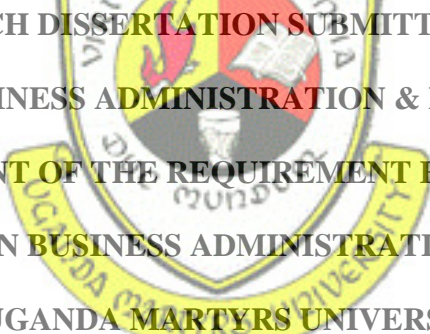


**THE CONTRIBUTION OF EMPLOYEE TRAINING ON THE PERFORMANCE OF  
BUSINESS ORGANISATIONS IN MASAKA MUNICIPALITY  
CASE STUDY: BARCLAYS BANK MASAKA BRANCH**

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**A RESEARCH DISSERTATION SUBMITTED TO THE  
FACULTY OF BUSINESS ADMINISTRATION & MANAGEMENT IN  
PARTIALFULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A  
BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION AND MANAGEMENT  
OF UGANDA MARTYRS UNIVERSITY**

The logo of Uganda Martyrs University is a shield-shaped emblem. It features a central figure holding a staff and a book, with a cross above. The shield is divided into four quadrants of different colors: yellow, red, black, and white. The Latin motto 'VIRTUTE ET SAPIENTIA' is written in a semi-circle above the shield. Below the shield, the university's name 'UGANDA MARTYRS UNIVERSITY' is written in a yellow banner.

**MAY, 2018**

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## **ABSTRACT**

In present scenarios, employee training is widely considered as the source of gaining competitive advantage. However, the contribution of employee training on business organizational performance in Barclays bank Masaka branch remains largely unexamined in as far as performance is concerned. This study investigates the contribution of employee training on organizational performance using Barclays bank as a case study. Data from the field was collected by use of an interview guide and questionnaires. The results from the descriptive analysis indicated that, although some employees are not aware of and are not involved in the training programs, majority of the employees reported that, they are aware of and are involved in various training programs. The results also showed that, training programs in Barclays bank is not frequent. Results from the correlation analysis suggested that, there is moderately strong relationship between employee training and business organizational performance. Employee training has a huge effect on organizational performance. Testing the theory of reinforcement view, an individual develops a behavior after performing certain actions. The study suggests an extension of this study to other private firms in the business organizations to help them reap the benefits of employee training in an organization. It is recommended that current change in employees' skills sets requires constant and frequent employee training in business organizations in Masaka municipality.



## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.0 Introduction to the Study**

This chapter specifically introduced the reader to the study about the contribution of the employee training on the performance of business organization of Barclays bank Masaka branch in Masaka municipality.

Furthermore, the study also introduced the reader to different aspects included the background of the study, problem statement, general and specific objectives, research questions, scope of the study, justifications and significance of the study among others.

#### **1.1 Background of the Study**

According to Lloyd L. Byars and Leslie W. Rue (2010), employee training refers to the process of imparting skills or learning concepts to an individual to increase on the performance of employees. Generally, in training of employees, the employee manager has the primary responsibility of training an employee on how to perform the job. Managers have different views of how much training is needed for an employee to produce desired performance outcomes. It's important to understand that most employees do not come to their jobs with the total knowledge and experience required to perform perfectly. They need a manager to select appropriate training options so that they may advance to a desired level of performance. Managers can help the firm increase its overall capacity by looking for unmet training needs and communicating them to trainers and human resources experts.

Employee training should be done to upgrade the staff knowledge and skills constantly to enable him/ her to remain competitive and productive in the organization. For any

organization to achieve a competitive advantage, each staff in every department must perform excellently. Training can be sold as key influence to improving the performance of individuals (Potts, 1998). The aim of training is to enable employees to match the organization's future needs at expert and management levels to achieve the organization's objectives.

Training is defined as a set of activities which react to present needs and is focused on the instructor (Reynolds, 2004). According to Armstrong (2016), Training is the use of systematic and planned instruction activities to promote learning. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily.

## **1.2 Historical Background**

The idea of training and development is nothing new to the twenty-first century. Having evolved substantially since over time, it has been refined into the sophisticated process that it is today. While techniques such as simple training, on the job and apprenticeships were employed in antiquity, the Industrial Revolution marks the beginning of the modern employee training (Brum, S. 2007). For the first time, employers were faced with large numbers of untrained workers and were forced to think about training employees strategically. Education and training in the post-World War II era also was significantly affected by the Servicemen's Readjustment Act of 1944, commonly known as the G.I. Bill (Frydl, 2009).

Considered by economists and historians as a major political and economic success, the G.I. Bill provided members of the military returning from World War II with several benefits. Training and development in the United States emerged in the period during and after its involvement in World War II. During this period, there was a dramatic increase in the demand

for trained workers brought on by the expanding wartime economy and by technological innovations.

The rise of the United States labor movement during this period also contributed to the growth of employee training and development. After overcoming substantial resistance to its establishment during the early 1900s, the United States labor movement has become a strong proponent of training (Glass, 2013)

While the first computer training didn't roll out until 1960, the technology was used for teaching purposes as early as 1924 with the first "testing machine."

A few decades later, in 1954, a Harvard Professor came up with the "teaching machine." This crude technology enabled schools, for the first time, to administer programmed instruction to their students without a present teacher. However, in Uganda today training is conducted using various forms such as on the job training, apprenticeship, internship, mentor ship among others. The dominant forms of training employed in Uganda are classroom training and on-the-job training. One of the first widely adopted models for designing training is the Instructional Systems Development (ISD) model (Campbell, 2010). Unlike prior training methods, the ISD model emphasizes the importance of needs assessment before training and evaluating its effectiveness after training. Despite the availability of on-the-job training and apprenticeship, classroom training is the most popular form of instruction because it is efficient and has minimized interference with production; many workers could be trained by one instructor, and classroom training prevents distractions on the production floor.

About the case study, Barclays started in 1690 when John Freame and Thomas Gould started trading as goldsmith bankers on Lombard Street, London. In 1736 John's son-in-law, James Barclay, joined the business giving it the name we know today. Since then, Barclays has been

a leader in innovation; funding the world's first industrial steam railway, Today, Barclays is a major global financial services provider engaged in retail banking, credit cards, corporate and investment banking and wealth management, Barclays moves, lends, invests and protects money for 48 million customers and clients worldwide.

Along the way Barclays has always focused on serving the needs of its customers. **Barclays Bank Uganda Limited** is one of the commercial banks licensed by the Bank of Uganda, the central bank and national banking regulator. The bank's headquarters is at Hannington Road, on Nakasero Hill, in Kampala with about 43 branches operating all over the country.

### **1.3 Theoretical Background**

The study based on the following theories such as Goal setting theory, Reinforcement theory, as explained below.

**The Goal setting theory** as (McLean 2001) suggests that the goal setting theory explains how and why behavior is facilitated or restrained in the pre-training, training and post training process. Goal setting is a motivational technique used extensively in organizations as a method of directing individuals' efforts at work and providing a standard against which performance can be assessed Porter, R. L., & Latham, G. P. (2013). This theory suggests two cognitive determinants of behavior: intention and values. Intentions are viewed as the immediate precursors of human, while cognitive refers to the choice or acceptance of intention and subsequent commitment to the goals.

According to the researcher, employees are motivated to work when they are convinced with the sufficient training which reveals that the rewards from their efforts will be sufficient to achieve the goals expected from the job. In relation to the theory of "goal setting", employee effectiveness can be assumed as enhanced level of employee performance

that would lead to higher productivity. This assumption is supported by Terpstra and Rozell (2014). Goal setting theory will be integrated in the study to set goals that will be used to guide the employees to work upon achieving their set goals.

**The Reinforcement theory.** This theory was proposed by B.F. Skinner and his associates. The theory posits that behavior is the function of its consequences, which means an individual develops a behavior after performing certain actions. The theory generally states that people seek out and remember information that provides cognitive support for their pre-existing attitudes and beliefs (Beverly & Schultz 2014). The main assumption that guides this theory is that people do not like to be wrong and often feel uncomfortable when their beliefs are challenged, B.F. Skinner,2016.

This theory was integrated in the study since employees are given skill and tactics for performing a job and then allowed to perform them under the supervision of the trainers, and since employee training depends on the trainers, they draw insights in the career development and growth of their skills. This is in contrast to most manager-employee relationships, where flexibility and adaptability is expected, thus employees are expected to adapt what is taught to them into practice what is emphasized by the theory.

#### **1.4 Conceptual Background**

According to Armstrong (2001), “Training is a systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job”. According Beardwell, J. and Claydon, T. (2010) company-provided training provides workers with narrow skills related to their particular job than broad occupational skills. In Kenya, most of the financial institutions hire employees from any field of specialization to work in the banking or Micro Finance industry. To such, thorough trainings should be done. However,

very little or none is done. According to Armstrong (2006), training is very important because the worker requires skills that are best developed through formal instructions. For instance, in Kenya most of the employees hired by business organizations are fresh graduates who have specialized in either education or other fields that are not necessarily business related.

Afshaneh, et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

### **1.5 Contextual Back Ground**

Employers benefit from a systematic approach to training design. Whether they use internal or external trainers, they need to study training needs systematically using a problem-solving method. Each employee or group of employees must be assessed for training needs. Then, trainers must confer with managers to decide what kinds of training activities will produce improved performance. Finally, trainers will design the training activities and test them on a few employees before offering them to the larger group of workers. Trainers can use their assessments and employees' self-assessments to ascertain if more training is needed after employees complete the prescribed training, Latham, G. P. (2012).

Many organizations should be concerned with the training as a priority issue as a way of bridging the gap of wasting resources on recruiting employee over time. In the age of digital transformation, organizations today face the challenge of software training. Much like the disruption caused by factories during the Industrial Revolution, the rapid influx of today's digital tools requires companies to once again rethink training methods and techniques, Bandura A. (2005).

## **1.6 Problem Statement**

Training impacts positively on employee's performance by generating benefits to both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies and behavior, Howard, A. (2013). In the banking sector changes are inevitable, like changing of systems, advancement of technology like the use of computer, so all these bankers need to be trained so that they can perform better and increase quality of production in their institutions. According to Latham, G. P., & Piccolo, R. F. (2012), training helps in updating old talents and developing new ones. 'Successful candidates placed on the jobs need training to perform their duties effectively'.

The role of employee training in most of the organizations in Uganda is not given that enough weight in contribution to the organizational performance and this therefore lead to most of the organizations fail to attain their goals, thus they find themselves investing much in other factors as the cause for their failure since they under look employees-training as one of the essential element of organization success, Howard, A. (2013). Thus the rapid changes in Technology have created a broader knowledge gap which led to the increased demand for training of employees.

The research therefore was carried out to liberate the business organizations from financial distress which would lead to their closure caused by poor performance due to inefficiency of employees at work. Therefore, the problem needs urgent response and attention and henceforth because of this urgency the researcher found it worth to give a significant approach to the contribution of employee-training on the performance of business organizations in Masaka municipality.

## **1.7 Purpose of the Study**

### **1.7.1 General Objectives**

The main objective of the study was to examine the contribution of employee training and development on the performance of business organization of Barclays Bank Masaka branch.

### **1.7.2 Specific objectives**

- To examine the benefits of employee training to the organization.
- To examine the methods of employee training that are used in an organization?
- To examine the factors affecting employee training in an organization?

### **1.8 Research Questions:**

- What are the benefits of employee training to the organization?
- What are the methods of employee training that are used in an organization?
- What are the factors affecting employee training in an organization?

## **1.9 Scope of the Study**

### **1.9.1 Geographical Scope**

The study was carried out in Barclays Bank Masaka Branch a financial institution based in Masaka municipality lending out loans to people in grater Masaka region as its operational areasthat comprises of; Masaka District, Kalungu District, Ssembabule District, Bukomansimbi District, Kalalangala District Lyantonde District and Rakai District. This choice was based on convenience and ease in data collections.



### **1.9.2 Content Scope**

The study focused on the relationship between the provision of employee training and the performance of business organization in terms of business efficiency, controls and management of organizational resources and accountability in Barclays bank Masaka

### **1.9.3 Time scope**

The time scope of the study basically means all those things that will be covered in the research project. The period under examination was from August 2017 to May 2018, this is because the selected time gave the researcher an ample time to cover all the relevant information which was relied upon to make a valid conclusion.

### **1.10 Justification**

The study helped business administrators to understand the contribution of employee training o the performance of business organizations in Masaka municipality. This helped to reduce on the labor turn-over in the organization which leads to loss of competent employee which results into poor performance of the organization.

The research was also carried out because it is the University requirement for the award of the degree in Business Administration and Management of Uganda Martyrs University.

### **1.11 Significance of the Study:**

- The study helped the bank to realize the need to train its employees where, when and how to conduct the effective training so as to reap its objectives.
- The study helped other researchers to use the information collected as a source of information for literature review.

- The research read to the partial award of the Bachelor's Degree in business administration and management from Uganda martyrs University.
- The study helped the bank and other business organizations to realize the contribution and importance of employee training as far as quality performance is concerned with Intervention of employee performance.

### **1.12 Definition of Key Words**

- **Training:**

According to Nadler and Leonard, (2014), Training is defined as learning that is provided in order to improve the performance on the present job Training is a systematic development of the knowledge, skills and behavior required by employees to do adequately on confirmed task or job. It can take place in numerous ways, on the job or off the job; in the organization or outside organization.

