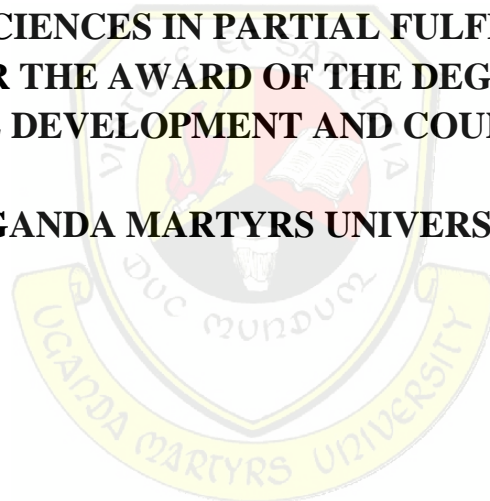


**THE IMPACT OF STAFF TRAINING ON THE PERFORMANCE OF
EMPLOYEES IN FORSTER HOMES: A CASE STUDY OF WATOTO
CHILD MINISTRIES AND GOOD SAMARITAN CHILDREN'S HOME IN
KAMPALA DISTRICT**

**A DISSERTATION SUBMITTED TO THE FACULTY OF HUMANITIES
AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE BACHALORS OF
SOCIAL DEVELOPMENT AND COUNSELING**

UGANDA MARTYRS UNIVERSITY



**NAKAYIWA ANGELLAH
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DEDICATION

This piece of work is dedicated to my parents in appreciation of their efforts and contribution towards my education. It also serves as an encouragement to my siblings in their entire quest for knowledge and education.

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I also wish to acknowledge Uganda martyrs university staff for and administration for having given me an opportunity to study from the university and the support provided through the various services offered to me at the university.

Abstract

The study took place in Kampala District under the aim of establish the impact of staff training on the performance of employees in Selected Foster homes; A case study of Watoto children ministries and Good Samaritan children's home. The study was guided by four objectives which included to Identify the various training methods that are used by the selected Foster homes, to establish the relevance of staff training to the performance of staff in selected foster homes, to find out whether employees in selected foster homes are given jobs in their areas of training and to recommend how staff performance can be improved in foster homes.

The study focused on the case study approach as a research strategy. The case study approach refers to an in-depth study or investigation of a contemporary phenomenon using multiple sources of evidence within its real-life context.

The study population comprised of the staff from the selected foster homes and the human resource managers of the selected foster homes. The sample size constituted of 50 people in total which include 45 staff and 5 human resource managers and the methods of data collection included face-to -face interviews and also questionnaires.

Findings indicated that the most common staff training received was training course and development programs 15 (30%), which was followed by job rotation and transfers 10 (20%), coaching or mentoring 10 (20%), orientation 8 (16%) conferences 5 (10%) and role playing 2 (4%) (Illustrated in table 5). Findings also indicated that staff training has mostly helped staff towards improving their knowledge and skills 20 (40%), enhance responsibility 12 (24%), increase in the confidence and commitment 7 (14%), change trainee's attitude 7 (14%) and provides the needed recognition 4 (8%) illustrated in table 6).

The recommendations towards improvement of training methods include designing better training methods, analyzing the organization needs and identifying training goals, implementing better training packages, developing better training packages and evaluate training

In conclusion the study was successfully carried and the researcher was able to fulfill the objectives of the stud

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

There is no doubt that organizations worldwide are striving for success and out-competing those in the same industry. In order to do so, organizations have to obtain and utilize her human resources effectively (Becker and Gerhart, 2014). Organizations need to be more realistically towards keeping their human resources up-to-date. In so doing, managers need to pay special attention to all the core functions of human resource management as this plays an important role in different organizational, social and economically related areas among others that are influential to the attainment of the organizational goals and thus organizations successful continuation in the market. This study, therefore, goes on to discuss one of the core functions of human resource which is training, employee performance, and how the earlier affects the latter (Heathfield, 2013).

Despite the obvious significance of training, the enormous expansion in the content of training programs over time has largely been taken for granted. Some Human Resources Departments rarely question the necessity and appropriateness of training a particular employee at a particular time. Often times, there are ulterior motives why employees are sent on training (Mourdoukoutas, 2013) found out that some of those organizations that neglect employee training do so because of the huge cost of training and the fear of losing those employees after training them.

This chapter of the proposal involves the background of the study which points out literature from various sources, i.e. global context, continental context, in Uganda up to the area of study, this chapter also portrays the problem statement, objectives of the study, research questions, scope of the study, significance of the study and operational definitions

1.1 Background of the Study

The history of training in business organizations is as long as the entire history of business organizations (Miller, 2014:3). This is because the knowledge base or skills of the normal employees in the labour market is not sufficient for the specialized tasks within the organizations. However, the academic study of various forms of training did not start until about a century ago, when researchers started a branch of research under the name of “vocational training” (Salas and Cannon Bowers, 2001).

The beginning of the twentieth century and especially after World War II saw the widespread of training programs among organizations, involving more and more employees and also expanding in content (Luo, 2000). In the 1910s, only a few large companies such as Westinghouse, General Electric, and International Harvester had factory schools that focused on training technical skills for entry-level workers. By the end of 1990, forty percent of the Fortune 500 firms in America had a corporate University or learning center (Meister, 2014)

Today, we are witnessing an overwhelming number of research studies from both descriptive and prescriptive traditions, focusing on several characteristics of training programs as well as their costs and benefits for business organizations (Becker and Gerhart, 2014). At the same time, organizations have come to better understand the significance of training for their survival in knowledge-intensive and volatile markets of this era, and thus have increasingly acknowledged the profitability of developing their human resources through various forms of training (Berge, 2001; Salas and Cannon-Bowers, 2001). Human resource capital of any organization plays an important role, thus training and retraining helps in fortifying employees (Khan, Khan and Khan, 2011).

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According to Heathfield (2013), the right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution. Human resource management is today considered as a strategic partner of the other functional areas of business organization, namely; marketing, finance, production, purchasing, management information systems and administration.

The human resource of any organization is that which is expected to bring about the competitive difference, since the success or failure of an organization is dependent on the quality of this resource as well as its orientation. This is based on the notion that human resource is the competitive advantage a business organization has. This is because as said earlier, while equipment, infrastructure, methods of production, packaging and distribution strategies could all be copied by other competitive organizations, however the innate quality, innovativeness, knowledge, abilities and skills of the human resource cannot easily be copied.(Heathfield, 2013). Training is a very important part of the human resource development (HRD) activity of human resource management practice. For employees to carry out their duties effectively and efficiently they must have the relevant skills, knowledge, values, attitudes and competencies and well as understand their organization's culture. More often, newly employed do not have all the competencies usually required for successful or excellent performance on their jobs.(Meister, 2014)

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1.2 Problem Statement

Despite the increasing effects on training of organizational employees by organizations, there is still limited literature on human resource development issues in developing countries (Debrah & Ofori 2006, 440) and increasing concerns from organizational customers towards low quality services in the telecommunications sector

It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Harvey 2002; Harvey, Matt & Milord 2002; Jackson 2002; Kamoche 2002; Kamoche, Debrah, Hortwiz & Muuka 2004; Kraak 2005) have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of training on employee performance.

