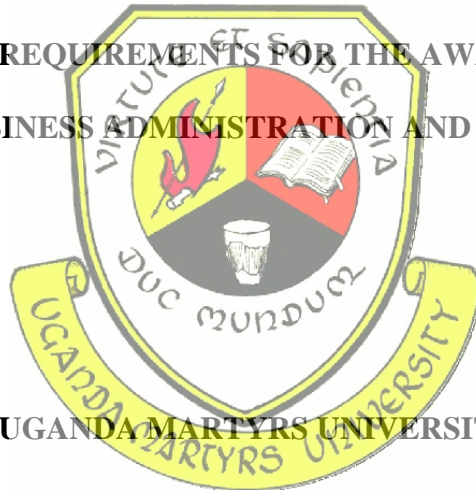


ONLINE TRAINING AND EMPLOYEE PRODUCTIVITY.

CASE STUDY: BARCLAYS BANK UGANDA LIMITED

**A POSTGRADUATE DISSERTATION PRESENTED TO THE FACULTY OF
BUSINESS ADMINISTRATION AND MANAGEMENT IN THE PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION AND MANAGEMENT OF**



UGANDA MARTYRS UNIVERSITY

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2014-M102-20055

JANUARY 2018

DEDICATION

This book is dedicated to my Late Mum Sarah Nampijja for making me the person I am today.

I would not have reached this far.

Special thanks go to my beloved father Mr. Livingston Sekinobe for the moral and financial support through my academic path.

To my supervisors Mrs. Jacinta Bwegyeme and Aloysius Mubiru for your immense guidance and assistance

Thank you!

ACKNOWLEDGEMENT

I am most grateful to God, for seeing me through to the completion of my research dissertation.

It has not been easy but by His Grace and favor I have completed.

I thank all my friends more especially Mr. Musoke Innocent for without his support and encouragement, I would not have maintained the motivation to finish the course.

My sincere gratitude goes to my supervisors Mrs. Jacinta Bwegyeme and Mr. Mubiru A for their guidance, critique and insights to make this work successful. They also challenged me to make it the best.

Finally, I thank the Barclays bank staff and compliance team for granting me the opportunity to conduct the research in the bank. Thank you so much.

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List of Abbreviations

CBT: Compulsory basic training

E-learning: Electronic Learning

ROI: Return On Investment

TNA: Training Needs Assessment

WBT: Web Based Training

ABSTRACT

The study was about online training and employee productivity with Barclays Bank Uganda Limited as a case study. The study objectives were; to establish the effect of learning capabilities on employee productivity, to examine the effect of online delivery approaches on employee productivity, to assess the relationship between training content and employee productivity, to assess the effect of evaluation reports\results for online training on employee productivity.

The study used a case study design where both qualitative and quantitative approaches were used to obtain in depth information from the target respondents. Data was collected using questionnaires and interviews. The target population was 162 employees of the Barclays Bank (U) Limited with a sample size of 118 comprising of bank Branch Managers, Branch Operations Managers, Personal bankers, Cashiers and Tellers, Business Bankers and Relationship Managers.

Census sampling was used to select Branch Managers, Branch Operations Managers, Business Bankers and Relationship Managers. It was used to select study participants because it focuses on particular characteristics of a population that are of interest, consumes less time. The most knowledgeable and appropriate participants for the study are selected and give accurate responses. Stratified random sampling technique was used to select study participants (Personal bankers, Cashiers and tellers) because there is an equal chance (probability) of selecting each staff from the population being studied. The researcher used structured questionnaires, data was analyzed using SPSS Version 20, frequency tables, descriptive tables showing the means, and graphs were used to present data from SPSS

In data analysis frequencies, percentages and mean, correlations and regressions to show the magnitude of effect the independent variables have on the dependent variables.

Study findings revealed that there is a significant statistical moderate positive relationship between Learning capabilities and employee productivity ($r=.643^{**}$; $p<0.01$). Findings also revealed that there is a significant moderate weak positive relationship between online delivery approaches and employee productivity ($r=.471^{**}$; $p<0.01$). It was found out that there is a significant moderate statistical positive relationship between training content and employee productivity ($r=.617^{**}$; $p<0.01$). Also it was found out that there is a significant moderate statistical positive relationship between evaluation and employee productivity($r=.591^{**}$; $p<0.01$).

Online training predicted 69.2% variation in employee productivity and the other 30.8% variation in employee productivity was due to other factors not considered in this study.

It can therefore be concluded that there is a positive significant relationship between online training and employee productivity based on the findings of the study, presented according to the objectives of the study with back up of reviewed literature to make the discussion more authentic.

It was therefore recommended that Barclays Bank Uganda Limited in line with the online delivery approaches should equip staff with computer skills to enhance employee productivity and should spend more time on training and billeting staff style of working within institutions as it will increase their productivity.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Online training is defined as: a broad combination of processes, content, and infrastructure to use computers and networks to scale and/or improve one or more significant parts of a learning value chain, including management and delivery (Adrich, 2004; Rosenberg, 2001; R(ossett, 2001). Stockley (2003) defines online training as the delivery of a learning, training or education program by electronic means. E-learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material (Adrich, 2004). The focus of online training is put on the acquisition of knowledge, skills, and abilities (KSA) through professional development.

On the other hand, Employee productivity is defined as an assessment of the efficiency of a worker or group of workers. Productivity may be evaluated in terms of the output of an employee in a specific period of time (Margaret, 2014). There exists a positive association between training and employee performance. Training generates 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 (April, 2010).

1.1 Background to the study

Employee training is one of the most important ways to drive productivity in the workplace. By integrating a successful system of employee training, the organization keeps its employees both knowledgeable and motivated (Sepulveda, 2005). Organizations that are

dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans & Lindsay, 1999).

Konings & Vanormelingen (2009) in the development of organizations, online training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (April, 2010). This training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). Larger corporations are frequently making use of online or in-house computer training because it allows new employees to learn what they need to know without needing to take them away from their jobs to train them and at the same time ensuring that every individual is trained the same way (Kumar, 2015).

Training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives, resulting in higher productivity (Alas and Vadi, 2003). The degree to which the training has been designed and delivered provides the trainees the ability to transfer learning back to the job (Colombo and Stanca, 2008; Sepulveda, 2005 and Konings & Vanormelingen, 2009). Holton (2000) argues that part of the transfer design is the degree to which training instructions match job requirements. The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc, i.e. something which the trainee desires (Flippo, 1976).

Freed (1988) attending online training has become somewhat of a trend within the past decade and every year more and more students are packing into virtual classrooms in order to open additional doors in their future.

The very first online training schools were founded way back in the early 1700's and generally called "correspondence courses." There was no World Wide Web, so students learned solely from small pamphlets and textbooks that were sent from the college through the US Postal Service whenever a student registered. There were no tests involved and students were free to study completely at their own pace; once they finished one lesson plan then all they had to do was mail the college and request the next one (Guttenberg, 1971 and Freed, 1988). Some of the finer schools even had on-site instructors that could be contacted through the mail if any questions happened to arise which would generally take weeks or even months for a student to get a simple question answered. However, since then, online training has taken a different trend and advanced the learning opportunities.

The University of Phoenix and Kaplan University were among the first online training institutions to receive regional accreditations (Blumentstyk, 2009). Boston (2016) estimates that as many as four million students are enrolled in online classes annually and that number is expected to keep growing well into the future.

The most commonly used theory for on the Job Training is the Human Capital Theory. This theory is based on the understanding that the on job training has positive effect on salary increment because training has the potential to enhance labor productivity (Becker, 1962). Organization's compensation system has foremost impact on transfer of training. When organization analyze the importance of training and reward their newly trained employees, then the workforce will be motivated towards passing on those skills. Another theory is that

of Expectancy Theory. Employee motivation increases when meaningful rewards are given to those employees who effectively transfer training (Vroom, 1964).

The study was guided by the concept of online training and employee performance. Stockley (2003) defines online training as the delivery of a learning, training or education program by electronic means (commonly known as E-learning). It involves the use of a computer or electronic device such as a mobile phone in some way to provide training, educational or learning material. Employee training is one of the most important ways to drive productivity in the workplace. By integrating a successful system of employee training, the organization keeps its employees both knowledgeable and motivated (Flippo, 1976). Employee productivity (sometimes referred to as workforce productivity) is an assessment of the efficiency of a worker or group of workers. Productivity may be evaluated in terms of the output of an employee in a specific period of time (Margaret, 2014)

As of December 2015, Barclays Bank Uganda Limited has the second widest network of banking outlets comprising of over 42 branches in Uganda. It is the second largest bank in Uganda, with a total workforce of over 1,050 employees drawn against various ethnic groups all over Uganda. Female staff constituted 440 staff (42%) of the staff population while the male constituted 610 (58%) of the staff population, as at 31st December 2015 as can be shown in table 1

Table 1: Staffing for Barclays Bank Uganda Limited as at 31st December 2015

	2015	2014
Number of Staff	1,050	1,035
Male	610	600
Female	440	450
New Recruits	230	216
Staff Turn Over	10.3%	10%
Average Age of Staff	30 Year	30 Year
Average Period of Service	5 Year	5 Year

Source: Barclay Bank Uganda Limited Annual Report 2015

The annual staff turnover ratio rose from 10% to 10.3 %. Total of 108 staff exited the bank as at 31st December 2015 compared to a total of 105 staff that left as at December 2014. The average period of service across the board as at 31st December 2015 was 30 years. The average period of service across the board as at 31st December 2015 and December 2014 was 5 years.

1.2 Statement of the Problem

Despite all the efforts and equipment put in place for online training employee productivity is still low, sharpening employee skills in the workplace is the key to maintaining a high standard of productivity and this can be achieved through online training (Sepulveda, 2005). By integrating a system of employee training, the organisations keep its employees both knowledgeable and motivated (Flippo, 1976). However this has not always been the case where despite larger organizations frequently making use of online or in-house computer training and the fast technology evolution the board, continuous learning for the employees have never been so critical for organizational success, this is seen in cases where staff are not performing efficiently by not reaching the targets set by their supervisors, their output is low, with less innovation (Ali et al, 2011).

This limits the degree to which the training has been designed and delivered to provide the trainees the ability to transfer learning back to the job (Colombo and Stanca, 2008; Sepulveda, 2005 and Konings & Vanormelingen, 2009). A Barclays Bank Uganda Limited report on staff performance audit carried out in relation to on-line training showed that majority of the employees completed on-line training but their productivity values were still below average (Barclay Bank Uganda Limited Annual Report 2015).

Thus, this study is aimed at establishing whether online training affects employee productivity: a case study of Barclays Bank Uganda Limited.

1.3 Objectives of the Study

1.3.1 General objective

To establish whether online training affects employee productivity a case study of Barclays Bank Uganda Limited.

1.4 Specific objectives

1. To establish the effect of Learning capabilities on employee productivity
2. To examine the effect of online delivery approaches on employee productivity
3. To assess the effect of training content on employee productivity
4. To assess the effect of evaluation reports\results for online training on employee productivity

1.5 Research Questions

1. What are the effects of learning capabilities on employee productivity?
2. What are the effects of online delivery approaches on employee productivity?
3. What are the effects of training content on employee productivity?
4. How did the evaluation reports\results for online training on employee productivity?

1.7 Scope of the Study

1.7.1 Geographical Scope:

The study was conducted at Barclays Bank Uganda Limited as a case study. The study mainly covered Kampala Metropolitan District which is composed of three (3) regions namely Kampala Central, Kampala East and Kampala West with over fourteen (14) Branches. These include Hannington Branch, Kampala Road Branch, Luwum Branch, Lubowa Branch, Abayita ababiri Branch, Entebbe Kitoro Branch, Kireka Branch, Ntinda

Branch, Lugogo Branch, Bugolobi Branch, Wandegeya Branch, Nakawa Branch, Ndeba Branch and Nakulabye Branch.

1.7.2 Time Scope:

The study covered the period of three years from 2014 to 2016 because this the period when Barclays Bank Uganda Limited did online training for its employees

1.7.3 Subject Scope:

The study was on online training and its effect on employee productivity. Specifically the study looked at elements like learning capabilities, delivery Approaches, training Content and evaluation and how they affected employee productivity in terms of employee innovation, employee Output, and bank targets with compensation as a moderating aspect.

1.8 Significance of the Study:

The study would be used by financial institutions to enable them improve on the knowledge of their staff without necessarily leaving their work stations hence improvement on organization productivity.

According to Kumar (2015) online training materials are made accessible to the workforce throughout the day. This makes it possible for employees to learn the subject at their own pace and in comfortable settings.

The study results would generate more information to the Barclays Bank Uganda Limited policy makers that will guide them in the development of guidelines and policies related to employee training through online training. From the perspective of the employer, they may now reliably use learning tools to match competencies with the learning goals achieved by the employee (Kumar, 2015).

The findings will be used by other researchers to enhance on the existing knowledge about online training and employee productivity.

The findings of the study may guide future research in public agencies such as Bank of Uganda in online training for better employee productivity and it is also hoped that the findings of the study may also promote the existing knowledge in understanding the association between online training and employee productivity among public agencies in Uganda.

The study will lead to the partial fulfillment of the requirements leading to the award of a Master of Business Administration of Uganda Martyrs University.

1.9 Justification of the Study

A number of researches have written about online training and employee productivity and researchers have concluded that;

Online training affects employee productivity and successful organizations recognize the need for immediate action and are ready and willing to help employees' advance in their education which results in organization productivity (Sheeba Hamid, 2011).

According to Rohan and Madhumita (2012) Institutions that allow their employees to enroll for further studies will have a competitive edge in the market because they create a pool of employees who have advanced in knowledge and have a higher morale and motivation hence an increase in employee productivity. Moreover, the simple act of having employees enrolling for further studies enables them to expand their thinking and analysis hence being able to think through issues in a different front.

Online training investment is worthwhile because it boosts employee productivity. Staff members who are better trained, more knowledgeable about products and services, and have acquired the knowledge they need to support their co-workers have become more efficient, and will even help to improve the institution's business image and bottom line (Raja, 2014).

By giving employees access to online training and self-paced learning modules, they further their professional goals and feel motivated to improve their on-the-job performance. They can also pinpoint areas they may need to work on and find out their core strengths, so that they are able to become better employees and more informed advocates for the brand.

However in Uganda especially in Barclays Bank (U) Limited there is limited research about online training and employee productivity, Thus it is upon this that prompted the researcher to carry out a study to establish the effect of online training and employee productivity case study of Barclays Bank (U) Limited.

1.10 Conceptual Framework

This framework is a representation of the research variables meant to serve as a basis to better understand the interrelation between the two concepts. It illustrates that Online training influences employee productivity, and this is further affected by a moderating variable known as the Compensation.