- **On the Job Training**

Laing (2009) defines on the job training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers On-the-job training is typically one-on-one instructional session designed to give an employee additional skill, tools and resources in performing a job more successfully.

- **Performance:**

Afshanet, at al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

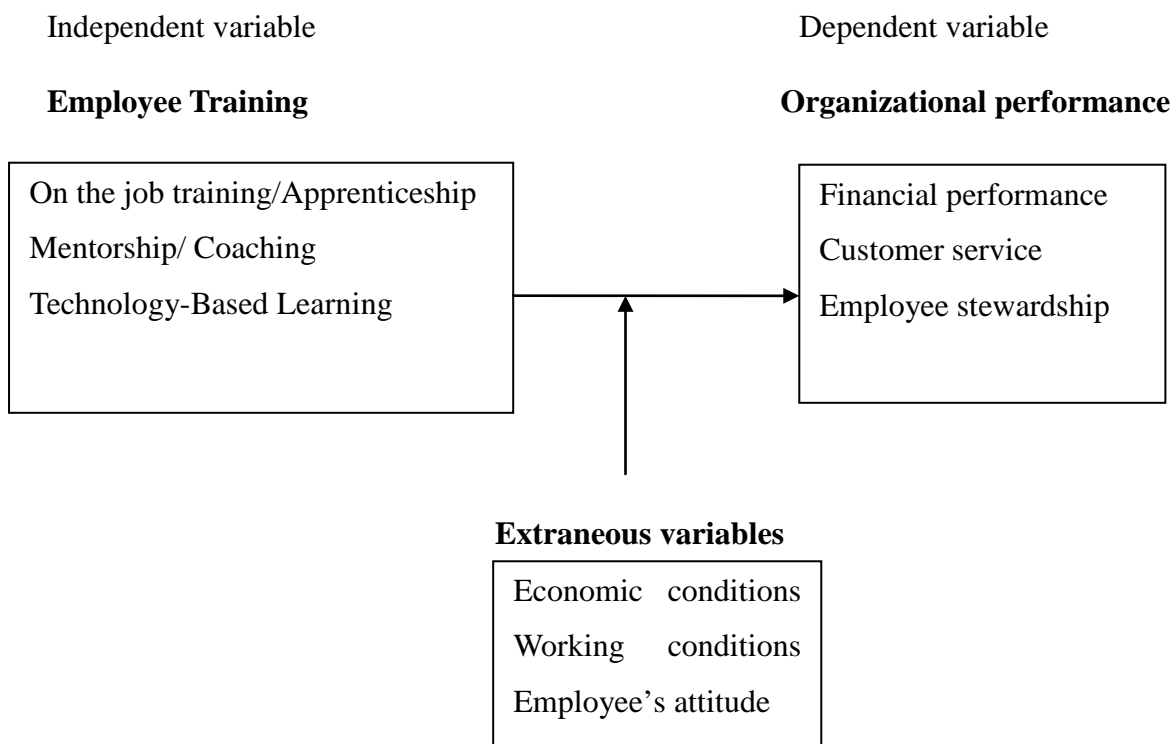
- **Organization:**

An organization refers to the composition of people such as institution or an association who has a corrective goal and is linked to an external environment, Lloyd et al. (2000).

- **Employee:** an employee refers to the person who is hired to work for an organization or a firm or business in return for payment, (Cascio, F. W. (2006).

### 1.13 CONCEPTUAL FRAME WORK

**Figure: 1 showing the conceptual frame work of dependent and independent variables.**



**Source: Researcher's contribution**

The conceptual framework explains that; how employee training in an organization will contribute to the performance of the organization. Despite of the factors that affect the organizational performance, there are other variables such as working conditions, employee's attitude, economic conditions that contributes to the overall performance of the organization. The different methods of Employee training such as on the job, apprenticeship, mentoring

among others automatically leads to an increase in the profitability, productivity, employee commitment, good service delivery of the organizations well as the employees. However, it may be affected by the economic factors, working conditions, political stability and employee attitude towards provision of training in the organization.

The elements of the independent and dependent variables are connected to each other in that when there are favorable employee training methods within the organization, they will lead to increased employee productivity, commitment compliance and organizational profitability and thus achievement of organizational goals.

Appropriate training methods which will be adopted by Barclays Bank will increase the ability of its employees to perform efficiently and effectively thus better results.

#### **1.4 Conclusion**

The relationship between employee training and business organizational performance as presented from the introduction to the background is an interrelated complex with different elements that make the intended outcomes both on the side of the employee training and the business organizational performance. In the next chapter, the researcher further supports the study with relevant literature related to the study as it is up next.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter covered other works from other literatures. It is important that a closer look is taken at similar works done on the contribution of employees' training in organizational performance and review some of the literatures pertinent to the study, for comparison, confirmation and differences to be laid bare. Due to this, this chapter is meant to contain the review of various literatures considered to be relevant to the study.

#### **2.1 The concept of training**

According to the Michel Armstrong, "Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job".

##### **2.1.1 Theoretical Literature Review**

Training is defined as a process of assisting employees to acquire or develop knowledge, skills, techniques and attitudes and experiences which enable them to make most effective contributions to their combined efforts, to meet organizational objectives. Chruden and Shermun(2016). The rapid changes in Technology have created knowledge gap which increased the importance of training on one hand and social economic advancement and individual needs have instigated the training of manpower in organizations. Thus, it has added more the importance and implications on training activities than before. Apart from these training activities have also gained special recognition as organizations activities are growing, hence expanding the knowledge requirement.

In so being, one should look at the organizations futuristic objectives to see if there are needs for Training Assessment, design and Implementation of the whole process. Jain, and Saakshi, (2005); pointed out that the purpose of training is to achieve a change in the behavior of those trained and to enable them to do their jobs in a better way. In industrial situation, this means that the trainees will acquire manipulative skills, technical knowledge, problem-solving ability or attitudes.

According to Armstrong, (2006) “Training is the systematic development of the knowledge skills and attitudes required by an individual to perform adequately a given task on the job. To him training involves learning of various kinds and in various situations. Learning may be something that the trainee wants to do for himself or it may be necessary to provide it for him.

A survey of literature shows that Training and Development are variously defined in a narrow as well as in a broad sense. For example, Schuler, R.S., & Jackson, S.E(2005) refers to training as the act of improving competencies needed today or in the future while development refers to improving competencies over the long term. Mathews, *et al.*, (2014) argues that training is concerned with providing an individual with the opportunity to learn what he/she needs in order to do their job more effectively. Also, management training is a process of enhancing an employee’s capacity to handle greater responsibilities successfully; Singh and Vinnicombe, (2004). According to G.P. Nunvi (2006), training programs are directed towards maintaining and improving current job performance while development seeks to improve skills for future jobs. Considering the progress in the technology

Training is more than just building the skills and knowledge of every one of your team for their own personal benefit. According to Kelly, (2011) Companies that have invested in training report the following benefits:

First; Improved recruiting; Today's job applicant is looking for an environment that fosters personal growth and development. For many job hunters, training in every bit is as important as the compensation package. An effective training program allows you to cast a wider net by hiring people with the right attitude and developing the skills can come later.

Secondly; Higher retention;

When people know that a company believes in their personal growth, they are likely to stay with that company for a longer period of time. Lastly, Better output; the lower your turnover rate, the more productive, enthusiastic and motivated your workforce. Employees will pack their new knowledge and skills into everything they design, produce and service.

According to Kelly, (2011) Training will be effective only when certain conditions are met: First, Buy-in from the top; without a commitment from top management, training will be nothing more than a charade. All layers of the company must believe that training is a process and not a singular learning event. They have got to pony up the cash and be committed to developing a learning atmosphere. But getting support is more than just a line item in the budget.

Top corporate leaders must embrace training enthusiastically in corporate communications, business plans and individual performance goals. If personal development is part of the formal appraisal, your staff will know that a direct correlation exists between training, acquiring new skills and their career success. Secondly, Alignment with corporate goals;

Training should fit hand-in-glove with the company's strategic plan. In fact, if the goal-setting is done correctly and stretches corporate performance to new heights, it should be next to impossible to meet the new objectives without upgrading the skill set of your workforce. Training should help employees develop both technical mastery, as well as interpersonal skills such as effective communication, dispute resolution, quality management and team building.

Thirdly, needs analysis; Designing a training regimen should begin with an accurate assessment of what you do well and what needs improvement. Begin by documenting current performance and compare that against what could be. Get help from your team. What are the elements that are holding your team back? What skills do your people lack to do the job? How is their lack of skill and/or knowledge affecting performance? The goal is to demonstrate that with the acquisition of new skills through training, employees will enhance their job performance.

Fourthly, Delivery options; There's an old saying, "I hear and I forget. I see and I remember. I do and I understand." Apply this to your learning environment. There are many ways to deliver training - classroom, self-paced instruction, mentoring, computer-assisted and web-enabled, as well as special project opportunities. Choose the most effective delivery method for your team given your objectives.

## **2.2 The concept of performance**

The notion of performance has an abstract character and its definition is made by reference to other concepts, on which we believe that performance is built.



Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). As the Mwita (2000) explains that performance is the key element to achieve the goals of the organization so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question arises that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization (Qaiser Abbas and Sara Yaqoob, 2009).

A result is nothing if considered alone, because it cannot be separated from means of its activities and objectives: performance is based on logical action stages, starting with the intention and going till the actual result. Furthermore, we can make a distinction between “performance” and “being efficient” (Vilain, 2003), due to the fact that performance can be described more as a result of the past, while being efficient means to achieve the objectives in the future.

## **2.3 Performance seen as a key concept and its dimensions**

### **2.3.1 “Performance” versus “efficiency” and “efficacy”**

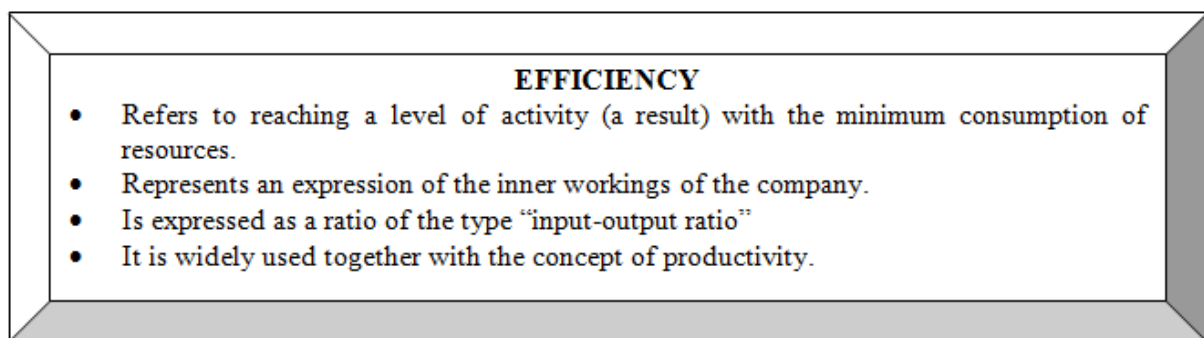
To study the performance of the organization is to analyze the organizational behavior and performance improvement can come only from an improvement in behavior. These considerations make clear reference to the organizational strategy. Bourgeois (1980) proposes in this respect the following model

Firstly, Nicolescu et al. (2014) show that the starting point in addressing the determinants of the strategy, respectively the variables with a significant influence on the content and results, is mainly represented by achieving efficiency and effectiveness.