The perception of employees on training has a greater impact on the success of any organization. If the employees are satisfied with the training policies of the organization, this will have a positive impact on the organization's productivity (Debrah and Ofori, 2015)

The procedure and process usually adopted by some Human Resource Departments in the identification of those employees that require training are worrisome. Whereas most of the literature put it clear but it's not the same in these foster homes, most employees are performing so poorly which has affected the production of work in the foster homes due to the lack of proper training system that is meant to improve the performance of the employees and also the Management is sometimes reluctant to adopt to the training system because they fill that its expensive and time consuming.

This study will therefore contribute in minimizing this gap in the literature and thereby establish the basis to understanding of some aspects of human resource management in general and

training in particular in selected Foster homes.

1.3 Objectives of the Study

1.3.1 General Objective

To establish the impact of staff training on the performance of employees in Selected Foster homes

Specific Objectives

- a) To identify the various training methods that are used by the selected Foster homes
- b) To establish the relevance of staff training to the performance of staff in selected foster homes
- c) To find out whether employees in selected foster homes are given jobs in their areas of training
- d) To recommend how staff performance can be improved in foster homes

1.4 Research Questions

- 1) What various training methods are being used in foster homes?
- 2) What is the relevance of staff training to the development of selected foster homes?
- 3) Are employees in selected foster homes given jobs in their areas of training?
- 4) How can staff performance be improved in foster homes?

1.5 Scope of the study

1.5.1 Conceptual Scope

The study is limited to identifying the various training methods that are used in selected foster homes, to establish the relevance of staff training to the development of foster homes, to find out whether employees in selected foster homes are given jobs in their areas of training, to investigate how staff performance can be improved in selected foster homes

1.5.2. Geographical Scope

The study was conducted in Watoto child ministries and Good Samaritan. Watoto child care ministry is located in Kampala Central division although the ministry has many branches in Kampala. Started in 1994, Watoto Child Care Ministries is a branch of the Watoto Church in

Uganda that builds villages with schools, churches, medical centers, and homes and populates them with new families built from orphans and widows, the ministry looks over 500 children in Kampala and all over the country

Good Samaritan Children's home Uganda is a Christian non-profit organization focused on transforming the body, mind, and soul of the poor in the republic of Uganda and its located In Bugolobi, Nakawa Sub County Kampala

1.5.3 Time Scope

The researcher considered a time scope of 5 years that is to say from 2011 to 2015, this time scope was chosen because it gave the researcher enough literature regarding the study

1.6. Justification of the Study

Notwithstanding the vast investment in training by the foster homes over the past few years, the service is still confronted with a lot of challenges in achieving its vision and mission statements. These challenges include poor performance of employees, poor quality of work, late submissions and the need to constantly upgrade the skills of foster home staff to cope with new trends in efficient service delivery.

Training and employees' performance has direct relationship with each other. With the help of training employees can gauge their performances, identify and improve their weaknesses and turn out to be expert in their jobs and thus, tend to give better results. Training and development has the distinctive part in the attainment of an organizational goal by integrating the interests of organization and the workforce (Stone R J. Human Resource Management, 2002). No any doubt exists against the fact that training is significant in all aspect for an organization. Organizations in order to measure the employees' performance, has set up certain standards. Employee performance management is a procedure that organisations acquire to make sure that their employees are participating to producing a high quality product or service. Employee performance management supports the employee to contribute in the planning for the organization, and look forward to a role of the employee as motivated to perform at a high level

The purpose of this study is therefore to identify the impact of staff training on the performance of employees in Foster homes in Kampala District

1.7 Significance of the study

The study is relevant because it acts as one of the major requirements in the award of a degree in social development and counseling of Uganda Martyrs University.

The study contributed a lot in building the researcher's knowledge in doing research and organizational operations.

The human resource managers may benefit from this study in the way that it provided them with information regarding employee training in their organizations, which includes methods of employee training, benefits, challenges and measures to addressing employee training challenges.

This research may benefit the employees in foster homes in the way that it availed them with much more information regarding employee training and its benefits to staff towards improving their employee performance in the organization.

The study is to be used as a future reference for the coming researchers on studies/research on employee training

The research would not only add to works that have been done in this area, but also provoke further research into the training and development of senior members of both academic and administrative staff and its resultant effect on the achievement of the objects

1.8 Definition of key concepts

Meaning of training

DeCenzo & Robbins (2014), explain training as a "learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job".

This mean training must be designed in such a way that, it will involve the either the changing or enhancing of skills, knowledge, attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors.

Training thus consists of planned programmes designed to improve performance at the individual, group or organizational levels, (Cole, G.A. 2014)

With an improved performance on the part of the individual, group or organization means, there have been measurable changes or enhancements in the knowledge, skills attitude and social behaviors

Performance: This is about employee effort. Employee performance is measured in Terms of input-output relationship. It is the measure of the efficiency with which inputs or resources are utilized to create outputs. Performance is employee productivity.

Competency: A competency is not a physical resource. It is an innate or acquired characteristic of a person which facilitates effective or superior performance. It may be a motive, value, knowledge, skill, attribute or personality trait which a person possesses. There are three (3) types namely; (a) Technical competencies, (b) Personality competencies and (c) Managerial competencies.

Development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara 2015).

Staff / employee/worker: A person employed under a contract of employment whether on a continuous, part-time, temporary or casual basis. (Labour Act 2013, Act 651)

Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2014) while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success Uganda National Development Program (2013). Afshan et al. (2013) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

Foster care is a system in which a minor has been placed into a ward, group home, or private home of a state-certified caregiver, referred to as a "foster parent". The placement of the child is

normally arranged through the government or a social service agency. The institution, group home or foster parent is compensated for expenses. The State, via the family court and child protection agency, stand in loco parentis to the minor, making all legal decisions while the foster parent is responsible for the day-to-day care of the minor. The vast majority of children who would otherwise need foster care are in kinship care, that is, in the care of grandparents or other relatives. Most kinship care is done informally, without the involvement of a court or public organization. However, in the U.S., formal kinship care is increasingly common. ("Foster care". Dictionary.com. Retrieved 2013-06-16)

Conceptual Frame Work

The proposed framework for this study is illustrated in Figure 1. The framework shows the impact of the training component (application the stages of training process, training programs diversity, and used modern technology in training programs) on the performance of workers, quality of services, and organizational commitment

Independent Variable

- Performance of workers
- Quality of services
- Organization commitment

Dependent Variable

- Application of the stages of training process
- Training programs diversity
- Used modern technology in training program

Intervening variables

- Develop better a training packages
- Evaluate training; including before, during and after implementation of training
- Analyze the organization's needs and identify training goals
- Design a training system that learners and trainers can implement to meet the learning goals
- Implement the training package, including delivering the training, support group feedback, clarifying training materials

Figure 1: Study Frame Work

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter involves the literature related to the study topic from various sources of information such as Booklets, journals, internet among others the relevance of this chapter is to acquire information from various authors and guide the researcher in identifying research gap.

