

IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE IN ORGANIZATIONS

CASE STUDY: MBARARA REGIONAL REFERRAL HOSPITAL

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DEDICATION

I dedicate this work to God Almighty, to the entire family of Doctor Maling Samuel and the management of Mbarara Regional Referral Hospital

ACKNOWLEDGEMENTS

My sincere gratitude goes to all those who helped me in one way or the other to make sure that this research is a success, may the good Lord bless you all.

I am so humbled by the support given to me by the entire management and Mbarara Regional Referral Hospital, by making sure that I'm availed with all the necessary information that subsequently led to the successful completion of the study.

My deepest appreciation and thanks go to my supervisor, Mr. Mubiru Aloysius for his guidance and constructive criticisms that helped me stay focused from the beginning of this work to the time it ended.

I am highly indebted to Mr. Maling Samuel for his unwavering support and also for his material and financial support throughout my education and research work. Thank you for believing in me dad.

To all my dear friends and classmates of Business Administration and Management 2013/2014, thank you so much for being there for me and ensuring that we struggle and finish together, May you all be blessed abundantly.

ABSTRACT

This paper seeks to examine the impact of training on employee performance within organizations not only for competitive purposes but also for efficiency and effectiveness. The paper will base on why some employees remain poor performers that is to say incompetent after attending and being offered several training sessions. The paper is built on how the qualities of Human Resources (employees) are an asset to organizations and why training has become an issue that has to be faced by every organization, Urging that the amount and quality of training carried out varies enormously from organization to organization due to various factors. Both Technological advancements and the need efficiency and effectiveness that have led to more competition making the need for training valuable.

A conceptual frame was also deemed necessary for the purposes of addressing the research problem. The variables in conceptual frame work were training as the independent variable, performance as the dependent variable and the intervening variables were level of education and position held .Hypothesis was also used to determine if there is a significant relationship between training and performance.

A literature review was conducted on the research topic in line with the objectives, conceptual frame work and hypothesis with emphasis on the research objectives.

A case study of Mbarara Regional Referral Hospital in Mbarara district was used. Both quantitative and qualitative approaches were applied and a cross section survey was used for the case of the time horizon. A sample size of 50 respondents was chosen and deemed necessary to attain adequate information for the research study. Data was collected using Questionnaires, Interviews, observation and the review of secondary data from the library. The research targeted employees of all categories with focus on the employees of the organization.

Data was analyzed using the Statistical Package for Social Scientists (SPSS) where conclusions were drawn from tables generated from the Package. The same tables were used to generate graphs and pie charts from excel that were used to present the findings. The findings were presented in a way that they answered the objectives, conceptual frame work and hypothesis respectively.

It can be said that training has a positive impact on employee performance and hence a significant relationship between the two variables. Use of the right training methods helps in Improving of employees attitudes that later leads to better employee performance.

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LIST OF ABBREVIATIONS

GOU; Government of Uganda

SPSS statistical package for social sciences

AMA; Australian Medical Association

AATO; African Aviation Training Organization

ADTP; Africa Development Training Partners

BBC; British Broadcasting Company

TASO; The Aids Support Organization

CHAPTER ONE

GENERAL INTRODUCTION

1.0 INTRODUCTION

The Manpower Services Commission (1981) defines Training as a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization.

Neo (2002) states that traditionally training was not viewed as an activity that could help companies and organizations to create value and successfully deal with competitive challenges. Today that view has changed as companies that use innovative training practices are likely to report better financial performance, efficiency and effectiveness than their competitors that do not carry out training.

Therefore the recognition and of importance of training has influenced heavily the intensification of overseas competition and the relative success of economies such as Japan, Sweden, South Africa, and Germany. Investment in employee development is emphasized through training for the purposes of attaining skills and new knowledge.

Beardwell & Holden (2001) postulate that technological developments as well as the need for efficiency, effectiveness not excluding organizational change have gradually led some employers to realize that success lies on the skills and abilities of their employees. This means considerable

and continuous investment in training in order to bring about increased productivity and output in the organizations.

According to Zeromillion training emphasizes on the growth and development of personnel or employees in order to;

- Create a pool of readily available and adequate replacements for personnel who may leave or move up in the organization, enhancing the organization's ability to adopt and use advances in technology. This is because a sufficiently knowledgeable staff, builds a more efficient, effective and highly motivated team. This in turn enhances the organization's competitive position, improves employee morale and ensures adequate use of human resources for expansion into new programs.
- Furthermore, research has shown specific benefits that organizations get from training and developing their employees and these include; Increased productivity, reduced employee turnover, increased efficiency resulting in financial gains and decreased need for supervision.

As most organizations have recognized the importance of training to their development, new technology progresses making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the jobs being replaced by machines have been of an unskilled and semi-skilled nature; this emphasizes the need for higher education and skills for those wishing to gain employment in the future necessitating the need for training.

Armstrong (2010) states that employee performance is the level at which the employees meet the set performance targets of the organization. The possible targets can be in form of profits and any other form of expected results according to the operations of the organization. Employee performance is a major indicator of overall organizational success and hence should be an area of focus for the management of different organizations so as to achieve high levels of performance

Muhammad (2009) states that employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. He continues to say that an organization cannot progress by one or two individuals, efforts of all the members of the organization are needed to achieve good performance and this can be achieved through training of employees.

Therefore if training is carried out properly using the right methods and this can be done by carrying out a needs assessment, using the right trainers, it can have a positive impact on the performance of employees. This positive impact is realized through increase in productivity, new knowledge and skills that enhance efficiency and effectiveness. This puts organizations that train their employees in a better position to compete and stay at the top.

In most organizations there have been efforts by top management officials to train their employees through seminars, field work training, class room and job rotation and these are therefore believed to influence performance of employees.

Training of employees is therefore a critical aspect of management in all organizations as earlier seen. The study will focus on the impact of training on employee performance in

organizations putting into consideration why some employees do not perform well after attending training sessions.

1.1 BACKGROUND OF THE STUDY

As organizations changed and adapted to pressures in the external and internal environment in Europe, employers and employees were required to learn new competencies and skills which could be got or attained through training.

Coppers and Lybrand (1995) say that globally, there has been stiff competition among organizations because of globalization and this is a challenge to most organizations. This therefore created the need for organizations to make efforts geared towards training and maintaining efficient, high skilled, competent and committed workforce so as to survive in the global competition.

Coppers and Lybrand (1995) further state that with such stiff competition organizations, countries such as Britain took the necessary steps and went ahead to start training their employees, though it was inadequate compared with some other industrialized countries such as Japan and Sweden. Due to lack of training, performance in organizations, economic activities and productivity subsequently declined because the employees did not have adequate skills, knowledge among other aspects in respect to the different countries. This collectively had considerable impact on the nation's consciousness which added to an increased awareness of importance training.

Coppers and Lybrand (1995) continue to say that in the early 90s organizations companies realized the need for training and seemed to be taking it more seriously and this increased the level of skill

attainment; knowledge among the employees which later improved performance hence increased productivity.

Price Water House Cranfield project (1999) supports the above argument which indicated that training became a leading issue for most personnel developments across Europe, Asia. As European countries greatly took into account the aspect of training, workers learnt new skills, acquired new knowledge which enabled them realize full potential, as these were later applied on the job thus productivity increased as an evidence of improved performance.

Brewster and Hegewich (1993) state that training deregulation in Europe and Asia increased integration of the rapidly changing scene. This is why human resource managers of today in different organizations must act globally in their perspective of the organizations they work for in order to develop an understanding environment and learn how organizations go about training their employees.

According to Hogvold and Horstad (1990) ideally the new developed skills requirements that were identified and developed in the early 90s ensured that the employees were ready to face their tasks and roles. Training therefore has a strong impact on employee performance because performance increased as it was evidenced by high levels of output in the European countries.

The Australian Medical Association (AMA) in conjunction with Health Training Australia have developed a range of comprehensive learning resources in an easy to follow format for use as either self directed or classroom learning. Each unit of competency includes written activities and self assessment.

Furthermore, the resources can be used independently to train in a single unit or collectively a fact that has led more doctors in training across the region than ever before. This is done through an organization known as the AMA (Australian Medical Association) that is committed to ensuring that the doctors have access to high-quality undergraduate, prevocational and vocational education and training, as well as appropriate working conditions. The AMA Council of Doctors in Training is the AMA's representative group for doctors-in-training. Key areas of activity include advocacy, resource development and delivering members' benefits relevant to junior doctors. (amawa, 2014)

Neo (2002) explains that Medtronic Company is a world leader in medical technology; provide lifelong solutions for people with chronic heart and neurological diseases. Medtronic Company has 30,000 employees in more than 120 countries and it has set a goal of fifteen percent (15%) annual growth, a goal doubling the size of the company in five years. To reach this goal Medtronic Company believes in people development through training, it therefore engages its employees in learning and development. This links the employees to the company mission restoring many people to full and productive lives and making sure that the products are available to patients.

Therefore to keep up Medtronic's growth the company engages in training of staff, teaching them new skills and prepare training solutions to meet them, hence making their staff more efficient and effective.

In Africa training has evolved substantially in the past years with evidence indicating more organizations investing in training such as Association of African Aviation Training Organization (AATO). This kind of change can be attributed to the intense pressure to compete, improve

quality and lower costs. It can be said that most organizations in Africa view training as key to organizational success. Frequently offered training is on topics like employee orientation, product knowledge and new equipment operations. (Training in Africa)

Though training in Africa has been done globally through the formation of various associations such as Africa Development Training Partners (ADTP). The associations train through learning and teaching of the employees on how to improve on their skills and perform well in their organizations. These associations were mainly formed as a result of poor performance of employees in Africa. (Training in Africa)

In South Africa during the past hundred years an association called Flour has trained more than 250,000 people worldwide. It also implemented Flour University a global employee development program designed to train employees. It provides educational classes and training to the work force that later enable employees perform better. (Flour, 2014)

In Uganda since training was introduced, most organizations both governmental and non-governmental have realized the need to always train their employees so as to improve on their productivity, efficiency, effectiveness and performance to meet their strategic objectives. Many of these entities have been put in place to offer training for example the British Broadcasting Company (BBC), World Service Trust which advertises for people to apply for training.

The Government of Uganda (GOU) is also taking the necessary steps to ensure that people mainly the youth acquire the necessary knowledge and skills. Today both employers and employees believe that an organization's competitive success is achieved through training. This has been done through setting up of secondary and technical schools, vocational training institutes for

example Nakawa vocational institute in Kampala, kichwamba vocational institute in Fort portal district. Professional and tertiary institutions for exampleKakoba Teachers college, kabale institute of technology and applied science. Higher institutions of learning that offer class room training include;Makerere University, Uganda martyrs University, as well as the educational reforms currently taking place in the country.Are all geared towards the acquisition of skills and knowledge to ensure effectiveness and efficiency in the workplaces of Ugandan organizations. (Ministry of public services 2001)

Most organizations in Uganda either big or small have also embarked on training employees through devoting some considerable resources. Employees are either trained within the organization and this can be termed as on-the job or by sponsoring them to do their training with some organizations that have been put up to offer training. Examples of such organizations include; the TASO (The Aids Support Organization) training centre in Kanyanya, Kampala, World Vision, and Action Aid. All these train to improve on the competencies of their employees in terms of servicedelivery in Uganda and in other countries.

Human Resources have played a significant role in the economic development in most developed countries such as United States of America, Britain, South Africa and Japan among others. It can, therefore be stated that in a developing country like Uganda, with its rich natural resources and if the necessary financial support is provided it can also experience such economic success if the appropriate attention is given to the development and training of her human resource. It is thus seen that Ugandan government is taking adequate steps to ensure that people acquire the necessary knowledge and skills.