Secondly, by analyzing the literature review concerning the connections between “performance” versus “efficiency” and “efficacy”, we can state the following:

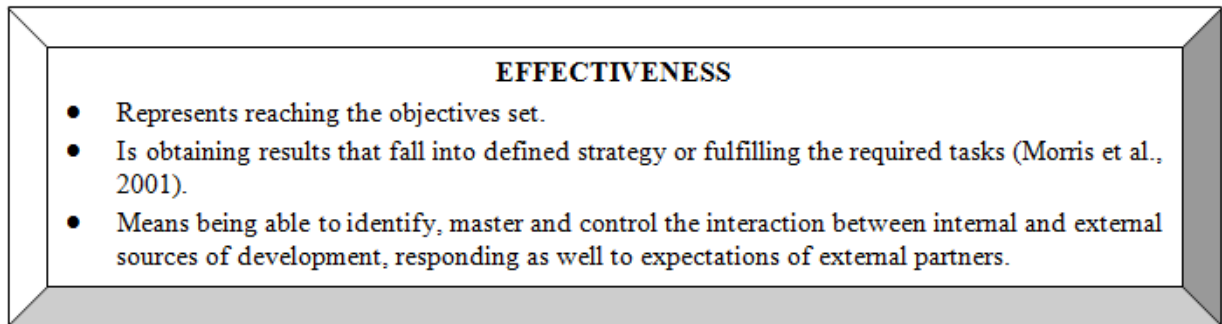
(a) Efficiency represents reaching a level of activity (a result) with the minimum consumption of resources (Burlaud and Simon, 1999; Morris et al., 2001). This is an expression of the inner workings of the company. Most often, the efficiency is expressed as a ratio of the type “input-output ratio” (Ostroff and Schmitt, 1993; Nicolescu et al., 2014). Productivity is one of the most widely used concepts in the sphere of economic efficiency. Currently, productivity is the ratio of production and the means used to obtain it

**Figure: 2 explaining efficiency at organizational levels**



(b) Effectiveness is reaching the objectives set (Nicolescu et al., 2014; Burlaud and Simon, 1999) obtaining results that fall into defined strategy or fulfilling the required tasks (Morris et al., 2001). A company becomes operationally effective when it knows to identify, master and control the interaction between internal and external sources of development, responding as well to expectations of external partners (Nicolescu and Lavalette, 1999)

**Figure: 3 Explaining “effectiveness” at the organizational level**

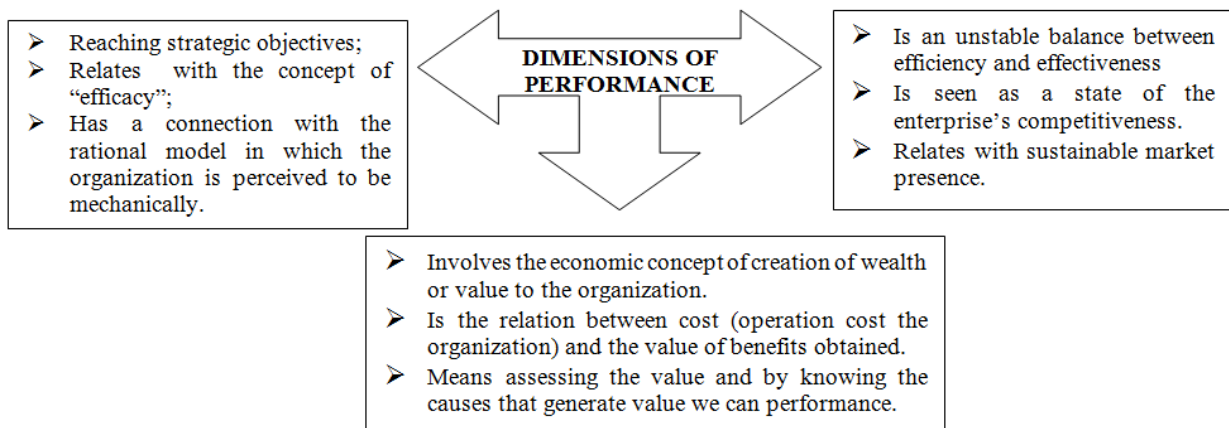


*Source: The authors*

## 2.4 The Dimensions of Performance

Regarding the dimensions of the concept, we can identify the following directions (concepts)

**Figure: 4 showing the dimensions of performance at organizational level.**



(a) Performance means, firstly, reaching the strategic objectives. This is actually the meaning of the concept of “efficacy”. This concept forms the rational model in which the organization is perceived to be mechanically, which means that efficiency is implicitly taken into account in setting goals and effectiveness is measured quantitatively.

(b) Performance is an unstable balance between efficiency and effectiveness (Ostroff and Schmitt, 1993). Performance is also seen as a state of the enterprise’s competitiveness,

reached by a level of effectiveness and efficiency that ensure sustainable market presence (Niculescu and Lavalette, 2014).

(c) Performance involves also the economic concept of creation of wealth or value to the organization. Thus, performance is a relation between cost (operation cost the organization) and the value of benefits obtained (Lorino, 2001). Two of the concepts that dominate modern management organizations are value and performance. A performance measure is to assess the value and by knowing the causes that generate value we can performance. In conclusion, value and performance are two adjacent concepts (Vilain, 2003).

To the two conceptions of performance presented at points (a) and (b), we added the third conception described at point (c) due to the fact that it imposes the notion of sustainability. Kettinger et al. (1994) associate the concept of performance on sustainability which involves maintaining sustainable performance gained or achieved. This concept comes from an idea that was taken from the Report of the United Nations in 1987 entitled “Our Common Future” (Elkin, 2002) and is based on the idea that the economic future is closely linked to the health and integrity of natural systems. They can be met without compromising the requirements of this ability of future generations to satisfy their needs, it makes the transition from economic growth to sustainable development or environmentally sustainable economic development (Elkin, 2002).

Sustainable development involves the integration of economic planning ecologist and has proven to be difficult to detect in an acceptable definition. Things get even more complicated when the term is associated with the companies. Some equate organizational sustainability with the process of surviving on the marketplace. Performance can be defined as long-term prosperity and power held by a company against its competitors. Moreover, associating the

term sustainable directs attention to future performance, if performance is somehow seen as a last result (Vilain, 2003).

The concept of sustainability is integrated into management and management accounting issues, referring to the concept of value. Destruction or poor distributions of value are threats to business continuity. Integrated management control developments need to manage value through customer value management (or customer value), taking into account strategic factors (often external company). Moreover, the concept of sustainable performance is based on the idea that the client is one of the business partners (known as stakeholders) able to participate in the process of value creation.

## **2.5 Methods of Employee Training in the Organization**

Many methods of training are available, each has certain advantage and disadvantages. However, for the purpose of the study training methods have been be categorized into two parts, which are on the job training and off the job training. (Vemić, 2007).

**On the Job Training Method:** Employee training at the place of work while he or she is doing the actual job. Usually a professional trainer (or sometimes and experienced employee) serves as an instructor using hand-on training often supported by formal classroom training. On the job training gives employee motivation to start the job. Some reports indicate that people learn more efficiently if the learn hand-on, rather than listening to an instructor. However, this method might not be for everyone as it could be stressful.

**Off-the -Job Training Method:** Employee training at the site away from the actual work environment. It often utilizes lecture, cases studies, role playing, and simulation. Outgoing and active participants may get the most out of this form of training. One risk trainers might

encounter is distraction, or people who do not like outdoor activities. Many avenues exist to train employees. The key is to match the training method to the situation. The organization should assess each training method implemented in the organization and get feedback from trainees to see if they learned anything. Then take the results from the most popular and most effective methods to design a specific training program (Mc Namara et al 2014).

**Lecture method:** Lecture method of teaching is the oldest teaching method applied in educational institution. This teaching method is one-way channel of communication of information, Chandranshu Sinha (2012). Students' involvement in this teaching method is just to listen and sometimes pen down some notes if necessary during the lecture, combine the information and organized it.

One of the problems in this method is to grab the attention of students in class room. Another big problem is that many students in the class cannot follow the theme. Learning has a strong influence on method of teaching. In this teaching method a large amount the topics can be covered in a single class period.

Lecture is given to enhance the knowledge of listener or to give him the theoretical aspect of a topic. Training is basically incomplete without lecture, Chandranshu Sinha (2012). When the trainer begins the training session by telling the aim, goal, agenda, processes, or methods that will be used in training that means the trainer is using the lecture method.

**The discussion method of training:** According to Ellis and Pompli (2002) this method uses a lecturer to provide the learners with context that is supported, elaborated, explains, or expanded on through interactions both among the trainees and between the trainer and the trainees. The interaction and the communication between these two make it much more effective and powerful than the lecture method. If the

**Discussion method** is used with proper sequence i.e. lectures, followed by discussion and questioning, can achieve higher level knowledge objectives, such as problem solving and principle learning, Dr.G.K. Deshmukh, et al (2011)

The Discussion method consists a two-way flow of communication i.e. knowledge in the form of lecture is communicated to trainees, and then understanding is conveyed back by trainees to trainer. Understanding is conveyed in the form of verbal and non-verbal feedback that enables the trainer to determine whether the material is understood.

**The case study method:** Case Studies try to simulate decision making situation that trainees may find at their work place, Bates and Davis (2010). It reflects the situations and complex problems faced by managers, staff, HR, CEO, etc. The objective of the case study method is to get trainees to apply known concepts and ideologies and ascertain new ones. The case study method emphasizes the approach to see a particular problem rather than a solution, Bates and Davis (2010).

Case study focuses on Building decision making skills, Assessing and developing Knowledge, Skills and Attitudes (KSAs) Developing communication and interpersonal skills Developing management skills, developing procedural and strategic knowledge

**Role play method:** Is a simulation in which each participant is given a role to play. Trainees are given with some information related to description of the role, concerns, objectives, responsibilities, emotions, Gholamreza M. J.(2010). Role play is concerned with Developing interpersonal skills and communication skills. Conflict resolution, Group decision making, Developing insight into one's own behavior and its impact on others. Then, a general description of the situation, and the problem that each one of them faces, is given.

**Computer-Assisted Instruction (CAI):** Is the instructional use of a computer to present training methods including simulations, games and tutorials, P. Subba Rao (2009). CAI offers an interactive presentation of materials through the use of graphics, text, video and audio enhancements. Often used as a tool to facilitate the training experience, it can enhance the user experience and increase engagement.

**Project method:** According to Dr.G.K.Deshmukh, Dr.Sanskriti Joseph et.al (2013), Project method is an educational technology aimed at studying the acquisition of new knowledge based on real-world practice, the formation of specific skills through systematic organization of problem-oriented research. Project method allows students to stimulate interest in certain issues, to include them in the creative transformative activity. The method of projects is a development of cognitive, creative interests of students, ability to design their knowledge independently and to be orientated towards the information space

## **2.6. Benefits of Employee Training to Organization**

**Increases job satisfaction and recognition:** During the training, employees are introduced to what the work is about, how to do, what kind of role does the job play in the whole business, it helps them to understand their work better and also love what they do by understanding the work. After systemized training, employees understand what important role their jobs play, and with the information, knowledge and experiences obtained during the training, they will be more confident with their work, so that better services will be provided.

Employees gained not only professional knowledge and skills during training, training broadens their choices on setting career targets. They can get the opportunity to get to know other positions, increases the possibilities of promotions in the meantime. Training helps the employee become an effective problem solver. Practical experience can be taught and guided



in the training; employees will learn the methods of solving problem or complaints during training. It makes the employee to become productive more quickly. By training, employees get familiar with their work tasks, advanced knowledge and techniques which improve their capabilities, increases productivity B.F. Skinner 2016.

**Career Competencies:** Employees get a lot of benefits from the employee training and development program. They learn the soft and technical skills as required by their jobs. Fresh university graduates mostly considering for a firm which provides intensively training programs to their employees, but this idea is risky for organizations to lose fresh trained employees with couple of years (Feldman 2000). Most of the employees recognize the importance of training program and would like to increase their salary (Dillich 2000). Employee development program help employees to survive in the future and develop their abilities to cope with new technologies.

**Employee Satisfaction:** Employees have no feeling about their organizations, if they think that their organizations are not caring about them (Garger 1999). Companies which are willing to spend money on their employees, give value to work with those companies, even though that investment eventually benefits the organization (Wilson 2000). Companies' which are providing the training and development programs for their employees are achieving high level of employee satisfaction and low employee turnover (Wagner 2000). Training increase organization's reliability for the reason that employees recognize their organization is spending in their future career (Rosenwald 2000). Loyalty with the organization cannot be calculated but it is substantial to intrinsic reward that employee feel. Employee feels comfortable and wants to stay with their organization, when they feel they are putting their efforts and skills in the bottom line for their organization (Logan 2000).

Employees who are satisfied with their jobs, believe that their work has a purpose and important for their organization (Moses 2000). Usually the best performers do not leave a job for the purpose of financial benefits.

Though salary and benefits plays an important part in selecting and retention of the employees, employees are always observing the opportunities to acquire novel skills, to get them.

**Employee Performance:** Training effects on behavior of employees and their working skills which resulted in enhanced employee performance and further constructive changes (Satterfield and Hughes 2007) that serves as increase employee performance (Kraiger 2002). Arthur et. al. (2003) developed an analysis of 1152 sample size from 165 resources and revealed that in distinction with no-training or pre-training conditions; training had commonly positive result on job-related performance. However, dissimilarities in positions of effect sizes were not big, the efficiency of training vary regarding the training transfer technique and the skill being trained. Benefits of training program are also related to technical skills of the employees.

Training is positively effects on the employee performance of the employees. During a qualitative study concerning mechanics in India, Barber (2004) originates that on-the-job training headed to superior novelty and implicit skills. Technical and professional skills are very important for the employees to perform a job in an effective way.

Providing training opportunities to employees can enhance the performance of the employees. Reference to invention, training increased the educated mechanics to figure up two Jeep bodies using only a homemade hammer, chisel, and oxyacetylene welder.

Concerning to implicit skills, Barber described in his study that profession of a mechanic needs “feel” to remain successful. Barber (2004) described in the result of an effective training that a mechanic had worthy emotion of how to hit the metal at the particular spot so that work must be performed in a systematic and proper way.

Fewer than 5% of all training programs are assessed in terms of their financial benefits to the organization (Swanson, 2001). The picture changes among companies recognized for their commitment to training. Specifically, the majority of organizations recognized for innovative training programs measure training impact at some level of organizational effectiveness (Phillips, 1997). For performance to be sustained effectively, the contribution of employees should be optimized to the goals of the organization. Re-search studies have recognized the importance of training to be a central role of management. (Jehan-zeb & Beshir, 2013) for instance were conferring that to give others vision and ability to perform is a contribution of an organization’s manager. The general development towards downsizing, adaptable structures of organizations and the way of administration moving towards the devolution of power to the workforce, gives more emphasis to a coaching and support environment.

Typical organizational performance measures in this latter sample include productivity improvement, sales or revenue, and the overall profitability. Overall, research regarding organizational-level benefits is not nearly as abundant as the literature on individual- and team-level benefits. Not only have there been relatively few empirical studies showing organizational-level impact, but those studies that have been done typically use self-report data and unclear causal links back to training activities (Tharenou, 2007). Nevertheless, we review this literature organized into two areas: benefits related to organizational performance and other benefits.