2.1 Employee training Methods

Ahuja (2015) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to b future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the-job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail. Armstrong (2013) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organization's striate available, (2) depending on the needs identified at the time, and (2) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

2.1.1 Job Rotation and Transfers

Job rotation and transfers (McCourt and Eldridge, 2013: 356) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire

knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

2.1.2 Coaching and/or mentoring

This involves having the more experienced employees coach the less experienced employees (Devanna, Fombrun and Tichy, 2014; McCourt and Eldridge, 2013: 256; Torrington et al., 2015: 394 - 395). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al., 2015: 394 –395). The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

2.1.3 Orientation

This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures. (Harrison, 2014)

2.1.4 Conferences

As a training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals (Barry, Harvey and Ray, 1994)

2.1.5 Role playing

Involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organization setting for discussion.

Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are there after required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees. (Kenney et al., 2013)

2.1.6 Formal training courses and development programmes

These are a number of methods which may be used to develop the skills required within an organization. These course and programmes are usually a set of defined and known programmes where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained. Unlike informal trainings and programmes, formal training and programmes can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programmes while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programmes can be held within the organization (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed in organization's structure and policies, to corporation or outside the organization. (Lipsey, 2014)

2.2 Relevance of staff training to the performance of staff

Mullins (2007) gives the purpose of training and development – to improve knowledge and skills and to change trainees attitude. Thus training becomes one of the most important potential motivator and hence the following benefits do accrue from training and development programmes: Increase in the confidence and commitment of staff, It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion. This more so in organization where pay increase and promotion are based on the results of

performance appraisals e. g. With confidence comes the feeling of personal satisfaction and achievement. This could further broaden career progression opportunities and Training and development improves the availability, quality and skills of staff.

The importance of training on the employee performance, through accelerating the learning process, is mentioned in many researches (e.g. McGill and Slocum, 1993; Ulrich et al., 1993; Nonaka and Takeuchi, 2013; DiBella et al., 2015). Employee performance, achieved through training, refers to immediate improvements in the knowledge, skills and abilities to carry out job related work, and hence achieve more employee commitment towards the organizational goals (Huselid, 2013; Ichniowski et al., 2013). Kamoche and Mueller (2015) mentioned that training should leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on investment (in training) for the firm. “A term typical to the Human Resource field, employee performance is everything about the performance of employees in a firm or a company or an organization.

Employee's performance is important for the company to make every effort to help low performers. Performance is classified into five elements: Planning, monitoring, developing, rating and rewarding. In the planning stage, Planning means setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals.

Monitoring is the phase in which the goals are looked at to see how well one is doing to meet them .Monitoring means continuously measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. During the developing stage an employee is supposed to improve any poor performance that has been seen during the time frame one has been working at the company. During planning and monitoring of work, deficiencies in performance become evident and can be addressed.

The rating is to summarize the employee performance. This can be beneficial for looking at and comparing performance over time or among various employees. Organizations need to know who their best performers are at the end of the cycle is rewarding stage

Well trained and developed employees when fully utilized by the employing organization benefits it as well the employees themselves. Therefore for an organization to grow and survive in today's globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for organizations to come up with systems and programmes that would bring out their efforts, attention, creativity and general innovations as individual employees and as groups or teams of network (Asare-Bediako, 2015). For this reason organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment.

Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the employees (supervisors and management) who administer this system must (i) understand the need for it and (ii) have the knowledge and skills to implement it. This understanding, Knowledge and skills would come from organizing seminars or training programmes that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation. The ultimate human resource management outcome therefore is performance and hence all other outcomes such as competencies, morale of employees, attitudes and motivation are determinants of performance, A (Ibid 2013). Performance of employees as said elsewhere thus is about employee output which is twofold; first, the effective use of inputs or resources and second, the translation of efficiency into quality services in an organization like Accra Polytechnic which has been granted accreditation for the running of courses in bachelor of technology.

2.3 Whether employees are given jobs in their areas of training

Well trained and developed employees when fully utilized by the employing organization benefits it as well the employees themselves. Therefore for an organization to grow and survive in today's globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for organizations to come up with systems and programmes that would bring out of their the need efforts, attention, creativity and general innovations as individual employees and as groups or teams of network, Asare-Bediako (2008).

For this reason organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment.

Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the employees (supervisors and management) who administer this system must (i) understand the need for it and (ii) have the knowledge and skills to implement it. This understanding, Knowledge and skills would come from organizing seminars or training programmes that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation.

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Anonymous, 2015). The general benefits received from employee training are: increased job satisfaction and morale, increased motivation , increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover

According to Hawthorne studies and much other research work on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 1985). Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management finds it easy to motivate high performers to attain firm targets. (Kinicki and Kreitner, 2014). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs.

Recognizing the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce.

According to Leonard-Barton, (2013), an organization that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training. Pfeffer (2013) highlights that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage in the market. Training is determined as the process of enabling employee to complete the task with greater efficiency, thus considered to be vital element of managing the human resource performance strategically (Lawler, 1993; Delaney and Huselid, 2015).

As organizations strive for flexibility, speed and constant innovation, planning with the people and not for the people ensures a positive relationship to performance improvement. When employees are given freedom to participate in organizational decision making for example, there is are high chances of having mutual trust between management and employees. Mutual trust and cooperation help to break the barriers between the two parties. The employees will not resort to strikes and work stoppages without exhausting all the available channels of resolving the dispute. Employees will be motivated because management considers them as partners in contributing to organizational success instead of being seen as mere subordinates and therefore will avoid engaging into counterproductive behaviors hence improved performance through timely achievement of organizational goals and objectives (Carrel, Kuzmits and Elbert, 2014). Additionally, (Ichniowski2013) argues that innovative human resource management practices improve performance like use of systems related to enhance worker participation and flexibility in the design of work and decentralization of managerial tasks and responsibilities.

2.4 Review of literature related to how staff performance can be improved in an organization

Adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees. A systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training and development approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating

approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization. (McNamara, 2013) Effective training and development includes using sound principles of performance management and good, basic training techniques. A systems approach ensures a comprehensive training process that remains focused on the needs of the organization. The process typically includes the phases:

Analyze the organization's needs and identify training goals which, when reached, will equip learners with knowledge and skills to meet the organization's needs. Usually this phase also includes identifying when training should occur and who should attend as learners.

Design a training system that learners and trainers can implement to meet the learning goals; typically includes identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary funding, course content, lessons and sequence of lessons

Develop a training "package" of resources and materials, including, e.g., developing audio-visuals, graphics, manuals, etc.

Implement the training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc.