Mbarara Regional Referral Hospital is one of the national referral hospitals in the city of Mbarara, Mbarara district Ankole sub- region. It is a public hospital that was founded by the Uganda Ministry of health and general care in the hospital is free of charge. It is affiliated with the medical school of Mbarara University of Science and Technology by medical students and residents. With this kind of affiliation the medical students are always sent to the hospital to do their training and the same is done for the doctors. In most cases the medical personnel carries out its research from the university and at times they sent to countries like India, Germany to learn and gain more competencies in the medical field. Training is usually sponsored by the hospital or the university since it's expensive for the individuals and employees. The employees are sent for training on a yearly basis depending on the position held.

1.2 PROBLEM STATEMENT

Cole (2002) states that training, enhances skill and knowledge development ultimately worker performance and productivity in organizations. Training in the past was done more efficiently for short periods while the costs were being minimized. Training was carried out with a clear purpose in order to achieve the intended objectives. Today employees have a different view about training. Krishna et al. (1993) observes that there are certain perceptions about training programs among employees which are dysfunctional in nature. Some of the perceptions are; training programs are paid holidays, nominations to training programs is a reward, to be nominated to a training program, one must be idle or influential. Thus the common perceptions of training seem to be antithetical to what the training program is assumed to do therefore training has become more of a perk and less of competency building instrument. With this in the mind of employees, in future the main objective of training may not be achieved that is to acquire skills and knowledge and

perform better. The essence of this research therefore, is to find out why some employees still perform poorly even after several training sessions have been provided to them and yet others are able to get new knowledge, skills and above all become more efficient and effective in their obligations or responsibilities.

1.3 PURPOSE OF THE STUDY

The intent of this study is to establish the impact of training on employee performance in organizations. The study will also establish why some employees perform poorly even after being offered several training sessions.

1.4 OBJECTIVES

1. To determine the types of training carried out in Mbarara Regional Referral Hospital
2. To establish the relationship between training and employee performance in Mbarara Regional Referral Hospital
3. To assess the impact of training on employee performance in Mbarara Regional Referral Hospital
4. To find out the level at which challenges affect the employees during training in Mbarara Regional Referral Hospital and establish possible solutions to the challenges being faced during training

1.5 RESEARCH QUESTIONS

1. What are the types of training carried out in Mbarara Regional Referral Hospital?
2. What is the relationship is there between training and performance in Mbarara Regional Referral Hospital?

3. What impact does training have on the employees of Mbarara Regional Referral Hospital?
4. At what level do the challenges affect employees in Mbarara Regional Referral Hospital and what are the possible solutions to the challenges faced by employees during training?

1.6 HYPOTHESIS

According to Amin (2005) hypothesis is an assumption about the relation amongst the variables of the study. He also defined it as a tentative explanation of the research problem.

Training has a significant relationship in the performance of employees at Mbarara Regional Referral Hospital.

1.7 SCOPE OF THE STUDY

This study will be on the impact of training on employee performance and other factors. It will comprise of the time scope, geographical and content scope

1.7.1 TIME SCOPE

This study used various documents that is to say reports for comparison purposes between 2010 and 2014. Data was also collected using interview guides, questionnaires, and observation. The study was conducted between September 2013 and May 2014 with the focus on impact of training on employee performance.

1.7.2 GEOGRAPHICAL SCOPE

The study was carried out at Mbarara Regional Referral Hospital located in the Western region, Mbarara district. It is a government owned hospital that was formed to provide medical services to those who cannot afford to pay for themselves, in other words it treats people free of charge.

1.7.3 CONTENT SCOPE

With regard to diverse factors that affect training, the study examined the impact of training on employee performance, putting into consideration why some employees do not perform to the organizational expectations after having acquired training. The research also focused on the relationship between training and performance, the types of training methods used in training of employees and the level at which challenges affect training while establishing the possible solutions to these challenges.

1.8 SIGNIFICANCE OF THE RESEARCH

The significance of this research is that it will show the importance of training of employees in organizations with the aim of developing and improving on their skills, abilities, knowledge and competencies in work places.

Organizations have to embark on training so as to realize improved employees efficiency, effectiveness and competency in order to achieve their ultimate goal of high levels of performance.

It will also bring to the attention of Mbarara Regional Referral Hospital's management the importance of having an effective and competent employees who are fully trained and this will enable it meet the demand of the patients and achieve its strategic goals.

The research was to help bring out exactly what is required of a modern training and hence help human resource managers in various organizations to effectively do their work especially in the field of training them.

The research will act as a source of information for future use on a similar topic or even be used for future reference on how to about training in organizations.

The research will widen my knowledge on human resource activities and a better understanding of training employees. This research will lead to my award of a degree in Business Administration and management at Uganda Martyrs University.

1.9 JUSTIFICATION OF THE STUDY

There was need for the researcher to carry out this research because of the available resources in Ugandan organizations are worth investing in training their employees. This can be done by hiring experts in training. This research will therefore point out the impact of training on employee performance in Mbarara Regional Referral Hospital and its findings may be used for future decisions in the hospital.

1.10 CONCEPTUAL FRAME WORK

The conceptual frame work shows the relationship between the independent and the dependent variables. The attributes of the variables are also mentioned and are used by the researcher to form objectives that correlate the variable.

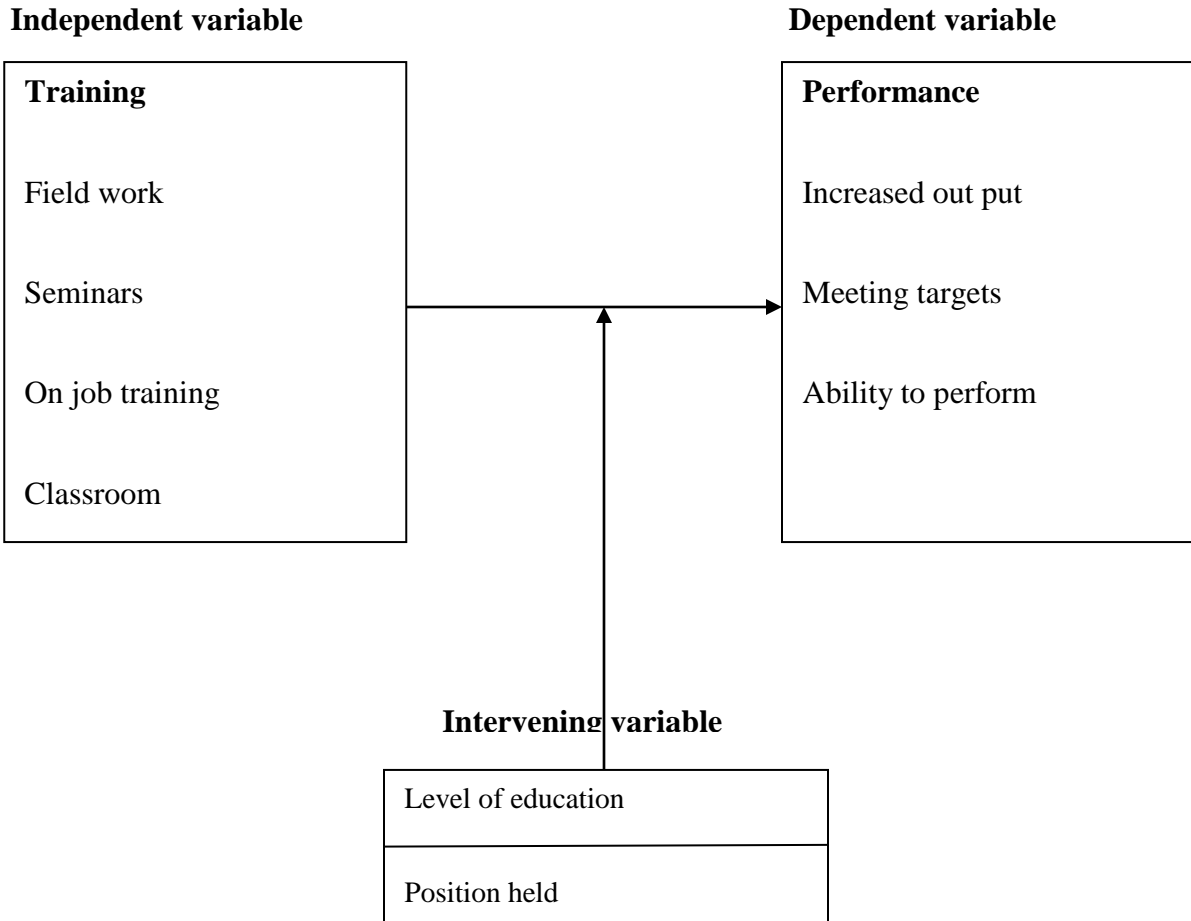


Figure 1: Conceptual framework

EXPLANATION

From the above diagram, the arrow linking the two variables, that is, the independent (Training) and the dependent variable (Performance) show that the two are interrelated. Each of the

attributes under the independent variable is used to generate both positive and negative results on the dependent variable. The independent variable that is training is done through carrying out seminars, field work, on job training and class room training. This leads to the dependent variables like meeting targets, ability to perform and increased output the dependent variable that is to say performance cannot be good or can be hindered if training is not carried out effectively. Good and effective training therefore leads to good performance. However, the performance of the independence variable can be affected by the intervening variable that is position held of an employee, level of education received by the employee.

1.11 DEFINITION OF KEY TERMS

Employees; These are a group of people skilled, semiskilled or even unskilled, working for an organization for payment (Armstrong, 2010). They can also be people who are paid to work for somebody or an organization. In other words employees are people who have agreed to work under contract of service to work for some form of payment.

Impact; according to Kleiman, 2000 impact is a result or outcome that comes out of given actions or decisions Impact can be also be defined as the effect something has on something else. In this study the term impact has been used to mean the effect employee training can have on employee performance it is a change or effect that occurs in someone or something.

Organization; Kinicki& Williams (2008) define an organization as a group of people who work together to achieve some specific purpose. An organization can also be defined as a group of people with a particular purpose such as business or government department.

Performance; Michael Armstrong (2010) defines performance as the degree of accomplishing of tasks that make up an employee's job and it is always measured in terms of results. Performance can be defined as an action or process of carrying out or accomplishing an action, task or function.

Training; Jerald et al (1995) defined it as a process through which people systematically acquire and improve the skills and abilities needed to better their job performance. Training can alternatively be defined as an action of teaching a person a particular skill or type of behavior. It is an educational process where people learn new information and reinforce existing knowledge and skills.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter was intended to give a detailed discussion of the other authors' views on training and employee performance with the researcher's point of view. The literature was presented according to the study objectives so as to give a better understanding of the research problem. This chapter formed a basis for choice of methodology used for data collection and the basis for the interpretation of the findings.

2.1 TRAINING AND PERFORMANCE

2.1.1 TRAINING

DeCenzo& Robbins (2000) define training as a learning experience that seeks a relatively permanent change in an individual which will improve his or her ability to perform on the job. Training must be designed in such a way that, it will involve either the changing or enhancing of skills, knowledge, attitudes, and social behavior among individuals. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employees know, how he or she works, his relations and interactions with co-workers and supervisors.

Monappa&Saiyadain (2008) further define training as the teaching or learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job. Training therefore needs to be seen by managements of every organization as a long term investment in its human resource.

Dessler (2008) has a different view about training as he says that, training is the means of giving new or current employees the skills they need to perform at their various jobs. He continues to say training is the hall mark of good management and thus when managers ignore training; they are doing so to the great disadvantage of the organizations they are managing. He supports his argument saying that having high potential employees does not still guarantee they will perform on the job. He further explains this by saying that every employee must know what management wants him or her to do and how he or she must do it. Training therefore has had a fairly impressive record of influencing organizational effectiveness.

Cascio (1992) states that training consists of planned programs designed to improve performance of the individual, group or organization at different levels. With such an improved performance on the part of the individual, group or organization means that there have been measurable changes or enhancements in the knowledge, skills attitude and social behaviors.

On the contrary Cole (2004) argues that, human resources are the most dynamic resource of the all the resources at the disposal of the organization. He continues to say that human resource needs to be given considerable attention from managements to enable this resource realize their full potential in their work. For this reason managements must address motivation, leadership, communication, work restructuring, payment systems and training and development to yield positive results from training.