**Job satisfaction:** Training and development makes the employees feel more satisfied with the role they play in the company or organization. This is driven by the great ability they gain to execute their duties. They feel they belong to the company or the organization that they work for and the only way to reward it is giving the best services they can.

**Reduction of turnover and absenteeism:** Employee turnaround costs time and money. Training creates a feeling of confidence in the minds of the employees, (Bratton2007). It gives them a security at the workplace. As a result, labor turnover and absenteeism rates are reduced.

**Optimum resource utilization:** Training and Development significantly helps to provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization which ultimately results in optimum resource utilization, moreover it also helps the employees in attaining personal growth, (Bratton2007).

**Increased consistency:** A well-organized training and development program gives employees constant knowledge and experience. Access to regular training ensures that all employees have a consistent experience and consistent knowledge of tasks and procedures, something which is particularly important when it comes to basic company policies and procedures. Ensuring that all employees have consistent knowledge also helps to ensure that tasks are completed on time and without issues, no questions to be asked about how things should be done. Safety, discrimination and administrative chores should be crucial tasks which require training. This mostly includes administrative procedures and ethics during execution of duty.

**Less Supervision:** According to Snell, (2009). If the employees are given proper training, the responsibility of supervision is lessened Armstrong 2010. Training does not eliminate the need for supervision, but it reduces the need for detailed and constant supervision.

**Economy in Operations:** Trained personnel will be able to make better and economical use of materials and equipment's. Wastage will be low Armstrong 2010. In addition, the rate of accidents and damage to machinery and equipment will be kept to the minimum by the well-trained employees. These will lead to less cost of production per unit.

## **2.7 What are the factors affecting employee training program in an organization?**

There are various factors influencing training extending from environment, supervisors, lecturers, content of the training and how it is being done. These variables can be expounded and better understood by discussing them below:

**Individual Factors:** At whatever point people are included in some sort of activity, or practice, they generally influence the environment or process they are experiencing. The same is the situation with employee training. As it is a process of transferring skills and technology from the expert to the new learner. The main parties are obviously workers themselves seeking training and the trainer or member of the staff delivering the training. Authorities organizing training and giving assets to it can be considered a third party, as they oversee the prearrangement and post quality evaluation of training (Birdi 2005).

**Human Resource Policy:** This has been illustrated by Haywood (2016) and based on the designed policy by human resource for training programs. As indicated by him an excessive

number of training programs affects the main aim of training, which is skill development, and conduct change (Haywood 2016).

**Organizational factors:** Everything tends to be affected by its surrounding and environment, so too with training organizers. Birdi claimed that the absence of managerial support could restrain the impact of creative training. In-conducive environment affects training effectiveness. Birdi (2005).

### **2.7.1 Other Factors**

To Fischer and Ronald open mindedness is additionally a factor in training effectively. It has been claimed that training will be as much effective as the learners and the instructors are open minded (Fischer 2011). Driskell stated that the kind of training conducted, training content and training expertise equally affect the results of training. Achievement depends on the way training has been conducted by the trainer and its content (Driskell 2011).

**Changes in Government:** Policies Rationale for Continued Training Changes in government policies and legislations from time to time has also necessitated training. The policy may direct certain duties to be performed by a person with certain specific knowledge. For example, in Tanzania qualifications for appointment and promotion in the public sector are clearly stipulated in Public Service Scheme (2003) under section 31 where one among the conditions is academic qualification determined by a certain level of education required for the post concerned. This has presently extended to those who are vying for political posts such as members of Parliament.

**Globalization:** Globalization is defined by Nkya, (2005) as a context where the production factors- people, money, technology and equipment- as well as social and ecological problems,

are increasingly crossing state borders. Globalization means more interactions, communications, or interdependence among countries and societies making up the present World Community. It means that norms are no longer national but international and global in scope and use. Globalization and international relations means that events, activities, and decision policies, culture, or economics in one part of the world affect us all and there is no political immunity from their consequences.

According to the UN Conference (2003) on commerce and development, globalization means the increase of inflow of resources and products across national boundaries and presence for a set of organizational structure to manage international economic activities. The flow of resources includes not only products and services, but also technology transfers and foreign direct investments, particularly by multinational enterprises.

Fast developments in technology and globalization have caused ways of doing work to be dynamic. The developments have necessitated training to be a continuous organizational activity in order to equip employees with skills to cope with technological changes as well as globalization. Torrington and Chapman (2008) explain that training has been given good attention in recent years because of rapid technological advances that have phased out unskilled jobs ushering in jobs demanding knowledge about the new technology.

**A Learning Culture;** Absence of a learning culture is an inhibiting factor to training. It is difficult to develop a learning culture. It is very difficult to motivate employees to share knowledge or engage in learning process if they are not used to this or perhaps even reluctant to do so. However, if an organization has a culture open to learning, this makes easier to change Human Resource and Development practices, such as developing responsibility to managers and employees, and creating opportunities for learning within work activities.

**Resources;** Financial resources, human resources and time are factors considered here. Lack of time to attend training on the part of employees due to work pressure; cancellation/postponement of training opportunities on the part of management to ensure the work load is completed; and lack of time to develop new human resource

Development initiatives are inhibiting factors. Lack of money in the form of investment in the human resource development function and departmental budgets also inhibit training. On the other hand, sufficient human resource development resources such as time, financial and human resources play a big role in supporting/ encouraging training to employees.

The environment of the organization, the opportunities and constraints, threats and challenges that engulf the organization within the contemporary competitive environment influence training for the survival of the concerned organization. Also, political environment may pressurize training through government policies. Organizational goals and tasks; Organizational goals and tasks and its levels of achievement are crucial determinants of training needs and activities.

**Clarity;** Lack of clarity concerns both the changing role of Human Resource Development Professionals, and new approaches to working (Ahma et al 2013). It includes lack of understanding regarding Human Resource Development goals, tasks, responsibilities and objectives and even distance between managers and the Human Resource Development function. Another reason here is the lack of practical information regarding the need for training, training progresses and training opportunities (Bratton2007). Other factors are lack of clear communication, clear training systems, procedures or policy and a widely shared understanding of the importance of training and personal development. When all these issues are clear, they tend to support training in the organization.



## **2.8 Related Theories of Employee Training**

There have been various theories propounded to explain the relevance of training needs in any establishment of organization.

Reinforcement Theory believed that training is a strategic tool to make job interesting to the workers and as the avenue for the employees to improve themselves for optimal performance which can culminate to promoting employees for outstanding performance, innovation, creativity as a result of training attended (Ahma et al 2013). The resource-based view of the firm advocated that an organization can gain competitive advantage by attracting and retaining competent human resources and as well identify relevant training for them that will keep improving their capacity for optimal performance. By implications, the effectiveness of training and learning depends on the pattern of the job-related knowledge, skills, capability, competencies and behavior that are important for greater performance which invariably is capable of influencing organizational success. The Theory of Identical Elements was proposed by Thorndike and Woodworth during 901 (Wexley & Nemeroff, 2011).

According to this theory, transfer is improved by increasing the degree of correspondence among the training setting stimuli, responses, and conditions and those related factors operative in the performance setting. They explained that if the task is identical in both training and transfer, trainees are simply practicing the final task during training and there should be high positive transfer (Ibid, 2017).

### **2.8.1 The Goal setting theory**

With regard to causal relationships, goal setting theory makes three assertions. Firstly, specific, high goals lead to higher performance than setting no goals or even a vague goal such as the exhortation to “do your best.”

Second, the higher the goal, the higher an individual’s performance. Third, such variables as feedback or knowledge of one’s results, participation in the making of decisions, or competition with others have little or no effect on a person’s behavior unless they lead to the setting of a goal that is both specific and difficult.

Thus, a goal that is specific enables people to focus, to have a purpose in what they do rather than to meander relatively aimlessly, (Porter & Latham, 2013). Second, a goal that is difficult as well as specific engenders *effort*, a second cornerstone of motivation. Hence, the higher a specific goal, the more effort that is expended. Self-efficacy is defined as one’s belief or confidence that the goal is attainable. Self-efficacy influences goal choice and goal commitment Bandura, (2013). That is, people with high self-efficacies choose and commit to high goals. They are resilient in the face of goal setbacks. People with low self-efficacy quickly abandon the goal when they experience difficulties in goal pursuit.

### **2.9. How to develop an effective employee training program**

**Identify your weaknesses;** According to D.R. Saklani, 2004 identify what takes the longest to accomplish at your office? Are people fumbling with your equipment? Do they really understand the software that you’re using? Everyone may be getting things done, but are they doing them the hard way, or the easy way? What policies are you having the most difficulty enforcing? These are things you need to recognize before you establish what you’ll cover in

your employee training. Good training is targeted to the needs of a specific office, rather than a blanket approach full of general statements.

**Establish your goals;** once you've spotted your weaknesses, it's time to determine what you're going to do with them. It's not as simple as having certain issues resolved, but improving their outcomes. If your business, for example, is experiencing a supply waste, it's not as effective to simply reduce or eliminate that waste. You'll want to maximize how things are used and create a system that was more efficient than it was before. Create detailed plans for reaching your goals.

**Target your training:** Back-of-house employees don't need customer service training, so don't waste anyone's time. Break training groups and sessions up to customize who is getting what information. You're wasting less manpower having people in a training session that won't benefit from the program. Some people may need to be involved in several training sessions, while others will only need one or two. The smaller your targeted groups are, the better you'll be able to relay the information.

**Create a training matrix:** Having a training matrix will allow you to keep track of who is learning what, and when they're learning it, (Gerbman (2000)). Each employee should be assigned to specific training sessions, and you'll need to know everyone's itinerary. It's much easier to have a list with boxes you can check off than it is to run around in circles trying to rally the appropriate groups when the time comes to train.

**Have the right trainer:** You may want to consider having someone else come in to do the actual training. Hiring an experienced professional for this purpose is undeniably the best way to make the most of a training session Gerbman (2000). Consult with this professional beforehand to address what you're looking for your employees to grasp better, and create a plan based on the specific needs of your business. You may need to create or obtain training materials, such as booklets or videos. A professional will be able to assist you in that process.

**Remember to refresh and update:** Landscapes change. Sometimes technology improves or you've envisioned better policies. Don't allow major changes to accumulate. Begin training your employees as soon as something is set in stone, whether it's an entirely new procedure, upgrade, or policy, or a modification made to a previous one. Everyone should always be clear from the beginning about what the expectations are, or how to use something new.

Employee training isn't a one-time deal. It's an ongoing commitment that you need to make to your business and your employees. Adhering to that mindset will help create a more productive work environment that's free from stress and confusion.

## **2.10 Conclusion**

In this chapter the researcher will take the fact of observing that training leads to important benefits for individuals and organizations and management. The existing analysis of literature proposes that these benefits vary from individual and organizational performance. To understand the benefits of training and performance of the organization, the organization need to implement different level and different disciplinary perspective of employee training program. In our study we will also involve the discussion on how to increase the benefits of training. These features include giving attention to the training design, delivery, and transfer of training. After completing the study on this topic, we will strongly believe that it is very

beneficial for the organizations to develop the employee training programs. If there is a systematic training and development program for the employees the companies will harvest its profit from the market and remain competitive in the job market if organizations are capable to support all employees in meeting their requirements then both, employees and organizations will get the long-term benefits.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

Under this chapter the researcher intended to present the research methods through which the research was conducted.

This chapter focused on the research methods and the instruments used by the researcher to carry out the study. It provided a description of the research design, area of study, study population, sample description, data collection and analysis methods.

#### **3.1 Research Design**

Nicholas, O. (2009) considers a research design as a plan for conducting research, he refers to a design as the structure by which the variable is positioned or arranged in the experiment. To have an in-depth study of a single entity, Barclays Bank Masaka branch was chosen as a case study so as to gain insight into the larger cases of business organizations. It was upon that basis that the study taken a descriptive case study research design to establish the relationship between the independent variable (employee training) and the dependent variable (business performance)

#### **3.2 Population and Sampling**

##### **3.2.1 Population**

Polit and Hungler (2017) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. In this study the population was the number of employee at Barclays bank in Masaka municipality from all the departments.

### 3.2.2 Area of the study

The study was carried out in Barclays Bank Masaka branch which is one of business organizations in Masaka District, Masaka municipality. Barclays Bank Masaka was chosen first for the purposes of efficiency (time and money) since it is close to the researcher and secondly because of its wide coverage both in terms of activities and in terms of the geographical coverage.

### 3.3.3 Study population

Dooley (2016) defines a study population as the collection of all the individual, units or respondents to whom the results of a survey are to be generalized. Debrah, Y. A. & Ofori, G 2006 defines population as a complete collection or the universe of all the members or units of a group that is of interest in a study.