Rohan & Madhumita (2012) Online training involves delivery approaches, learning capabilities, training content and evaluation have an effect on employee productivity and that investing in training employees on decision making, teamwork, problem solving and interpersonal relations has beneficial impact on the organizations' level of growth, as well as impacting on employees' performance

Rosenberg (2001) employee productivity may be evaluated in terms of the output of an employee in a specific period of time, employee innovation and targets of the employee.

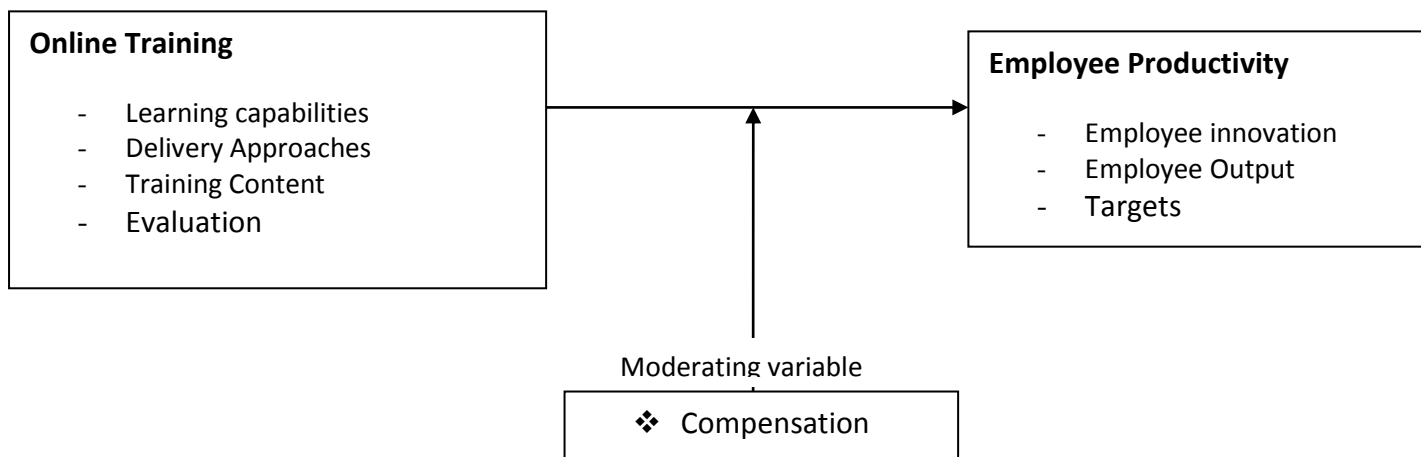
It may be important to note that the relationship of both concepts can have a direct or indirect effect on the overall productivity of an employee.

Figure 1: Conceptual Framework

The relationship between online training and Employee Productivity

Independent Variable

Dependent Variable



Source; adopted and modified Rohan & Madhumita (2012) & Rosenberg (2001)

The conceptual framework showing the relationship between online training and how it affects employee productivity. Online training which is the independent variable included learning capabilities, delivery approaches, training content and evaluation. These variables affect the dependent variable (employee productivity).

The dependent variable includes employee innovation, employee output and targets. Organizations with untrained and qualified staff would have a leading edge in employee productivity.

Compensation would moderate the relationship between online training and employee productivity.

Online training has been an important variable in increasing organizational productivity. Most of researches including Colombo and Stanca (2008), Sepulveda (2005) and Konings & Vanormelingen, (2009), showed that training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives, resulting in higher productivity.

According to Yang (2003), the values of organizational learning culture are so productive that they develop capabilities among employees with increasing levels of intrinsic motivation, productivity and knowledge. The values of organizational learning culture motivate the employees, color the experiences and increase their professional abilities to perform well in the organizations which not only increase the output but also their feedback.

Delivery approaches help in making acquaintance of employees with more advance technology and attaining robust competencies and skills in order to handle the functions and basics of newly introduced technical equipment's (Robert, 2006).

According to Nickels, (2009) the effects of training content on employee`s productivity can often encourage growth within the worker and the organization itself. Training content generates benefits for the employee knowledge, skills, ability, competencies and behavior (Benedicta, 2010). It is obvious that training plays an import role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and those organizations that do not (Becker et al, 2011).

According to Rosti (1998) Evaluation reports on online training where Feedback not only adds to knowledge of employee and employer but also improves the process of evaluation of employees.

1.11 Operational Definitions

Online training: refers to education and skill development that takes place over the Internet.

It may also be referred to as e-learning, and typically refers to specific job training rather than general education, such as a college education.

Employee productivity: sometimes referred to as workforce productivity is an assessment of the efficiency of a worker or group of workers. Productivity may be evaluated in terms of the output of an employee in a specific period of time (Margaret, 2014)

1.12 Conclusion

Chapter one established the fundamental bases on which other chapters this study relied, particularly chapter two on establishing empirical studies and the theoretical framework of the study. It clearly put into light the key concepts and issues of the study as regards the variables to be studied

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the theoretical foundation for the study is presented. The researcher made a critical review of the existing literature that has been written and published by the various authors on the online learning and employee productivity.

The literature review shall be obtained from the internet, other researchers work, academicians work, journals, text books, magazines. In brief, this chapter covers the theoretical framework of the study, the review of the related literature to the study.

2.1 Theoretical Review

2.1.1 *Expectancy Theory*

Expectancy theory is about the mental processes regarding choice, or choosing. It explains the processes that an individual undergoes to make choices. In the study of organizational behavior, expectancy theory is a motivation theory first proposed by Victor Vroom of the Yale School of Management.

Victor H. Vroom (1964) defines motivation as a process governing choices among alternative forms of voluntary activities, a process controlled by the individual. The individual makes choices based on estimates of how well the expected results of a given behavior are going to match up with or eventually lead to the desired results. Motivation is a product of the individual's expectancy that a certain effort will lead to the intended performance, the instrumentality of this performance to achieving a certain result, and the desirability of this result for the individual, known as valence (Condrey, 2005).

2.1.1.1 Assumption of the Theory

It proposes an individual will behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be (Oliver, 1974). In essence, the motivation of the behavior selection is determined by the desirability of the outcome. However, at the core of the theory is the cognitive process of how an individual processes the different motivational elements. This is done before making the ultimate choice. The outcome is not the sole determining factor in making the decision of how to behave (Oliver, 1974).

"This theory emphasizes the needs for organizations to relate rewards directly to performance and to ensure that the rewards provided are those rewards deserved and wanted by the recipients." Montana et al (2008) This theory explains that individuals can be motivated towards goals if they believe that; there is a positive correlation between efforts and performance, the outcome of a favorable performance will result in a desirable reward, a reward from a performance will satisfy an important need, and/or the outcome satisfies their need enough to make the effort worthwhile. Vroom introduced three variables within the expectancy theory which are valence (V), expectancy (E) and instrumentality (I).

Vroom (1964) Expectancy: effort → performance (E→P)

Expectancy is the belief that one's effort (E) will result in attainment of desired performance (P) goals.

1. Self efficacy – the person's belief about their ability to successfully perform a particular behavior. The individual will assess whether they have the required skills or knowledge desired to achieve their goals.

2. Goal difficulty – when goals are set too high or performance expectations that are made too difficult. This will most likely lead to low expectancy. This occurs when the individual believes that their desired results are unattainable.
3. Perceived control – Individuals must believe that they have some degree of control over the expected outcome. When individuals perceive that the outcome is beyond their ability to influence, expectancy, and thus motivation, is low.

Vroom (1964) Instrumentality is the belief that a person will receive a reward if the performance expectation is met. This reward may present itself in the form of a pay increase, promotion, recognition or sense of accomplishment. Instrumentality is low when the reward is the same for all performances given. Another way that instrumental outcomes work is commissions. With commissions performance is directly correlated with outcome (how much money is made). If performance is high and many goods are sold the more money the person will make.

Factors associated with the individual's instrumentality for outcomes are trust, control and policies: Trusting the people who will decide who gets what outcome, based on the performance, Control of how the decision is made, of who gets what outcome, and Policies understanding of the correlation between performance and outcomes (Vroom, 1964).

Vroom (1964) Valence where Maslow contends the value an individual places on the rewards of an outcome, which is based on their needs, goals, values and Sources of Motivation. Influential factors include one's values, needs, goals, preferences and sources that strengthen their motivation for a particular outcome.

Valence is characterized by the extent to which a person values a given outcome or reward. This is not an actual level of satisfaction rather the expected satisfaction of a particular outcome (Redmond, 2013).

2.1.1.2 Criticisms of the Theory

Critics of the expectancy model include Graen (1987), Lawler (1971), Lawler and Porter (1967), and Porter and Lawler (1968). Their criticisms of the theory were based upon the expectancy model being too simplistic in nature; these critics started making adjustments to Vroom's model.

Edward Lawler claims that the simplicity of expectancy theory is deceptive because it assumes that if an employer makes a reward, such as a financial bonus or promotion, enticing enough, employees will increase their productivity to obtain the reward (stone, 1998). However, this only works if the employees believe the reward is beneficial to their immediate needs. For example, a \$2 increase in salary may not be desirable to an employee if the increase pushes her into a tax bracket in which she believes her net pay is actually reduced, which is actually impossible in the United States with marginal tax brackets. Similarly, a promotion that provides higher status but requires longer hours may be a deterrent to an employee who values evening and weekend time with their children.

Lawler (1971) in addition to that, if anyone in the armed forces or security agencies is promoted, there is a must condition for such promotions, that he/she will be transferred to other locations. In such cases, if the new place is far from their permanent residence, where their family is residing, they will not be motivated by such promotions, and the results will be other way round. Because, the outcome, which this reward (promotion) will yield, may not be valued by those who are receiving it.

Lawler (1971) Lawler's new proposal for expectancy theory is not against Vroom's theory. Lawler argues that since there have been a variety of developments of expectancy theory since its creation in 1964; the expectancy model needs to be updated. Lawler's new model is based on four claims.

First, whenever there are a number of outcomes, individuals will usually have a preference among those outcomes. Two, there is a belief on the part of that individual that their action(s) will achieve the outcome they desire. Three, any desired outcome was generated by the individual's behavior. Finally, the actions generated by the individual were generated by the preferred outcome and expectation of the individual.

Instead of just looking at expectancy and instrumentality, W.F. Maloney and J.M. McFillen found that expectancy theory could explain the motivation of those individuals who were employed by the construction industry. For instance, they used worker expectancy and worker instrumentality. Worker expectancy is when supervisors create an equal match between the worker and their job. Worker instrumentality is when an employee knows that any increase in their performance leads to achieving their goal.

2.1.1.3 Relevance of the Theory to the study

According to Expectancy Theory, Employee motivation increases when meaningful rewards are given to those employees who effectively transfer training (Vroom, 1964). Training is categorized into different types: for example, on the job training which is known as specific training as well and off the job training, which is also termed as informal training.

On the job training works as a catalyst in the increment of salary (Lillard and Tan, 1992). Off the Job Training does not have worthwhile effect on salary (Lynch, 1992 and Veum, 1995). The increase in income from on the job training is approximately 12% to 15 % whereas it is 2

% to 8% increase in case of off the job training (Mincer, 1996). In case of informal training, the increment in salary is about 2 % (Bowers and Swaim, 1994). In manufacturing sector there is 0.9% enhancement in earnings due to on the job training (Xiao, 2001). Salary tends to increase as a result of on the job training when the employee remains with the present employer. In case of change of employer, the previous on the job training will have no positive change on earnings (Booth, 1993 and Lynch, 1992). There is an association between mentoring and coaching of employees with the enhancement of salary and earnings (Ok and Tergeist, 2003).

Whereas the workforce who do not take training have minimal chances to avail increment in salary, training of workforce significantly enhances the earnings of financially deprived females as well as of underprivileged males, further studies analyzed that mentoring and coaching do not show noticeable impact on the salary of newly hired employees (Heckman, Lalonde, and Smith, 1999).

2.1.2 Human Capital Theory

Human capital is a collection of traits — all the knowledge, talents, skills, abilities, experience, intelligence, training, judgment, and wisdom possessed individually and collectively by individuals in a population. Similar to physical means of production, e.g. factories and machines, one can invest in human capital (via education, training and medical treatment) and ones' outputs depend partly on the rate of return on the human capital one owns. The best known application of the idea of human capital in economics is that of Mincer and Gary Becker from the university Chicago, school of economics.

According to the human capital theory, education or training increases the productivity of employees by imparting useful knowledge and skills hence increasing employees' future income by increasing their lifetime earnings. It assumes that spending on training and

education is costly and should be considered an investment since it is undertaken with a view to raising personal income.

Many theories explicitly connect investment in human capital development to education, and the role of human capital in productivity growth and innovation has frequently been cited as a justification for institution or organisation subsidies for education and job skills training (Simkovic M, 2013).

The proponents of the human capital theory, say that the theory enables them to think of not only the years of school but also of a variety of other characteristics as part of human capital investments that include school quality, training and attitudes towards work. Through this, progress towards understanding some of the differences in earnings across workers that are not accounted by schooling differences alone is made.

However, critics of the human capital theory, say that the theory is unable to understand human activity other than as the exchange commodity. The notion of capital employed is purely a quantitative one. The theory misses the point that capital is an independent social force where the creation of social value comes about through its capital accumulation.

2.2 Online Training and Employee Productivity

2.2.1 Online training

Online training refers to education and skill development that takes place over the Internet. It may also be referred to as e-learning, and typically refers to specific job training rather than general education, such as a college education. Generally, people will take online training courses in order to learn a specific skill, or set of skills, required to perform their jobs correctly. Larger corporations are frequently making use of online or in-house computer training because it allows new employees to learn what they need to know without needing to take them away from their jobs to train them. In addition, it ensures that every individual is trained the same way.

2.2.2 Benefits of online training

Kumar (2015) 24/7 Accessibility; e-Learning materials may be made accessible to the workforce throughout the day. This makes it possible for employees to learn the subject at their own pace and in comfortable settings. Also, unlike conventional learning methods where classroom training is provided, eLearning ensures the fast learners may complete their training sooner and this enhances productivity. Lastly, given that present day employees work out of different time zones, a learning tool that is available 24/7 makes it possible for the employers to offer staff training without a constraint on resources.

Improved Pedagogy; Studies have shown that gamification enhances learner engagement and improves retention. Thanks to the dozens of sophisticated learning tools available today, it is simpler to introduce gamification in the staff learning program. It is not just gamification. ELearning also helps with the use of personalized study materials and interactive formats. From the perspective of the employer, they may now reliably use learning tools to match competencies with the learning goals achieved by the employee (Kumar, 2015).