2.1.2 PERFORMANCE

Cooke (2000) defines Performance as the achievement of specified task that is measured against predetermined or identified standards of accuracy, completeness, cost and speed. He further notes

that in an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. According to him Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance.

Kenney et al., (1992) postulate that employee's performance is measured against the performance standards set by the organization and good performance means how well employees perform on the assigned tasks. They further explain that in every organization there are some expectations from the employees with respect to their performance and when they perform up to the set standards, meet organizational expectations then they are believed to be good performers. Therefore Functioning and presentation of employees is also termed as employee performance and this means that effective administration and presentation of employees' tasks can reflect the quality desired by the organization which is also be termed as performance.

Employee performance therefore influences organizational performance and can be measured in different ways depending on the production process of that organization. Where there is direct production like where each employee completes an entire process of production or in case of professional jobs, where an employee is consulted by a given client then the employee performance levels can be measured by the output and number of clients served by each employee respectively.

2.2 TYPES OF TRAINING

When choosing a training method, needs assessment is the first step that an organization has to carry out in order to determine if that need for training actually exists.

Byars& Rue (2004) defined needs assessment as a systematic analysis of the specific training activities required by an organization to achieve its objectives. Training must always be directed towards accomplishing some organizational objectives such as more efficient production or reduced operating costs.

The purpose of a training needs assessment is to identify performance requirements and the knowledge, skills, and abilities needed by an organization's workforce to achieve the requirements. A needs assessment is the process of identifying the "gap" between performance required and current performance. When a difference exists, it explores the causes and reasons for the gap and methods for closing or eliminating the gap.

An effective training needs assessment will help direct resources to areas of greatest demand. The assessment should address resources needed to fulfill organizational mission, improve productivity, and provide quality products and services.

2.2.1 ON JOB TRAINING

On-the-job training involves learning new skills through experience at work. A new employee will be given a mentor to help them settle into the organization and to coach them. The employee is able to try out new skills in real situations. This is due to the complexity of new products, higher expectations of customers and ever more elaborate and sophisticated support systems it is simply impossible to prescribe the correct way to handle all possible situations. On-the-job

coaching is the only way for people to learn the necessary skills: by working with an experienced coach, who can help them to extract the general principles and issues which lie behind specific incidents. (Business studies 2014)

Cole (2002) says this is an informal method of training which permits an employee to learn job tasks by actually performing them that is to place trainees in occupations. This can enhance trainee's prospects for long term employment and also permit them to become self sufficient. This activity is under taken at the work place which is designed to improve on the individual's skills, knowledge and competence. Job training is therefore a well established and well used intervention designed to enhance individual skills and capabilities.

On the contrary Leslie (1990) contends that on job training is normally given to senior employees and managers where by the employees is shown how to perform the job and allowed to do it under the trainer's supervision, sometimes it is called cross training. She continues to say that employees learn several different jobs within a work unit or department and perform each job for a specified period of time and this makes flexibility possible in the department, for example when one employee of a work unit is absent, another can perform that job. More so, on the job training has been found to be more effective than class room training that may occasionally be used when an employee returns to the job.

Bernardin (2003) says on job training is advantageous because it is often associated with the development of new employees and it can also be used to update or broaden the skills of existing employees when new procedures or work methods are introduced.

Bernardin (2003) goes ahead to say that on job training includes coaching, demonstration and monitoring among others. It is conducted at the work place or site in the context of the job at times it is informal as when an experienced worker shows a trainee how to perform the job tasks. The trainer may watch over the trainee to provide guidance during the process of practice or learning, for example in a sales department sales employees can use coaching calls where a senior sales person coaches a new sales employee and some of the things that can be done are; observation of the new employee, feedback obtained by the new employee, consensus where by the coach and the new employee arrive at an agreement as to the strengths and the weaknesses of the sales calls rehearsal of the sales and the review of the employee's performance.

According to Kelly (2010) management creates and useful list of promotional candidates who have already proven that they can master two or more disciplines and therefore an organization should encourage on job training where none exists.

Krivanek (1999) does not agree that on job training can improve performance, her explanation is that a school manager makes recommendations and first looks at the factors that affect employee performance like environmental factors, a manager should look at acceptable working conditions such as enough time and equipment to perform the job effectively.

Neo (2002) defines on job training as a method where new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behavior. He goes ahead to say that on job training can be very useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced, cross training employees within a department or work unit and orienting transferred or promoted employees in their new jobs.

Neo (2002) further notes that on job training takes on various forms, including apprenticeships and self directed learning programs. It can be an attractive training method because, compared to other methods it needs less investment in time or money for materials, trainer's salary or instructional design. In this case the knowledgeable managers are used as instructors. As a result, it may be tempting to let them conduct as they believe it should be done and this may lead to several disadvantages as managers may use the same process to complete the task. This may pass bad habits as well as useful skill he points out. Also the trainees may not understand the demonstration, practice and feedback are important aspects for effective on job training.

2.2.2 JOB ROTATION

Mable (2006) defines job rotation as a process in which a new employee is assigned several jobs one after the other so as to give a wide range of experience in different activities of that organization. Even experienced managers may rotate their jobs to gain wide experience and this is commonly used in banks and also in civil service where an employee may expect to move on to another job after a few years.

According to Bernardin (2010), job rotation involves moving employees from one job to another or different jobs within the same department to broaden their experience for example assuming an accounts department had recording and filling, an employee can do the filling and after some time take on recording.

Byars and Rue (2008) writes that in job rotation an individual or employee is able to learn several different jobs within a work unit or department and performs each job for a specified time period, in most cases six months to a year. This kind of on the job training is very convenient because the

trainees are closely monitored by the heads of the different departments that they rotate hence note about each trainees' performance in the departments are kept and after wards analyzed to see the departments where he/she best perform.

Schwind (1999) & Byars & Rues (2008) argue that companies show greater interest in this type of on the job training because it makes their employees be in position to perform several job functions so that their work force is more flexible and interchangeable

Sikula (1992) says job rotation sometimes provides employees with the opportunity to sample jobs performed by other members of the work force without the risk associated with failure since the skill level requirements are normally kept similar in rotation programs. Job rotation is one way of keeping the employee away from gratification and boredom of routine.

2.2.3 ORIENTATION TRAINING

Ferguson (2009) says orientation is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment.

2.2.4 MENTORING AND COACHING

Ferguson (2009) goes ahead to mention that mentoring this is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father/son relationship can exist whereby the mentor acts as an advisor and protector to the trainee.

At times mentoring is associated with coaching as Parsloe (1999) defines coaching as the process that enables learning and development to occur and thus performance is improved. It can also be defined as the process of training somebody to do a job better or improve the skill

2.2.5 CLASS ROOM TRAINING

This is method of off the job training where lectures are held and it is an affordable easy way of training several employees at the same time. This usually leads to awarding of degrees, diplomas and certificates. It is often supplemented with group discussions, audiovisual aids, motion pictures or television.

According to Byars and Rue (2008), lectures can include other media such as transparencies, slides, videotapes or computer slides that is to say power point. This approach of training can vary in the degree to which discussion is permitted since some lectures involve all one way communication while others may allow trainees to participate by asking questions or providing comments. For this method to be successful, there are three important parts that should be taken into consideration that is the trainer, the learners and the class room.

2.2.6 GROUP TRAINING

Ferguson (2009) also identifies Group training method as a type of training which includes group discussions, seminar and sensitivity training. Here, trainees have different or similar backgrounds and experiences but meet to share ideas on specific topics decided by the trainer. If organized properly, it offers trainees from different backgrounds an opportunity to share valuable information and learn from each other's experience. An example is the T-group which is an approach to human relations; the original emphasis is that it is a form of group therapy. The

seminars have the benefit of encouraging participants while providing opportunities for trainees to learn from each other. The T-group is however, leaderless, unstructured groups designed to encourage learning room experience and group dynamics, and also provide a forum for the giving and receiving of personal feedback.

2.3 RELATIONSHIP BETWEEN TRAINING AND PERFORMANCE

Armstrong (2000) Employee training is a tool that managers can utilize to help Employees Bridge the gap between their present level of performance and their desired level of performance. Training has a direct relationship with performance; basically training is a formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience.

He continues to urge that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. More so trained employees are more confident in their performance and decision making.

In addition Armstrong (2000) urges that employees who receive training regular training are more likely to accept change, come up with new ideas. According to him employees who learn new skills through training make good candidates for promotions because they have shown their ability to learn, retain and use information. They can also be reliable, skilled and therefore can be empowered to train other employees a fact that reduces pressure for the management.

Evans (1999) contends that when evaluating the performance of employees it is very important to have a check list that will be used consistently. The technique for measuring the performance of employees may differ from every organization or company. Thus training has a positive

relationship on employee performance by generating benefits on both employees and the organization they work for through the development of skills, knowledge, abilities to perform, competencies and behaviors.

Evans (1999) further urges that training plays a significant role in the development of organizations enhancing performance as well as increasing productivity and ultimately putting the organization in the best position to face competition and stay on top. This therefore means that there is a significant relationship between organizations that train their employees and organizations that do not.

According to Fitzgerald (1992) Training is designed to provide learners with the knowledge and skills needed for their present job because few people come to the job with the complete knowledge and experience necessary to perform their assigned job.

Becker (1962) provides a systematic explanation of investment in human capital and associated productivity, wages, and mobility of workers. Such investment not only creates competitive advantages for an organization but also provides innovations and opportunities to learn new technologies and improve employee skills, knowledge and firm performance.

In fact, there is an increasing awareness in organizations that the investment in training could improve organizational performance in terms of increased sales and productivity, enhanced quality and market share, reduced turnover, absence and conflict and this is affirmed by Huselid(1995), Martocchio& Baldwin (1997).In contrast, training has been criticized as faddish or too expensive, according to them there is an increasing skepticism about the practice and theoretical underpinning of linking training with employee performance.

Alliger, et al. (1997) urge that knowledge and skills of workers acquired through training have become important in the face of the increasingly rapid changes in technology, products, and systems. Most organizations invest in training because they believe that higher performance will result out of training.

However, the theoretical framework for the relationship between training and firm performance has been subject to considerable debate. Different authors have proposed a model which emphasizes the interrelatedness and coherence of Human Resource Management (HRM) policies and performance. According to their model, training and other Human Resource Management activities aim to increase individual performance which is believed to lead to higher firm performance.

Kozlowski, et al. (2000) suggests an approach to organization improvement and development based on enhancing the knowledge, skills and attitudes or abilities of the workforce. This paradigm may be accomplished through training activities. From this perspective, training is effective to the extent that it directly contributes to the strategy, objectives, or outcomes central to organizational effectiveness and therefore has a positive relationship with employee performance.

However, Degrafh 2012 contends that training can have a positive relationship on both motivation and ability and this can heighten the skills and ability of the employees and their motivation thereby increasing their sense of commitment and encouraging them to develop and use new skills. Training is thus a powerful tool that can have a major impact on both employees' productivity and morale if properly used hence yields a positive relationship with employee performance.

On other hand Raj (2012) says training is not only important for enhancing performance of individual employees but also fosters the culture of continual performance and increase productivity. This is particularly true in the error of globalization where the human resources are considered as a strategic tool to gain competitive advantage. However, the most dimension of training is not only a belief of the organization but also providing enough facilities for the employees to undergo training to help them raise their productivity, there is need for good trainers, training calendar, lecture halls and methodology. With these put in place by the organization training results shall be positive, this is because employees will have everything they need for the process of training to commence and reduce the excuses of poor performance due the absence of such facilities. It also improves the attitudes of the workers hence motivating them which will in turn have improve on the productivity of the workers leading to efficiency and productive. Managers should therefore ensure that there are good facilities so as to realize positive results as well as benefits from training.