Evaluate training; including before, during and after implementation of training. In a systematic approach to training, each phase of the process produces results needed by the next phase. For example, the training analysis phase produces learning goals that are used by the next phase, training design. Training design (often called instructional design) refers to the design methods and materials from which learners can reach the goals and objectives. Typically, each phase provides ongoing evaluation feedback to other phases in order to improve the overall systems process (McNamara, 2013)

A training analysis is conducted ultimately to identify training goals, that is, what areas of knowledge or skills that training needs to accomplish with learners in order that learners can meet organizational goals (usually in terms of a performance standard). Usually this phase also includes identifying when training should occur and who should attend as learners. Ideally, criteria are established for the final evaluation of training to conclude if training goals were met or not. (Rajan, 2013)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents a description of the methodology that were employed in the study. It spells out the research design, study Area, Study Population, Sample size, Sampling techniques, data collection methods and tools, data management tools, quality management, Validity and reliability, ethical consideration and limitation and delimitation of the study

3.1 Research Design

There are different types of research methods that could be used when doing research. The methods include: qualitative research, quantitative research, and a mixture of both qualitative and quantitative research. The difference between qualitative and quantitative research arise from their procedures (Ghauri and Grønhaug, 2015: 109)

In order to answer the study questions, this study adopted both qualitative and quantitative research approach. In this kind of a research, unstructured and semi-structured interviews and questionnaires were used (Ghauri and Grønhaug, 2015: 112 - 113). This method was chosen because Qualitative research helps to obtain the insights about the phenomena in question and is flexible in the sense that it helped in identifying the missing part of what is unknown or partially known (Ghauri&Grønhaug2015, 202–204). Further still, qualitative research is said to be more relevant in the context of discovery and thus be able to get access to what was never known before.

The study used the case study approach as a research strategy and used multiple cases. The case study approach refers to an in-depth study or investigation of a contemporary phenomenon using multiple sources of evidence within its real-life context (Yin 2015). According to Yin (2013), case research is particularly useful when the phenomenon of interest is of a broad and complex nature and, hence, is best studied within the context in which it occurs. Yin (2013) also notes that using multiple cases is a powerful source of information.

3.3 Area of Study

The study was conducted in selected foster homes which include; watoto Child care Ministry and Good Samaritan children's home.

Watoto child care ministry is located in Kampala Central division although the ministry has many branches in Kampala. Started in 1994, Watoto Child Care Ministries is a branch of the Watoto Church in Uganda that builds villages with schools, churches, medical centers, and homes and populates them with new families built from orphans and widows, the ministry looks over 500 children in Kampala and all over the country

Good Samaritan Children's home Uganda is a Christian non-profit organization focused on transforming the body, mind, and soul of the poor in the republic of Uganda and its located In Bugolobi, Nakawa Sub County Kampala

3.4 Study Population

A population is a complete set of individuals, cases or objects sharing some common characteristics from which a study sample is taken for the purpose of data collection (Mugenda, 1999). In this research, the study population comprised of the staff from the selected foster homes and the human resource managers of the selected foster homes. Watoto child ministries has a total of over 100 employees, while Good Samaritan has a total of 80 staff, that's according to the monthly report of November 2016. Therefore the total population of the two foster homes is 180 staff

A total of 25 respondents from each foster home were considered that gave a total of 50 respondents from the entire population since the researcher didn't have enough time to interview the entire population in the selected foster homes.

3.5 Sampling Procedure

Aina, R.F. (2011), sampling is the process of selecting a number of people or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. The researcher used random sampling technique in all units because I had to select the best samples that provided the most relevant information. The technique helped the researcher to decide the persons out of the total population to be included in the study without involving everyone.

3.6 Sample Size

The sample size is to be constituting 50 people in total as shown in the table below;-

Table 1: Sample Size

Respondents	Frequency	Percent
Staff	45	90
Human resource manager	5	10
Total	50	100

Source: Researcher's design of the study

3.7 Sampling Techniques

According to Orodho (2002), sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group, the researcher used purposive sampling strategy in all units because the researcher had to select the best samples that provided the most relevant information. The techniques helped the researcher to decide the persons out of the total population that was included in the study without involving everyone.

3.8. Data Collection Methods

This refers to a process of obtaining information from targeted sources and archives using tools or instruments that are considered relevant by the researcher. It consists of qualitative, quantitative, primary, secondary, and observable through observation. Quantitative data collection this is on numbers consists of Interviews were by Face-to -face interviews were used and also questionnaires were by Paper-pencil questionnaires were dropped to the staff by the researcher and picked after a day or two.

3.8.1. Observation Method

Observation is a systematic data collection approach. Researchers use all of their senses to examine people in natural settings or naturally occurring situations. Observation of a field setting involves: prolonged engagement in a setting or social situation. This method was used to observe the level of staff commitment towards their work

3.8.2. Interviews

An interview is a conversation where questions are asked and answers are given. In common parlance, the word "interview" refers to a one-on-one conversation with one person acting in the role of the interviewer and the other in the role of the interviewee.

Face to face interviews were conducted with the key respondents such as the Human Resource managers of the foster homes. These interviews were done to solicit the views of the key informants on the impacts of motivation on organizational performance. Interviews were used to collect qualitative data regarding the proposed study. This method allowed the researcher to develop a distinct advantage and established rapport with corresponding participants and therefore gained their cooperation.

3.9 Research Instruments

(a) Observation Checklist

The researcher had to come up with an observation checklist which helped in acting as a guide upon what was supposed to be observed while in the field

(b) Interview Guide

The interview guide was used for the case of Foster home resource managers to get information from key informants. This method was used because it brought out detailed and in-depth information and allows further probing into the problem.

3.10 Data Quality Control Methods

3.10.1 Triangulation

The study used a combination of methods to collect data because each method had its own strength and weaknesses. Methods of data collection that were used included face to face interviews and observations. This was done to ensure validity and reliability of data collected.

This was done through using evidence from different types of data sources, such as primary and secondary research or interviews, documents, public records, photographs and observations

3.10.2 Rigor

The study was carefully planned and adhered to all research procedures in order to ensure that the information and data obtained is accurate and bias free.

3.11 Data Presentation and Analysis

The questionnaire data collected in form of close ended responses were processed starting cleaning up the data and coding it in preparation for analyzing it. With open ended interviews and questionnaire responses, data was transcribed after describing and editing them to organize and develop meaningful categories of issues related to examining the impacts of motivation on organizational performance multiple responses with repeated answers were categorized and tallied using the multiple dichotomy method (Yin. R 2013). This helped to obtain frequency distributions for each variable.

3.11.1 Editing

According to the Oxford Advanced Learner's Dictionary (2015), editing is to prepare a piece of writing for publication. Data editing was carried out thorough checking to establish errors and gaps. This was useful because it enabled the researcher to eliminate the errors detected in the data that was collected. For instance, questionnaires were thoroughly checked before and after being dismissed from the respondents that were in the field and away from the field.