Enhanced collaboration and Reach; with eLearning, it is possible to gain instant reach to staff and trainers from all parts of the world. Besides enabling teams from various geographies to collaborate on problem-solving challenges in real-time, these tools also bring with them other advantages like instant connectivity to subject matter experts; regardless of where they are located. It's a win-win for the employer and the staff undergoing training.

According to Kumar (2015) Greener and Cost-effective; ELearning is not only cheaper but also greener. In terms of costs, businesses no longer have to spend on commutation, and classroom & infrastructure rentals. Trainer costs are typically one-time since the same material may be reused for multiple batches of learners. Finally, since all of this is in

electronic format, paper consumption is significantly reduced. All of this brings about a significant reduction in the bottom-line.

Suitable for Millennial; one of the less-talked about benefits of eLearning is how it is better suitable for the millennial workforce. Today's employees work not just for money, but also to continually learn. With eLearning, the knowledge is always available at the employee's disposal this gives them better access to subjects they are interested in and not necessarily those that would benefit them at work. Businesses that enable access to valuable eLearning subjects to their staff enjoy better loyalty from such employees who have a greater sense of accomplishment at their workplace.

2.2.3 Training Content

Training Content refers to the text matter of a document or publication in any form. Content is both information and communication: the sum total of the freshness, readability, relevancy, and usefulness of the information presented, and the manner in which it is presented. Essence of a communicated message or discourse, as comprehended or received by its intended audience.

2.2.4 Learning capabilities

Learning capacity refers to the way that individuals (and organizations as groups of individuals) are able to recognize, absorb and use knowledge (Noam Chomsky, 1959) . It matters because it is the basis of improving operational efficiency, stimulating innovation and increasing organizational agility. Knowledge is both the input and output of learning so the knowledge that flows around an organisation stimulates, provides the material for, and transfers the benefits of learning. Therefore, increasing learning capacity means both increasing knowledge flows and getting better at the process of learning itself.

As part of improving the process of learning in the organisation, it is important to “join up” different functional strategies and priorities associated with different aspects of learning. Initiatives to improve individual or organizational learning can be “joined up” by thinking about the nature of the knowledge involved and the extent to which the learner needs to be passively or actively involved.

2.2.5 Employee Productivity

Employee productivity sometimes referred to as workforce productivity is an assessment of the efficiency of a worker or group of workers. Productivity may be evaluated in terms of the output of an employee in a specific period of time. (Margaret, 2014)

Bernolak (1997) also defines 'productivity' refers to the time spent by an employee actively executing the job he or she was hired to do, in order to produce the desired outcomes expected from the employees' job description. Employee productivity (sometimes referred to as workforce productivity) is an assessment of the efficiency of a worker or group of workers.

Employee Productivity is the log of net sales over total employees - an economic measure of output per unit of input. Employee productivity measures may be examined collectively (across the whole economy) or viewed industry by industry.

Companies today are forced to function in a world full of change and under various complications, and it is more important than ever to have the correct employees at the correct job with the right qualification and experience in order to survive the surrounding competition. The successful and prosperous future of an organization is dependent on its skilled, knowledgeable and well experienced workforce.

That is why training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives. Training not only improves them resourcefully, but also

gives them a chance to learn their job virtually and perform it more competently hence increasing firm's productivity.

Training has been an important variable in increasing organizational productivity. Most of researches including Colombo and Stanca (2008), Sepulveda (2005) and Konings & Vanormelingen, (2009), showed that training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives, resulting in higher productivity.

2.2.6 Learning and Employee Productivity

According to Yang (2003), the values of organizational learning culture are so productive that they develop capabilities among employees with increasing levels of intrinsic motivation, productivity and knowledge. The values of organizational learning culture motivate the employees, color the experiences and increase their professional abilities to perform well in the organizations which not only increase the output but also their feedback.

Rizwan et al 2011 cited in Tsang (1997) and Alas and Vadi (2003) stated that learning culture facilitates the employees with innovation, precision and creativity at work with greater job involvement and psychological affiliation. The prestigious values of

Organizational learning culture thus makes the employees grow more, be committed, loyal and remain coordinated for organizational success.

Probst and Büchel (1997) and Powell (1998) posited a view that transfer of technical knowledge, dissemination, social learning and interaction is a motivating factor for employees' productivity enhancement. Employees' education concurrently fosters the performance based activities and enhances the significance of their existence for acquiring a well functioned organizational perspective. The informative and learned workforce gets the managerial attention and enjoys the precision of work innovation and organizational vision with a sustaining performance integration and social learning perspective, thereby enabling

their organization to go global. The culture replicates the behavior of employees at work and modifies their approach as resultant outcome of their experience sharing and perception.

Ali et al 2011 adopted in Watkins and Marsick (1993) stated that the employees perceive, learn, adopt, share and communicate their working ways with each other for a significant impact. The organizations want to obtain the cultural compatibility of their employees for a strategic gain. So the learning culture motivates the employees to show more output and performance of the employees in order to enhance the profitability and to retain the interest of stakeholders.

According to Whittington and Dewar (2004), the learning process is an exclusive feature of an organization, that is, employees of an organization develop themselves by absorbing the valuable traits of workplace behavior.

The process of learning helps employees for solving the complex problems in a well structured way with least time and efforts. Sta. Maria (2003) and Castiglione (2006) are of the view that learning urges the employees' understanding of and communication within the organizational environment and creates developmental and constructive change in employees' perception and greater systematic approach towards work.

Organizational learning culture spreads the ethical and social values like, coordination, wholeness, emotional attachment and organizational affiliation which in turn lead to greater feedback, work proficiency and creativity at workplace. According to Tayyeb et al 2011 cited in Huber (1991), employees' interaction, values sharing and interpersonal communication affect their routine work and make them more acceptable for organization (Schein, 1992), because mutual cooperation and collaboration at work, resultantly increases the social well being of all. Employees under the influence of strong learning culture find their organization friendlier, as organizational learning culture makes them caring and cooperative (Senge,

1997). In previous researches feedback and job innovation have not been investigated extensively, but now they are receiving growing interest to fill the gaps in literature on moderating the effect of education in concept of organizational learning culture because of its vitality and significance.

2.2.7 Delivery approaches of online learning

According to Beer, Valorie (2000), distance learning occurs when trainers and trainees are in remote locations; typically, technology is used to broadcast a trainer's lecture to many trainees in many separate locations. Distance learning provides many of the same advantages and disadvantages as the lecture method. Distance learning can be much less expensive than paying for trainees in multiple locations to travel for a lecture, but it may reduce motivation to learn because of the remoteness of the trainer.

According to Goldstein et al (2002) Computer-based training and web-based training are virtually similar. With this type of training, content is delivered through the computer, using any combination of text, video, audio, chat rooms, or interactive assessment. It can be as basic as reading text on a screen or as advanced as answering quiz questions based on a computerized video that the trainee has viewed. The difference between CBT and WBT is that, with CBT, the training program is stored on a hard-drive, a diskette. This means that it is not easy to update and may be more difficult for employees to access. Conversely, WBT is housed online through either a company's intranet or through the World Wide Web.

This increases accessibility of training; employees may even be able to train from their home computers. Additionally, updates to content are quick and relatively easy. For example, if an error in the training content is found, one update on the training program housed on a server updates the content for every trainee who accesses it after that point. For a change to be made to CBT, new diskettes would have to be produced.

2.3 *The effect of learning capabilities on employee productivity*

The learning capacities Lange (2008) views the linking of profiles together with the ability to view the resulting connections on others' profiles as the most tangible mechanisms reflecting existing social networks. Boyd and Ellison (2007) add that this technology allows people to articulate their relationship to others in a way that is visible to anyone who can access their profile. Being linked or connected to others can lead to potential benefits such as improved collaboration and information sharing, greater productivity and enhanced communications among coworkers, business partners and customers.

KPMG (2007) review recent studies of learning capabilities in the workplace permits a robust blend of member profile and contact information, rich presence information, collaborative document creation, distribution tracking and other features that 'build a pulse' inside the organisation. In this environment, individuals know who knows who, what each member is currently involved in and how they can be reached. In short, they provide a simpler and more intuitive approach for members of the same community of employees to find each other based on complementary knowledge or need for knowledge.

Of all measurement instruments in business, Ward (2006) regards the measurement of return on investment (ROI) as the most important. In some organizations ROI is everything whereas other organizations aim to also measure employee satisfaction and productivity. To this extent Ward suggests the adaptation and integration of Online Social Networking technology into the organization's intranet to provide employees with a social platform for communication, collaboration and innovation. Some of the quantifiable outcomes to be measured would include, for example, paper use, and hardware cost, headcount and sales figures. Softer outcomes are less simple to measure and include, for example, customer satisfaction, employee satisfaction and employee productivity.

According to Whittington and Dewar (2004), the learning process or capabilities is an exclusive feature of an organization, that is, employees of an organization develop themselves by absorbing the valuable traits of workplace behavior. The process of learning helps employees for solving the complex problems in a well structured way with least time and efforts. Sta. Maria (2003) and Castiglione (2006) are of the view that learning urges the employees' understanding of and communication within the organizational environment and creates developmental and constructive change in employees' perception and greater systematic approach towards work. Organizational learning culture spreads the ethical and social values like, coordination, wholeness, emotional attachment and organizational affiliation which in turn lead to greater feedback, work proficiency and creativity at workplace.

According to Huber (1991), employees' interaction, values sharing and interpersonal communication affect their routine work and make them more acceptable for organization (Schein, 1992), because mutual cooperation and collaboration at work, resultantly increases the social well being of all. Employees under the influence of strong learning culture find their organization friendlier, as organizational learning culture makes them caring and cooperative (Senge, 1997). In previous researches feedback and job innovation have not been investigated extensively, but now they are receiving growing interest to fill the gaps in literature on moderating the effect of education in concept of organizational learning culture because of its vitality and significance

The process of learning facilitates the process of innovation and further modification of information. Czarniawska (2001) is of the view that it is the mark of a strongly held learning culture that it always constructs further with methodical innovation and renovation (Baughman and Kaske, 2002), rather than mere repetition of information; which results in an

integrated and sophisticated climate, (Forman 2000) that increases the accuracy, appropriateness, output and innovative behaviors (Worrell 1995). Thus the organizational learning culture initiates a change in the organization, that is, a change in its vision, communication, collaboration and the process of development (Shoaf, 2004; Phipps, 1993).

2.4 The effect of online delivery approaches on employee productivity

Online Delivery approaches helps in making acquaintance of employees with more advance technology and attaining robust competencies and skills in order to handle the functions and basics of newly introduced technical equipment's. More rarely it happens that employees are not fully trained regarding new working and technical techniques and they are unable to deliver to their assignments according to the desire of the organization. Effective training can bring down these flaws, (Robert, 2006).

Along with training using the online delivery approaches worth of response from employees regarding working situations is of highly importance and it can help in drawing the attention of the managers and executives to the factors that are of mammoth importance (Corretz, et al, 2008). Feedback not only adds to knowledge of employee and employer but also improves the process of evaluation of employees (Rosti, 1998). Firms can develop and enhance the quality of the current employees by providing comprehensive training and development

The online delivery approaches also has a significant effect on employee performance. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Indeed, research indicates that investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes (Harel, 1999).

It is observed that investigation directed at building a contingency model of transfer-oriented training intervention design would provide information important for developing training

environments more conducive to positive transfer in terms of productivity effectiveness. Identification of training needs, design and implementation of training programmes, transfer of training, and evaluation of programme benefits are key activities (Krishnaveni & Sripirabaa, 2008) in addition to studying general training variables such as types of training, selection of trainees, selection criteria, evaluation instruments etc. The success of training depends on the correct implementation of all steps of the process: previous analysis of training needs, development and implementation of an adequate training plan and evaluation (Mirabet, 1997).

Online delivery approaches lead to Productivity that implies reaching the highest level of performance with the least expenditure of resources. The foregoing are in consonance with the common approach to productivity which according to Akinyele (2010) cited in Adamu (1991), is a type of relation between output and input. The relations as Adamu states further, compares outputs with one or more inputs, often factors inputs like labour and capital to define some meaningful measures like: Online delivery approaches facilitate The need to provide a safe work environment for employees has had a long history in human resource management. In Beer et al. (1994) model of human resource management, it is acknowledged that work systems cannot only affect commitment, competence, cost effectiveness and congruence but also have long term consequence for workers' well being, there is some evidence to indicate that work systems designs may have effects on physical health, mental health and longevity of life itself. Conducive work environment ensures the wellbeing of employees which invariably will enable them exert themselves to their roles with all vigour that may translate to higher productivity (Akinyele, 2007).

There are many methods of training employees in an organization. The range of training methods used has been expanded by the application of technology in its "hard" (for example through computing technology) and "soft" (for example through instructional design)

approaches (Sadler-smith et al, 2000). Training of employees is intended to increase expertise of trainees in particular areas. When thinking about training method(s) to use, it is useful to consider current level of expertise that trainees possess (Sims, 2006). Once you have decided to train employees and have identified training needs and goals, you have to design training program. (Dessler, 2005).

The Training methods can be generally be categorized as either on-the-job or off-the-job. The training delivery options for either method can be sourced from either in-house or external sources or a combination of both hence, the relationship between training methods and organizational performance (Coles, 2000).

Electronic learning (or e-Learning or eLearning) is a type of education where the medium of instruction is computer technology. No physical interaction may take place in some instances. E-learning is used interchangeably in a wide variety of contexts. In this scenario training is the action of teaching and training through instruction, observations, or processes focused on providing needed skills and knowledge to meet immediate business goals (Berge, 2008).

Training has been invaluable in increasing productivity of organizations. It does not only enhance employees resourcefully, but also provides them with an opportunity to virtually learn their jobs and perform more competently. Hence, increasing not only employees productivity but also organizations' productivity. Various researches indicate the positive impact of training on employees' productivity. Training as a process is one of the most pervasive methods to enhance the productivity of individuals and communicating organizational goals to personnel (Ekaterini & Constantinos- Vasilios, 2009).

Online delivery approaches on employee productivity whereby Rohan & Madhumita (2012) also supported that investing in training employees on decision making, teamwork, problem solving and interpersonal relations has beneficial impact on the organizations' level of

growth, as well as impacting on employees' performance. Training affects employees' behavior and their working skills which results into employees enhanced performance as well as constructive changes (Satterfield & Hughes, 2007). Training is most effective way of motivating and retaining high quality in human resources within an organization (Kate et al, 2009). Also added by Lowry et al (2002), training is a way of enhancing employee commitment and maximizing employee potential. According to Konings & Vanormelingen (2009) training is an instrument that fundamentally affects the successful accomplishment of organizations' goals and objectives. However, the optimum goal of every organization is to generate high revenue and maximize profit and a vital tool to realize this is an efficient and effective workforce hence the effect of online delivery approaches on employee productivity. Thus, a workforce is only efficient and effective if the appropriate training and development is provided for such and therefore leading to productivity.