Evans and Lindsay (1999) urge that the quality of employees and their development through training are major factors in determining long-term profitability and optimum performance of organizations. To hire and keep quality employees, it is good policy to invest in the development of their skills, knowledge and abilities so that individual and ultimately organizational productivity can increase. Traditionally, training is given to new employees only. This is a mistake as ongoing training for existing employees helps them adjust rapidly to changing job requirements. Organizations that are committed to quality invest in training and development of its employees.

2.4 IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE

April (2010) notes that in the development of most organizations, training plays a vital role in improving performance as well as increasing productivity and eventually putting organizations in the best position to face competition and stay at the top. Increase their productivity therefore leads to organizational efficiency and effectiveness.

According to Gordon (1992) there is a significant difference between the organizations that train their employees and organizations that do not. He continues to say that training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. Training generates benefits for the employee like new knowledge and skills as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. Therefore there exists a positive association between training and employee performance.

While Evans and Lindsay (1999) argue that organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries should invest in the training of their employees. This is because a highly motivated trainee is more likely to quickly and systematically learn a new skill or knowledge that is required. That is why training should be related to money, job promotion, and recognition that is to say something which the trainee desires that will inspire them to perform better during training and after training.

Flippo (1976) says there are four prerequisites for learning: Motivation comes first. Cue is the second requirement. The learner has to recognize related indicators or cue and associate them

with desired responses with the help of training. Response comes third, Training should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives and indicates in the quality of his response. This response must be given as quickly as possible to make sure successful learning and training.

As earlier defined by Cooke (2000) Performance is the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance. This means that employees that train their employees are likely to achieve improved performance thus high level of productivity hence there is a positive impact on employees.

Ying Chu Ng (2004) say while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. Job characteristics and firm background are found to play key roles in determining training provision.

Workers who receive off-the-job training are less likely to receive on-the-job training, and those who receive on-the-job training are neither more nor less likely to have received off-the-job training. However, a complementary relationship is found between receiving informal training and receiving on-the-job or off-the-job training. Unlike in developed countries, training in China is usually intended to remedy skills deficiencies, rather than enhance productivity.

Therefore there is a positive impact between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta and Appiah, 2010).

Benedicta and Appiah (2010) further state that, it is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and those organizations that do not. In this case organizations that are dedicated to generating profits for its owners or shareholders as well as providing quality service for its customers and beneficiaries should continuously invest in the training their employees.

Training is therefore a key element for improved organizational performance as it increases the level of individual and organizational competences. It also helps to reconcile the gap between what should happen and what is happening between desired targets or standards and actual levels of work performance. Although many employers continue to have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness.

Casio (1989) puts it this way “The economic and technological trends, the pace of innovation, change and development are growing faster year-by-year and as a result, provide clear signals that training and development are so relevant that both organizations and individual stakeholders must give a serious attention to training so as to increase performance and productivity.

According to Armstrong (1996), training policies are expressions of the training philosophy of the organization. He also affirms the assertion of Kenny et al (1992), but even further stated that training policy shows the proportion of turnover that should be allocated to training.

Armstrong (1996) advocates that a training philosophy is imperative to indicate the degree of importance the organization attaches to training. This will if not eliminate entirely, reduce the laissez-faire approach to training. Notwithstanding the essence and the benefits of training, policies can prove to be a difficult task for Directors especially if they are doing so for the first time, and if they do not have the advice of a training officer with previous experience at the level.

On other hand Raj (2012) says training is not only important for enhancing performance of individual employees but also fosters the culture of continual performance and increase productivity. This is particularly true in the error of globalization where the human resources are considered as a strategic tool to gain competitive advantage. However, the most dimension of training is not only a belief of the organization but also providing enough facilities for the employees to undergo training to help them raise their productivity, there is need for good trainers, training calendar, lecture halls and methodology. With these put in place by the organization training results shall be positive, this is because employees will have everything they need for the process of training to commence.

With regard to Raj (2012) augment training is seen as away to improve the attitudes of the workers hence motivating them which will in turn have improve on the productivity of the workers leading to efficiency and productive. Managers should therefore ensure that there are good facilities so as to realize positive results as well as benefits from training.

Wiele(2010) contends that human resource practices such as training significantly contributes to increased performance of the organization or firm as well as the employees especially in the era of knowledge and information. Continuous training of employees and workers is no longer an option but a must for most organizations. This is because training improves workers' career development, increases flexibility and strengthens the competitive position of an organization. According to him providing employees with training should be seen as an investment and can be only justified if its benefits exceed the costs. Organizational managers will consider a positive impact if training benefits in form of increased productivity, if the organization slows in production levels the then training will have brought a negative impact on the organization thus employers will only engage in training if they expect a positive return in the form of increased firm performance.

Wiele (2010) further notes it is through general training that employees gain knowledge and capabilities that they can use not only on their current jobs but also on their future jobs with other employers. When employees learn new skills and knowledge, it usually takes time before the full potential of these skills can be applied on the job. Moreover, productivity may temporarily decrease because training causes employees to spend time off the job.

Kim (1997) states that the goal of training is to create an impact that lasts beyond the end of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas at work. Training can be offered as development for individuals and groups. In general, training involves presentation and learning of content as a means for enhancing skill development and improving work place behaviors.

Training can therefore be used as a proactive means for developing skills and expertise to prevent

problems from arising and effective tool in addressing any skills or performance gaps among employees.

Although the literature strongly suggests that there is a positive impact on employees after training due to various benefits it generates. It can therefore be urged training does not necessarily have a positive impact on every employee as some of them may still remain unskilled; acquire little knowledge from the training provided and are dissatisfied. This could be due other factors that should not be ignored such as negative attitudes towards training, lack of compensation to the employee and no promotions offered after training. This demotivates employees who are likely to remain poor performers in the organization even after several training sessions have been carried out. There is need to bridge the this gap for the purpose of better performance by providing empirical support to such employees through carrying out a needs assessment to determine what the employee really expects from the training.

According to Byars& Rue (2004) for training to have a positive impact on employee performance, it must always be directed towards accomplishing some organizational objectives such as more efficient production or reduced operating costs. An organization should therefore commit its resources to a training activity only if the training can be expected to achieve the organizational goal and this decision must be based on the needs assessment that can only be achieved through use of methods like interviews, designing questionnaires, observation, focused group discussions and document examination.

2.5 CHALLENGES FACED BY EMPLOYEES DURING TRAINING AND POSSIBLE SOLUTIONS

Throughout organizations, managers are renewing efforts to promote training with a belief that skill formation enhances productivity and sustains competitiveness, efficiency and effectiveness in the global economy.

Abban and Quarshie (1996) point out that the paradigm shift towards practical skills training is increasingly being reshaped to make it more attractive, efficient and effective. One of the most important features of training is orientation towards the world of work with emphasizing the acquisition of employable skills, but all these have challenges that affect training.

King and McGrath (2004) point out that lack of resources have led to cuts in the volume of training provided in public institutions. These cuts are a hindrance to pursuing the critical objectives of providing training and raising production. Considering the expensive nature of training, it is imperative that an expanded system with necessary and adequate facilities and equipment will lead to the effectiveness of the system.

Related studies carried out by Islam and Mia (2007) in Bangladesh also revealed that both formal and non-formal training lack an effective linkage between the organization and the work. They further noted that because of its lack of coherent mode, practical skills training which does not produce the requisite skills for the job market. Additionally, the trainees also lack experience, initiative and motivation to discharge their duties effectively. This therefore affects the training being given to the employees negatively.

Dasmani (2011) points out that short supply of training materials and basic tools by the institutes that train affects training. This is because technical institutes mostly rely on materials and tools for training, therefore their short supply will negatively affect practical skills acquisition.

Although challenges faced as trainers and trainees may appear similar on the surface, there is a vast difference in the challenges faced by a trainers and trainees during training in organizations. (evolution 2014). There are various factors that attribute to these challenges that is to say religion and cultures. Different individuals are shaped by heredity, culture. This leads to challenges because people from different backgrounds are brought together during workshops, field work and some of these people fail to fit in. (1st class solutions 2014)

Time Constraints are is also challenge that can hinder training that is who has time to train? Assigning a mentor is a good idea, but how can you be assured that that mentor is giving your other employees the proper training. This is particularly true if the trainees are given a very short period to train they may end up developing negative attitudes towards the training program and may not benefit fully from the training. Such limited timed for training may leave the employee unchanged and therefore remain performing poorly even after training has been carried out.

Management can be such a captive of its own values as anyone (Luthans, 2005, p. 76). The management style which is the managers preferred approach of handling relation matters with employees which reflect the way that he or she exercises authority over subordinates. This affects employee training since there are as many management styles that are used by managers (Rollinson and Dundon, 2007). This therefore possesses a challenge training employees since all the managers are different, they all cannot use the same approach, and some of the styles may be advantageous and others disadvantageous.

The nature of industrial attachment program in the training institutes is of grave concern. Roeske (2003) notes that, notwithstanding the important role industrial attachment plays in instilling into trainees the practical skills, know-how and understanding necessary for employment in a

particular occupation or trade, many formal training have shown little or no interest in encouraging trainees to undertake such attachments. If this situation continues, trainees are likely to enter into the labor-market with little or no practical learning experiences which are relevant to the world of work or are a foundation for entry into further training for specific occupations.

Nyankov (1996) summarizes the challenges that affect training concluding that they include; Limited numbers of technical institutes, the total numbers of institutions available are inadequate lack of facilities and materials for training employees, inadequate technical personnel or facilitators, limited number of training institutions for employees and difficulty in career or professions

Other challenges enumerated by Atchoarena and Delluc (2000) which include; mismatch between acquired skills and market needs, widespread concern about poor quality training and training environments, and negative public attitudes and perceptions regarding technical and vocational education and training.

2.5.1 POSSIBLE SOLUTIONS TO THE CHALLENGES FACED DURING TRAINING

In an attempt to address these challenges, Reddan and Harrison (2010) argue that training institutions need to restructure their programs to be responsive to the needs of the job market, especially the industry. To achieve this goal, training curricula must focus on outcomes in terms of the skills, knowledge and attitudes required industry. That is to say training provision should be responsive to the demands of industry.

The trainer should ensure that those who are the participants that are coming in for the training this is the role of the trainer. Once a trainer has access to this information, only then should he/she

proceed to deliver the program. Co-ordination is a major challenge as the Human Resource is usually wary of making the trainers interact with participants; for fear that they may say something to show the organizational culture in a negative light. But how persuasive a trainer can be is the key here. (1st class solutions 2014)

The negative public attitudes and perceptions towards training can be improved by government promotion through media promotion of the role training in skill creation, the provision of awareness that is knowledge, exhibitions and open days by training institutions and improved salaries for those employees that have been trained.

In conclusion, the effectiveness of a training program depends on a variety of factors that is to say were the participants the right fit for the intended program, did they get a chance to interact with the trainer beforehand or is the training day the only time they meet a trainer. Is the human resource forthcoming about the role of people nominated for a workshop? Finally, is a trainer really worth his or her salt? Once these challenges are met with, a trainer can become even more adept at recognizing where training is needed most hence overcoming these challenges. (1st class solutions)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

Bell 1999 defines research methodology as the framework associated with a particular set of assumptions that one uses to conduct their research. This chapter intends to explain in detail how the research was conducted in terms of research design, target population, sample size, methods and tools of data collection, procedures used justification of reliability of the instruments and validity of data, data analysis, and ethical considerations followed by the researcher as well as the limitations met by the researcher while carrying out research.

3.1 RESEARCH DESIGN

According to Bell 1999 a research design encompasses the method and procedures employed to conduct research. The research design also defines the study type such as descriptive, correlational, experimental, review, descriptive, longitudinal or case study.

Research design gives guideline on the collection, interpretation and analysis of the data. Research design can also be an arrangement of conditions for collecting data in a manner that will aim at combining the relevancy of the research study. The research was based on both qualitative and quantitative methods. Triangulation is the use of both qualitative and quantitative techniques and this was used in the research study since it provides the benefits of using both techniques.

