %)	10 (25.6 %)	(%)	8 (20.5 %)	11 (28.2 %)	3.0000	1.63836
Employees are self-driven	1 (2.6 %)	4 (10.3 %)	2 (5.1 %)	15 (38.5 %)	17 (43.6 %)	3.9231	.95655
Employees are motivated	4 (10.3%)	3 (7.7 %)	3 (7.7 %)	19 (48.7 %)	10 (25.6 %)	3.7179	1.23435

Source: Field Data 2014

Table 4.8; presented the finding from the field on the objective of employee attitudes on employee performance. Below is the detailed discussion of the findings on how 2the respondents presented their levels of agreement and disagreements.

There is job rotation which learners to experience a broad range of managerial settings, cultures and challenges.

The findings revealed that 48.7% and 28.2% of the respondents agreed and strongly agreed respectively in line with the practice of job rotation as an aspect of training that it directly impacts on employee performance. From the interviews, the respondents had it that being stationed onto on activity actually bores them which makes them less productive. I.e. working on one machine and later packing or sorting items. 5.1% and 17.9% of the respondents however disagreed and strongly disagreed that job rotation as an aspect of employee attitudes had no relation to employee performance claiming that the employee productivity remains constant. The findings proved beyond reasonable doubt that rotation has something to do with employee attitudes and has an impact on their performance.

Employee beliefs and thoughts are highly considered by management

As an aspect of employee attitudes, employees have beliefs and thoughts which are at times looked at as their strengths and weaknesses at the workplace that require to be closely motioned by management in order to effectively attain an expected level of productivity from the workers. From the findings, 23.1% and 30.8% of the respondents agreed and strongly agreed respectively that employee beliefs are considered by management which also in the long run impacts on the performance of the employees because their attitudes are well managed. 25.5% and 17.9% of the respondents disagreed and strongly disagreed that employee beliefs are considered by management. From the interviews, the respondents had it that management doesn't consider thoughts of the employees at the operational level because more emphasis is given to those at the management level. As a matter of fact, employee beliefs should always be looked into because it enables management to work and move along with the employees because it enables them discover their weaknesses and strengths and thus capitalize on them in order to effectively benefit from the performance of the employees (Barrett & O'Connell, 2001).

Employees are self-driven when it gets to working hours

From the findings, 43.6% and 38.5% of the respondents agreed and strongly agreed that employees have their attitudes to an extent that they do drive themselves when it gets to performing organization duties. This is more or less employees working as stewards at the workplace because they work not because they are supervised but because it's their duty to work (Thenjiwe, 2006). 10.3% and 2.6% of the respondents disagreed and strongly disagreed respectively in line with employees being self-driven at the workplace. However, the implications of the findings proved that self-driven employees actually perform better than those that work under the supervision of their superiors and thus showing that these have positive attitudes that are factors of employee performance.

Employees are motivated to work more within the organization

Training employees within an organization is considered a motivation practice within human resources (Bartlett, K. 2001). From the findings, the employee attitudes through motivation had various reactions from the respondents. 48.7% and 25.6% of the respondents agreed and strongly agreed that employees are motivated to work within the organization which was a sign that their attitudes are tailored towards their desires and thus giving up an expected level of performance. Motivated workers are always self-driven and are always there to perform the duties as given to them. Training therefore has a lot to do with the perspectives employees have on the way they actually work (Bartlett, K. 2001). 7.7% of the respondents neither agreed nor disagreed on the issue of employees building up their attitudes on motivation in relation to their performance. However, 7.7% and 10.3% of the respondents came up with 18% response rate in disagreement.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

In the previous chapter the research results were discussed. This final chapter focuses on the summary of main findings and implications thereof, recommendations and conclusions of this exploratory study. Specific emphasis is placed on the relationship between training and employee performance in Mukwano Industries Limited. This chapter is therefore subdivided into discussion of findings, summary, conclusions, recommendations and areas for further research.

5.1. Summary of Findings

5.1.1. The role of skills development on employee performance

Objective one; focused on the role of skills development on employee performance. Skills development is literally looked at as the cognitive and operational abilities that include Interactive and communication skills. Those skills are gained through training and enable the employee to acquire adequate knowledge and attain better understanding of the employment he or she wants(Thenjiwe, 2006). The study on objective one revealed that for employees to perform better, the aspect of skills development has to be highly embraced by management as an aspect of training. From the findings, issues like; appraisals, skills development programs presented higher levels of agreement and were looked at as the way to go better performance of employees. Employee performance is one of the most concerns managers at any level because it is the basis of organization performance implying that employee skills need to be improved from time to time.

5.1.2. The contribution of knowledge development on employee performance

Objective 2; revealed that knowledge development was also a key driver for employee performance in Mukwano Industries Limited. Findings from the study revealed that majority of the respondents were in agreement with the factors of creating room for interns as future employees, coaching new employees, orientations and learning from experienced existing workers all as measures of training through Knowledge development. The study on this objective further revealed that employees are to perform better when their knowledge is developed in relation to the activities being performed because it increases the efficiency and effectiveness of the employees.