The effect of online delivery approaches on employee productivity whereby Training and development must be designed and delivered to meet the needs of all employees in such a way that the employees will not be only productive but also be satisfied. Training and development has a positive impact on the employees to carry out their work more effectively, increasing their interpersonal and technical abilities, team work, job confidence and work motivation (Yiming et al, 2009).

Training in organizations holds the key to unlock the potential growth and development opportunities to achieve a competitive edge (Rama & Nagurvali, 2012). Organizations train and develop their workforce to the fullest in order to enhance their productivity. Thus, knowledge, skill and abilities are determinants of employees' performance which organizations need to continuously invest in wisely in order to improve their employees' productivity. As supported by (Noe, 2006), organizations spend an enormous amount of

money and time on training in order to aid employee's learning of job-related competencies. Thus it is important to fully provide the results from training efforts (Dowling & Welch, 2005).

2.5 The effect of training content on employee productivity

Nickels, (2009) says the effects of training content on employee`s productivity can often encourage growth within the worker and the organisation itself. Training content of city council employees leads to self fulfilling prophecy of enhanced output by employers, employee development equals decrease in operational costs, leads to greater loyalty to the organisation and as well enhanced job satisfaction. He further says that the effects of training content on employee performance include meeting and exceeding expectations, cross training of staff, preparing employees for promotion, maintaining a safe environment and reduction of errors.

Training content generates benefits for the employee knowledge, skills, ability, competencies and behavior (Benedicta, 2010). It is obvious that training plays an import role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and those organizations that do not (Becker et al, 2011).

Therefore, organizations that are dedicated to generating profits for its owners (Shareholders) and providing quality service for its customers and beneficiaries usually invest in the training of its employees (Dowling et al, 2008). Most organizations have long recognized the importance of training to its development. As new technologies progress, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce for good performance. Many of the jobs being replaced by machines

have been of an unskilled nature, and this emphasizes the need for a higher education and skills for those wishing to gain employment in the future (Armstrong, 2001).

According to these authors, organizations demonstrating keen insight make provisions for satisfying the training needs of their current workforce. Cheng and Ho (2001) indicate that adequate training produces marked improvements in employee communication and proficiency of performances as well as extending retention time which later on leads to performance since they are able to effectively work together using the training content given to them.

Moreover, when programs target communication skills with co-workers, there are significant increases in profit as well as a greater number of reported positive working relationships that are formed. Employees with good communication skills gather more information concerning procedures and technologies related to job performances, thus assuming greater accountability and subsequent responsibility, both of which effect improve proficiency.

Training content is seen as relevant to fostering a positive relationship between learning satisfaction and the effectiveness of applied learning (Liu, 2002; Wang, 2001). As an aside, even though authors have suggested that training programs are vital to organizations (Liu, 2002; Wang, 2001), training programs are often the first to go (Young, 2008). This trend to cut training programs during poor economic times seems shortsighted, if in fact, training does affect job proficiency and relieves workplace conflict. The definition of results and empirical data included in this study demonstrates that employee do, in fact, perceive that training directly effects job proficiency is an indicator which many employers interested in sound business management and growth in the marketplace should subscribe to initiating and maintaining offerings of soft skill (leadership, effective communications, and coaching) and technical proficiency training.

Moreover, several authors have also written about the importance of staff development. Both formal and informal training opportunities are thought to provide a forum for the development of talent. When talent is fostered and nurtured, competitive advantages in performance are untainted (Bowling, 2007). Furthermore, the organizational commitment or “the relative strength of an individual’s identification and involvement in a particular organization” (Pool & Pool, 2007) depends on effective training and development programs. According to these authors, organizations demonstrating keen insight make provisions for satisfying the training needs of their current workforce.

Cheng and Ho (2001) indicate that adequate training produces marked improvements in employee communication and proficiency of performances as well as extending retention time. Moreover, when programs target communication skills with coworkers, there are significant increases in profit as well as a greater number of reported positive working relationships that are formed. Employees with good communication skills gather more information concerning procedures and technologies related to job performances, thus assuming greater accountability and subsequent responsibility, both of which effect improve proficiency.

Also, training and education have been shown to have a significant positive effect on job involvement, job satisfaction, and organizational commitment (Karia & Asaari, 2006). Similarly, Ahmad and Karia (n.d.) have emphasized the relationship between training and attitude as it relates to working with others. Employees with positive attitudes become stakeholders in the process and job accomplishment is of a higher priority. Furthermore, successful organizations achieve a partnership between workers and management.

The training content is seen as relevant to fostering a positive relationship between learning satisfaction and the effectiveness of applied learning which eventually leads to performance

(Liu, 2002; Wang, 2001). As an aside, even though authors have suggested that training programs are vital to organizations training programs are often the first to go (Young, 2008). This trend to cut training programs during poor economic times seems shortsighted, if in fact, since it affects performance of an organization.

Corporations and businesses need to grow and innovate continuously, pursue sustained development, and cope with rapid changes in their external environments as well as increasingly competitive international markets. Hence, organizations need to strengthen or expand the knowledge base, skills, and abilities of their employees. For this purpose, education and training must be incorporated into a systematic and formal system if the goals of employees and corporation are to be attained (Liu, 2002).

Training content that is related to the skills an employee must acquire to improve the probability of achieving the organization's overall business and academic goals and objectives. Positive training offered to employees may assist with reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers (Cheng & Ho, 2001).

According to Tsai, Yen, Huang, and Huang (2007), employees who are committed to learning showed a higher level of job satisfaction that has a positive effect on their performance. Moreover, Locke defined job satisfaction as a pleasurable or positive emotional state resulting from a positive appraisal of the job or job experiences (Locke, 1976). The literature suggests that commitment results from adequate training and development for successful job completion and an increase in job performance (Tsai et al., 2007).

In addition, the larger the gap between the skills required to perform a task and the actual skills available for performing a task, the greater the lack of job satisfaction and the greater the increase in employee turnover within the organization. Conversely then, not having the

skills to perform a job correctly can set up employees for failure and put the business at a less-than-competitive disadvantage. The resulting high turnover would predict the need for even more training that would then have a direct impact on the bottom line of any business.

However, poor performance reviews due to inadequate Training content, can produce employee dissatisfaction and conflict. Although there is no direct link in the literature between training and job satisfaction, Rowden and Shamsuddin (2000) and Rowden and Conine (2005) argue that the most thoroughly trained employees will better satisfy the needs of their customers and employees.

The effect of training content on employee productivity is explained where an outcome of the TNA is the specification of the training objectives that, in turn, identifies or specifies the skills and tasks to be trained. For a specific task or training contents, a giving training delivery approaches may be more effective than others because all training delivery approaches are capable and intended to communicate specific skills, knowledge, attitudinal or task information to trainees, so different training delivery approaches can be selected in order to deliver different training contents (Hamid, 1987). According to Wexley and Latham (2002), the need to consider skill and tasks characteristics in determining the most effective training delivery approaches should be highlighted.

A number of typologies have been offered for categorizing skills and tasks (Gagne, Briggs and Wagner, 1997), which can be categorized into two broad categories: people or technical skills (Poon and Othman, 2000), is crucial in designing training programmes. Many organizations fail because their employees not trained well enough in skills that truly matter in the age of information. However, people skills are typically hard to observe; quantify and measure as much as it needed for everyday life and in work because it's have to do with how

people relate to each other: communicating, listening, engaging in dialogue, giving feedback, cooperating as team member, solving problems and resolving conflicts (Coates, 2004).

The benefits of people skills training are (Menguin, 2007): (1) providing a platform to showcase technical skills; (2) helping in the fast lane; (3) bring out the leadership qualities; and (4) helping personal growth. To provide the desired motivation and accountability, it is a good idea to assess people skills in advance of the training programmes by employing executives who able to coach their supervisors and subordinates in ensuring frequent feedback, encouragement and reinforcement. So, organizations can achieve the desired return on a considerable investment in people skills training. Wang (2001), organizations should acknowledge that their employees have the latest technical skills training, which are designed and offered by organizations in updating their existing skills and acquiring new technologies that will best suit with organization's technical training needs, goals and budgets.

The effect of training content on employee productivity is explained where Employees need to learn specific skills for assessing a comprehensive new hiring training programmes and able to perform specific job tasks (Hamid, 1987). Positive effects of technical skills training have been evaluated in several studies: technical skills training leads to the performing of more skills on the organizations higher scores on written skills test (Bossaert et al, 2001); and improved employees performance (Bradley and Bligh, 1999).

Training content that is related to the skills an employee must acquire to improve the probability of achieving the organization's overall business and academic goals and objectives. Positive training offered to employees may assist with reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers , thus, relationship between training content and employee productivity (Cheng & Ho, 2001).

According to Tsai, Yen, Huang, and Huang (2007), employees who are committed to learning showed a higher level of job satisfaction that has a positive effect on their performance. Moreover, Locke defined job satisfaction as a pleasurable or positive emotional state resulting from a positive appraisal of the job or job experiences (Locke, 1976). The literature suggests that commitment results from adequate training and development for successful job completion and an increase in job performance (Tsai et al., 2007).

In addition, the larger the gap between the skills required to perform a task and the actual skills available for performing a task, the greater the lack of job satisfaction and the greater the increase in employee turnover within the organization. Conversely then, not having the skills to perform a job correctly can set up employees for failure and put the business at a less-than-competitive disadvantage. The resulting high turnover would predict the need for even more training that would then have a direct impact on the bottom line of any business, thus, the effects of training content on employee productivity.

However, poor performance reviews due to inadequate Training content, can produce employee dissatisfaction and conflict. Although there is no direct link in the literature between training and job satisfaction, Rowden and Shamsuddin (2000) and Rowden and Conine (2005) argue that the most thoroughly trained employees will better satisfy the needs of their customers and employees.

The training delivery approaches used are as varies as the training content areas (Poon and Othman, 2000). Organizations conducted training programmes used one or more types of the approaches for delivering training objectives and developing their management employees. Teams have become increasingly popular in organizations of all sizes and industries because most of managers believe that teams often provide better outcome such as improving productivity, enhancing creativity, reducing response times and improving decision making

(Lawler, 1988; Hartenian, 2003), rather than individuals. Team training is one of delivery approach of training by which people learn how to work effectively in problem – solving groups, where direct observation and feedback is needed in the process of training (Rasmussen, 1982; Forbush and Morgan, 2004). Most of the organizations need ongoing, real time training which constantly raises the bar for performance standards for individuals, teams and the organization as a whole, where the real time training learn from the successes and failures of current practices

Mentoring is a delivery approach of training, which mentors are the person who have more firm – specific of knowledge, skills and abilities (KSAs) in problem solving, conflict resolution, communication, goal setting and planning (Hartenian, 2003). Traditionally, mentoring meant helping others learn business –related lessons quickly with less risk and also based on chemistry between two people who had a lot in common. However, nowadays mentoring involves everything that is done to support career advancement and professional development in order to maximize learning and development (Miller et al, 2008). Mentoring relationships have been proved with many positive outcomes, including improved socialization (Ostroff and Kozlowski, 1993), promotions, reduced turnover intentions and career satisfaction (Fagenson, 1989). In addition, mentoring activities have great value for building an organization with a strong culture that keeps it competitive in the battle for talent and lays the foundation for addressing the succession issues that many organizations face.

2.6 The effect of evaluation reports\results for online training on employee productivity

Evaluation reports for online training and performance management are two employee performance evaluation methods. Performance management is the traditional approach to evaluating the performance of an employee. The increased competitive nature of the

economy and rapid changes in the external environment has forced many organizations to shift from reactive performance appraisals to the proactive performance management to boost productivity and improve organizational performance.

Evaluation reports/ results methods and mechanisms have been used by public sector organizations over a long period of time to evaluate the performance of the employees working in organizations. Rigid performance appraisal processes used for evaluating employees have their shortcomings and most organizations are looking for other means to effectively evaluate the performance of the employees (Fryer et al., 2009). Performance appraisal has also been called an audit function of an organization regarding the performance of individuals, groups and entire divisions.

Rosti (1998) Evaluation reports on online training where Feedback not only adds to knowledge of employee and employer but also improves the process of evaluation of employees. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development, thus productivity of employees. Research indicates that investments in training employees in problem-solving, decision-making, teamwork, and interpersonal relations result in beneficial firm level outcomes (Jarrar, 2007). Training also has a significant effect on employee performance. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Indeed, research indicates that investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes (Jarrar, 2007).

It is observed that investigation directed at building a contingency model of transfer-oriented training intervention design would provide information important for developing training environments more conducive to positive transfer in terms of productivity effectiveness. Identification of training needs, design and implementation of training programmes, transfer

of training, and evaluation of programme benefits are key activities (Krishnaveni & Sripirabaa, 2008) in addition to studying general training variables such as types of training, selection of trainees, selection criteria, evaluation instruments etc. The success of training depends on the correct implementation of all steps of the process: previous analysis of training needs, development and implementation of an adequate training plan and evaluation hence the effect of evaluation reports/results online training and employee productivity (Mirabet, 1997).

Evaluation reports/results on online Training programs helps in making acquaintance of employees with more advance technology and attaining robust competencies and skills in order to handle the functions and basics of newly introduced technical equipment's. More rarely it happens that employees are not fully trained regarding new working and technical techniques and they are unable to deliver to their assignments according to the desire of the organization effective training can bring down these flaws (Robert, 2006).

Francesconi, and Zoega, (2002) identified conditions under which the salary compression associated with imperfectly competitive labor markets will increase the incentive for firms to finance general or transferable training. In this context, salary compression implies that post-training productivity is increasing in training intensity at a faster rate than salary. Hence, the gap between productivity and salary is increasing in training intensity and, by definition, a firm's profits over some range. But the amount of training provided in equilibrium will be sub-optimal from society's viewpoint. Diverse results have been found in different research works regarding the effect of training on salary, hence, the effect of evaluation reports/results online training and employee productivity.

The effect of evaluation reports/results online training and employee productivity is explained where along with the ability of mental and physical development of employees'

healthy training not only prepares the old age employees to push up their performance, but it also adds effective attributes to the working abilities of young workers (Becci, 2006). The organizations which are producing some physical products for society, they should be very much careful about their employees who work on those products. Keeping the picture in mind regarding customer need they will be able to give a better shape to employee behaviour with them through proper training. Especially companies who market their products through its employees should train their employees according to change in customer need and trend of market (Hollenbeck et al, 2004).