Sarantakos (1998) states that triangulation provides better findings as compared to using one of the techniques since the limitations of one technique are overlapped by the advantages of the another. The quantitative method involved collecting data in numerical form so that it could be examined as unbiased and this made it possible to come up with statistical results.

3.2 AREA OF STUDY

The research was carried out at Mbarara Regional Referral Hospital. The emphasis was on how training has had an impact on the employees while taking into account the methods of training used in the hospital like team training, coaching, seminars field work among others.

3.3 STUDY POPULATION

Mbarara regional referral hospital has about 50 employees that were categorized into administrative and non administrative staff. The researcher used these categories because they are the best source of information about the impact of training on employees at Mbarara regional referral hospital since all of them undergo some kind of training. Such kind of information was very useful in data collection.

Table 1: Classification of Employees

Category	Number of employees	Percentage
Administrative	30	60%
Non administrative	20	40%
TOTAL	50	100%

Source: Primary data 2014

3.4 SAMPLE SIZE

Sampling refers to the process of choosing a number of people for the study so that the number chosen represents the other group from which they were chosen. The sample size that was off 50 employees who acted as respondents, out of which 30 employees who were administrative staff and 20 non- administrative staff, This was deemed the suitable number for generating relevant results and to reduce the level of errors associated with very big number of respondents. This sample size was determined by the formulae by Amin(2005).

$n = \frac{\text{Total Population}}{1 + Ne^2}$

$$n = \frac{50}{1 + 50(0.05)^2}$$

$$n = \frac{50}{1 + 50(0.0025)}$$

$$n = \frac{50}{1.125}$$

$$n = \frac{50}{1.125} = 44 \text{ employees}$$

n = 50

1.125

n = 44 employees

Where n is the sample size

N is the total number of employees at Mbarara Regional Referral Hospital

e represents the error which can be either 0.05 or 0.01

The number of employees the researcher used to collect data from the different categories of employees at Mbarara Regional Referral Hospital was as follows;

$$\text{Administrative staff} = \frac{30 \times 44}{50}$$

$$= 26 \text{ employees}$$

$$\text{Non Administrative} = \frac{20 \times 44}{50}$$

$$= 12 \text{ employees}$$

3.5 SAMPLING PROCEDURE

The study employed both the random and purposive sampling techniques. The former was used to select respondents among the staff who work for the hospital. I found it viable to use this method as it allowed selection of specific staff members at particular hours, 50 respondents were chosen. The purposive sample technique followed a specific procedure of selecting staff members in the hospital. This method helped the researcher select only respondents with knowledge and information on the training and its effects.

3.6 DATA COLLECTION METHODS

While collecting data for the study, the researcher used both primary and secondary sources of data. When the Primary sources the researcher got first hand information from the respondents using methods like interviews, questionnaires and observation. When using secondary sources the researcher got information from the works of other people for example journals, news papers and other literatures that gave relevant information and adequate evidence about the research topic (Impact of training on employee performance).

3.6.1 QUESTIONNAIRE

This is a form containing a series of questions and providing space for the respondent's reply to be filled in. The questionnaire contained both open and closed ended questions. The researcher took the questionnaires personally; this was to guide the respondents on how to answer some questions they did not understand.

3.6.2 INTERVIEWS

According to Ochieng 2009, an interview refers to a meeting in which the interviewer puts question forward to the interviewees and the interviewer records their responses. This method involved face to face interaction between the interviewer and the interviewees. The researcher asked questions that were in structured form and recorded the responses received. Interview method was used by the researcher because it enabled the researcher get variety of information from the hospital staff.

3.6.3 OBSERVATION

In this method the researcher used her bare eyes to see and record information, in this case the researcher used her normal senses to monitor, analyze and make conclusions according to the situation of the target population. The researcher observed how the employees were effective and skillful as a result of the training received. The researcher used non participative observation. This enabled the researcher observe directly in the work environment, tools and equipment used, inter-relationships with other workers and complexity of the job.

3.7 DATA COLLECTION INSTRUMENTS

Paper-ink questionnaires and notebooks, pens (for interview) were used as the tools for data collection.

3.8 DATA COLLECTION PROCEDURES

To be in position to collect data, the researcher first got a letter from the Faculty of Business Administration and Management at Uganda Martyrs University that identified her to the hospital in order to seek permission to carry out the research. The researcher then arranged and tested the tools to be used during the research like questionnaires, interviews and observation.

3.9 DATA ANALYSIS

According to Adèr (2008), Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. In analyzing the data the researcher used both qualitative and quantitative research designs.

Quantitative data was used to examine the relationship between the dependent variables and the independent variables using the Statistical Package for Social Scientist (SPSS) to analyze the data.

Qualitative data was compiled and interpreted in relation to the research objectives of the study. This information was thereafter presented in a narrative form, aided by verbatim reporting style.

3.10 ETHICAL CONSIDERATIONS

There was high level of confidentiality as all the information got from the respondents was kept private with an aim of safe guarding it.

The researcher did not force information out of the respondents, this is because no form of bribing was used to get information, and the information got was out of willingness.

The researcher tried to avoid deception in the process of carrying out the research and was honest, trustworthy about the aims, goals and procedures of the study.

3.11 LIMITATIONS OF THE STUDY

The researcher found a problem of limited information on training in the library because Human Resource text books were few especially on literature reviews and the researcher was forced to use other sources like internet which was at times slow.

Some of the employees at the hospital the researcher consulted were not being open enough to avail the researcher with the relevant information.

The researcher clearly explained the objectives of the study so as to make it simple for her to get the necessary information and the responded were not coerced in order to give information.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

The purpose of this study was to investigate why some employees still perform poorly after they have been trained in Mbarara Regional Referral Hospital. The chapter addresses and presents findings on the response rate, the socio-economic characteristics of respondents, followed by a detailed presentation and analysis of specific research objectives, hypothesis and conceptual framework that guided the study under chapter one and two. The findings were obtained from primary sources by the use of administered questionnaires that were given to respondents to fill in and an interview guide. The data was analyzed scientifically using SPSS computer package in calculating mean and standard deviation. The analysis and discussions of the findings are presented with the aid of tables, correlations and statements. This therefore provided the researcher with enough reliable information for the study.

4.1 DEMOGRAPHICS OF RESPONDENTS

A sample size of 50 employees was selected from Mbarara Regional Referral Hospital was used. A total number of 50 questionnaires were distributed and all of them were returned and completed with some of the questionnaires having been self-administered making a response rate of 100%.

The demographic characteristics of the respondents were deemed necessary because the respondents would give the satisfactory information on the study and the variables greatly depended on such information. These characteristics solicited data on the samples and this has

been presented below categorized into level of management, gender, age, education level and marital status.

4.1.1 Level of management

The researcher found it necessary to find out the different levels of management to which the respondents belong. It was deemed necessary to establish the level of management because the decision to train employees is made at various levels like senior and middle management levels.

Table 2 below shows the respondents level in organizational hierarchy

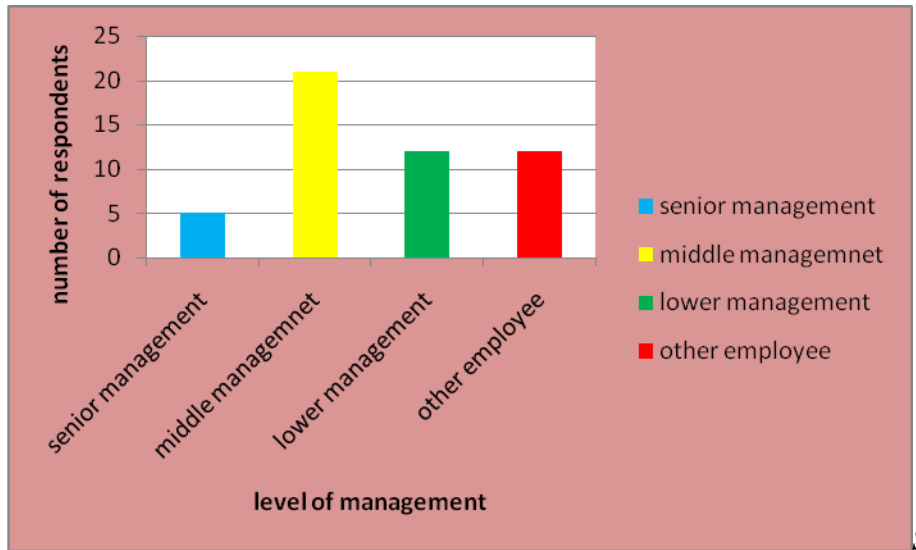
Table 2: Respondent Level in Organizational Hierarchy

	Frequency	Percent	Valid Percent	Cumulative Percent
Senior management	5	10.0	10.0	10.0
Middle Management	21	42.0	42.0	52.0
Low level	12	24.0	24.0	76.0
Other employee	12	24.0	24.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

From Table 2 above, the findings revealed that most of the employees who work for the organization comprise of the middle management that takes the highest percentage of 42%, these are comprised of doctors, accountants, administrators. Lower management was composed of 24% and these were mainly cleaners, sweepers. Other employees had a total percentage of 24% and these were mainly experts from other countries like India, Sweden. The senior management had the least percentage that comprised of 10% and is comprised of mainly senior doctors, specialists and board of directors.

Graph1: Respondents Level of management Composition



Source: Primary data

2014

4.1.2 Gender of Respondents

The researcher deemed it necessary to categorize the respondents in terms of gender that is to say female and male respectively. The number of respondents belonging to each category of gender is presented below:

Table 3 below shows the respondents gender categories

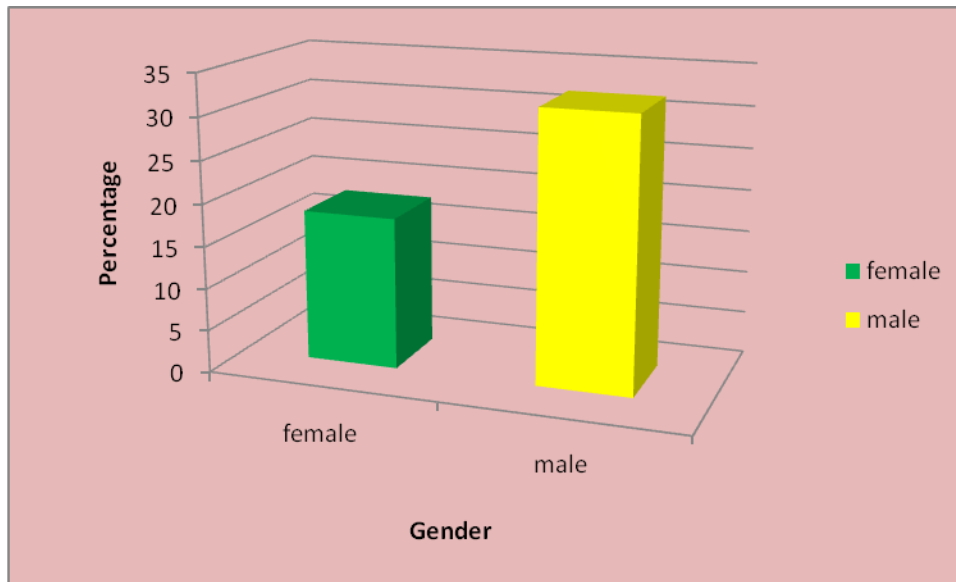
Table 3: Gender Categories of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	18	36.0	36.0	36.0
Male	32	64.0	64.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014 Table 3 above shows that the male respondents formed majority of the target population with

a total of 32 representing 64.0% while 18 respondents representing 36.0% were females. This confirms the assumptions that males prefer doing science courses compared to the females.