3.11.2 Data analysis

The study was carried out to ascertain the impact of staff training on the performance of employees in Foster Homes, using the data obtained from the questionnaire, interview and literature on the subject. In order to ensure logical completeness and consistency of responses, data editing was carried out each day by the researcher and identified mistakes and data gaps were rectified as soon as possible. Data analysis was also done using frequency distribution and Percentages, which were used to determine the proportion of respondents choosing the various responses. The collected data was presented in the form of tables and charts to ensure easy understanding of the analyses

3.12 Ethical consideration

In order to seek for the right information from the respondents without fear and bias, a high level of ethicality was maintained throughout the research process. This means that a state which provide for moral justification for the investigation was made clear. This creates a ground for free-will responses by the respondents. Issues of confidentiality were clearly explained to the respondents particularly that the fact the study is not to disclose the responses provided. Besides,

care was taken to explain to the respondents the purpose of the study as rapport was built for them to feel confident to provide the data needed.

3.13 Validity

Validity can be defined as the degree to which a test measures what it is supposed to measure. There are three basic approaches to the validity of tests and measures as shown by Mason and Bramble (2014). suggests that if a questionnaire model is “valid”, then the decisions made with the questionnaire model should be similar to those that would be made by physically experimenting with the system.

Validity of the questionnaire was obtained by presenting it to at least 6 professionals, including the researcher’s supervisor because according to Mason (2014), content and construct validity is determined by expert judgment. The validity of the questionnaire was calculated by using the Content Validity Index. Bramble (2014), states that building valid and credible questionnaire is an important aspect of a researcher’s representation of the actual system being studied.

3.14. Reliability

Reliability is defined as the quality or state of being reliable; specifically: the extent to which an experiment, test, or measuring procedure yields the same result on repeated trials. Reliability, according to Mason and Bramble (2014), has to do with the extent to which the items in an instrument generate consistent responses over several trials with different audiences in the same setting or circumstances”. Reliability was considered reliable when measured at least 0.7 (70%). The reliability of the instruments and data was established following a pre-tested procedure of the instruments before their use with actual research respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents an analysis and interpretation of the findings from the study.

The data collected was analyzed using the Statistical Package for Social Scientists and score tables used to present this data with frequencies and Percentages as responses were given by the respondents.

4.1 Respondents characters

Table 2: Category of respondents by sex

Sex	Frequency	Percentage
Men	23	46
Female	27	54
Total	50	100

Source: Primary data

Table 2 shows the categories of respondents who were involved in the study by sex. It is revealed from the table that out of the 50 respondent in the study, (46%) were Males and (54%) were Females which mean that Females were more willing to be involved in the study since there are the ones mostly known to be caretakers and do most of maturing people which they gain through social assigned roles in communities today.

4.1.2 Respondents age

Table 3: Respondents categorized by age

Age bracket	Frequency	Percentage
18-29	20	40
30 and above	30	60
Total	50	100

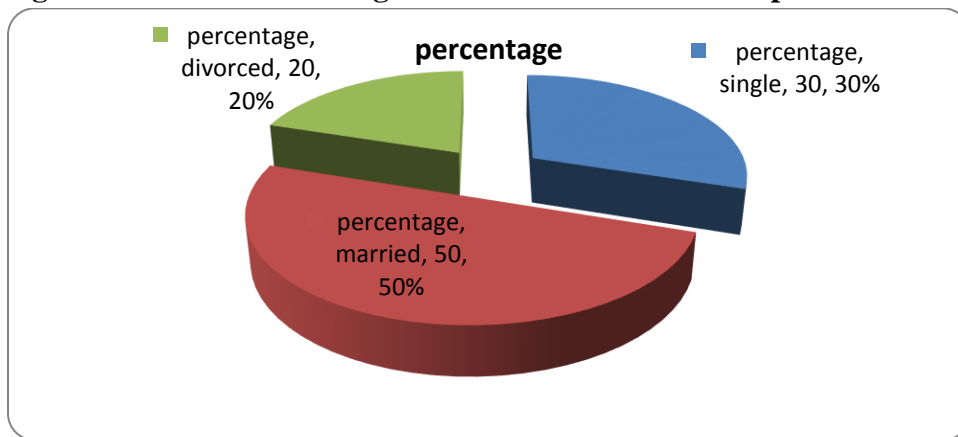
Source: primary data

The table 3 above presents the categorization of the respondents by age and the information here indicates that (40%) of the respondents were aged between 18-29 years and a majority of the respondents involved in the study were aged between 30 and above.

This was due to the reason being that most of the foster homes employed able and mature employees to enable effective delivery of services which therefore means that they have to recruit mature employees or staff.

4.1.3 Marital status of respondents

Figure 1: Pie chart showing the marital status of the respondents



Source: primary data

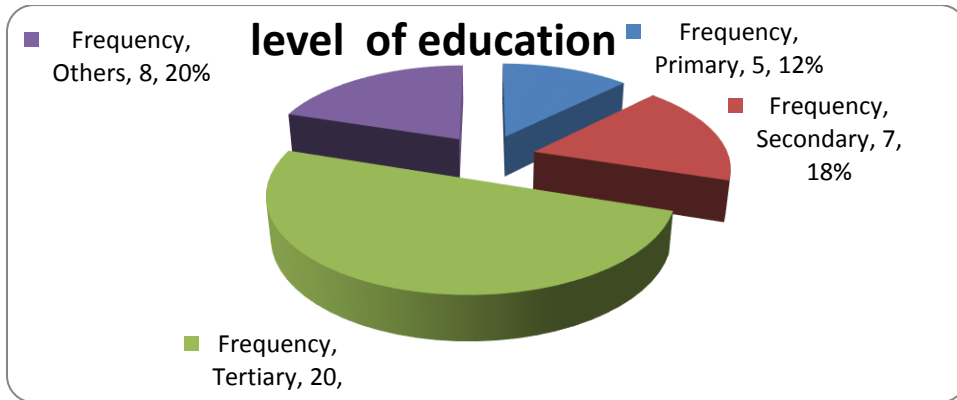
From the results from the study in figure 1, it was shown that out of the 50 respondents only (50%) were found to be married and with stable families. (30%) respondents were found to be single during the time the study was conducted.

The study also found out that (20%) of the respondents had been married at one point in time but divorced or separated with their partners. For most of those with cases of divorce or separation, they revealed that could not support families and that the divorce or separation was mostly caused by financial constraints because of the unemployment situation.