According to Konings (2009), in their paper ‘employee training and development in Nigerian organization’ describe the importance of training program and their evaluation process said that the organization should properly evaluate their training program by seeing that their organization objectives and missions are achieved or not and training cannot only change the ability of workforce not only concerning performing their current job but also aid them in the fulfillment of future expected task so for this reason it’s a practice that cannot be discarded from an organizations, thus, the effect of evaluation reports/results online training and employee productivity

The effect of evaluation reports/results online training and employee productivity is examined where a generation ago, appraisal systems tended to emphasize employee traits, deficiencies and abilities. With the development of the employee/organization relations modern appraisal philosophy emphasizes on the present performance and future goals. Modern philosophy also stresses on employee participation in mutually set goals with the supervisor. The underlying philosophy behind mutual setting of goals is that people will work harder for goals or objectives that they have participated in setting. The assumption is that people want to satisfy some of their needs through performing work activities that provide

them with a supportive environment. They also need to perform meaningful tasks, share the objectives setting, share the rewards of their efforts and continued personal growth (Dechev, 2010).

The evaluation job performance has been called by many different names throughout the years – a tool of management, a control process, a critical element in human resource allocation and many others. The first appraisal systems have been just methods for determining whether the salary of the employees in the organizations was fair or not. Later, some empirical studies have shown that reduction or future pay were not the main effects of the process. Performance appraisal was recognized as a tool for motivation and development in the United States in the 1950s (Cardy& Dobbins, 1994).

Many researchers and reputable sources such as Daniels 1999 criticize the importance of the performance appraisal process. They have expressed debates about the authenticity of the process. Some of them, such as Daniels (1999), even called it useless and evil. Daniels (1999) couldn't see how the appraisal improves performance and characterizes it as a step of firing process. Daniels (1999) suggests that “the best performance appraisal is one that is done daily”. Another critic (Derven1990), explains that if the manager or supervisor is unskilled or couldn't give accurate feedback, then the appraisal process will have only a negative effect. This is because of this every organization has to make carefully structured process and have to develop managers to focus activities and efforts and enhance business performance. On the other side, some of the defenders, such as (Lawrie, 1990), describe the process as “the most crucial aspect of organizational life”.

Evaluation – reactions level can be defined by asking the employees how they liked and felt about the training, which reactions are emotionally based on opinion. Every training program should at least be evaluated at this level in order to provide for the improvement of a training

program, where the knowledge and skills contents as expressed in the training objectives. Also evaluate the training methods used and trainer who delivered it; the general learning conditions and environment; and the degree to attitudinal objectives of training programmes have been achieved (Hamid, 1987).The evaluation beyond the trainee satisfaction and attempts to assess the extent trainees have advanced in skills, knowledge, or attitude. Methods range from formal to informal testing to team assessment and self-assessment. Some of participants take the test or assessment before the training (pre –test) and after training (post-test) in order to determine the amount of learning that has occurred. There are several strategies for ensuring training transfer, such as: link training objectives to the strategic goals of the organization; maximize similarity between training content and work environment; have supervisors encourage employees to use acquired skills; ensure supervisors are accountable for reinforcing training transfer; select trainees who are already committed to training transfer; and develop re – entry plans for trainees. It is application to the work tasks that defines training success (Alliger et al, 1995).Evaluation is never absolute truth as it is an attempt to provide credible evidence, which can be useful to people in making decisions. So, most of companies unable to conduct a systematic training evaluation with using only rating sheets completed by trainees at the end of a training program (Saari et al, 1998) because some of the organizations not understand the importance of evaluating the training programmes; some may be incapable of evaluating; the awareness among trainees in giving negative feedback as for fear of what the company may find; and hard to express cogent criticisms (Saiyadain, 1994).

2.9 Summary of Literature Review

Training generates 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 (April, 2010). Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans & Lindsay, 1999). The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc, i.e. something which the trainee desires (Flippo, 1976).

Training has been an important variable in increasing organizational productivity. Most of researches including Colombo and Stanca (2008), Sepulveda (2005) and Konings & Vanormelingen (2009), showed that training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives, resulting in higher productivity.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methodology that was used in the research. It outlines the research design, the study area, the study population, sample size and sampling procedure, procedures of data collection, data collection methods and instruments, data analysis and presentation.

3.1 Research Design

The study used case study design. According to Amin (2005), Case study design is the best method for measuring a small at a particular period of time and results obtained extrapolated into the entire population. The research will also use triangulation approach; this is a combination of both quantitative and qualitative methods that seek objective views .According to Creswell et al (2003) quantitative research helps in getting in depth analysis of the problem under investigation and that the qualitative data is applied in order to describe current condition or to investigate relationships.

The qualitative methods such as interviews are methods that do not directly involve measurement or statistics (Amin, 2005).

3.2 Area of study:

The study was carried out in Barclays Bank Uganda Ltd, Kampala Metropolitan District. Barclays Bank Uganda Kampala Metropolitan District covers three (3) regions namely Kampala Central Metropolitan, Kampala East and Kampala West (Barclays Bank (U) Limited Company Report, 2015).

3.3 Study Population

The study population was 162 employees of Barclays Bank (U) Ltd that work from within the Metropolitan District Branches (Barclays Bank (U) Limited Company Report, 2015). Comprising of Branch Managers, Branch Operations Managers, Personal bankers, Cashiers and tellers, Business Bankers and Relationship Managers.

3.3.1 Sample size and selection

A sample of 118 employees of Barclays Bank Uganda Ltd were selected for the study using the Krejcie & Morgan, (1970) table of sample size determining. Sekaran, (2003) contended that a sample size larger than 30 and less than 500 is appropriate for most studies.

Table 2: Sample of Categories of the Respondents

Category	Population (N)	Sample (S)	Sampling Method
Branch Managers	14	14	Census
Branch Operations Managers	14	14	Census
Personal bankers	42	30	Stratified random sampling
Cashiers and tellers	77	45	Stratified random sampling
Business Bankers	12	12	Census
Relationship Managers	3	3	Census
Total	162	118	

Source: Morgan & Krejcie (1970)

3.3.2 Sampling techniques and Procedure

Census sampling was used to select Branch Managers, Branch Operations Managers, Business Bankers and Relationship Managers. It was used to select study participants because it focuses on particular characteristics of a population that are of interest, consumes less time. The most knowledgeable and appropriate participants for the study are selected and give accurate responses.

Stratified random sampling technique was used to select study participants (Personal bankers, Cashiers and tellers) because there is an equal chance (probability) of selecting each staff from the population being studied.

3.4 Data Sources, Collection Methods and management:

3.4.1 Data sources collection

Structured questionnaires and interview guide were designed to collect data that feeds into the study objectives.

Data was collected using both primary and secondary methods. Primary data comprised direct extractions from respondents using self-administered questionnaires and interviews guides. Kinoti (1998) and Mugenda and Mugenda (1999), note that use of self-administered questionnaires allows the researcher to collect data from a cross section of people and allow respondents time to reflect on answers to avoid hasty answers. This tool allows adaptation to the question as necessary, evades ambiguity and correct responses obtained by minimizing bias (Jenkins and Dillman, 1995).

Secondary data collection comprised review of documents and reports such as Bank financial reports and bulletins. These documents provided information about the problem under study and will help identify the gaps that the study will address.

The data was collected using the interviewer administered questionnaire was managed using the SPSS computer software package. Data entry screens with inbuilt data control checks and skips were developed. Double data entry was carried and all data as coded on the questionnaire entered.

3.5 Data Analysis techniques and Presentation:

Data cleaning and analysis was done using and SPSS computer software package. Data analysis took the form of Univariate and Bivariate analysis.

Univariate analysis was in the form of frequencies, proportions, and means and summarised in form of texts, graphs and frequency tables.

Bivariate analysis to test correlations between the independent variable online training and dependent variable employee productivity was done using the Pearson correlation coefficient which is sensitive only to linear relationship between two variables.

3.6v Validity and Reliability

3.6.1 Validity

In scientific research, validity refers to the extent to which the instruments are relevant in measuring what they are supposed to measure (Amin, 2005).

The researcher requested two supervisors to score the content in the questionnaire and the average percentage of the score was used to determine the Content Validity Index (CVI). In cases where the average percentage was above 50%, the content was considered valid. The formula below was used to check for validity of the research questions:

$$CVI = \frac{R}{R+N+IR} = 37/37+0+5 = 0.881*100=88.1\%$$

Where;

R is Relevant, **N** is Neutral, and **IR** is irrelevant.

The content validity index computed for the tool's content in this study was 88.1%. This was considered an adequate index to validate that the questionnaire would be administered because according to Amin, (2005) the closer the value of content validity to 1, the more valid the research instrument.

3.6.2 Reliability

Reliability is the measure of the consistency of the data collection tools used in the study (Cronbach alpha,1946). These were tested by the researcher to verify their reliability for collecting data that can be replicated. The researcher conducted a reliability test using SPSS to determine the alpha values of variables that determined the reliability of tools as per the table below and Cronbach Alpha coefficients were computed to determine the extent of reliability.

The findings revealed that all the Cronbach Alpha Coefficients were above 0.7 except for the evaluation and employee productivity variables. According to (Cronbach alpha, 1946) a Cronbach Alpha Coefficient of means that a research tool would be reliable.

Table 3.6.2: Cronbach Alpha Value for reliability of the study tools

Variables	Number of items	Cronbach's Alpha
Learning capabilities	06	0.728
Delivery Approaches	06	0.820
Training Content	07	0.732
Evaluation	06	0.621
Employee productivity	06	0.612
Compensation	06	0.833

Source; Primary Data (2016)

Table 3.6.2 shows that all the dimensions of the independent variable as well as dependent variable gave Cronbach's Alpha values above 0.6 when reliability test was conducted as attached in the appendix four. This implied the tools used in the study were reliable for data collection as asserted by (Sekaran, 2011).

3.7 Quality control technique:

The data collection tool was pre-tested at a banking institution offering banking services to check for the question responses. The results of this exercise were used to re-design the questionnaire based on the findings. This improved on the validity and reliability of the data collected.

The research assistants were trained on the data collection tool to know why this information is being collected, how to ask the questions and coding the responses through carrying out a pretest at Barclays Bank (U) Limited. After interviewing the employees, the research assistant forwarded the questionnaire to the data editor, who looked through the questionnaire to ensure that it is complete, has been filled correctly and skip instructions followed. Questionnaires that do not satisfy the above will be returned to the research assistant for error correction.

Double data entry was done, with the purpose of assisting in the data cleaning process by comparing the data in the first entry against second entry using a data inconsistency program that is run. Inconsistency reports generated were crosschecked with the data hard copies and errors edited in the electronic databases.

3.8 Ethical Consideration:

A letter of authorization was obtained from the university and was presented to all organizations in the data collection process. Getting letters of support to the research project

was intended to enhance the confidence and freedom for participants to actively participate or to withdraw from the study anytime they so wished. The researcher endeavored to obtain any form of authorization that was necessary for the study to take place.

Throughout the study, the researcher refrained from any practice deemed inconsistent with research ethics.

The researcher accorded due respect to all respondents and, she acknowledged all scholarly works to which the study referred.

The researcher further desisted from any tendencies towards plagiarism and imposition of personal viewpoints in the data.

The researcher endeavored to protect the respondents by keeping the information they gave her confidential especially since she promised confidentiality.

The final document of the research was disseminated to the parent University and the authorities of the parent company concerned.

3.9 Limitation of the study

The sampling technique used in this study would not be an efficient method of sampling because it cannot get the good representation of the subgroups in a population hence affecting the generalization of the findings.

Time constraints the researcher is employed and therefore found problems allocating enough time to do the researcher. She however managed to utilize the limited time available to do the research.

In regard to skepticism of respondents, the researcher used letters of introduction from Uganda Martyrs University to assure respondents of the ultimate motives underlying the study. Time constraints were overcome by effectively utilizing weekends and public holidays and also use of e-mail means in collection of data. At critical times of the study, it was necessary to apply for a reasonable study leave from the employer.

3.12 Conclusion

This chapter discussed methods that were used in undertaking the research. It clearly indicated the research design, population, sample size and sampling techniques, data collection, analysis and presentation methods, validation and reliability of the methods that were applied to establish the relationship between online training and employee productivity. Furthermore it indicated ethical considerations, and the limitations that were faced by the researcher in accomplishing the study and how he overcame them to improve the quality of the study

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF THE FINDINGS

4.1. Introduction

This chapter presents the interpretation and discussion of the experiential findings obtained from the field interviews and questionnaire responses carried out throughout the study. The results are presented in a coherent order following the study objectives. The study findings are discussed in comparison with the study results of other researchers.

4.1 Response Rate

The researcher sampled one hundred eighteen (118) respondents from Barclays Bank Limited. The researcher issued one hundred eighteen (118) questionnaires and one hundred fifteen (115) questionnaires were returned giving a response rate of 97%.

This response rate was above the recommended 60% response rate as per Guttmacher Institute, (2006) which asserts that for a study to be considered with satisfactory results it should have a response rate above 60% in the overall study. Therefore, the study results can be relied upon for academic and non-academic purposes by readers and users.

4.2 Demographic characteristics of the respondents

4.2.1 Gender of the respondents

The study sought to establish the gender of respondents which was categorized as male and female. The Respondents were asked about their gender and the findings were analyzed using descriptive statistics as presented below:

Table 4.1: Gender of the respondents

Gender of the respondents	Frequency	Percent (%)
Male	50	43.5
Female	65	56.5
Total	115	100

Source: Primary Data (2016)

The study findings from the above table (table 4.1) revealed that the majority of the respondents were females (56.5%) compared to males (43.5%), indicating that the females outnumbered the male employees. This implies that both genders ably participated in the study.

4.2.2 Age bracket of the respondents

The research wanted to ascertain the age of respondents which is categorized as; 25 and below years, 26 - 30 years, 31 - 35 years, 36 – 40 years, and above 41 years. The respondents were requested to indicate their age bracket and the findings were analyzed using descriptive statistics and are presented below

Table 4.2: Age bracket of the respondents

Age	Frequency	Percent
Below 25 Years	1	0.9
26 – 30	46	40
31 – 35	22	19.1
36 – 40	16	13.9
Above 41	1	0.9
Total	115	100

Source: Primary Data (2016)

Table 4.2 findings revealed that more than a third (46.0%) of the respondents were in the age bracket of 26 to 30 years, 25.2% in the age bracket of 21 to 25 years, 19.1% in the age bracket of 31 to 35 years, 13.9% in the age bracket of 36 to 40 years whereas those below 20 years and above 41 years accounted for 0.9% respectively. This possibly implies that majority of the Barclays' (U) Limited Bank's employees are in the youthful age bracket which is ambitious and productive. The respondent in the age bracket of 26 to 30 years have just completed university and the bank seems to be the starting point of employment for them

4.2.3 Level of education

The study sought to ascertain the education level of respondents which is categorized as bachelor's degree and masters' degree. The respondents were requested to indicate their education level and the findings were analyzed using descriptive statistics and are presented as below

Table 4.3: Level of education

Level of Education	Frequency	Percent
Bachelor's Degree	85	73.9
Masters' Degree	30	26.1
Total	115	100

Source; Primary Data (2016)

The results in table 4.3 above shows that more than two thirds (73.9%) of the respondents contacted had attained a university degree compared to 26.1% who had a master's degree. The implication of this is that the bank employs fresh graduates who need to be trained regularly so that their productivity values are improved overtime.