Graph2: Gender Composition of respondents



Source: Primary data

2014

4.1.3 Age Range of Respondents

The researcher also found it necessary to establish the age range of the respondents as the different people in different age classes have different perceptions of training. In determining the age range of respondents they were categorized in to in to different classes as presented and summarized in Table 4:

Table 4 below shows the different age range of respondents **Table 4: Age Range of Respondents**

Age range	Frequency	Percent	Valid Percent	Cumulative Percent
18-25	19	38.0	38.0	38.0
26-35	22	44.0	44.0	82.0
36-45	4	8.0	8.0	90.0
46-55	2	4.0	4.0	94.0
56 and above	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

From Table 4 above, majority of the employees that go for training are between eighteen to twenty five and twenty six and thirty five taking 38% and 44% respectively. This could be because most of them are fresh from the university and have no experience to carry out their obligations and duties to perform better in the organization. This therefore explains why these age categories have the biggest numbers.

4.1.4 Educational Levels of Respondents

The researcher found it necessary for the levels of education attained by the respondents to be established. The level of education attained by the different respondents was established so as to help relate their levels of management and their response. Different people of different education levels have different attitudes and perceptions towards training and hence affecting their responses with regard to how training impacts on employee performance.

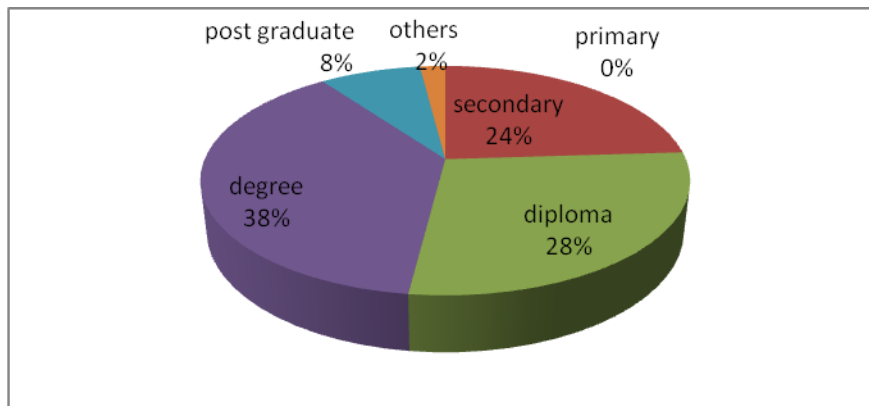
Table 5: Educational Levels of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Secondary	12	24.0	24.0	24.0
Diploma	14	28.0	28.0	52.0
Degree	19	38.0	38.0	90.0
Post graduate	4	8.0	8.0	98.0
Others	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

From the results presented in Table 5 above, majority of the respondents attained degrees comprising of 38% this indicates that the average number of employees who work in the hospital are degree holders. This was followed by the diploma holders who comprised of 28%. While 24% of the respondents reached secondary level. Those who attained post graduates were 8% and these are specialists, board of directors. Others levels of education attained were at 2% and these were primary level.

Pie chart 1: Composition of the Educational Levels of Respondents



Source: Primary data 2014

The pie chart above shows the different levels of education attained by the employees and majority of the employees have attained degrees and non in primary.

4.1.5 Marital Status of Respondents

The marital status of respondents was deemed necessary by the researcher to determine which of the respondents is more flexible towards training. In other words which marital status favors employees to go and attend training with more ease.

Table 6: Marital Status of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	26	52.0	52.0	52.0
Married	21	42.0	42.0	94.0
Divorced	1	2.0	2.0	96.0
Widower	1	2.0	2.0	98.0
Engaged	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

From Table 6 above, most employees are single taking a total percentage of 52% and this is because they easily move from one place to another since they are not attached to families hence it's easy for them to go training without difficulty. The married come second in line taking 42% because in most cases they have to provide for their families and they therefore go for training with hope of being compensated. The divorced, widower and engaged had 2% respectively.

4.2 TYPES OF TRAINING IN MBARARA REGIONAL REFERRAL HOSPITAL

The research also established the different methods that are used in Mbarara Regional Referral Hospital. The hospital uses a variety of methods to train its employees and these include use of tutorials, videos, hands on in case of practical work, internship, and seminars, these methods improve performance and also give employees experience hence they are in position to perform many tasks at the same time.

Table 7 below shows Responses to whether employees have ever had any form of training since you joined the Mbarara Regional Referral Hospital.

Table 7: Number of Respondents Formally Trained

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	42	84	84	84.0
No	8	16	16	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

From Table 7 above, 84% of the respondents have been trained is at the hospital. The organization has a training policy that gives guidelines and informs employees of the training opportunities that are available. Employees are therefore more certain to take advantage of the training opportunities offered by the hospital management. The other 16% of the respondents have not had any form of training these included mainly cleaners of the hospital. Some the respondents were asked why do not undergo any kind of training they replied saying that their jobs are not complex therefore easy to carry out and one can easily perform them without any kind of training. Some other respondents urged that some employees just do not want to undergo training because of the respondents negative attitudes

Table 8 below shows the level at which respondents perceive training

Table 8: Respondents Perception of Training

	Frequency	Percent	Valid Percent	Cumulative Percent
Very high	31	62.0	62.0	62.0
High	13	26.0	26.0	88.0
Neutral	5	10.0	10.0	98.0
Low	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

From Table 8 above, 62% of the respondents expressed a very high perception on training. This is because of the perceived benefits that training creates for employees. These benefits include acquiring new knowledge and skills, being able to become competent.

The extent to which technological necessities such as proper tools and equipment, materials, supplies and monetary support are perceived to be available during training contribute to a high level of perception on training. This explains the extent to which knowledge and skills acquired in training either will be used or constrained in the work setting.

Therefore with this kind of perception organizations invest in training to gain competitive advantage over other organizations, also to become efficient and effective. Respondents who had a high perception of training were 13 (26%), while 2% of the respondents expressed a low perception of training while none of the respondents expressed very low perception of training.

Table 9 below shows the respondents responses relating to off-the training

Table 9: Responses Relating to Off-The Job Training

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	29	58.0	58.0	58.0
Agree	17	34.0	34.0	92.0
Neutral	2	4.0	4.0	96.0
Strongly disagree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

Off- the job training is where the trainee learns outside the job and involves himself or herself in full time learning. With regard to Table 9 above table, 58% of the respondents strongly agree to the fact that off the training methods are used. This is because by using off the training methods enable the employees to concentrate on the training and there after apply the skills learnt on the job. The methods used mainly include lectures, audio visual techniques, tutorials, simulation, case studies. 34% of the respondents were neutral about the off the job training methods, 4.0% disagreed and 4.0% strongly disagreed.

The respondents who disagreed with the off the job training methods gave reasons such as the method not being effective as the employees are trained in an artificial class because they are unfamiliar with the environment. They further stated that there is no production during off the job training because the employees are kept away from the work place.

A Pearson's correlation coefficient was calculated between perception of training and the types of training methods.

The results of this coefficient have been presented in Table10 below;

Table10: Perception of Training and Types of Training Methods

		Perception on training	Types of training methods
Perception on training	Pearson Correlation	1	.323*
	Sig. (2-tailed)		.022
	N	50	50
Types of training methods	Pearson Correlation	.323*	1
	Sig. (2-tailed)	.022	
	N	50	50

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data 2014

From Table 10 above, the finding revealed a weak positive correlation at 0.323 and was significant at 0.05 between perception of on training and the types of training used for training. This shows low relationship between the two variables. This could be attributed to the negative attitudes towards certain training methods by employees. Though using different methods of training enables an employee to gain variety of skills, wide knowledge and also enables them to perform different tasks, the correlation results reveal otherwise.

4.3 RELATIONSHIP BETWEEN TRAINING AND EMPLOYEE PERFORMANCE IN MBARARA REGIONAL REFERRAL HOSPITAL

The research also established the view of the respondents on the relationship between training and employee performance. Respondents were required to give their view by selecting from the options that indicate whether they strongly agree, agree, neutral disagree and strongly disagree.

The results regarding to this relationship have been summarized below.

Table 11 below shows the level at which respondents assume training relatesto performance of employees.

Table 11: Respondents Perception of Training and Performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	23	46.0	46.0	46.0
Agree	20	40.0	40.0	86.0
Neutral	3	6.0	6.0	92.0
Disagree	4	8.0	8.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

From Table 11 above analysis, there is a strong relationship between training and performance as this was confirmed by majority of the respondents who strongly agreed taking 46%. Respondents gave reasons for the positive relationship training has on performance urging that training generates benefits on both employees and the organization they work for through the development of skills, knowledge, abilities to perform, competencies and behaviors.

This relates to Armstrong (2000) argument that employee training is a tool that managers can utilize to help employees bridge the gap between their present level of performance and their desired level of performance.

According to Armstrong (2000) training has a direct relationship with performance and he defends this by saying that training is a formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience. Armstrong continues to urge that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. More so trained employees are more confident in their performance and decision making.

A Pearson’s correlation coefficient was calculated between perception of training and how training relates employee performance. The results of this coefficient have been presented below;

Table 12 shows the correlation between perception on training and how training relates to employee performance.

Table 12: Pearson Correlation on Perception of training and performance

		Perception on training	Relationship between training and employee performance
Perception on training	Pearson Correlation	1	.243
	Sig. (2-tailed)		.089
	N	50	50
Relationship between training and employee performance	Pearson Correlation	.243	1
	Sig. (2-tailed)	.089	
	N	50	50

Source: Primary data 2014

From the Table 12 above, the findings revealed that the correlation is very weak but positive of $r(50) = 0.243$ on the perception and the relationship between training and performance. According to this, training has no direct relationship with performance in modifying the behaviors of the

employees through learning of new skills as result of education, instruction and experience. The correlation coefficient being positive matches the findings from the respondents since both indicate the relationship between training and employee performance to be positive though the coefficient positivity is very weak.

4.4 IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE IN MBARARA REGIONAL REFERRAL HOSPITAL.

The research also established the impact training has on the performance of employees in Mbarara Regional Referral Hospital. The research established that training has a positive impact on the performance of employees. Training enables employees perform better, meet their targets, become productive, acquire new knowledge, it also enhances skill development, as well as enabling employees become efficient and effective in their work.

Table 13 below shows responses in regard to whether training has a significant impact on performance of employees

Table 13: Respondents Perception of Training and its Impact

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	34	68.0	68.0	68.0
Agree	10	20.0	20.0	88.0
Neutral	3	6.0	6.0	94.0
Disagree	1	2.0	2.0	96.0
strongly disagree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

With regard to Table 13 above, 68% of the respondents strongly agreed that training has a positive or strong impact on performance. Respondents gave reasons for the positive impact of training on performance urging that training generates benefits for the employees. Such benefits include; new knowledge and skills as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior.

This is in agreement to Wiele 2010 argument that human resource practices such as training significantly contribute to increased performance of the organization or firm as well as the employees especially in the era of knowledge and information.

Wiele (2010) continues to say that organizational managers will consider a positive impact if training benefits in form of increased productivity and if the organization slows in production levels then training will have brought a negative impact on the organization thus employers will only engage in training if they expect a positive return in the form of increased firm performance. Whereas 20% of the respondents just agree, 6% said that the impact of training on performance is neutral, 2% disagreed and 4% strongly disagreed.

A Pearson's correlation coefficient was calculated between the perception of training and impact of training on employee performance.

The results of this coefficient have been presented below:

Table14: Perception of Training and the Impact of Training on Performance

		Perception on training	Impact of training on performance
Perception on training	Pearson Correlation	1	.239
	Sig. (2-tailed)		.095
	N	50	50
Impact of training on performance	Pearson Correlation	.239	1
	Sig. (2-tailed)	.095	
	N	50	50

Source: Primary data 2014

From Table 14 above, the findings also established a weak positive Pearson correlation of 0.239 on the perception on training and the impact of training on the performance of employees. The correlation is positive because of the benefits that training offers to the employees. Through training, employees are able to gain knowledge, new skills; they are able to become efficient and effective in their jobs. The weak positive correlation may be attributed to negative attitudes of employees towards training.