## 3.4. Sample size and sampling design:

### 3.4.1 Sample

According to Nicholas, (2009) a sample refers to the selected elements (people or objects) chosen for participation in a study; people are referred to as subjects or participants

The sample size of 24 employees out of 25 was used, determined using Krejcie and Morgan's table (1970) for determining sample size. Convenience sampling and purposive sampling designs were used to obtain a sample of 24 employees to have a good representation. The sample size was gotten using the following formula.

$$S = \frac{X^2 NP (1-P)}{D^2 (N-I) + X^2 P (1-P)}$$

*Source: Krejcie and Morgan (1970)*

**Where;**

**S** is the required sample size

**X<sub>2</sub>** is the table value of chi-square for 1 degree of freedom at the desired confidence level,

**3.841**

**N**= the population size

**P**= the population proportion

**d**= the degree of accuracy expressed as a proportion (**.05**)

Therefore, from the formula above, the sample size of the study will be 24 which will be got by;

$$S = \frac{3.841 * 24 * 25(1-25)}{0.05^2 * (24-1) + 3.841 * 25 (1-25)}$$

$$S = \frac{55310.4}{2304.5425}$$

$$S = 24$$

**Table: 1 Showing the number of respondents that will be selected**

No.	Category	Population	Number selected	Sampling Method
1	Tellers	07	07	Purposive
2	Branch Supervisors	10	9	Convenience
3	Branch Human Resource Directors	8	8	Convenience
<b>Total</b>		<b>25</b>	<b>24</b>	

A Stratified sampling method was used to divide the population into sub-populations, each of which is homogenous, Dessler, G. 2016, for this study the strata were; Tellers, branch Supervisory staff and branch human resource directors since these are the different groups that are actively involved in the training process.



### **3.5 Sampling Techniques**

Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata, Dessler, G. (2016). In stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics. The researcher used the stratified random sampling technique to obtain the sample design.

The stratified random sampling technique is used when the population can be divided into characteristics of importance for the research. The population was categorized into the employee and management positions. Auka at al. (2013) said that stratified random sampling ensures that all the categories of the population are adequately sampled and this facilitated the study.

### **3.6 Methods of Data Collection and Instrument**

#### **3.6.1 Methods of data collection**

Both primary and secondary methods were used in this study. The primary data was collected through personal interview by using a structured questionnaire on 24 bank employees from some selected departments of Barclays bank Masaka branch.

Secondary data was collected directly by the researcher from different secondary sources like annual reports of selected departments, related books, journals, articles, seminar paper, publications from national and international research institutions, report of different financial institutions, public records and statistics, different research reports.

#### **3.6.2 The Data Collection Instrument**

These are the tools the researcher expects to use in the process of data collection in the study for efficient and effective data collection.

### **3.6.2.1 Interview guide**

Interview guide may be structured interview, semi structured interview, In-depth interview, and can be a list of questions that may be asked during the interview or a list of themes from which interview questions can be derived during the interview. (Nicholas, 2009)

### **3.6.2.2 Questionnaire**

The use of questionnaires to obtain the standardized information from the respondents, Scott A Snell, George W Bohlander (2014). They helped the researcher to obtain the firsthand information from the sample area within a short period and at a low cost for the purposes of describing the entire population.

The researcher used both open and closed questions due to the population of the bank being literate. The researcher got an official letter from the dean of the faculty which authorized her to carry on her research properly. The researcher went to the field for data collection where she used questionnaires and interview guide.

## **3.7 Data Analysis**

The filled questionnaires were collected back after 15days from the date of distribution. The collection was through phone call reminders or personal visit to the place. In total,25 questionnaires were distributed from which 24 have responded. Due to location of the organization it was possible to obtain a good number of responses through personal call and visits to the places. Data was first calculated in form of frequencies and percentages and then presented more systematically using tables and or figures. This helped both reduce the size of verbal narratives and to make judgments of trends of employee training more easily. The collected data from the field was critically and carefully presented in various statistical

figures, frequencies and percentages, as a way of analyzing and interpreting the collected information.

### **3.8 Limitations**

The researcher experienced the difficulty where some respondents were reluctant to convey relevant information and answer the questionnaires due to fear of leakage of their whereabouts.

The researcher faced the problem of financial difficulty in carrying on effective research in terms of transporting herself to the field, photocopying the finished chapters for proof reading by the supervisor.

The researcher also faced the constraints of working into pressure of beating the deadline of submitting the report because of other academic demands which needed also to be attended to concurrently, this caused some important information to be excluded in the study.

### **3.9 Ethical Considerations**

The researcher obtained an introductory letter from the Faculty of Business Administration and Management of Uganda Martyrs University which introduced her to The Branch Manager and Human Resource Manager of Barclays bank Masaka branch to ensure their acceptance of conducting research from their bank. Notwithstanding anything the identification and qualification of respondents and information obtained was held confidential between the researcher and them.

Before any data collected, a thorough explanation was given to the staff about the purpose of the study and the need for their co-operation. The possible benefits of the study were

explained and assured confidentiality but the information to be collected with anonymity of the respondents which would be taken off during the study so as not to victimize them.

### **3.10 Validity of the Study**

### **3.11 Reliability**

To ensure reliability of the tools, the questionnaires were pre-tested to ensure that there are no errors made and once there, they were highlighted and rectified. Data collection tools were tested, piloted and refined. This taken into consideration the languages spoken and understood by the respondents. In addition, the questionnaires were edited on receipt from the field and any missing information was rectified immediately.

Internal Consistency reliability was tested using Crobach's alpha to ascertain the level of correlation of the individual items on the questionnaire. Crobach's alpha is very important for instruments that use the Likert scale and consequently, if individual items are highly correlated with each other, this would imply that there is a high degree of confidence in the reliability of the entire scale.

### **3.12 Conclusion**

This chapter mainly focused on the methods that the researcher employed to enable her obtain information required for the study in trying to find out the contribution of employee training on the performance of business organizations and Barclays bank in particular.

## **CHAPTERFOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.0 Introduction**

This chapter presents analyses and interprets the findings of the study. The study investigated the contribution of employee training to the performance of business organizations in Masaka municipality. This was with the help of the questionnaires distributed to targeted respondents. Careful analysis of results basing on the set objectives of the study has been carried out.

#### **4.1 Population**

The researcher supplied 24 copies of questionnaires though she collected 23 copies from the field where on testing the questionnaires 3 were found defective and 1(one) was not returned thus the data and observation was made on 20 questionnaires in total.

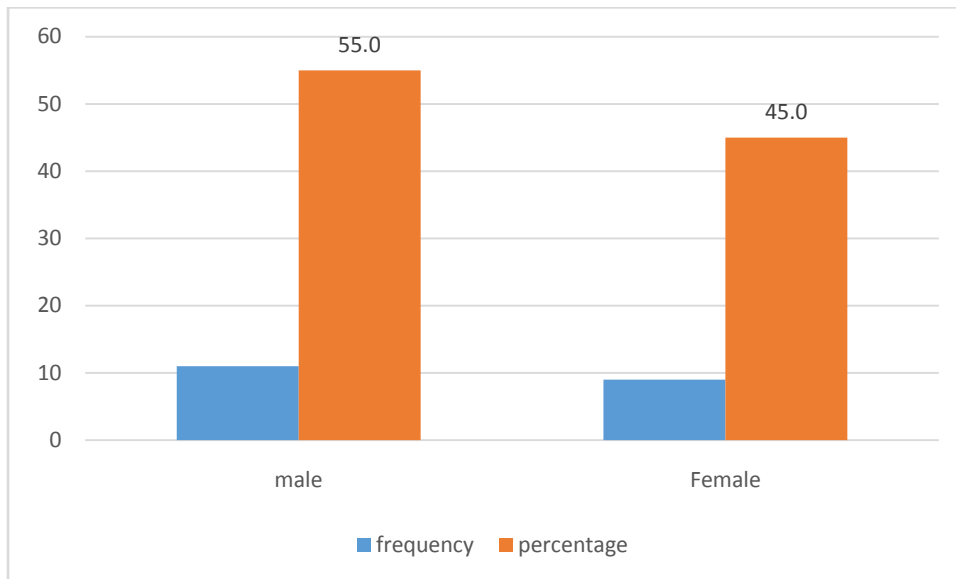
The questionnaires collected represented 20% of the population size. The data was collected from one category of individual which include the employees from the area of study. Such people were purposively chosen by the researcher considering that they could give more useful information concerning the topic under study.

#### **4.2 Presentation, analysis and interpretation**

The first item of the questionnaire determined the gender of the respondents in the questionnaire. The results are as presented in Table 1.

### 4.2.1 Sex/Gender

**Figure: 5 Showing the sex/gender of the study**



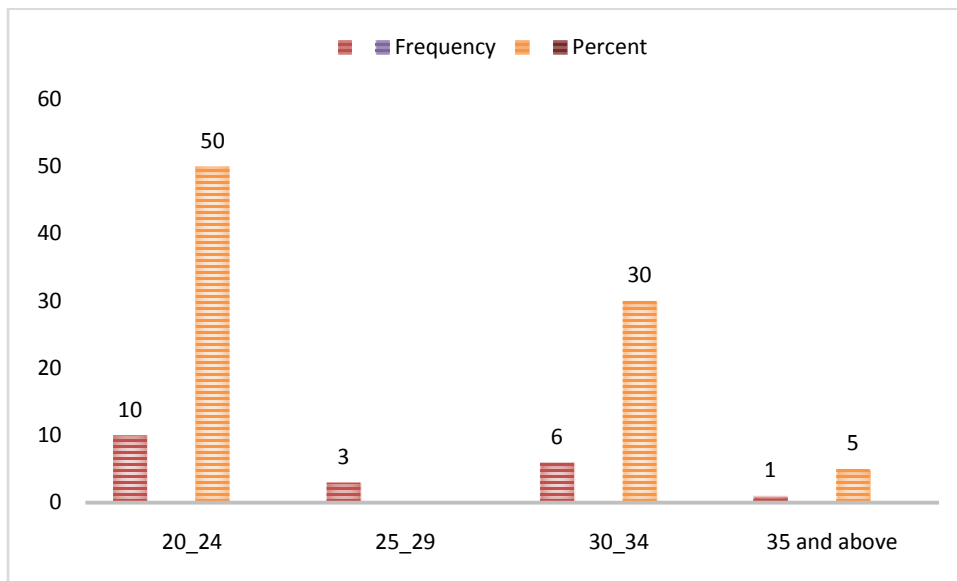
*Source: primary data, 2018*

Referring to the figure: 5 above, the respondents were both male and female. The males were 11 (55 %) and the females were 9 (45 %). Thus the difference of 2 respondents implied that the population was gender balanced.

### 4.2 Age bracket

The second item of the questionnaire determined the age bracket of the respondents. The findings are as presented in Figure: 6.

**Figure: 6 Showing the age brackets of the respondents**



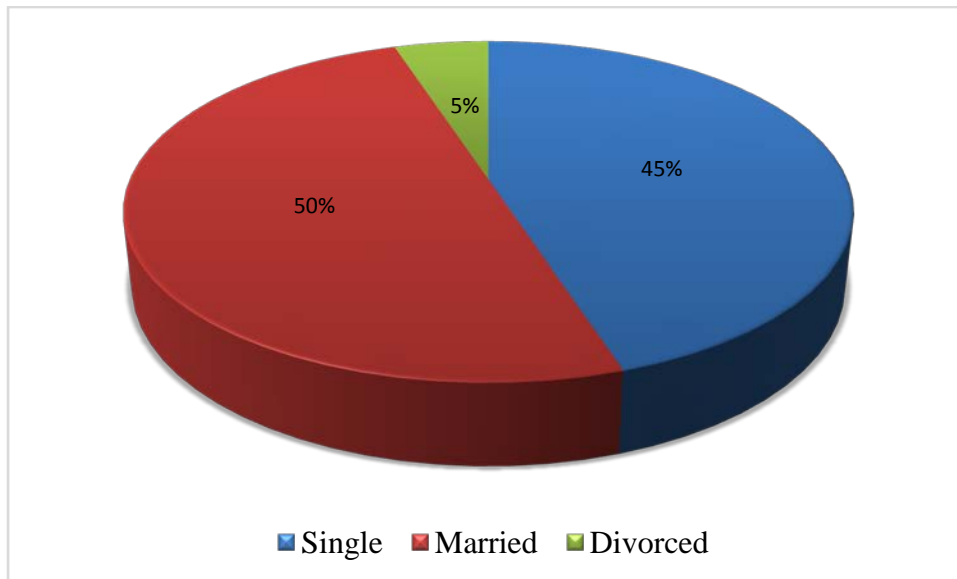
*Source: Primary data, 2018*

The study further sought to find out the age groups of the respondents represented. Figure: 6 indicated that the majority of the respondents at 50% were aged between 20 years to 24 years. Those aged 30-34 years were 30%; between 25-29 years were 15% and those aged above 35 years were only 5%. This indicated that the majority of the respondents were in the productive age group and not minors and therefore had the ability to respond appropriately to the questionnaire.

This was supported by a respondent who did not want to mention his name when he was interviewed stated that ‘training should be given mostly to employees who are still energetic and youth because they are the ones who are taken to be more productive to the organization in the near future. This seems to agree with my findings where the majority of the respondents were between the age brackets of 20-24.