4.2.4 Duration in Service at Barclays Bank (U) Limited

The study sought to establish the duration in service of respondents at Barclays Bank (U) Limited which was categorized as less than 1 year, 2 - 5 years, 6 – 10 years, 11 years and above. The respondents were requested to indicate the duration in service at Barclays Bank (U) Limited and the findings were analyzed using descriptive statistics and are presented below.

Table 4.4: Duration in Service at Barclays Bank (U) Limited

Duration in Service at Barclays Bank (U) Limited	Frequency	Percent
Less than a Year	12	10.4
2 - 5 Years	61	53
6 - 10 Years	37	32.2
10 years & above	5	4.4
Total	115	100

Source: Primary Data (2016)

Findings in table 4.4 revealed that more than fifty Percent (53.0%) of the respondents had worked with the bank between 2 to 5 years. 32.2% had work with the bank between 6 to 10 years, 10.4% for less than a year and 4.3% for 10 and more years respectively. This concludes that majority of the respondents at Barclays Bank (U) had worked with the bank for less than 5 years and those with 6-10 years have a served for a long period of time compared to other respondents in other categories.

4.3 *Presentation and analysis of findings from the study objectives*

Descriptive statistics were used to examine and establish the relationship online training and employee productivity. The findings were analyzed and interpreted basing on the attached Likert Scale such that a mean close to 5 represents strong agreement, 4-agreement, 3- Not sure, 2- disagreement and 1-strong disagreement.

4.3.1 The effect of learning capabilities on employee productivity

The study sought to establish the effect of learning capabilities on employee productivity.

Findings from questionnaires were computed to obtain means, standard deviations. Also findings from interviews were obtained and are presented in thematic statements or quotations and results are presented below. Respondents were required to respond to a number of statements on the effect of learning capabilities on employee productivity. The following were the results;

Table 4.5: Respondents Opinion on effect of learning capabilities on employee productivity

NO	Item	N	Minimum	Maximum	Mean	Std. Deviation
1.	Online training has increased my willingness and ability to achieve the set goals	115	1	5	3.99	1.000
2.	Through online training I strive to do high quality work	115	1	5	3.93	1.057
3.	Through online training I have learnt to be creative in order to solve work challenges	115	1	5	3.92	1.019
4.	Online training has increased my ability to take on new responsibilities	115	1	5	4.07	1.066
5.	Online training enables me to complete assignments ahead of time	115	1	5	4.00	1.068
6.	Online training has equipped me with the required skills to meet deadlines Overall mean=3.99	115	1	5	4.04	1.012

Source: Primary Data (2016)

The respondents were requested to state whether the response rate online training has increased their willingness and ability to achieve the set goals. Findings in table 4.5 revealed that the respondents agreed with mean of 3.99 and the standard deviation of 1.000 that online training increased their willingness and ability to achieve the set goals which implied that there were wide varying views among the respondents. This possibly implies online training increases employees' willingness and ability to achieve organizational/institutional set goals at Barclays Bank (U) limited. The finding is in line with Yang (2003), online training increases employees' willingness and ability to achieve organizational/institutional set goals.

The respondents were asked to state whether through online training employees strived to do high quality work. Findings in table 4.5 revealed that through online training employees strived to do high quality work. The respondents were in agreement with the mean of 3.93 and the standard deviation of 1.057 which implied that there were varying views among the respondents. The implication is that through online training employees strive to do high quality work at Barclays Bank (U) Limited. This is in agreement with Probst and Büchel (1997) and Powell (1998) posited a view that with online training employees strive to do high quality work through transfer of technical knowledge, dissemination, social learning and interaction.

The respondents were further requested to state whether through online training employees learnt to be creative in order to solve work challenges. Table 4.5 findings revealed that through online training employees learnt to be creative in order to solve work challenges. This indicated by the mean of 3.92 and the standard deviation of 1.019 indicating the dispersion in the responses about the statement. This means through online training employees learnt to be creative in order to solve work challenges at Barclays Bank (U) Limited. This relates to Whittington and Dewar (2004), the learning process is an exclusive

feature of an organization where employees learn to be creative in order to solve work challenges.

Table 4.5 findings revealed that the respondents agreed with the mean value of 4.07 and the standard deviation of 1.066 indicating dispersion in the responses that Online training increased individuals' ability to take on new responsibilities. This proposes that online training escalates an individuals' capability to take on new responsibilities at his or her place of work at Barclays Bank (U) Limited. This concurs with Sta. Maria (2003) and Castiglione (2006) that learning urges the employees' understanding of and communication within the organizational environment and escalates an individuals' capability to take on new responsibilities at his or her place of work.

In line with the above, Respondents were requested to state whether online training enabled employees to complete their assignments ahead of time. This is indicated by the mean of 4.00 and the standard deviation of 1.068 which showed that the respondents had wide varying views about the statement. Generally, the results suggest that online training enabled employees to complete their assignments ahead of time at Barclays Bank (U) Limited.

Furthermore, the respondents were asked to indicate their opinion on whether online training equipped employees with the required skills to meet deadlines; evidence in table 4.2 indicate that the mean value of 4.04 and the standard deviation of 1.012 which showed that the respondents had varying views about the statement that online training equipped employees with the required skills to meet deadlines. This evidence clearly indicates that online training equipped employees with the required skills to meet deadlines at Barclays Bank (U) Limited. This is in agreement with Senge (1997) employees under the influence of strong learning culture find their organization friendlier, as organizational learning culture makes them caring

and cooperative and it equips employees with the required skills to meet deadlines. During a transcribed interview, it was revealed,

“The effects of Learning capabilities on employee productivity include; Online training has increased their willingness and ability to achieve the set goals, strive to do high quality work, learning to be creative in order to solve work challenges, increasing the ability to take on new responsibilities, enables them to complete assignments ahead of time, and equipping them with the required skills to meet deadlines. However some said learning capabilities are expensive and they favour those who know how to use the internet”.

4.3.2 The effect of online delivery approaches on employee productivity

The study sought to establish the effect of online delivery approaches on employee productivity. Findings from questionnaires were computed to obtain means, standard deviations. Also findings from interviews were obtained and are presented in thematic statements or quotations and results are presented below. Respondents were required to respond to a number of statements on effect of online delivery approaches on employee productivity. The following were the results

Table: 4.6: Respondents Opinion on the effect of online delivery approaches on employee productivity

NO	Item	N	Minimum	Maximum	Mean	Std. Deviation
1	With online training I spend little time training.	115	1	5	4.20	.786
2	Online training reduces delivery costs	115	1	5	4.18	.951
3	It accommodates my individual style of working within the organization’s schedule	115	1	5	3.86	1.199
4	The delivery approaches are flexible	115	1	5	4.03	1.075
5	The approaches give immediate feedback.	113	1	5	4.17	.953
6	Allows instant monitoring of employees’ progress.	115	1	5	3.96	1.273
	Overall Mean=4.07					

Source: Primary Data (2016)

Respondents were required to state whether spend little time training through online training Findings in table 4.6 revealed that those employees the findings indicated a mean of 4.20 which implied that majority agreed to this statement and the standard deviation of 0.786 which indicated that respondents had varying responses on the statements. This finding therefore, suggests that online training takes little time of employees hence, they are able to continue working and concentrating leading to increased employee productivity at Barclays Bank (U) Limited. This finding relates to Robert (2006) online training takes little time of employees, thus, they are able to continue working and concentrating leading to increased employee productivity.

The research wanted to ascertain whether online training reduced delivery costs as far as training was concerned. Findings in table 4.6 revealed that the respondents agreed with the mean of 4.18 and the standard deviation of 0.781 which implied that respondents had varying views on the statement. This implies that online training reduced delivery costs for training hence enabling employees to be productive at Barclays Bank (U) Limited. This concurs with Corretz, et al (2008) online delivery approaches can help in drawing the attention of the managers and executives to the factors that are of mammoth importance such as reducing delivery costs for training.

The study sought to find out whether online training accommodated employees' individual style of working within the organization's schedule. The Findings in table 4.6 revealed the mean of 4.03 and the standard deviation of 1.075 which implied that respondents had wide varying views on the statement. This implies signals that online training accommodated employees' individual style of working within Barclays Bank Uganda schedule. This is in line with Krishnaveni & Sripirabaa (2008) online training accommodates employees' individual style of working within the organization's schedule.

The researcher wanted to establish whether the online training delivery approaches were flexible for Barclays Bank (U) Limited employees to enrol on online training hence increasing the employee productivity. The findings indicated by the mean of 3.86 where the respondents agreed with the statement and the standard deviation of 1.199 which implied that respondents had varying views on the statement. The implication is that online training delivery approaches were flexible and crucial for Barclays Bank (U) Limited employees to enrol on online training hence increasing the employee productivity.

Furthermore the researcher wanted to establish whether the online training approaches enabled Barclays Bank (U) Limited employees to get immediate feedback to hence being able to increase on their productivity at their place of work. The respondents agreed with the mean of 4.17 and the standard deviation of 0.953 indicating dispersion in the responses. These results depict that majority of the respondents interviewed concurred that online training approaches enabled Barclays Bank employees to get immediate feedback to hence being able to increase on they their productivity at their place of work. This concurs with Sims (2006) online training approaches enable organisation employees to get immediate feedback to hence being able to increase on their productivity at their place of work.

The findings revealed that online training allowed instant monitoring of employees progress at Barclays Bank (U) Limited. This is showed by the mean of 3.96 and the standard deviation of 1.273 indicating dispersion in the responses. This study result portrays that instant monitoring of employees progress is important in employee productivity at Barclays Bank (U) Limited

During the interview it was revealed,

“ The effects of online delivery approaches on employee productivity include; reduces delivery costs, accommodates individual style of working within the organization’s schedule,

approaches give immediate feedback, allows instant monitoring of employees' progress and spend little time training. Though there are respondents who said online delivery approaches have no effect on employee productivity”.

4.3.3 Training content and employee productivity

The study established how training content affects employee productivity. Respondents were engaged in answering questionnaires and results are presented below from questionnaires and interview results. Results from questionnaires were computed to obtain mean and standard deviations are presented in themes and quotation and results are presented below.

Table 4.7: Respondents Opinion on how training content affects employee productivity

NO	Item	N	Minimum	Maximum	Mean	Std. Deviation
1.	The training content provides me with training skills.	115	1	5	4.02	.831
2.	The content is appropriate for my job.	115	1	5	3.93	1.011
3.	It's a key source for computer competence.	115	1	5	3.97	.982
4.	The training content is self-explanatory/ easy to understand	115	1	5	3.98	.946
5.	It is straight forward for easy understanding.	115	2	5	4.10	.788
6.	The content relates to my work core deliverables.	115	1	5	3.99	1.022
7.	Content is in a language I understand.	115	1	5	4.32	.779
8.	Overall Mean= 4.04					

Source: Primary Data (2016)

Respondents were required to state whether that Online training content provided Barclays Bank (U) Limited employees with the training skills necessary to increase their productivity.

Findings in table 4.7 indicated that agreed position of the mean of 4.02 and the standard deviation of 0.831 which implied that the respondents had varying views on the statement. This portrays that online training content provide Barclays employees with the training skills necessary to increase their productivity. This is in agreement with Nickels (2009) training content provides employees with the training skills necessary to increase their productivity.

The researcher also wanted to establish whether online training content was appropriate for the employee's job. The findings in table 4.7 indicated the agreed position of mean 3.93 and standard deviation of 1.011 which implied that the respondents had varying views on the statement. This implies that that online training content is appropriate for the employee's job which is crucial for employee productivity. This is in line with Benedicta (2010) Training content generates benefits for the employee knowledge, skills, ability, competencies and behavior hence appropriate for the employee's job.

Respondents were further required to state whether online training was a key source for computer competence given that most of the banking interface is now computerized. The table 4.7 findings revealed the mean of 3.97 which implied that the majority of the respondents agreed to the statement and the standard deviation of 0.982 which implied that the respondents had varying opinions about the statement. This means online training is a key source for computer competence crucial in most of the banking institutions now that they are using computerized banking interfaces, hence, increases in employee productivity. This concurs with Becker et al (2011) online training is a key source for computer competence crucial in most of the banking institutions now that they are using computerized banking interfaces, thus, increases in employee productivity.

The researcher wanted to ascertain whether online training content was self-explanatory/ easy to understand and comprehend. The finding in table 4.7 revealed mean of 3.98 which implied

that the greater percentage of the respondents agreed with the statement and the standard deviation of 0.946 implied that there were some varying options of the respondents. This implies that that online training content is self-explanatory/ easy to understand which is critical for each employee to comprehend the online training content which later translates into increased employee productivity. This is in line with Armstrong (2001) online training content is self-explanatory/easy to understand which is critical for each employee to comprehend the online training content.

Respondents were required to state whether online training contents are straight forward for easy understanding. Findings in table 4.7 revealed the mean of 4.10 indicating that the respondents agreed about the statement and the standard deviation of 0.788 which implied that there were some varying opinions among the respondents about the statement. These statistics demonstrate that online training contents are straight forward for easy understanding which crucial for employees enrolled on online training program to comprehend the training content which in turn are translated into employee productivity. This concurs with Cheng and Ho (2001) online training contents are straight forward for easy understanding which is crucial for employees enrolled on online training program to comprehend the training content.

The respondents were asked to state whether Online training content related to employee work core deliverables. Table 4.7 findings revealed that the respondents agreed with the mean of 3.99 and the standard deviation of 1.022 which implied that there were varying views among the respondents. This implies that online training content relates to employee work core deliverables which is important as far employee productivity is concerned. This relates with Pool & Pool (2007) online training content related to employee work core deliverables which is important

Lastly the respondents were asked to state whether online training content was in a language employees understand this is indicated by the mean value of 4.32 where the respondents were in the agreed position of 0.779 which implied that there were varying views among the respondents. This implies that online training content in a language employees understand was central to employees comprehending the training content hence translating the increased employee productivity at Barclays Bank Uganda.

The interviewee said,

“The effect of training content on employee productivity involve, the content is appropriate for their job, key source for computer competence, is self-explanatory/ easy to understand, relates to their work core deliverables, provides them with training skills”.