Most of the respondents were found to be married and this was as a result of the foster homes recruiting able and energetic staff who therefore happened to be married, as in table 3 above, most of the staff were aged 30 and above and thus higher chances of being married

4.1.4 Education level of respondents

Figure 2: A pie chart showing education levels of respondents



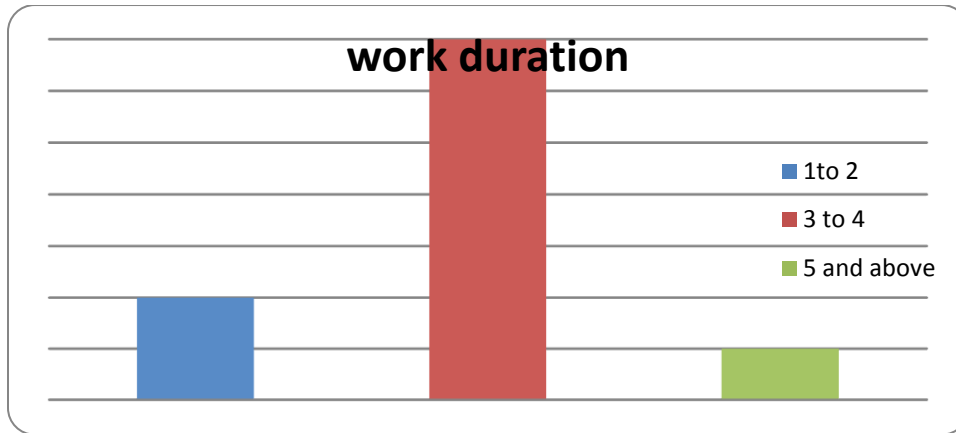
Source: primary data

In the table 2 above respondents' education background is shown as given by the respondents themselves. The findings of the study revealed that (12.5%) of the respondents had only attained basic elementary (primary) education, (17.5%) had gone higher than primary levels and attained secondary school education. (50%) of the respondents had either attained certificates, diplomas or degrees from universities or other tertiary institutions and (20%) have either trained in different activities and others practicing though under a situation of under employment.

Most of the employees were under tertiary level of education due to the reason being that most of the foster homes employed highly qualified employees with diplomas and degrees

4.1.5 How long have you worked for the organization

Figure 3: Pie chart showing how long Employees have worked for the foster homes



Source: (Primary Data 2016)

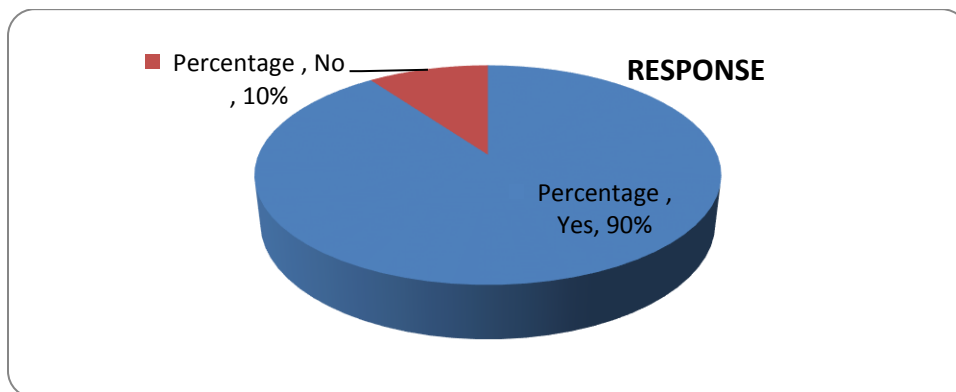
According to the findings the most of the respondents worked for the foster home for a period of 3 to 4 years 70% while 20% worked for 2 years and 5 and above were the list with 10%.

Most of the respondents had spent a period of 3-4 years due to the reason being that, most of the staff are on a three year contract which means they are tied to the foster home for a period of three years thus higher chances of them staying for long (3 years)

4.2 Objective (1): To identify the various training methods that are used by Selected Foster homes

4.2.1 Have you had any form of staff training intended to improve your service delivery since you joined the organization

Figure 4: Pie Chart showing response of forms of Employee training received



Source: (Primary Data 2016)

Figure 4 indicates that 45 (90%) of the Employees indicated that they had received staff training methods intended towards improving their service delivery in foster homes while only 5 (10%) rejected that they didn't receive training methods. This was evidenced during the interview.

Yes, the head of our department has in many cases provided us with the training so that we can deliver better services to the children in the facility. (Interview with Kaweesi on 23 May 2016 at Sanyu Babies home)

Further to the above, Nakyanzi an employee at Watoto Childcare ministry exclaimed:

No, I have never heard of any staff training and never received training methods since we joined watoto childcare ministry! Even when they may appear to have them, no allowances are given after all. (23 may 2016).

It can be seen that, based on Nakyanzi's assertion she might be among the people that miss those trainings because she believes so much in money. The researcher asserts that money minded employees may lead to poor service delivery.

The researcher argues that indeed the training is of importance to the employees for them to deliver services adequately to the clients in those facilities. She asserted that the training is more important to new employees. However, the researcher noticed that the other some of the employees happen to miss those training and this leads to poor service delivery amongst such people.

Table 4: Responses from employees, showing the type of staff training received

Responses on type of Training received	Frequency	Percentage
Job rotation and transfers	10	20
Coaching and/or mentoring	10	20
Orientation	8	16
Formal Training courses and development programs	15	30
Conferences	5	10
Role playing	2	4
Total	50	100

Source: (Primary Data 2016)

In the table 4 above it was indicated that the most common staff training received was training course and development programs 15 (30%), which was followed by job rotation and transfers 10 (20%), coaching or mentoring 10 (20%), orientation 8 (16%) conferences 5 (10%) and role playing 2 (4%)

Coaching/Mentoring, Coaching/mentoring gives employees a chance to receive training one-on-one from an experienced professional. This usually takes place after another more formal process has taken place to expand on what trainees have already learned.

Lectures, Lectures usually take place in a classroom-format. It seems the only advantage to a lecture is the ability to get a huge amount of information to a lot of people in a short amount of time. It has been said to be the least effective of all training methods. In many cases, lectures contain no form of interaction from the trainer to the trainee and can be quite boring. Studies show that people only retain 20 percent of what they are taught in a lecture.

Group Discussions & Tutorials: These most likely take place in a classroom where a group of people discuss issues. A better form of training than lectures, it allows all trainees to discuss issues concerning the new program. It also enables every attendee to voice different ideas and bounce them off one another.

Role Playing: Role playing allows employees to act out issues that could occur in the workplace. Key skills often touched upon are negotiating and teamwork .A role play could take place between two people simulating an issue that could arise in the workplace. This could occur with a group of people split into pairs, or whereby two people role play in front of the classroom.

Table 5: Responses from Employees showing training methods used to train Staff

Question: Which training method was used to train you?

Facilitation method	Frequency	Valid Percent
Lecture	7	14
Demonstration	9	19
Discussion	15	30
Presentation	15	30
Seminar	4	8
Total	50	100

Source: (primary data 2016)

A number of methods of facilitation that are comely employed during training are presented in Table 5 above. These are important in understanding the different ways trainees receive training under the both the on-the-job and off-the-job training method classifications. As revealed above, the most common methods of facilitation identified by the respondents as prevailing during their trainings are discussions (representing 30%) and presentations (representing 30%). The other methods demonstrations, seminars and lectures represent the remaining 19%, 8% and 14% respectively. These results indicate that the case companies strongly emphasis discussions and presentations. This could be partly explained by the nature of the business of these three companies (being more customers oriented for example calls for a need to take on facilitation methods that seem more customers focused).