### 4.3 Marital status

**Figure: 7 Showing the marital status of the respondents**



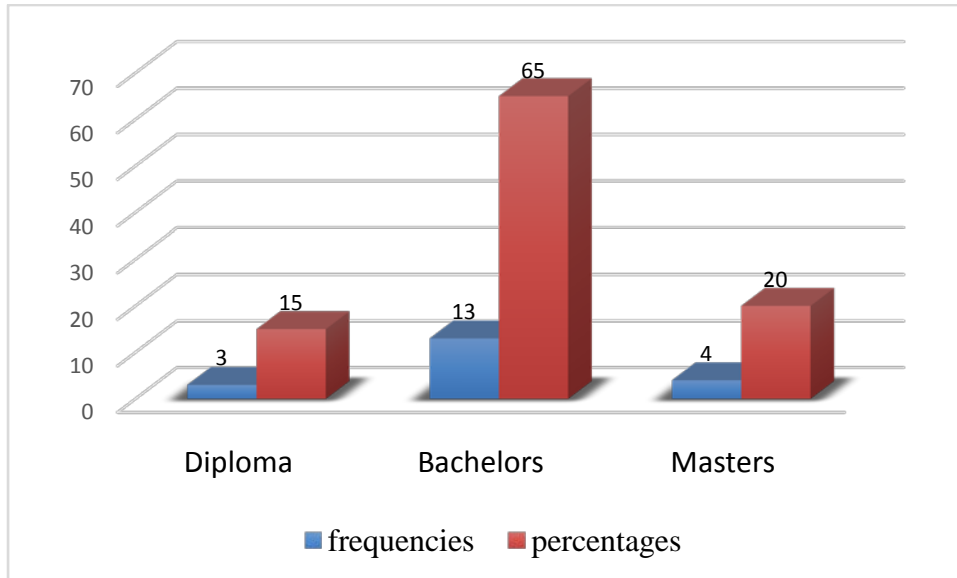
*Source: primary data 2018*

From figure: 7 above, the researcher determined that the respondents who were married are 10 taking the percentage of 50%. The ones who are single were 9 making the percentage of 45%. And there were only 1 respondent who was divorced with the percentage of 5%. There was no respondent who was widowed as it was stipulated by the researcher on the questionnaire. This indicated that the respondents are not too much loaded with problems hence could have enough time to concentrate on what is trained. This seems to have been in agreement with my findings were majority of the respondents were still single,



#### 4.4 Level of education of the respondents

**Figure: 8 Showing the level of education of the respondents**

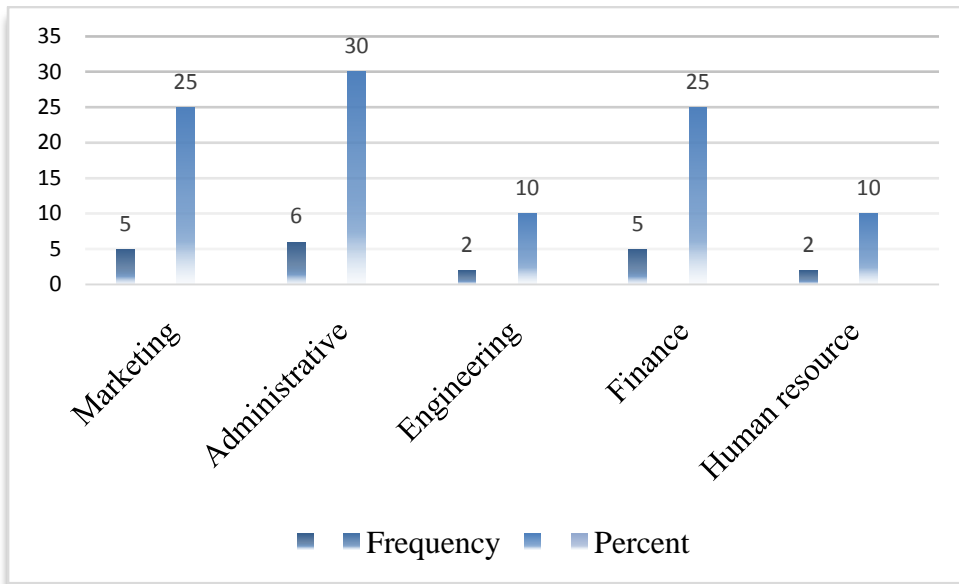


*Source: primary data, 2018*

The study revealed that the majority of the respondents were Bachelors degree holder with the total of 13 respondents making the percentage of 65%, 4 respondents were Masters' holders making the percentage of 20%. The ones holding a certificate in various studies were 3 making the percentage of 15%. These statistics indicated that the organization had a qualified staff and these would adequately comprehend the questions in the questionnaire used in the study and answer the questions appropriately. This implied that these differences are not statistically significant because the study revealed that all the respondents were educated.

#### 4.5 What is your department?

**Figure: 9 Showing the different departments.**



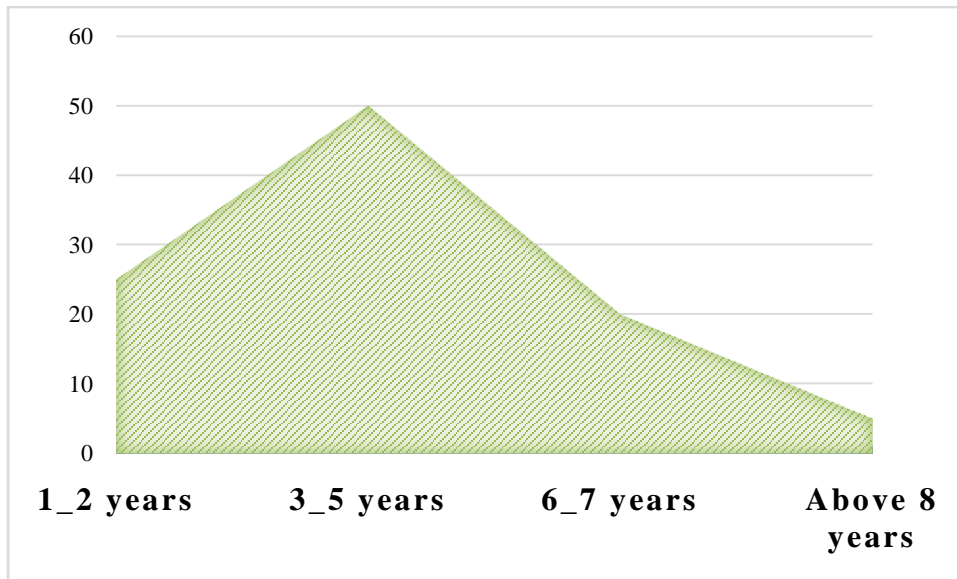
*Source: primary data, 2018*

The study sought to highlight the departments in which the respondents work. Figure 9 shows that the majority of the respondents were of the administrative department at 30%, followed by finance and marketing at 25%, and then engineering and human resource at 10%. This implied that the researcher was able to get the first hand information since the majority of the respondents were administrative who are well informed with what is required with the organization. This indicated that the level of supervision is strict to ensure effective and efficient delivery of training so as to reap the objectives of the organization.

#### 4.6 For how long have you served in that position?

1

**Figure: 10** Showing the period spent by the respondent serving in a particular position.



*Source: Primary data, 2018*

The study also sought to find out the frequency of employee serving in the same position within the organization. Figure 10 shows that majority of the respondents at 50% serve in the same position between 3-5 years, while 25% often serve in the same position between the period of 1-2 years and 20% serve between 6-7 years and finally 5% of the respondents serve in the same position for more than 8 years. This implied that the respondents had experience in their areas of specialization thus the information collected was of good quality to be based on in the investigation of the problem at hand.

#### 4.7 You receive training as a way of improving your performance

**Table: 3 Showing the extent of receiving training as a way of improving employee performance**

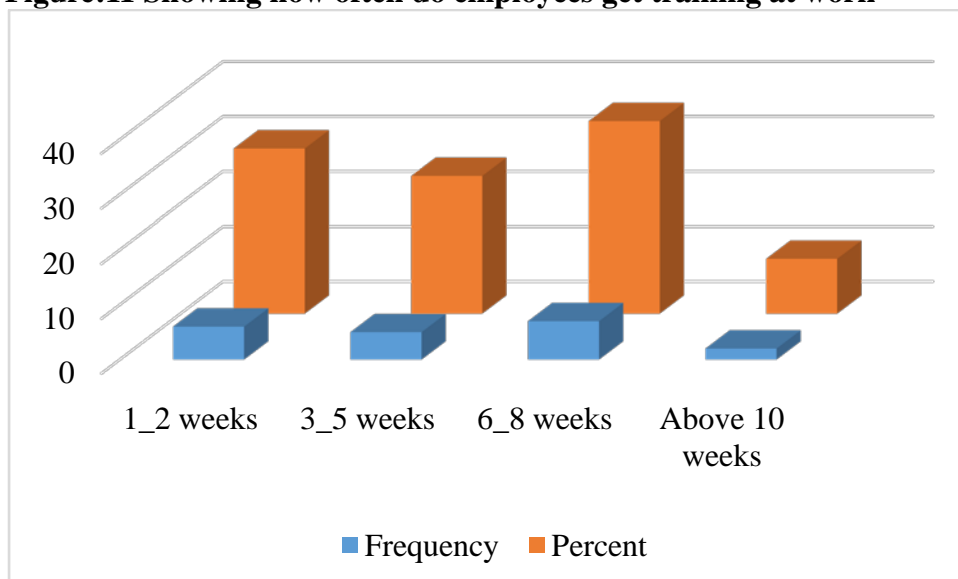
	Frequency	Percent
Agree	12	60.0
Strongly agree	8	40.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

*Source: Primary data, 2018*

During the study the researcher investigated on the objective of offering employee training in the organization as a way of improving employee performance. Majority of the respondents agreed and strongly agreed that they receive training as a way of improving on their performance. This implied that employees positively get involved in training process because they know that they will gain in turn.

#### 4.7 How often do employees get trained?

**Figure:11 Showing how often do employees get training at work**



*Source: Primary data, 2018*

From figure:11 above, the study revealed that employees often get training in mostly 6\_8 weeks as evidenced from the data collected showing that 7 respondents agreed to make the percentage of 35%. In addition employees often receive training in a specified period like 1\_2 weeks, 3\_5 weeks and above 10 weeks as stipulated in the above table. This indicates that employees are often refreshed at work which helps them to gain confidence, thus leading to improvement in service delivery and efficiency at work. This is supported by the respondent when interviewed stated that *‘the major challenge with the training intervals is that they collide with the working hours yet they are pressurized with the management to complete the tasks they are given, thus making them unable to comprehend with the program’*.

#### 4.8 What are the methods of employee training used?

The research was carried out on the following methods as they are adopted by Barclays bank Masaka branch to provide employee training to its employees as it is evidenced in the following table. The results were as analyzed below

**Table: 4 Showing the different methods of training employed by an organization.**

Methods	Frequency	Percentage
Role play	3	15.0
Orientation	7	35.0
Job rotation	5	25.0
Lecture Method	4	20.0
Coaching and mentoring	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

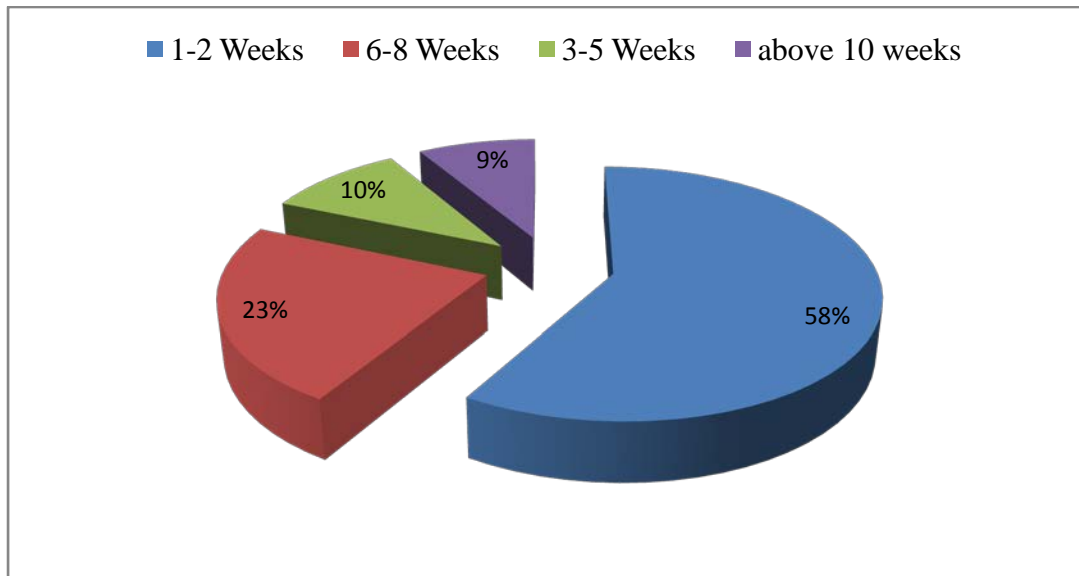
*Source: Primary data, 2018*

The study revealed that orientation is the mostly used method of training as shown in the table above with 35% scores. The employees stated that by the time they joined the organization they were inefficient at work but when the organization started giving training to its employees they improved on their performance by becoming efficient. This indicated that the bank should continue providing training to its employees since it does more good to the organization. This agrees with Fischer (2011) and Driskell (2011), who stated that the kind of training conducted, training content and training expertise equally affect the results of training. Achievement depends on the way training has been conducted by the trainer and its content.

The study also revealed that the bank does not only uses orientation as a method of training but it also use job rotation with (25%), lecture method with(20%), role play with(15%) and coaching and mentoring with the percentage of (5%). This indicated that, the bank should use orientation as a way of providing training to its employees alongside other methods such as job rotation, coaching and mentoring, lecture method among others. From the literature review this was supported by Kelly, (2011) who said that, in providing effective training to the employees, the organization should choose the most effective delivery method for the team given the organizational objectives.