4.5 LEVEL AT WHICH CHALLENGES AFFECT THE EMPLOYEES DURING TRAINING IN MBARARA REGIONAL REFERRAL HOSPITAL

The research also established the level challenges affect training and also establish the possible solutions. The research established challenges such as limited training institutions, poor communication between the management and its employees. The possible solutions established were improving communications to encourage information sharing, proper management.

Table 15 below shows respondents responses in regard to the level at which challenges affect training.

Table15: Respondents perception on the Level at Which Challenges Affect Training

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	17	34.0	34.0	34.0
Agree	20	40.0	40.0	74.0
Neutral	8	16.0	16.0	90.0
Disagree	3	6.0	6.0	96.0
strongly disagree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

With regard to Table 15 above, most of the respondents agreed that the levels at which challenges affect training is high. The respondents gave some of the challenges such as lack of enough equipment to be used during training, lack of funds to pay the trainers and sponsor the trainees. 34% strongly agreed that challenges affect training, 40% agreed, 16% neutral, 6% disagreed and 4% strongly disagreed. Some of the respondents were asked to give possible solutions with regard to the challenges.

The respondents think proper channels of communication should be established, more training institutions should be put in place and the training should match the employee’s job in order to reduce these challenges.

A Pearson’s correlation coefficient was calculated between perception and level at which challenges affect training. The results of this coefficient have been presented below:

Table 16: perception on training and the level at which challenges affect training

		Perception on training	Level at which challenges affect training
Perception on training	Pearson Correlation	1	-.115
	Sig. (2-tailed)		.425
	N	50	50
Level at which challenges affect training	Pearson Correlation	-.115	1
	Sig. (2-tailed)	.425	
	N	50	50

Source: Primary data 2014

With regard to Table 16 above, the correlation coefficient presents the relationship to be negative as indicated $r(50) = -0.115$ this indicates that there is a negative relationship between the perception of training and the level at which challenges affect training.

According to the respondents, the challenges are mainly on the individuals that is to say negative attitudes towards training, poor communication between the management and the employees, lack of enough training institutions that affect training greatly. Other reasons for the negative correlation could be that training is seen as part of duty and not a learning process. The results of the correlation coefficient do not agree with the findings earlier presented. Despite the view of

majority of the respondents that the level of challenges affects training, the correlation states otherwise and the results of the correlation will be considered for the purposes of this research.

4.6 CONCEPTUAL FRAME WORK

The research as prior noted in 4.3 established the relationship between training and employee performance. The majority of the respondents strongly agreed that training has a direct relationship with employee performance. This was illustrated by 46% of the respondents. The study also did a Pearson Correlation and it was established at 0.243.

This relationship was put to test against intervening variables: level of education and position held.

The intervening variable position held was also tested to determine its impact on training and employee performance. Respondents were asked to give their views on whether position held affects the relationship between training and employee performance. This was done by selecting from the options of strongly agree, agree, neutral, disagree, strongly disagree. Below are the responses.

Table 17 below shows the level at which respondent assumes the position held can affect training and performance.

Table 17: Responses on Whether the Position Held Affects Training.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	17	34.0	34.0	34.0
Agree	23	46.0	46.0	80.0
Neutral	5	10.0	10.0	90.0
Disagree	4	8.0	8.0	98.0
Strongly disagree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

From Table 17 above, 34% of the respondents strongly agree that the position held can affect training, majority of the respondents agree with 46%. The respondents support the high percentages as they argue that if one is holding a sensitive position of office they should go for continuous training to gain new skills, and knowledge for better decision making hence leading to improved performance. 10% neutral, 8% disagree and 2% strongly disagree.

A Pearson's correlation coefficient was calculated to determine if there exists a relationship between the position held and training.

Table 18 below Presented the results of the correlation.

Table 18: Pearson Relationship on Perception of Training and Position Held

		Relationship between training and performance	At what level does the position held affect training and performance
Relationship between training and performance	Pearson Correlation	1	.123
	Sig. (2-tailed)		.395
	N	50	50
At what level does the position held affect training and performance	Pearson Correlation	.123	1
	Sig. (2-tailed)	.395	
	N	50	50

Source: Primary data 2014

The correlation coefficient as presented in the above Table (18) is a weak positive is as $r(50) = 0.123$, $P < 0.0$. The reason for this correlation is that most of the employees holding high positions do not want to go for training because they are comfortable with where they are.

The study also measured Level of education (Intervening variable). This relationship was tested under the conceptual frame work with respondents being asked to give their view on the existence of a relationship between level of education and how it can affect training. This was by selecting from options of strongly agree, agree, neutral, disagree, strongly disagree. Presented below are the results of the respondents.

The table 19 below shows the level at which the respondents think the level of education can affect training

Table 19: Level At Which Education Affects Training

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	24	48.0	48.0	48.0
Agree	13	26.0	26.0	74.0
Neutral	5	10.0	10.0	84.0
Disagree	6	12.0	12.0	96.0
strongly disagree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

From Table 19 above, analysis 48% of the respondents strongly agree that level of education can influence training where 26% agree. This is because training an educated is easy as they easily understand the concepts they are taught than the ones that have never been to school. The study also established 10% of the respondents it was neutral on the level at education affects training, 12% disagreed and 4% strongly disagreed.

The findings also revealed that 12% and 4% of the respondents who disagree with the fact that the level of education does affects training urging that training does not depend on ones level of education but their retention level and that's why a very educated person can be taken for training and cannot perform and that one of low level of education performs better yielding more results. A Pearson's correlation coefficient was calculated to determine if there exists a relationship between the level of education and training.

Table 20 below presented the results of the correlation. **Table 20: Pearson Relationship between Level of Education and Training**

		Relationship between training and performance	At what level does the education level affect training and performance
Relationship between training and performance	Pearson Correlation	1	.509**
	Sig. (2-tailed)		.000
	N	50	50
At what level does the education level affect training and performance	Pearson Correlation	.509**	1
	Sig. (2-tailed)	.000	
	N	50	50

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

Source: Primary data 2014

The results of the correlation coefficient from Table 20 above pointed out that there exists a moderate relationship of 0.509 between the education level and training. This relationship is significant at 0.01. The possible reasons for the above correlation coefficient could be that the highly educated employees have positive attitudes towards training, high level on perception of training. This means that the educated employees easily embrace training and look at it as an opportunity to develop their skills and widen their knowledge.

4.7 HYPOTHESIS

The researcher deemed it necessary to test the hypothesis which has been presented in chapter One. It was tested in one aspect that is to say; training has a significant relationship with performance. The finding of this testing have been presented below.

Table 21 below shows responses in regard to whether has training has a significant relationship with performance.

Table 21: Significant Relationship Between Training and Performance

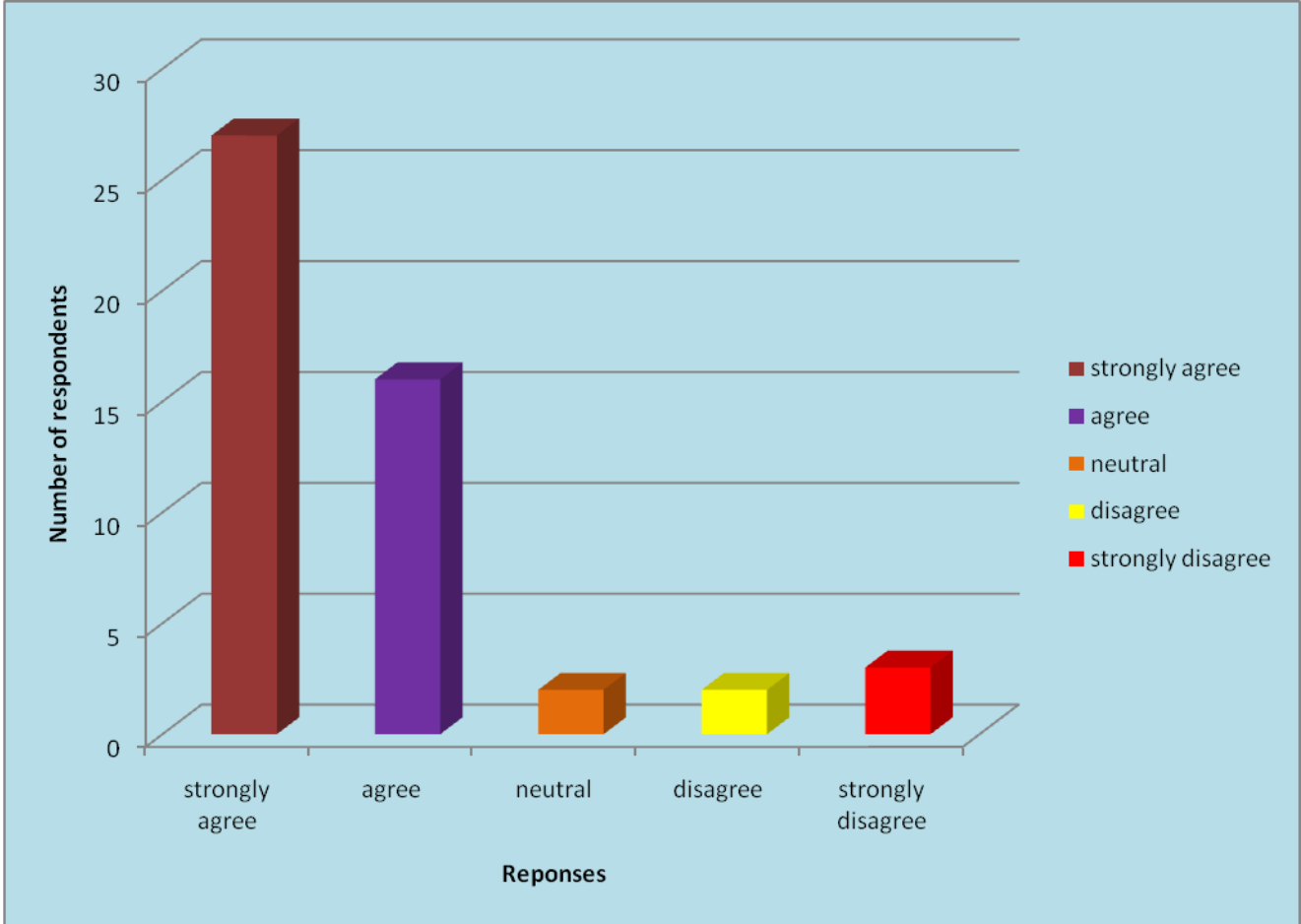
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	27	54.0	54.0	54.0
Agree	16	32.0	32.0	86.0
Neutral	2	4.0	4.0	90.0
Disagree	2	4.0	4.0	94.0
Strongly disagree	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Source: Primary data 2014

With regard to Table 21 above, 54% of the respondents strongly agree with the fact that training has a significant relationship with performance. Some of the respondents were interviewed and gave reasons for the existence of a positive relationship between training and performance. They urged that training generates benefits like improvement of skills, ability to acquire new knowledge which increases their productivity. This relates Evans 1999 argument that training plays a significant role in the development of organizations enhancing performance as well as increasing productivity and ultimately putting the organization in the best position to face

competition and stay on top and therefore has a significant relationship with performance since it generates new skills, knowledge, abilities to the employees enabling them to perform better.

Graph 3: Composition of the relationship between training and performance



Source: Primary data 2014

A Pearson's correlation coefficient was calculated to determine the perception of training and level at which training has a significant relationship with performance. Below are the results of the correlation.

Table 22 below presents the perception of training and the level at which training has a significant relationship between training and employee performance.