4.3.4 The evaluation reports\results of online training on employee productivity

The study established the effect of evaluation reports\results of online training on employee productivity. Respondents were engaged in answering questionnaires and results are presented below from questionnaires. Results from questionnaires were computed to obtain means and standard deviations are presented below.

Table 4.8: Respondents Opinion on the effect of evaluation reports\results of online training on employee productivity

No	Item	N	Minimum	Maximum	Mean	Std. Deviation
1.	Online training has enabled us to achieve our objectives ahead of time.	115	1	5	3.67	1.205
2.	The major Goals for online training have been achieved.	115	1	5	3.60	1.276
3.	Provides immediate feedback.	115	1	5	4.04	1.025
4.	Has built my capacity to identify data needs	115	1	5	3.93	.979
5.	I have adopted the approaches used in on line training.	115	1	5	3.97	1.008
6.	Online training has led to reduced costs.	115	1	5	4.24	.944
	Overall Mean = 3.91					

Source: Primary Data (2016)

Findings in table 4.8 revealed that Online training enabled employees to achieve their objectives ahead of time thus increased employee productivity. The respondents agreed with the mean of 3.67 and the standard deviation of 1.205 indicating dispersion in the responses. This implies that online training enabled employees to achieve their set objectives at Barclays Bank ahead of time since they had to balance between the work schedule and the training thus improved employee productivity. This is in agreement with Fryer et al. (2009) online training enabled employees to achieve their set objectives at the organisation ahead of time since they had to balance between the work schedule and the training.

Findings from table 4.8 revealed that employees enrolled on online training achieved the major goals for online training which is indicated by the mean of 3.60 and standard deviation of 1.276 where the respondents agreed. This implies that Barclays bank (U) Limited employees who enroll on online training achieved the major goals for online training which motivation catalyst for increased employee productivity. This is in agreement with Rosti (1998) Evaluation reports indicated that employees who enrolled on online training achieved the major goals for online training which motivation catalyst for increased employee productivity.

Findings in table 4.8 revealed that with online training, employees received immediate feedback on their training progress, the respondents agreed with the mean value of 4.04 and the standard deviation of 1.025 indicating dispersion in the responses.

This implies that employee reception of instant feedback on their online training progress is crucial as it motivates the employee to stick to the training program and complete it in time thus translating the knowledge and skills gained through this training into increased productivity.

This concurs with Jarrar (2007) employee reception of instant feedback on their online training progress is crucial as it motivates the employee to stick to the training program and complete it in time thus translating the knowledge and skills gained through this training.

Findings in table 4.8 revealed that the respondents agreed with the mean of 3.93 and the standard deviation of 0.978 that online training built and equipped Barclays Bank employees' with the capacity to identify data needs at the workplace hence putting in place an action plan to address those gaps. The implication is that online training built and equipped Barclays Bank employees' with the capacity to identify data needs at the workplace hence putting in place an action plan to address those gaps which is critical quality improvement and productivity. This concurs with Francesconi, and Zoega, (2002) online training built and equipped employees of the organisation with the capacity to identify data needs at the workplace hence putting in place an action plan to address those gaps which is critical quality improvement and productivity.

Table 4.8 findings revealed that Online training enabled Barclays Bank employees to adopt and adapt approaches used in online training at their work place to do things differently at their workplace, the respondents agreed with the mean value of 3.97 and the standard deviation of 1.008 indicating dispersion in the view of the respondents. These statistics demonstrate that online training enabled Barclays Bank employees to adopt and adapt approaches used in online training at their work place to do things differently at their workplace which critical in this competitive world if institutions are to increase on their productivity through employees.

This concurs with Becci (2006) online training enables employees to adopt and adapt approaches used in online training at their work place to do things differently at their

workplace which critical in this competitive world if institutions are to increase on their productivity through employees

Furthermore, through online training banks reduced costs related to employee capacity building.

The respondents agreed with the mean of 4.24 and the standard deviation of 0.944.

The results from this study unveiled that through online training, banks reduced costs related to employee capacity building which is paramount to saving institutions' resources thus improved productivity.

The transcribed interview revealed,

“ Achieving objectives ahead of time, the major Goals for online training have been achieved, built their capacity to identify data needs, have adopted the approaches used in on line training”.

4.3.5 Employee Productivity at Barclays Bank (U) Limited

The study established employee productivity at Barclays Bank (U) Limited. Respondents were engaged in answering questionnaires and results are presented below from questionnaires. Results from questionnaires were computed to obtain means and standard deviations are presented below.

Table 4.9: Respondents Opinion on Employee Productivity at Barclays Bank

No	Item	N	Minimum	Maximum	Mean	Std. Deviation
1.	Online training has yielded to large quantities of output.	115	1	5	3.66	1.225
2.	There is employee quality output	115	1	5	3.70	1.260
3.	Am confident to work through correspondence through the acquired skills,	115	1	5	4.04	.972
4.	Online training has yielded to quality employee product knowledge.	115	1	5	3.93	1.100
5.	Online training has led to timely achievement of the set targets	115	1	5	3.73	1.248
6.	Through online training, the company mission and vision are realized.	115	1	5	3.74	1.394
	Overall Mean= 3.80					

Source: Primary Data (2016)

The respondents were asked to state whether online training has yielded to large quantities of output. Findings in table 4.9 indicated the mean that the respondents agreed with the mean value of 3.66 and the standard deviation of 1.225 which implied that there were varying views among the respondents. This implies that online training has yielded to large quantities of output in regards to employee productivity at Barclays Bank (U) Limited.

The respondents were requested to state whether there is employee quality output. Table 4.9 results indicated that the respondents agreed with the mean of 3.70 and the standard deviation of 1.260 which implied that the respondents had varying views about the statement. This implies that there is there is employee quality output in line with employee productivity at Barclays Bank (U) Limited.

Respondents were asked to state whether that the staffs are confident to work through correspondence through the acquired skills. The findings in table 4.9 continued to reveal that the respondents agreed with the mean value of 4.04 and standard deviation of 0.972 implied that there were varying views about the statement among the respondents. This implies that the staffs are confident to work through correspondence through the acquired skills at Barclays Bank (U) Limited as regards employee productivity.

The study also wanted to find out whether online training has yielded to quality employee product knowledge. The findings in table 4.9 revealed that, the respondents agreed with the mean of 3.93 and the standard deviation of 1.100 which implied that the respondents also had varying views about the statement. This implies that online training has yielded to quality employee product knowledge at Barclays Bank (U) Limited.

The study also sought to find out whether online training has led to timely achievement of the set targets as part of employee productivity. Table 4.9 findings revealed that the respondents agreed with mean of 3.73 and the standard deviation of 1.248 which implied that the respondents also had varying views about the statement. This implies that online training has led to timely achievement of the set targets as part of employee productivity at Barclays Bank (U) Limited.

Finally table 4.9 results revealed through online training, the company mission and vision are realized where the respondents agreed with the mean of 3.74 and standard deviation of 1.394 which implied that the respondents also had varying views about the statement. This implies

that through online training, the company mission and vision are realized at Barclays Bank (U) Limited.

The findings in table 4.9 concur Bernolak (1997) with Online training has yielded to large quantities of output, employee quality output, confidence to work through correspondence through the acquired skills, quality employee product knowledge and timely achievement of the set targets and realizing the company mission and vision.

4.3.6 Compensation of employees on online training and productivity at Barclays Bank (U) Limited

The study established Compensation of employees on online training and productivity at Barclays Bank (U) Limited. Respondents were engaged in answering questionnaires and results are presented below from questionnaires. Results from questionnaires were computed to obtain means and standard deviations are presented below.

Table 4.10: Respondents Opinion on Compensation of employees on online training and productivity at Barclays Bank (U) Limited

NO	Item	N	Minimum	Maximum	Mean	Std. Deviation
1.	The remuneration values have increased after timely completion of my trainings.	115	1	5	2.94	1.138
2.	I have earned numerous incentives from on line training.	115	1	5	2.92	1.153
3.	Various salary growth opportunities are given after completion of major courses.	115	1	5	2.69	1.174
4.	I have earned better grades through completing my online training.	115	1	5	3.15	1.237
5.	Am given a chance to train others through the skills I have achieved.	115	1	5	3.29	1.186
6.	With the competence earned, I feel confident to work anywhere.	115	1	5	4.03	1.079

	Overall Mean=3.17					
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Source; Primary Data (2016)

Respondents were required to state whether their remuneration values have increased after timely completion of their trainings. Findings in table 4.10 indicated that the respondents were in the mid position with the mean Of 2.94 and standard deviation of 1.138 which implied that there were some varying opinions among the respondents about the statement. This may imply that their remuneration values have either increased after timely completion of their trainings or not at Barclays Bank (U) Limited.

The researcher wanted to ascertain whether they have earned numerous incentives from on line training. Table 4.10 findings revealed that the respondents were in the mid position with the mean of 2.92 and the standard deviation of 1.153 which implied that there were some varying opinions among the respondents about the statement. This may imply that they have either earned numerous incentives from on line training or not at Barclays Bank (U) Limited

The researcher wanted to ascertain whether as part of compensation various salary growth opportunities are given after completion of major courses. The findings in table 4.10 revealed that respondents were in the mid position with the mean of 2.69 and the standard deviation of 1.174 which implied that there were some varying opinions among the respondents about the statement. This implies that either there are various salary growth opportunities given after completion of major courses or not as part of compensation at Barclays Bank (U) Limited.

The respondents were asked to state whether they have earned better grades through completing their online training Findings in table 4.10 indicated that the respondents were in the mid position of 3.15 and the standard deviation of 1.237 which implied that there were some varying opinions among the respondents about the statement. This implied that the

employees of Barclays Bank (U) Limited have either earned better grades through completing their online training or not.

The respondents were requested to state whether they are given a chance to train others through the skills they have achieved. Findings in table 4.10 indicated the respondents were in the mid position with the mean of 3.29 and standard deviation of 1.186 indicating dispersion in the responses. This may imply that employees of Barclays Bank (U) Limited are either given a chance to train others through the skills they have acquired or not.

Finally the respondents were required to state whether with the competence earned, they feel confident to work anywhere. The table 4.10 findings revealed that the respondents agreed with the mean of 4.03 and standard deviation of 1.079 indicating dispersion in the mean. This means with the competence earned, they feel confident to work anywhere at Barclays Bank (U) Limited.

The interview also revealed that some of the employees have been compensated in terms of promotions, given chance to train others and also getting attachments to other departments in the bank to acquire additional skills and knowledge. This was as a result of completing their on line training in time.

4.4 Correlation Analysis

The study established the relationship between online training and employee productivity.

The relationship between online training and employee productivity was investigated using learning capabilities, delivery approaches, training content and evaluation as dimensions for the independent variable while employee innovation, employee output and targets were for dependent variable.

The findings are tabulated below:

Table 11: Correlation Analysis

Number	Variable	Learning capabilities	Online delivery Approaches	Training Content	Evaluation	Employee Productivity
1	Learning capabilities	1				
2	Online delivery Approaches	.565**	1			
3	Training Content	.604**	.532**	1		
4	Evaluation	.629**	.578**	.677**	1	
5	Employee Productivity	.643**	.471**	.617**	.591**	1

****.** Correlation is significant at the 0.01 level (2-tailed).

Source; Primary Data (2016)

4.4.1 The relationship between Learning capacities and employee productivity

Table 4.11, it can be clearly indicated from the correlation results that there is a significant statistical moderate positive relationship between Learning capabilities and employee productivity ($r=.643^{**}$; $p<0.01$). This possibly implies that learning capabilities is positively affected by employee productivity for example, as there is an increase in the learning capabilities, the productivity of staff will increase in an organisation. This shows that the employees of Barclays Bank Uganda Limited are fairly competent meaning it should motivate, retain and coach after recruitment.

This concurred with Noam Chomsky, (1959) the importance of learning capabilities as the basis of improving operational efficiency, stimulating innovation and increasing organizational agility and Konings & Vanormelingen, (2009), where they established that learning capabilities are fundamental and effectual instrument in successful accomplishment

of the firm's goals and objectives, hence, the relationship between learning capabilities and employee productivity

4.4.2 The relationship between online delivery approaches on employee productivity

Correlation analysis showed that there is a significant moderate weak positive relationship between online delivery approaches and employee productivity ($r=.471^{**}$; $p<0.01$). This means that online delivery approaches are positively affected by employee productivity in the way that where they are effective, the performance of staff will increase in an organisation and where learning is not interesting causes fatigue, hence, minimum productivity.

This was in agreement with Corretz, et al (2008) along with training using the online delivery approaches worth of response from employees regarding working situations is of highly importance and it can help in drawing the attention of the managers and executives to the factors that are of mammoth importance,

4.4.3 The relationship between training content and employee productivity

Correlation analysis results in table 4.11 revealed that there is a significant moderate statistical positive relationship between training content and employee productivity ($r=.617^{**}$; $p<0.01$). This means that training Content is positively affected by employee productivity as the better the training content, employee productivity will ultimately increase in an organisation. The content is relevant it helps people at work. If you don't train you can't work, more so and importantly when you don't have the training content employee productivity will not be released.

The finding are in line with Nickels, (2009) says the effects of training content on employee`s productivity can often encourage growth within the worker and the organisation itself. Training content of city council employees leads to self fulfilling prophecy of enhanced

output by employers, employee development equals decrease in operational costs, leads to greater loyalty to the organisation and as well enhanced job satisfaction.

4.4.4 The relationship between Evaluation reports on online training and Employee productivity

The correlation analysis results revealed in table 4.11 that there is a significant moderate statistical positive relationship between evaluation and employee productivity ($r=.591^{**}$; $p<0.01$). This implies that evaluation is positively affected by employee productivity thus meaning that as evaluation increases, employee productivity increases in the organisation. This means people are indifferent as they assume when trained get promoted, hence, people don't care as the more you train you get more responsibilities or work is assigned so people train but don't apply the skills.

This was in tandem with Rosti (1998) Evaluation reports on online training where Feedback not only adds to knowledge of employee and employer but also improves the process of evaluation of employees. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development, thus productivity of employees.