#### 4.9 How often do you get trained?

**Figure: 12 Shows the intervals in which Barclays bank employees get trained**



*Source: primary data, 2018*

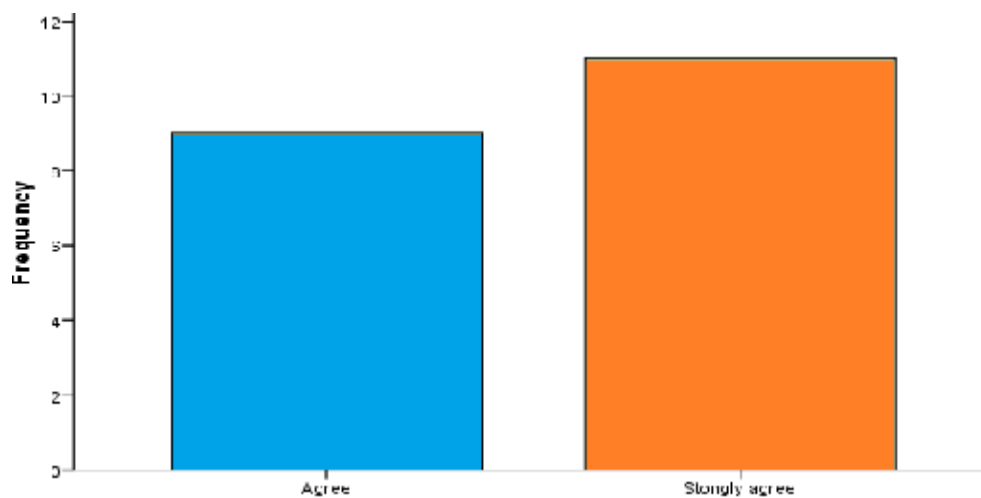
The study revealed that training is provided to employees between 6-8 weeks. This indicated that the organization plans properly before it schedules for training to ensure that there is no any inconvenience during the training process. This gives both the employees and the organization to set their minds towards training so as not to waste time and other resources which would be used for other purposes. In addition the study also revealed that employees often get trained between 1\_2 weeks as indicated in the above pie chart. This indicated that employees are trained concurrently at work so as to enable them catch up with the new system brought in the organization. This may lead to wastage of resources because if training is provided within 1\_2 weeks the major need for training may not be clearly identified because of the rush for training.

The study revealed that Barclays bank would be spending more resources on training if it would just rush for providing training before planning. When the researcher interviewed the human resources manager on about the intervals of providing training to its employees, he

stated that “training here is well planned whereby when a new employee is recruited he is first given training in form of orientation so as to get what is needed at work and in addition he stated that they provide seminars and workshops every after a few weeks as stipulated in the figure above.” This is in agreement with Jehan-zeb & Beshir, (2013) who stated that the contribution of employees should be optimized to the goals of the organization which can be done through provision of training to the employees to boost their productivity. Thus agreeing with the researchers findings.

#### 4.10 Is there any impact of employee training on organizational performance?

**Figure: 13 Showing the impact of training on organizational performance**



*Source: primary data, 2018*

In accordance to the questionnaires which were given out to the respondents on the contribution of employee training on business organizations. The following were the responses summarized. Those who strongly agreed were 11%, and those who agreed were 9%. This implied that majority of the respondents strongly agreed that there is an impact of employee training on organizational performance because organizational performance originates from employee training whereby for the organization to reap its objectives highly it

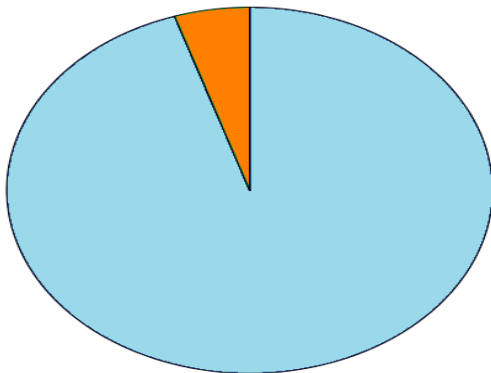


must provide an extensive training to its employees such that their capability and service delivery is improved to meet its set objectives.

Whereas 9% of the respondents agreed that employee training has an impact on organizational performance, this is reflected in what G.P. Nunvi (2006), said that, training programs are directed towards maintaining and improving current job performance as well as seeking to improve skills for future jobs, considering the progress in the technology. Thus agreeing with the researchers findings which showed that training has a strong impact on organizational performance.

#### 4.11 Is there any relationship between training and organizational performance

**Figure: 14 Showing the relationship between training and organizational performance**



*Figure 1*

**Source:** Primary data, 2018

From figure: 14 above the study revealed that majority of the respondents 19 (95%) agreed that there is a relationship between employee training and organizational performance. While only 1 respondent (5%) was not sure of any relationship between the two variables. This indicated that there is a strong correlation between employee training and organizational performance. It was discovered that once an employee is trained, he gains opportunity to

enhance his performance and his current job has direct impact on achieving the organizational objectives his job performance outcomes are consistent with the goals of the organization and his good performance on his job gives him/her formal appreciation

#### 4.12 Descriptive analyses

The data was analyzed using descriptive statistics such as mean and standard deviation. According to the scale, those variables with a mean close to 4.0 represented strongly agree, those with a mean close to 3.0 represents the factors which the respondents were neutral about, and variables with a mean close to 2.0 represented the factors which the respondents disagreed with. Consecutively, standard deviation was to indicate the extent of dispersion of the responses.

**Table: 5 Model summary showing results on provision of training in an organization.**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>SA (5)</b>	<b>A (4)</b>	<b>NS (3)</b>	<b>DA (2)</b>	<b>SD (1)</b>

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. deviation</b>
To reduce on the labor turnover	20	4.03	.704
To retain its employees	20	3.36	.470
To offer employees opportunities for staff promotions	20	4.01	.801
To increase on the profitability of the organization	20	4.10	.827
To improve on service delivery	20	4.30	.455
To offer opportunities to learn new skills	20	4.35	.226
To empower staff to achieving degree of independence associated with work roles	20	3.95	.432

*Source: Primary data, 2018*

Table, 5 above revealed the findings on the provision of training to employees in an organization. The responses were recorded using a five point likert scale. The respondents strongly agreed that the organizations provide training to its employees in order to improve on the service delivery of its employees as stipulated from the table above with the mean of 4.30 with the corresponding standard deviation of 0.455. The lowest mean of 3.36 represented that the organization does not provide training to its employees so as to retain them as evidenced from the table above with the standard deviation of 0.470. This implied that business organization provide training as a way of looking forward to improve on the service delivery of their employees since quality of the outputs matters a lot.

*When one of the respondents was interviewed he said; employees are not convinced that one of the biggest challenges facing the employee training schemes is the selection criteria for candidates who have to undertake the training. They don't understand why some colleagues are selected for regular training while others have never been given the same opportunity.*

The results assessed whether business organizations provide training to its employees to offer opportunities for staff promotions. Basing on the table above the study investigated that the highest and the lowest percentages of the respondents who agreed and disagreed is 45% and 5% respectively. This indicated that promotion of staff or employees influence positively to the provision of training to the employees since employees are equipped with a lot of skills, techniques and capabilities that would enable them to perform various tasks assigned to them. This was as supported by B.F. Skinner 2016 as he argued that employees get the opportunity to get to know other positions, increases the possibilities of promotions in the meantime.

The study carried out revealed that to increase on the profitability of the organization should provide training to its employees. This implied that business organization provide training to its employees to enable them increase on the profitability of the organization. This was also supported by Aguinis and Kraiger (2009) from the literature review who said that training improve and increase the overall organization profitability, effectiveness, productivity, and revenue and other outcomes that are directly related to the training in improving the quality of services.

#### 4. 13. The factors affecting employee training in business organizations

Statement	N	Mean	Std. deviation
Financial conditions	20	4.25	.571
Employee's attitude	20	4.22	.234
Unavailability of resources	20	4.48	.759
Working conditions	20	4.12	.046
Education level	20	3.10	.261
Organizational culture	20	3.01	.518

**Source: Primary data, 2018**

Table shows the output of the computed values from the cross tabulation statistics of observed and expected frequencies from the response options of agree to disagree based on the responses of the research subjects from the three public sector organization expected frequencies with the response options of agree to disagree based on the responses of the research. Table, 4.13 revealed that the respondents strongly agreed with the point of unavailability of resources as the major factor that affects the provision of training to employees in an organization. This was evidenced from the above table where it scored the mean of 4.48 with the corresponding standard deviation of 0.261 hence being closer to 4.0. Thus this is in line with Kelly, (2011) when he asserted that Training will be effective only when certain conditions are met such as availability of resources. And in addition when the respondent was interviewed he said

*The funds are allocated by the organization to purchase all the required necessities to facilitate the smooth running of the program but it is embezzled and mis-used by the higher*

*management by buying substandard equipment and facilities which are not effective to facilitate the program thus leading to poor outcomes from training.* Thus all this seems to agree with the researcher's findings were the majority of the respondents agreed that employee training is affected by unavailability of resources.

About the employees' attitude towards training, the respondents stated that they are not motivated to participate positively towards the program because they are not motivated. When a respondent was interviewed about training he stated that, *'Like the old saying goes, a horse can be led to the river but cannot be forced to drink from the river. Relating this to organizational training and development, it becomes an important lesson for the trainer. Employees tend to learn if they accept the need for training and are more committed to it.*

About the organizational culture, the organization should set the necessary performance standards, and ensure that the employees receive the training, incentives required and feedback to avoid performance deficiencies. This is in agreement with what Dessler, (2015), who stated that, its importance, for the organization to appraise its employees. This helps the organization in setting work standards, assessing the employee's actual performance to the standards and providing employees with feedback with the purpose of assisting them reduce performance deficiencies. When the respondent was interviewed in the Names of Luyiga Dan he stated that, *'Performance appraisals should be measured against objectives established for his or her job but not basing on persons' profile.* Thus this is in line of Kirkpatrick (2014), outlined four levels of evaluation and appraisal, and each of which is a prerequisite for the next level: reaction and planned action, learning and confidence evaluation, behavioral impact. Results, it's important to know what results were achieved.

#### 4.14 The solutions on how to overcome the factors affecting employee training

	SD	A	DA	SD	NS
Delegation	13	3	1	0	3
Motivation	10	7	1	1	1
Improve on the working conditions	14	5	1	0	0
Improve on the organizational structure	12	7	0	1	0
Ensure availability of resources	14	6	0	0	0
Empowering of employees	7	5	2	0	6

*Source: Primary data, 2018*

Table: 6 intended to investigate how factors affecting training of employees can be solved. From the table above majority of the respondents agreed that the availability of resources is the greater factor with 20 respondents with (100%) to be assured of solving the difficulty in providing of training to employees. This implied that the organization should ensure that the necessary necessities to facilitate the smooth running of the program.

In addition the working conditions should be improved so as to ensure effective provision of training in an organization. This is evidenced from the table above where 19 respondents (95%) agreed that where the working conditions are not conducive delivery of training cannot be effective. This implied that the organization should ensure favorable working conditions as a way of reaping the fruits of training in an organization.

The respondents stated that the organization should ensure motivation and improving on the organizational culture so as to ensure effective running of the program. This was evidenced with the figures from the above table where 14 respondents and 12 respondents agreed that the organization should re-structure its organizational culture and motivate its employees so

as to ensure effective provision of training. This implied that the management should boost the morale of its employees by motivating them such that they can be inspired to respond positively to training. This will help the organization to reap the fruits of training to the organization.

The respondents also reported that the organization should empower employees and delegate employees in the organization. This was evidenced with the results from table above where

#### **4.15 Other challenges do employees face with regard to training and development within the organization**

**Table: 7 Showed other challenges organizations face in regard of training and development**

<b>Challenge</b>	<b>Frequency</b>	<b>Percentage</b>
Poor employee attitude	10	15.6
Lack of training materials	11	14.3
Changes in technology	12	13.0
Poor training techniques	9	11.7
Limited time	5	6.5
Limited resources	5	6.5
Expectation gap	5	6.5
Poor training methods	5	6.5
Poor trainers	5	6.5
Over working hours	5	6.5
Total	5	6.5
<b>Total</b>	<b>77</b>	<b>100</b>

*Source: Primary data 2018.*



From table, 7 above, majority of the respondents (13%) revealed that the organization majorly faces the challenge of changes in technology which calls for training of employees in the newly introduced system which creates a knowledge gap thus increasing the importance of training. In addition the organization also faces the challenge of lack of training materials in providing training to employees. This implied that the organization should set necessary performance standards, which are in line with the technological progress of the organization and ensure that the employees receive the training, incentives required and feedback to avoid performance deficiencies.

**4.16 Other ways of improving on employee training and organizational performance as suggested by respondents.**

	<b>Frequency</b>	<b>Percentage</b>
Improving on rewarding system	5	6.5
Allocating enough time	8	10.4
Carrying out proper planning	12	15.6
Ensure availability of resources	15	19.5
Specify the objective of training	9	11.7
Use of appropriate method	9	11.7
Ensure continuous training	9	11.7
Use of qualified trainers	9	11.7
Supporting of employees by allowing time offs for training	1	1.3
<b>Total</b>	<b>77</b>	<b>100</b>

**Source: primary data**

From table 8 above the statistics revealed that majority of the respondents 15 (19.5) stated that for the organization to improve on the provision of training to its employees it should

ensure availability of resources as evidenced in the above table. 11 of the respondents stated that they face the challenge of lack of training materials, 10 respondents stated that the organization faces the challenge of poor employees attitude. This implied that unavailability of resources with the highest percentage of 19.5% greatly affects provision of training in an organization since training cannot move on when the supporting materials are not available however training of employees may to bridge the rapid changes in technology that would create a knowledge gap which would increase the importance of training. This helps the organization to ensure effective and efficient planning thus ensuring proper allocation of resources.