5.1.3. The relationship between employee attitudes and employee performance

Objective 3; presented findings on the employee attitudes and the performance of employees. Employee attitudes command a lot when it comes to the way employees perform within the organization because they make them either to choose to work or not to depending on how they feel Linda (Maund; 2001). The study on these objective contributed supporting factors on employee performance because it addressed issues that included; aspects of job rotation, employee beliefs being considered by management and motivation of employees which from the findings had higher levels of agreement from the respondents.

This implied that the objective has to be addressed always by management because it directly deals with employees as they perform the day to day activities of the organization.

5.1.4. The relationship between training and employee performance

Results from the study revealed that there is a significant positive relationship between training and employee performance at Mukwano Industries ($r = 0.344$, $P < 0.01$). This means that if more of the employees are trained in different skills and tasks, they will be in position

to perform better on the job. It was found that those employees who have taken trainings were more capable in performing different task & vice versa. Training has direct relationship with the employees' performance.

5.2. Conclusions

It may conclusively be stated that on the job training to a big extent leads to an improved employee's performance but still it is not the sole factor that leads to good performance rather it is a combination of factors and the rest of the factors are those that were suggested. So the link, influence or effect of on the job training on employee performance is very big.

However, there are other factors that lead to performance which, among others, include working environment, employee skills and knowledge, motivation and rewards, communication flow and organizational management. All these factors may directly or indirectly contribute to performance; however, the importance of training on performance should not be neglected. It is hard to attain a high level of performance without training.

Taking the point of view that training leads to important benefits for individuals and teams, organizations and society. The importance of training in the corporate world has been highlighted in various studies. Thus it is essential to examine any issues related to training and employee performance in the business world. The purpose of this study was to examine the effects of training on employee performance. The findings suggested in this study suggest that training has an impact on employee performance. This result is broadly consistent with prior management literature on training and employee performance.

Objective one, skills development was more of a practical move when it came to training and the performance of employees because among the issues selected to back it up were all necessary issues that required to enable the employees perform to their expectations while taking on organisational activities. These as used included; management appraising

employees, bringing on board new working techniques, developing employee skills reflecting on the activities being carried out, undergoing skills development programs and giving operational skills to employees more so those operating forklifts. From the field, equipping operational employees with skills and taking employees for skill development programs were the two options that were conclusively considered as the best options for skills development in relation to employee performance in Mukwano Industries Limited.

Objective 2 concentrated more on the role of knowledge development on employee performance through training, it cut across through aspects of providing internship sessions to college students, providing employees opportunities to work along their supervisors in order to develop their knowledge, orienting employees, coaching employees, giving manuals to employees and employees learning from fellow experienced workers. These were the stated ways of knowledge development amongst employees as though, conclusively, coaching and employee orientations proved to be better sources of knowledge development and better drivers of employee performance at the workplace.

Lastly, objective 3 looked at the employee attitudes in relation to training and the impact it imposed on employee performance; on employee attitudes, various factors were addressed which included; job rotation, developing employee strengths, considering employee ideas and beliefs, enabling employees participate in various fields and employees being self-driven all geared towards improving their performance at work. The aspect of self-drive sought lot of attention and thus looked as the way of improving employee attitudes through training.

5.3. Recommendations

Based on the findings and conclusions from the study, the researcher came up with the following recommendations:

Receiving on the job training is closely related to improved performance of the trained employees but it is important to know that employee's performance is affected by many other factors such as mental or psychological condition, organizational culture of the particular place of work, interaction among employees and so forth. It is recommended that these organizations hire counselors or psychologists to assist workers who have other difficulties in life to remain focused in their jobs despite the challenges they are facing out of the office. Having psychologists at the place of work would also be a catalyst for improved performance because workers who have social problems be it at the place of work or out of it have a chance to talk about them and receive appropriate assistance.

On the relationship between training and employee performance the study recommends that, there is need for policy makers and administrators to strengthen and revise the staff development programs policy that all staff shall be encouraged through training and promotion to develop their potential and enhance their efficiency on the job. This will enable employees feel and believe that their organization believes in employee development through training and promotion and actually supports it. On the relationship between promotion and job performance of lecturers, the study recommends that the administration of Mukwano Industries should endeavor to revise and make clear the promotion criterion that recognizes teaching, research and service, academic qualifications, and experience as this is an avenue through which performance can be enhanced and promoted staff can apply what they have acquired.

5.3.1. Areas of further research

The researcher suggests investigation to be instituted in the following areas:

1. There is need to investigate into other factors that affect employee performance in other sectors

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Appendix 1.

QUESTIONNAIRE

INTRODUCTION:

I am Kirya Lenard a student of business administration and management at Uganda martyrs university Nkozi conducting an academic research on the effects of training on employee performance – a case study of Mukwano Industries Limited in the Kampala central region.

You have been selected to participate in this study so as to get a representative picture of the employee performance. The information you will give us will be treated with confidentiality and will only be used for the purpose of the study. The study is purely for academic purposes. You are hereby assured that your identity and the information you provide will be kept confidential. Thank you very much for your time.