4.5 Regression Analysis

It was necessary to determine which of the four dimensions of online training (Learning capabilities, Online delivery Approaches, Training Content and Evaluation) predicts employee productivity more than the other. This was achieved through conducting regression analysis. The following were the results;

Table 4.12 Regression Analysis

Model Summary					
Model	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.750	.692	.71143		
Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	-.622	.457		-1.360	.177
Learning capabilities	.430	.113	.360	3.821	.000
Delivery Approaches	.037	.114	.028	.322	.748
Training Content	.430	.152	.274	2.825	.006
Evaluation	.211	.131	.163	1.606	.111
a. Dependent Variable: Employee Productivity					

Source; Primary Data (2016)

Based on the results in table 4.12, the regression analysis results revealed that learning capabilities (beta=0.360, sig. =0.000) was a significant predictor of employee productivity. This means a change in learning capabilities leads to a change in employee productivity. The implication of this to Barclays Bank (U) Limited is that it should uphold learning capabilities in order to improve employee productivity values. These findings are in agreement with those of Rizwan et al (2011) findings which showed that learning culture facilitates the employees with innovation, precision and creativity at work with greater job involvement and

psychological affiliation. The prestigious values of Organizational learning culture thus makes the employees grow more, be committed, loyal and remain coordinated for organizational success. Also they concur with Probst and Büchel (1997) and Powell (1998) results where by transfer of technical knowledge, dissemination, social learning and interaction is a motivating factor for employees' productivity enhancement. Employees' education concurrently fosters the performance based activities and enhances the significance of their existence for acquiring a well functioned organizational perspective. The informative and learned workforce gets the managerial attention and enjoys the precision of work innovation and organizational vision with a sustaining performance integration and social learning perspective, thereby enabling their organization to go global. The culture replicates the behavior of employees at work and modifies their approach as resultant outcome of their experience sharing and perception. Results also agree with the KPMG (2007) findings where learning capabilities in the workplace permits a robust blend of member profile and contact information, rich presence information, collaborative document creation, distribution tracking and other features that 'build a pulse' inside the organization. In this environment, individuals know who knows who, what each member is currently involved in and how they can be reached. In short, they provide a simpler and more intuitive approach for members of the same community of employees to find each other based on complementary knowledge or need for knowledge.

However, the regression analysis results in table 4.12 revealed that delivery Approaches (beta=0.028, sig. =0.748) was not significant predictor of employee productivity where a positive change in delivery approaches does not lead to a change in employee productivity.

Thus Barclays Bank (U) Limited shouldn't focus on delivery Approaches since they have no significant effect on employee productivity. The implication of these findings to Barclays Bank (U) Limited is that the bank needs to explore more ways on how on-line training delivery approaches can be improved so that employee productivity values and enhanced. These findings are in disagreement with those of Robert, (2006) whereby its was established that online Delivery approaches helps in making acquaintance of employees with more advance technology and attaining robust competencies and skills in order to handle the functions and basics of newly introduced technical equipment's. More rarely it happens that employees are not fully trained regarding new working and technical techniques and they are unable to deliver to their assignments according to the desire of the organization. Effective training can bring down these flaws. Also these studies are in disagreement with those of Harel (1999) whereby online delivery approaches has a significant effect on employee performance. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes. These results don't concur with Akinyele (2010) findings where by online delivery approaches lead to Productivity hence reaching the highest level of performance with the least expenditure of resources.

Also the regression analysis results revealed that training content ($\beta=0.274$, $\text{sig.}=0.006$) was not a significant predictor of employee productivity where a positive change in training content does not lead to a change in employee productivity. The implication of these findings to Barclays Bank (U) Limited is that the bank needs to explore more ways on how on-line training content can be improved so that employee productivity values and enhanced. The findings don't concur with Nickels, (2009) findings where he established that the effects of training content on employee's productivity often encourage growth within the worker and

the organization itself. The training content of city council employees led to self-fulfilling prophecy of enhanced output by employers, employee development equaled decrease in operational costs, led to greater loyalty to the organization and as well enhanced job satisfaction. Also they are in disagreement with Benedicta (2010) results where he found out that training content generates benefits for the employee knowledge, skills, ability, competencies and behavior. There is a significant difference between the organizations that train their employees and those organizations that do not. Findings of Tsai, Yen, Huang, and Huang (2007) showed that employees who are committed to learning showed a higher level of job satisfaction that has a positive effect on their performance which are in disagreement with this study's findings. However, these findings are in agreement with the results of Rowden and Shamsuddin (2000) where by poor performance was attributed to inadequate training content hence leading to employee dissatisfaction and conflict.

Furthermore, the regression analysis results revealed that evaluation reports ($\beta=0.163$, $\text{sig.}=0.111$) was not a significant predictor of employee productivity where a positive change in evaluation reports does not lead to a change in employee productivity. The implication of these findings to Barclays Bank (U) Limited is that the bank needs to explore more ways on how on-line training evaluation reports can be improved so that employee productivity values and enhanced. The results are in disagreement with Jarrar (2007) findings where he established that investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes. Also a study conducted by Konings (2009) in Nigerian organization, described the importance of training program and their evaluation process said that the organization should properly evaluate their training program by seeing that their organization objectives and missions are achieved or not and training cannot only change the ability of workforce not only concerning performing their current job but also aid them in the fulfillment of future expected task so for this reason it's a

practice that cannot be discarded from an organizations, thus, the effect of evaluation reports/results online training and employee productivity. However a research conducted by Daniels (1999) concurs with these findings. He established that there is no evidence that appraisal improves performance and characterizes it as a step of firing process. Also the results concur with Derven (1990) whereby the skill and accuracy of the manager or supervisor in providing feedback was highlighted. If the manager or supervisor is unskilled or couldn't give accurate feedback, then the appraisal process will have only a negative effect.

4.5 Conclusion

Chapter four covered the presentation of results and interpretation of findings in relation to the study objectives. The findings were summarized in form of tables, figures, (showing percentages and frequencies). In addition, descriptive statistics was done, statistical analysis namely correlation and regression analysis were undertaken to find out the relationship between online training and employee productivity.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The study examined the effect of online training and employee productivity with specific reference to Barclays Bank (U) Limited. The study adopted four research objectives which looked at, establishing the effect of learning capabilities on employee productivity, the effect of online delivery approaches on employee productivity, relationship between training content and employee productivity and the evaluation reports\results for online training on employee productivity

This chapter presents the summary of findings, conclusions and recommendations of the study and these are presented according to the findings in objective in chapter four.

5.1 Summary of findings

5.1.1 The effect of Learning capabilities on employee productivity

The objective was to establish the effect of learning capabilities on employee productivity

The study findings showed that learning capabilities affects employee productivity has presented by the descriptive statistics coupled with the interview guide where the respondent said it affects employee productivity

The study findings further showed that there is a positive and significant relationship ($r = 0.643$, $P < 0.01$) between learning capabilities and employee productivity at Barclays Bank (U) Limited.

This means that that learning capabilities by is positively affected by employee productivity for examples as there is an increase in the learning capabilities, the productivity of staff will increase in an organisation. The regression analysis results in table 4.12 revealed that learning capabilities ($\beta=0.360$, $\text{sig.}=0.000$) was a significant predictor of employee productivity.

This means a change in learning capabilities leads to a change in employee productivity.

5.1.2 The effect of online delivery approaches on employee productivity

The study findings showed that online delivery approaches affects employee productivity has presented by the descriptive statistics coupled with the interview guide where the respondent said it affects employee productivity

The study findings further showed that there is a positive significant relationship between online delivery approaches and employee productivity (0.471**; $p < 0.01$). This means that online delivery approaches are positively affected by employee productivity in the way that as they are effective, the performance and productivity of staff will increase in an organisation.

The regression analysis results in table 4.12 revealed that learning capabilities (beta=0.028, sig.=0.748) was a not significant predictor of employee productivity where a positive change in online delivery approaches does not lead to a change in employee productivity. Thus Barclays Bank (U) Limited shouldn't focus on learning capabilities since they have no effect on productivity of employees.

5.1.3 The effect of training content and employee productivity

The study findings showed that there is a positive and significant relationship between training content and employee productivity (0.617**; $p < 0.01$). This means that training Content is positively affected by employee productivity as the better the training content, employee productivity will ultimately increase in an organisation.

The regression analysis results in table 4.12 revealed that training content (beta=0.274, sig.=0.006) was a not significant predictor of employee productivity where a positive change in training content does not lead to a change in employee productivity.

5.1.4 The Effect of the evaluation reports\results for online training on employee productivity

The correlation analysis results revealed in table 4.11 that there is a positive significant relationship between evaluation and employee productivity($r=.591^{**}$; $p<0.01$). This implies that evaluation is positively affected by employee productivity thus meaning that as evaluation reports increases, employee productivity increases in the organisation.

The regression analysis results in table 4.12 revealed that evaluation reports ($\beta=0.163$, $\text{sig.}=0.111$) was a not significant predictor of employee productivity where a positive change in evaluation reports does not lead to a change in employee productivity

5.2 Conclusions

The study findings revealed a positive significant relationship between online training and employee productivity

The findings of the study are presented according to the objectives of the study with back up of reviewed literature to make the discussion more authentic. In regard to the effect of Learning capabilities on employee productivity; Online training has increased their willingness and ability to achieve the set goals, strive to do high quality work, have learnt to be creative to solve work challenges, increased their ability to take on new responsibilities, enables them to complete assignments ahead of time, and has equipped them with the required skills to meet deadlines

The effect of online delivery approaches on employee productivity was explained in areas with online training they spend little time training, online training reduces delivery costs, accommodates their individual style of working within the organization's schedule, the

delivery approaches are flexible, the approaches give immediate feedback, allows instant monitoring of employees' progress.

The training content on employee productivity was discussed in areas where the training content provides me with training skills, the content is appropriate for their job, it's a key source for computer competence, the training content is self-explanatory/ easy to understand, it is straight forward for easy understanding, the content relates to my work core deliverables and content is in a language they understand.

The evaluation reports\results for online training on employee productivity was explained where; online training has enabled them achieve objectives ahead of time, the major goals for online training have been achieved, provides immediate feedback, has built their capacity to identify data needs, have adopted the approaches used in on line training and online training has led to reduced costs.

The employee's find online training as an inconvenience; it's taken as organisation policy so they complete it for the sake of not locking their systems since if you don't complete the assignment in time.

5.3 Recommendations

Barclays Bank Uganda Limited in line with the online delivery approaches should equip staff with computer skills it will enhance; employee productivity.

Barclays Bank Uganda Limited should spend more time on training and billeting staff style of working within institutions as it will increase their productivity.

Barclays Bank Uganda Limited and other organizations should always review the training content as well reviewing the evaluation reports as it will improve employee productivity

5.4 Suggestions for Further Research

The researcher suggests the following areas for further research:

The study was carried out at Barclays Bank (U) Limited and yet other Banks have also adopted online training for example Centenary Bank (U) Limited, Bank of Baroda(U) Limited and Bank of Africa (U) Limited . Therefore a similar study may also be needed to be undertaken in these different Banks.

The relationship between capabilities and employee productivity since it came out strongly in the research.

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Appendix 1: Questionnaire

Dear Respondent,

I am an MBA (Master of Business Administration) student at Uganda Martyr's University Nkozi, undertaking a study entitled '**online training and Employee productivity: A case study of Barclays Bank Uganda Limited**'.

This research is purely for academic purposes and therefore I kindly request you to spare some time for me.

You have been chosen because i feel you are most suited to provide data to the above-mentioned topic. Your answers and opinions will be treated with confidentiality.

Thank you for your co-operation!

Demographic Data

Employee Information							
1	What is your age?	Below 20	21-25	26-30	31-35	36-40	Above 41
2	Gender	Male		Female			
3	Level of Education	Bachelor	Masters	Above Master			
4	For how long have you been an employee in this organization?	Less than a year	1-5 year	6-10 year	10 & above		

Instructions:

For each statement, use the scale below to evaluate online training:

1-Note sure, 2- Disagree, 3- Strongly Disagree, 4- Agree and 5-Stronly Agree

		1-Not Sure	2- Disagree	3-Strongly Disagree	4-Agree	5-Stronly Agree
Qn. 1	Learning capabilities					
(a)	Online training has increased my willingness and ability to achieve the set goals					
(b)	Through online training I strive to do high quality work					
(C)	Through online training I have learnt to be creative in order to solve work challenges					
(d)	Online training has increased my ability to take on new responsibilities					
(e)	Online training enables me to complete assignments ahead of time					
(f)	Online training has equipped me with the required skills to meet deadlines					
Qn. 2	Online delivery approaches					
(a)	With online training I spend little time training.					
b)	Online training reduces delivery costs					
(c)	It accommodates my individual style of working within the organization's schedule					
(d)	The delivery approaches are flexible					
(e)	The approaches give immediate feedback.					
(f)	Allows instant monitoring of employees' progress.					
How do you describe the delivery approaches used in online training? Are they appropriate?						

	Use the above scale of 1-5 to evaluate the training content.					
Qn. 3	Training content					
(a)	The training content provides me with training skills.					
(b)	The content is appropriate for my job.					
(c)	It's a key source for computer competence.					
(d)	The training content is self-explanatory/ easy to understand					
(e)	It is straight forward for easy understanding.					
(f)	The content relates to my work core deliverables.					
(g)	Content is in a language I understand.					
Qn.4	Evaluation/Results	1-Not Sure	2-Disagree	3-Strong	4-Agree	5-Strongly
(a)	Online training has enabled us to achieve our objectives ahead of time.					
(b)	The major Goals for online training have been achieved.					
(c)	Provides immediate feedback.					
(d)	Has built my capacity to identify data needs					
(e)	I have adopted the approaches used in on line training.					
(f)	Online training has led to reduced costs.					
Has online training achieved its main objectives?						
Qn.5	Employee Productivity					
(a)	Online training has yielded to large quantities of output.					
(b)	There is employee quality output					
(c)	Am confident to work through correspondence					

	through the acquired skills,					
(d)	Online training has yielded to quality employee product knowledge.					
(e)	Online training has led to timely achievement of the set targets					
(f)	Through online training, the company mission and vision are realized.					

How has online training contributed to the employee productivity?

Qn.6	Compensation					
(a)	My remuneration values have increased after timely completion of my trainings.					
(b)	I have earned numerous incentives from on line training.					
(c)	Various salary growth opportunities are given after completion of major courses.					
(d)	I have earned better grades through completing my online training.					
(e)	Am given a chance to train others through the skills I have achieved.					
(f)	With the competence earned, I feel confident to work anywhere.					

Share with me some of the achievements you have earned through online training

THANK YOU FOR WOUR TIME

Appendix II INTERVIEW GUIDE

Dear Respondent,

I am an MBA (Master of Business Administration) student at Uganda Martyr’s University Nkozi, undertaking a study entitled ‘**online training and Employee productivity: A case study of Barclays Bank Uganda Limited**’.

This research is purely for academic purposes and therefore I kindly request you to spare some time for me.

You have been chosen because i feel you are most suited to provide data to the above-mentioned topic. Your answers and opinions will be treated with confidentiality.

Thank you for your co-operation!

1. What are the effects of Learning capabilities on employee productivity?

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2. What are the effect of online delivery approaches on employee productivity?

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3. What are the relationship between training content and employee productivity?

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4. How did the evaluation reports\results for online training on employee productivity?

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Thank you for your time.