In an open interview with the human resource of Watoto children’s foundation he indicated that they prefer using lecture method to train employees.

Lecture present training material verbally and are used when the goal is to present a great deal of material to many people. It is more cost effective to lecture to a group than to train people individually. Lecturing is one-way communication and as such may not be the most effective way to train. Also, it is hard to ensure that the entire audience understands a topic on the same level; by targeting the average attendee you may undertrain some and lose others. Despite these drawbacks, lecturing is the most cost-effective way of reaching large audiences (24 May 2016)

This is an indication that, first training is important part of ensuring employees are effective and secondly lecturer is one important approach to training among others that are employed at Watoto Children's foundation.

Interactive Training Techniques; Interactive employee training techniques keeps employees engaged, which makes them more receptive to new information. These techniques incorporate group discussions, which is one of the best ways for more knowledgeable employees to pass their skills onto new employees. In other words, discussions provide open communication among the trainees and with the trainer.

Ahuja (2015) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to b future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the-job training given to organizational employees whil;2e conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail.

4.3 Objective (2): To establish the relevance of staff training to the performance of staff in selected foster homes

In order establish the relevance of staff training to the performance of staff in selected foster homes; majority revealed (30(60%)) that it is relevant when rated on scale shown in the table below

Table 6: showing response from staff showing the relevance of staff training

Response	frequency	Percentage
Relevant	30	60
Highly relevant	12	24
Not sure	8	16
Not relevant at all	0	0
Not relevant	0	0
Total	50	100

Source: (Primary Data 2016)

The above table reports results from the relevance of the trainings received by the respondents to their work. Majority of the respondents 30 representing 60% reported clear effectiveness of these trainings on their work. 12 (24%) indicated that it was relevant, 8 (16%) were not sure of the need of training to them while there was no response from employees about be not sure and not relevant at all at 0 (0%). This was also confirmed by the human resource of Watoto children's foundation:

It is one of the important functions of the human resource department to ensure that staff are in touch with the new methods of handling customers. It is important to organize refresher training because it has helped the staff keep in track with the day to day activities. (24 May 2016)

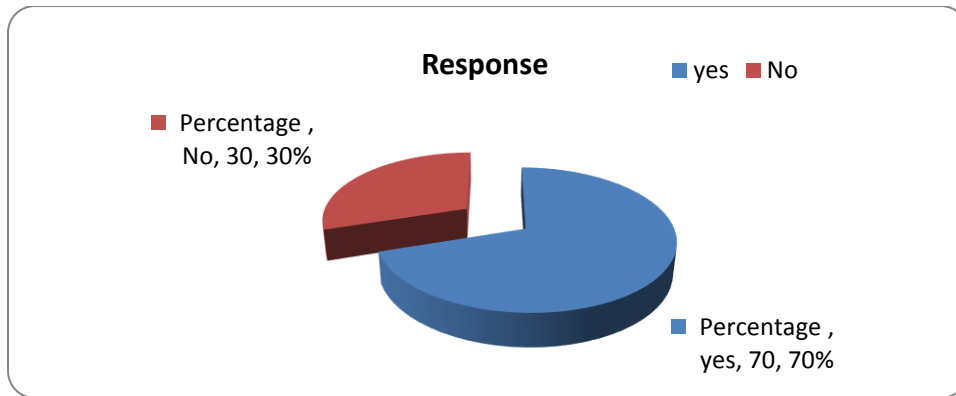
Since the majority of the employees said that staff training was relevant to them, therefore, it indicates that HRM puts a lot of emphasis on training that will add value to and thus relevant to the current work for those selected for training.

The above findings are in line with Mullins (2007) who states that the purpose of training and development – to improve knowledge and skills and to change trainees attitude. Thus training becomes one of the most important potential motivator and hence the following benefits do accrue from training and development programmes: Increase in the confidence and commitment of staff, It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion. This more so in organization where pay increase and promotion are based on the results of performance appraisals e. g. With confidence comes the feeling of

personal satisfaction and achievement. This could further broaden career progression opportunities and Training and development improves the availability, quality and skills of staff.

Figure 5: showing if training has helped to improve Job satisfaction among staff in foster homes

In the figure below is the response and opinion of whether they (staff) think training has helped to improve your job performance



Source: (Primary Data 2016)

In Figure 6 above, majority of the staff indicated that Job training had played a big role towards the improvement of their Job performance were by 35 (70%) indicated that training had helped them to improve on job satisfaction while 15 (30%) indicated that training had not helped them towards improvement of job satisfaction. One staff further indicated during the interview the benefit of training:

I can now work effectively and with full confidence. I now believe in myself because the training has kept in relevant and conversant with my day to day activities. (25 May 2016)

Therefore the above findings justify that staff training had been very relevant towards the improvement of staff performance and organizational development

Table 7: Responses from Staff showing how training has helped to improve job satisfaction of staff

Sex role	Frequency	Percentage
Improve knowledge and skills	20	40
enhances responsibility	12	24
Increase in the confidence and commitment of staff	7	14
Change trainees attitude	7	14
Provides the needed recognition	4	8
Total	50	100

Source: (Primary Data 2016)

In the table above respondents indicated that staff training has mostly helped them towards improving their knowledge and skills 20 (40%), enhance responsibility 12 (24%), increase in the confidence and commitment 7 (14%), change trainee’s attitude 7 (14%) and provides the needed recognition 4 (8%).

Staff training as per the above findings indicated that most staff acknowledged that it has helped them towards developing their skills which has thus lead to the development of the foster homes

One of the human resource managers indicated that staff training helps in improving Employee Performance:

An employee who receives the necessary training is better able to perform her job. She becomes more aware of safety practices and proper procedures for basic tasks. The training may also build the employee's confidence because she has a stronger understanding of the industry and the responsibilities of her job. This confidence may push her to perform even better and think of new ideas that help her excel (Interview with Angella on 25 May 2016) at Watoto Child Care Ministry), .

This finding indicates that a continuous training keeps employees on the cutting edge of industry developments. Employees who are competent and on top of changing industry standards help the company hold a position as a leader and strong competitor within the industry.

Addressing Weaknesses, Most employees have some weaknesses in their skills. A training program allows you to strengthen those skills that each employee needs to improve. A development program brings all employees to a higher level so they all have similar skills and knowledge. This helps reduce any weak links within the company who rely heavily on others to complete basic work tasks. Providing the necessary training creates an overall knowledgeable staff with employees who can take over for one another as needed, work on teams or work independently without constant help and supervision from others.

Employee Satisfaction, Employees with access to training and development programs have the advantage over employees in other companies who are left to seek out training opportunities on their own. The investment in training that a company makes shows the employees they are valued. The training creates a supportive workplace. Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenged through training opportunities may feel more satisfaction toward their jobs.