The respondents with low percentages of 11.7 and 1.3 stated that for the organization to deliver an effective training to the employees it should ensure continuous training of employees, use of qualified trainers, specify the objectives of training to the employees among others. Therefore once these are assured of effective training may be delivered. The study also revealed that for the organization to improve on the quality of training provided, it should ensure proper planning before training of employees is executed. This helps the organization to outline the required necessities in line with the available resources. In addition the majority of the respondents when interviewed stated that, *'it should also revise the selection criteria of employees for training by not being biased by taking a certain group of employees for training and leaving out other employees untrained'*.

## **Conclusion**

In terms of findings relating to the contribution of employee training to the organizational performance, one important implication arose out of this study was that the relationship between employee training and organizational performance has been exaggerated and indeed contribute to moderate increases in organizational and employees' performance. Therefore,

an improvement in employees' and organizational performance in Barclays bank Masaka branch is likely to depend on factors other than activities, for instance, the introduction of new technology, and ensuring availability of resources to facilitate the smooth running of the program.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary, discussions, conclusions and recommendations from this study. The presentation is in a way that tries to answer the research questions of this study.

#### Summary

The purpose of this study was to explore the contribution of employee training on the performance of business organizations in Masaka Municipality. The study was guided by the following research questions; what are the benefits of employee training to the organization? What are the methods of employee training that are used in an organization? What are the factors affecting employee training in an organization?

The questionnaires and interview guide were used for this study. They were chosen as being appropriate for this study because they helped the researcher to obtain the firsthand information which gave the researcher immediate feedback from the sample area within a short period and at a low cost for the purposes of describing the entire population.

A sample of 24 was drawn using random stratified sampling approach from a list of sample frame provided by the employee register at Barclays Bank Masaka Branch. The data was collected by use of a questionnaire and interview guide for period of not less than one week. The data analysis involved frequencies, means, percentages, and the findings were presented using tables and figures and pie charts. The supporting literature was studied for the development of a common approach towards understanding the contribution of employee training on the performance of business organizations.

Data was analyzed using Statistical Package for Social Scientists (SPSS16.0) and Excel Microsoft word.

## **5.2 Conclusions**

It was found that in our sample, males represent 11 (55%), while females represent 9 (45%). The majority of the respondents 10(50%) were married, 9(45%) were still single and only 1 (5 %) was divorced. The majority of respondents were highly educated as revealed by the study where those who were holding a Bachelor's degree were 12 (60%), Master's degree were 4 (20%), those who were holding a diploma were 3 (15 %). We have seen that 10 (50%) of the respondents responding to the questionnaire claimed that they always receive training between 3\_5 weeks, and 5 (25%) agreed that they receive training in 1\_2 weeks while 4 (20%) revealed that they receive training in 6\_7 weeks and finally 1 (5%) said that training is received above 8 weeks. The study also revealed that the respondents 6 (30%) were from the administrative department. 5 (25%) were from finance and marketing and finally about the departments 2 (10%) were from the engineering and human resource department.

The study also revealed that (20%) of the respondents receive training as a way of improving their performance. This implied that employees positively get involved in training process because they know that they will gain in turn.

The study revealed that when the organization provides training to its employees, it is able of improve on its service delivery, offer opportunities to its employees to learn new skills which may be applicable in an organization and empowering staff to achieving degree of independence associated with their work roles thus enabling them to perform their work independently.

Basing on the second objective, the study investigated that the organization should employ the training methods which are applicable and appropriate such as orientation and job rotation as evidenced from table, 4 which most of the employees suggested that there the most relevant methods of training to be used.

Above all the training of employees in an organization is mostly affected by unavailability of resources as stipulated from table, 4.13 where majority of the respondents agreed with the mean of 4.48. However training of employees can largely be affected by the financial conditions of the organization and the poor employees' attitude towards training with the mean of 4.25 and 4.22 respectively basing on table, 4.13.

### **5.3 Recommendations**

Fundamental changes in the following three areas are required if the quality of employee training are to be significantly improved. Some key recommendations identified from the study are as under.

- i. Establish commitment in the form of vision, policies, plans, and actions for long-term professional development of employees.
  
- ii. Delegate to the employees the authority, flexibility, and responsibility to develop relevant programs and training schedules to establish this long-term professional development commitment.
  
- iii. Develop human resource development strategies that are long-term and ongoing, depending heavily on on-the job or off the job training programs, and link training and upgrading to a career-path structure.

iv. Hire committed trainers and provide adequate training and support to enable them to do their job. It is preferable to hire trainers with at least a diploma in the area of specialization and with some training experience.

v. Provide a range of incentives at different stages of training to attract suitable trainers for training, establish job satisfaction, and improve instructional practice. Incentives can be direct monetary benefits (e.g., training salary, allowances, and fringe benefits), indirect monetary benefits (for example, professional training, training guides, textbooks, instructional supervision, subsidized housing, food, and transportation), or nonmonetary benefits (such as, professional status in the community, and recognition of performance). They must match the needs of trainers and employees if there are to be true incentives.

#### **5.4 Ares for further research**

The same study could be repeated with another financial institution or any other organization in the same region or different region

Today's study discovered the contribution of employee training on the performance of business organization. However further studies can be extended towards the exploration of relationship among the training and organizational loyalty with intervening variables like office environment, promotion policy and allowances among others. Apart from this, future studies can be done with semi-governmental and private sectors as well as in the industry sector.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

**Dear Respondent,**

I **Nakaye Zonobiya** a student of Uganda Martyrs University pursuing a Degree in Business Administration and Management carrying out research on the assessment on **The Contribution of Employee Training on the Performance of Business Organization in Masaka Municipality: A Case Study Barclays Bank-Masaka Branch.**

This questionnaire is intended for data collection and has been designed for academic reasons and as a partial fulfillment for the award of a Degree in Business Administration and Management of Uganda Martyrs University. The information provided will be held with extreme confidentiality. I kindly request that you fill in the questions provided below;

**Tick accordingly to where applicable.**

#### SECTION A: BIO DATA

1. Age bracket

a). 30-34

b). 35-49

c). 40-44

d) 50 and above

2. Sex / Gender

a) Male

b) Female

3. Marital status

a) Single

b) Married

b) Divorced

d) Widowed

4. Level of education

a) Diploma

c) Masters

5. Bachelors

6. For how long have you served in that position?

- a) 1-2  years
- b) 3-5 years
- b) 6-7 years
- d) Above 8 years

**SECTION B: General Questionnaires to all Employees in the Organization**

7. What is your department?

- a) Marketing department
- b) Administrative department
- c) Engineering department
- d) Finance department
- e) Human resource department

8. As employees in the organization, you receive training as a way of improving your performance?

- a) Agree
- d) Disagree
- e) Not sure
- b) Strongly agree
- e) Strongly disagree

9. How often do you get trained?

- a) 1-2 weeks
- b) 6-8 weeks
- b) 3-5 weeks
- d) Above 10 weeks

10. What are the methods of training you normally receive?

- a) Role playing
- b) Orientation
- c) Job rotation and transfers
- d) Lecture method
- e) Coaching and mentoring

11. Is there any impact of employee training on the organization performance?
- a) Agree  c) Strongly agree
- b) Disagree  e) Strongly disagree
- c) Not sure
12. Is there any relationship between employee training and organization performance?
- a) Yes  c) No
- b) Not sure  d) Neutral
13. Relevant of training content to achieving personal needs, goals and self development.
- a) Totally relevant  c) Very relevant
- b) Not relevant  d) Cannot tell

**The following measurement scale is applied to the following questions**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>SA</b>	<b>A (4)</b>	<b>NS</b>	<b>DA</b>	<b>SD</b>
<b>(5)</b>		<b>(3)</b>	<b>(2)</b>	<b>(1)</b>

**Business organizations provide training to its employees to;**

<b>Benefit</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not sure</b>
To reduce on the labor turnover					
To retain its employees					
To offer employees opportunities for staff promotions					
To increase on the profitability of the organization					
To improve on service delivery					
To offer opportunities to learn new skills					
To empower staff to achieving degree of independence associated with work roles					



**Section 6: Factors affecting employee training in an organization.**

<b>Factors</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not sure</b>
Financial conditions					
Employee's attitude					
Working conditions					
Unavailability of resources					
Education level					
Organizational culture					

**How does the organization overcome the above factors?**

<b>Solution</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not sure</b>
Motivation					
Delegation					
Improve on the working conditions					
Improve on the organizational culture					
Ensure availability of resources					
Empowering of employees					

What problems do employees face with regard to training and development within your organization?

.....

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

.....

## **APPENDIX II:**

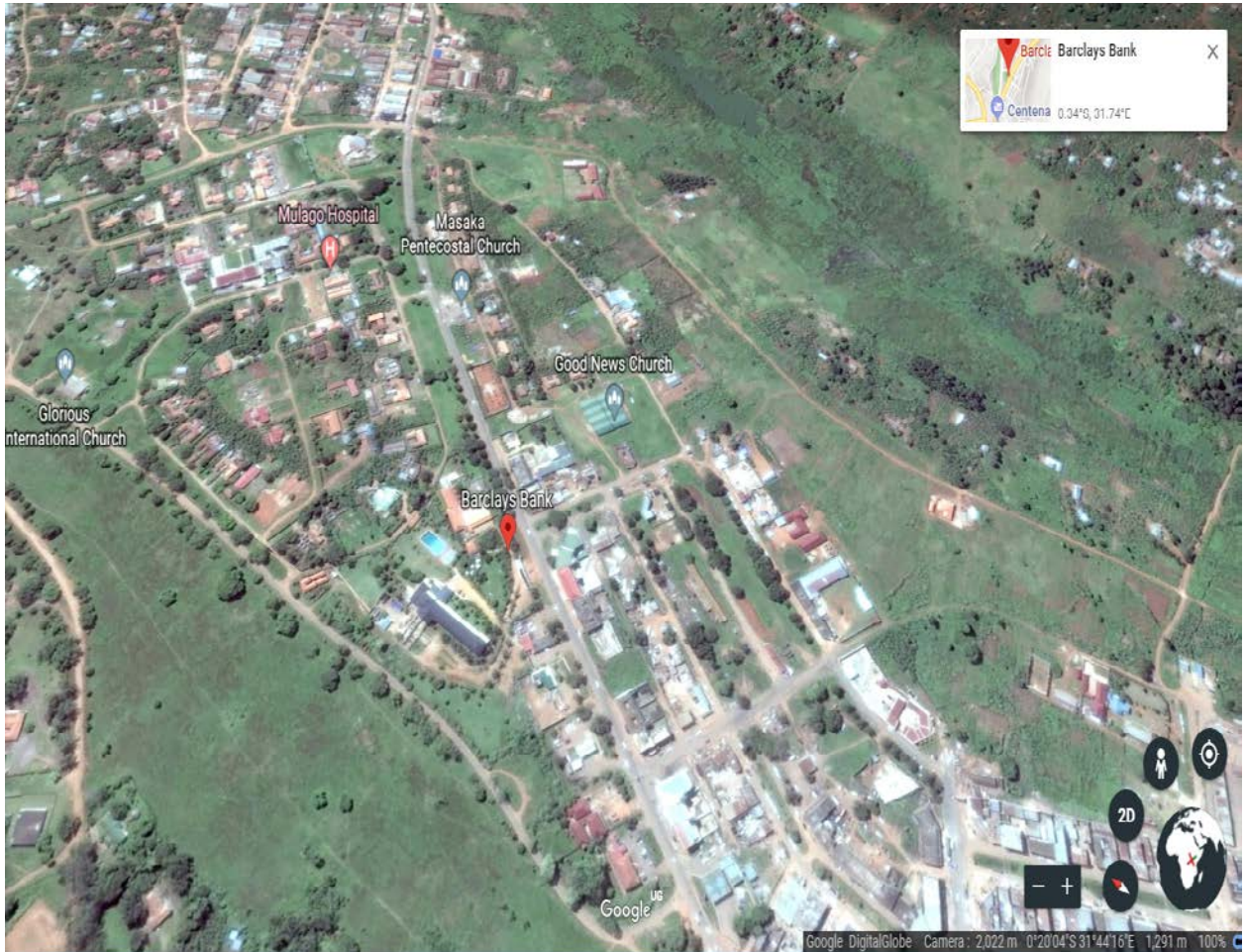
### **INTERVIEW GUIDE**

1. What impact does training have on the level of your performance?
2. How would you rate the training you receive in this organization?
3. What are the methods of training used to train the employees?
4. How do employees often receive training?
5. Is there any relationship between employee training and organization training?
6. What is the importance of training employees?
7. How many years have you spent in the organization?
8. How do you feel about the progress you made in your last position?

**Thank you for your responses and cooperation.**

### APPENDIX III:

#### MAP SHOWING THE LOCATION OF BARCLAYS BANK MASAKA BRANCH



**APPENDIX IV**

**INTRODUCTORY LETTER**