Table 22: Pearson Relationship on Perception of Training and Employee Performance

		Perception on training	Training has a significant relationship with performance
Perception on training	Pearson Correlation	1	.150
	Sig. (2-tailed)		.300
	N	50	50
Training has a significant relationship with performance	Pearson Correlation	.150	1
	Sig. (2-tailed)	.300	
	N	50	50

Source: Primary data 2014

The results of the correlation coefficient from Table 22 pointed out that there a weak positive relationship between perception of training and whether training has a significant relationship employee performance as $r(50) = 0.150$. The possible reasons for the above correlation coefficient could be that employees have low perceptions of training and also the negative attitudes towards training.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter brings out the summary, conclusions and recommendations on the topic impact of training on employee performance and this can be used for further research in future especially on this topic. It also points out areas where the organizations should improve so as to yield better results and performance. The summaries are based on the objectives, conceptual frame work and hypothesis of the study as presented in chapter one and they are discussed below.

5.1 SUMMARY OF THE FINDINGS

The study was conducted with a set of research objectives which relate directly to the research questions and research was carried out in Mbarara Regional Referral Hospital to determine the impact of training on employee performance. The summaries are based on the objectives, conceptual frame work and hypothesis of the study as presented in chapter One and are discussed below:

5.1.1 Types of training methods used in Mbarara Regional Referral Hospital

From the findings in chapter four, off the job training methods are commonly used in Mbarara Regional Referral Hospital with 58% of the respondents who strongly agreed. The methods used are; job rotation, field work, classroom training, seminars and use of tutorials. Varieties of methods are used so as to widen the knowledge of the employees, increase on their flexibility that

is to say they can easily do a number of jobs thus increasing individual competency. This has helped employees increase on their productivity and output.

5.1.2 Relationship between training and employee performance in Mbarara Regional Referral Hospital

From the data analysis in chapter four, there exists a positive relationship between training and employee performance. This positive relationship was supported by 46% of the respondents who strongly agreed and 40% who just agreed. The relationship exists in a sense that the trained employees are able to perform better, have high skill, new knowledge and in position to perform multiple tasks. Therefore organizations that train their employees are in position to compete favorably than those that do not. The Pearson's correlation coefficient calculated for this relationship also turned out positive at 0.243.

5.1.3 Impact of training on employee performance in Mbarara Regional Referral Hospital

The researcher found out that training has a significant impact on performance of employees as this was confirmed by majority of the respondents. This was confirmed by 68% of the respondents who strongly agreed that training has significant impact on employees' performance. This is because training affects their productivity and performance positively by through attainment of new skills, knowledge and information that enables them to carry out their job obligations efficiently and effectively as well as perform better. But this does not necessarily mean that training impacts positively on all employees as this was confirmed by 6% of the respondents who disagreed and strongly disagreed with training having a significant impact on employee performance. Some of the employees still perform poorly mainly because of the

challenges faced during training and this could be due to negative attitudes towards the training program, very short period for the training, stress that is to say too much work.

5.1.4 Level at which challenges affect training in Mbarara Regional Referral Hospital and possible solutions.

The research also aimed at finding out the challenges faced during training and most of these challenges are within the organization, and from the findings some of the challenges include poor management in the organization, wrong training given to the employee and lack of benefits for those who go for training. Majority of the respondents agreed that the level at which challenges affect training is high, these were comprised of 40% respondents. The solutions that the research provided include carrying out a needs assessment to determine the kind of training each employee needs to be given, proper communication channels and good management styles.

5.1.5 Conceptual frame work

The findings indicated a positive relationship between the independent variable (training) and the dependent variable (performance) most of the respondents agreed that training affects performance of employees positively by increasing their productivity in terms of output.

The level of education as an intervening variable was regarded to have a positive relationship on training and the performance of employees. 48% of the respondents strongly agreed that level of education can influence training, 26% agreed. A Pearson correlation was also calculated between the relationship between the level of education and training; it was established at 0.509 and this shows a strong positive correlation, it was significant at 0.01.

The findings also showed that the position held can affect the level of training and performance. From chapter four the analysis revealed that 80% of the respondents supported the view that the position held can actually affect training as well as performance. 34% strongly agreed and 46% of the respondents agreed respectively. A Pearson correlation was also calculated between the relationship between the position held and training and performance; it was established at 0.123 and this shows a positive correlation but indicates that there exists no relationship between the two variables.

5.1.6 Hypothesis

The results tested the hypothesis (there is a significant relationship between training and performance) most of the respondents 27, 54% strongly agree and 16, 32% agree. However the Pearson correlation shows that the relationship is weak. This can be attributed to no promotions given to the employees after training, others attend training because it is a policy of the organization.

5.2 CONCLUSION

The Conclusions were derived from the findings of the study and these conclusions have been presented below:

5.2.1 Types of training carried out in Mbarara Regional Referral Hospital

Training methods used by the organization to train its employees can either bring positive or negative results. Therefore before training is carried out, the needs of the trainees should be identified, the factors leading to training and the attitudes towards the training program. This is because performance is affected the nature of the training program provided by the organization

to its employees. If the right method is used the its bound to produce or generate positive results. If all these are put into consideration, then the results from training will substantially increase the level of productivity in the organization leading to better performance brought about by efficiency and effectiveness.

5.2.2 Relationship between training and employee performancein Mbarara Regional Referral Hospital

The relationship between training and employee performance was presented to be positive by both the respondents and the correlation between perception of training and employee performance. It can therefore be concluded that the relationship between training and employee performance is positive.

5.2.3 Impact of training on employee performance in Mbarara Regional Referral Hospital

In conclusion, training has a strong, positive or significant impact on the performance of employees in organizations. This is because training does not only equip employees with new skills and becoming more efficient but also increases their knowledge on different aspects which makes the employees proficient and more productive.

5.2.4 Level at challenges affects training in Mbarara Regional Referral Hospital andpossible solutions

With regard to the findings, majority of the respondents agree that level at which challenges affect training is high. Organizations challenges in trying to train their employees and the most of these challenges are found on the job. This therefore means that training of employees comes with its

own challenges, but never the less, solutions have to be established in order to overcome these challenges for training to yield positive results.

5.2.5 Conceptual frame work

The relationship between the independent variable that is training and the dependent variable that is performance, both variables were presented to have positive relationship by both the respondents and the correlation coefficient as calculated.

The intervening variables; level of education and position held were presented by the respondents showed a positive relationship on employee performance. However the correlation of the intervening variable; level of education indicated a very strong relationship while the correlation of the intervening variable on the position held indicated a very weak but positive relationship hence the position held does not affect training and employee performance.

5.2.6Hypothesis

The test on the hypotheses (training has a significant relationship with performance) was positive. The correlation coefficient on the hypothesis was weak though positive this showed no relationship between the two variables.

5.3 RECOMMENDATIONS

1. Training should be seen not only as the thread that ties together all human resource practices, but also as the instrument for establishing and signaling when and how work practices should change. In other words, employees of Mbarara Regional Referral Hospital should take on the role of organizational change agents.
2. Identification of training needs through carrying out the needs assessment should be done more professionally in conjunction with the line human resource manager as well as the individuals involved. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance.
3. Objectives should be SMART that is to say Specific, Measurable, Achievable, Realistic and Timely and unambiguous. The training should develop individual as well as meet the needs of the organization. Objectives should also include performance targets, measures standards and should be seen as attainable by individuals. Also a basis for motivating through intrinsic and extrinsic rewards should be provided as this will lead to commitment and improved performance.

5.4 AREAS FOR FURTHER REASERCH

Factors affecting employee performance are diverse and should not only be limited to training; therefore further research has to be carried out to determine other factors that could possibly affect employee performance. This is because training cannot be assumed as the only factor that affects employee performance.

Further research should also be carried to find out why some employees do not perform better and meet organizational expectations. The reasons for this kind of poor performance even after training should be ascertained by doing further research.

It can therefore be concluded that Corporations, organizations and businesses need to grow should innovate continuously, pursue sustained development and cope with rapid changes in their external environments, as well as increasingly competitive international markets. Hence, organizations need to strengthen or expand the knowledge base, skills, and abilities of their employees. For this purpose, education and training must be incorporated into a systematic and formal system if the goals of employees and corporation are to be attained (Liu, 2002; McGehee & Thayer, 1961).

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APPENDIX 1: QUESTIONNAIRE

Dear respondent,

I am by the names of Acom Pauline, a student of Uganda Martyrs University, Nkozi campus pursuing a bachelor's degree in Business Administration and Management. I am carrying out research on the Impact of Training on Employee Performance in Organizations. I am kindly requesting you fill in this questionnaire since the information that you will provide me will make the research comprehensive and I promise you the highest level of confidentiality.

SECTION A REpondENTS BIO DATA

Please tick the box after the specific category in which you fall

Level of management: (please tick the appropriate)

Senior management Low level middle management

Other employee (specify)

Sex please tick the appropriate Female Male

Age please tick the appropriate

18-25 26-35 36-45 46-55 56 and above

Level of education: (a) primary (b) secondary (c) diploma (d) degree

(e) Post-graduate Others

Marital status

Single married Divorced Widower engaged others

SECTION B To determine the types of Training in Mbarara Regional Referral Hospital

Have you ever had any form of training since you joined the Mbarara Regional Referral Hospital?

Yes ()

No ()

If yes, list any three (3) types or forms of training given to you.

.....

.....

.....

On a scale 1-5 , what is your perception on training ?

1 (Very High)	2(High)	3(neutral)	4 (Low)	5(Very Low)

Give reasons

.....

.....

On a scale 1-5 is the training conducted in Mbarara Regional Referral Hospital mainly off the job?

1 (strongly agree)	2 (agree)	3 (neutral)	4 (disagree)	5 (strongly disagree)

Give reasons

.....

.....

SECTION C Assess the impact of training on employee performance in Mbarara Regional Referral Hospital.

On a scale 1-5 at what level do you think training has a significant impact on performance?

1 (strongly agree)	2 (agree)	3 (neutral)	4 (disagree)	5 (strongly disagree)

Give reasons

.....

.....

SECTION D To establish the relationship between training and employee performance in Mbarara Regional Referral Hospital

On a scale 1-5 at what level do you think training relates performance?

1 (strongly agree)	2 (agree)	3 (neutral)	4 (disagree)	5 (strongly disagree)

Please give reasons

.....

.....

SECTION E To find out the level at which challenges affect the employees during training in Mbarara Regional Referral Hospital and establish possible solutions to the challenges being faced during training

On a scale 1-5, at what level do you think challenges are experienced during training?

1 (strongly agree)	2 (agree)	3 (neutral)	4 (disagree)	5 (strongly disagree)

Please give reasons

.....

.....

SECTION F Hypothesis

On a scale 1-5, at what level does training have a significant relationship in the performance of employees in Mbarara Regional Referral Hospital?

1 (strongly agree)	2 (agree)	3 (neutral)	4 (disagree)	5 (strongly disagree)

Please give reasons

.....

.....

SECTION G Conceptual Frame work

What is the relationship of training on employee performance in Mbarara Regional Referral Hospital?

On a scale 1-5 at what level do you think training has a significant impact on performance?

1 (strongly agree)	2 (agree)	3 (neutral)	4 (disagree)	5 (strongly disagree)

Give reasons

.....

.....

On a scale 1-5, does the level education affect the performance of employees in Mbarara Regional Referral Hospital?

1 (strongly agree)	2 (agree)	3 (neutral)	4 (disagree)	5 (strongly disagree)

Please give reasons

.....

.....

On a scale 1-5, does the position held affect the performance of employees in Mbarara Regional Referral Hospital?

1 (strongly agree)	2 (agree)	3 (neutral)	4 (disagree)	5 (strongly disagree)

Please give reasons

.....

.....

APPENDIX 2: INTERVIEW GUIDE

1. Do you view training as something very essential for the growth of this organization?
2. What criteria do you use to find out if you employees need to be trained?
3. Does the organization train its own employees or at times it gets trainers from outside?

4. What impact is training having on the employees' output, efficiency, effectiveness?
5. How much time is there between the training periods or for how long is an employee supposed to work before being trained again?
6. Does the training incorporate the vision and mission statement of the organization?
7. Does the training contribute to the organization's competitive advantage with other hospitals?

Thanking you for your participation.