INSTRUCTIONS:

- I kindly request you to tick or fill in the given space.
- Each box will be ticked once and not twice.

SECTION A: BACKGROUND INFORMATION: *(please tick)*

1. Sex : Male Female
2. Age group:
25years and below 26-35 36-45
46nd above
3. Marital Status: Single Married
4. Education Level:
Certificate Diploma Degree
Masters
5. How long have you been working for Mukwano Industries:
1- 5 years 5 -10 years 10- 15 years 15- 20 years
6. What is your position at Mukwano
Accounts clerk departmental head
Top management machine operator

7. Have you had any form of training since you joined Mukwano Industries

Yes No

8. How often do you undergo training

Quarterly every six months once a year every two years

SECTION B: INDEPENDENT VARIABLES

SCALE	1	2	3	4	5				
	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree				
The role of skills development on employee performance									
1.	Management appraises its employees				1	2	3	4	5
2.	Management employs new working techniques				1	2	3	4	5
3.	Employees undergo skills development programs				1	2	3	4	5
4.	Employee skills are developed in reflection with the activities				1	2	3	4	5
5.	The company provides distance learning to workers on leave and on further studies.				1	2	3	4	5
6.	Employees are taught various skills on equipment operations				1	2	3	4	5
7.	Employees operating forklifts are given more skills on how to use them				1	2	3	4	5
THE CONTRIBUTION OF KNOWLEDGE DEVELOPMENT ON EMPLOYEE PERFORMANCE									
8.	The company gives out internships to college students wanting to find work experience.				1	2	3	4	5
9.	Learners have the opportunity to work with their supervisors to develop career plans.				1	2	3	4	5
10.	New employees are oriented on the organization policies, methods of behavior and how to carry on assignments.				1	2	3	4	5
11.	Coaching of fellow workers is done by supervisors.				1	2	3	4	5
12.	seminars at every end of a financial year concerning the job				1	2	3	4	5
13.	Employees are given user manuals having more knowledge on the job				1	2	3	4	5

14.	Employees learn more from workers with past experiences	1	2	3	4	5
RELATIONSHIP BETWEEN EMPLOYEE ATTITUDES AND EMPLOYEE PERFORMANCE						
15.	There is job rotation which learners to experience a broad range of managerial settings, cultures and challenges.	1	2	3	4	5
16.	Employee strengths are always developed	1	2	3	4	5
17.	Employee beliefs and thoughts are highly considered by management	1	2	3	4	5
18.	Employee do participate in various organizational activities	1	2	3	4	5
19.	Work related challenges are always addressed by management	1	2	3	4	5
20.	Employees are self-driven when it gets to working hours	1	2	3	4	5
21.	Employees are motivated to work more within the organization	1	2	3	4	5

SECTION C: DEPENDENT VARIABLE:

EMPLOYEE PERFORMANCE

22.	Organizational deadlines are always met	1	2	3	4	5
23.	The output ratios of employees are always high	1	2	3	4	5
24.	Employee efficiency is high as expected by management	1	2	3	4	5
25.	The level of output is always rational to that expected by management	1	2	3	4	5
26.	Employees do perform more when trained	1	2	3	4	5
27.	Employees perform beyond their working hours to accomplish tasks	1	2	3	4	5
28.	More tasks are tasks are accomplished upon training	1	2	3	4	5

In your opinion, do you think training has helped improve on your job performance?

If yes how?

.....

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

What do you think are the other effects of training to employee performance?

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

Thank very much for your time and support towards this research study.

Yours faith fully:

KIRYA LENARD

THE INTERVIEW GUIDE TO THE MANAGERS AND SUPERVISORS

1. How does management develop employee skills?
2. What ways does management conduct training sessions to its employees?
3. As a manager/ Supervisor, do you get to embrace the advantages of training amongst employees?
4. If so, what could be some of the benefits of training employees within Mukwano?
5. What challenges do you face when it gets to training employees?
6. What measures have been taken up by management to achieve the benefits of training its employees?
7. What is the different kind of skills are you given by management?

Appendix 2: Table for Determining Sample Size from a given Population

N	S	N	S
10	10	440	205
15	14	460	210
20	19	480	214
25	24	500	217
30	28	550	226
35	32	600	234
40	36	650	242
45	40	700	248
50	44	750	254
55	48	800	260
60	52	850	265
65	56	900	269
70	59	950	274
75	63	1,000	278
80	66	1,100	285
85	70	1,200	291
90	73	1,300	297
95	76	1,400	302
100	80	1,500	306
110	86	1,600	310
120	92	1,700	313
130	97	1,800	317
140	103	1,900	320
150	108	2,000	322
160	113	2,200	327
170	118	2,400	331
180	123	2,600	335
190	127	2,800	338
200	132	3,000	341
210	136	3,500	346
220	140	4,000	351
230	144	4,500	354
240	148	5,000	357
250	152	6,000	361
260	155	7,000	364
270	159	8,000	367
280	162	9,000	368
290	165	10,000	370
300	169	15,000	375
320	175	20,000	377
340	181	30,000	379
360	186	40,000	380
380	191	50,000	381