The importance of training on the employee performance, through accelerating the learning process, is mentioned in many researches (e.g. McGill and Slocum, 1993; Ulrich et al., 1993; Nonaka and Takeuchi, 2013; DiBella et al., 2015). Employee performance, achieved through training, refers to immediate improvements in the knowledge, skills and abilities to carry out job related work, and hence achieve more employee commitment towards the organizational goals (Huselid, 2013; Ichniowski et al., 2013). Kamoche and Mueller (2015) mentioned that training should leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on investment (in training) for the firm. “A term typical to the Human Resource field, employee performance is everything about the performance of employees in a firm or a company or an organization.

4.4. Objective (3): To find out whether employees in selected foster homes are given jobs in their areas of training

Table 8: Responses from Human Resource Managers showing Job positions of respondents

Question: What is your Job position?

Job position	Frequency	Percentage
Social worker	15	30
Counselor	10	20
Teachers	10	20
Secretary	8	16
Cleaner	7	14
Total	50	100

Source: (Primary Data 2016)

Table 8 presents the various job positions held by the employees who participated in the questionnaire. The results in the table reveal that social workers formed the majority with 15, representing 30%, 10 (20%) from the counselors, 10 (20%) teachers, 8 (16%) secretaries while only 7 (14%) were cleaners. The Human resource confirms to this during an interview at Watoto Childcare Ministries on the 26 May 2017:

We have several positions in our organization structure including counselors, teachers among others and this is crucial to ease the engagement and to attain efficiency

These results show that the case companies consist of organizational structures consisting of various departments and/or position settings which imply that different levels of training may be required to improve employee performance.

Table 9: showing professional areas of staff in foster homes

Question: What is your professional area?

Professional area	Frequency	Percentage
Social worker	20	40
Counselor	15	30
Teacher	10	20
Secretary	5	10
Total	50	100

Source: (Primary Data 2016)

In the table above 20 (40%) of the respondents who work in Foster homes are social workers, 15 (30%) counselors, 10 (20%) a teachers and 5 (10%) were secretaries.

This information is in line with the above findings in table 8 above which shows the position of respondents which means the staff are given jobs in their areas of training which therefore helps towards the improvement of their job performance in Foster homes. The human resource manager adds to this during the interview on 26, May 2016, at Watoto Childcare Ministry offices:

Giving staff's jobs in their professional area is very important towards the development of any organization due to the reason being that it enables easy implementation of activities and staffs always find it easy to overcome any work challenges, therefore this helps the delivery of quality services

4.5 OBJECTIVE (4): To recommend how staff performance can be improved in selected foster homes

Table 11: showing recommendation towards improvement of training methods

Question: Suppose you're the director in this foster home what would you do to improve staff performance?

Reccomendation	Frequency	Percentage
Design a training system that learners and trainers can implement to meet the learning goals	20	40
Analyze the organization's needs and identify training goals which, will equip learners with knowledge and skills	12	24
Implement the training package, including delivering the training, support group feedback, clarifying training materials	7	14
Develop better a training packages	7	14
Evaluate training; including before, during and after implementation of training	4	8
Total	50	100

Source: (Primary Data 2016)

According to the table above the recommendations towards improvement of training methods include designing better training methods 40%, analyzing the organization needs and identifying

training goals 24%, implementing better training packages 14%, developing better training packages 14% and evaluate training 8%.

Analyze the organization's needs and identify training goals which, when reached, will equip learners with knowledge and skills to meet the organization's needs. Usually this phase also includes identifying when training should occur and who should attend as learners.

Design a training system that learners and trainers can implement to meet the learning goals; typically includes identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary funding, course content, lessons and sequence of lessons

Develop a training "package" of resources and materials, including, e.g., developing audio-visuals, graphics, manuals, etc.

Implement the training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc.

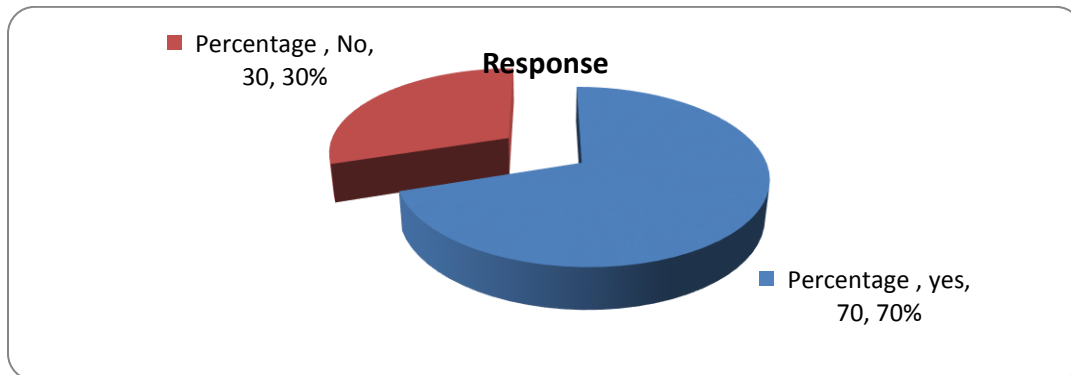
Evaluate training; including before, during and after implementation of training. In a systematic approach to training, each phase of the process produces results needed by the next phase. For example, the training analysis phase produces learning goals that are used by the next phase, training design. Training design (often called instructional design) refers to the design methods and materials from which learners can reach the goals and objectives

According to McNamara 2013, adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees. A systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training and development approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization. Effective training and development includes using sound principles of performance management and good, basic training techniques. A systems approach ensures a comprehensive training process that remains focused on the needs of the organization.

4.4.2 Response on if employees in foster home are performing according to the required expectation

Figure 6: showing if staffs are performing as required

The figure shows the responses of the employees in the foster home in terms of whether they are performing according to the required expectation



Source: (Primary Data 2016)

According to the findings above human resource managers r indicated that the staff in foresters homes are performing as expected were by 35 (70%) said yes while 15 (30%) said No.

The reason for better performance according to the human resource managers was attributed to many factors such as highly level of accuracy in staffs work, work is delivered on time, and employees are always early at work, reduction on the rate of staff absenteeism

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECCOMENDATIONS

5.0. Introduction

This chapter presents the conclusions derived from chapter four. It presents the discussions, conclusions and the recommendations derived from the findings and most of which were in line with the existing literature. This chapter also suggests possible solutions towards addressing domestic violence and Gender stereotype

5.1 Summary of Findings

5.1.1 The various training methods that are used by Selected Foster homes

Figure 4 indicated that 45 (90%) of the Employees indicated that they had received staff training methods intended towards improving their service delivery in foster homes while only 5 (10%) rejected that they didn't receive training methods.

In the table 4 it was indicated that the most common staff training received was training course and development programs 15 (30%), which was followed by job rotation and transfers 10 (20%), coaching or mentoring 10 (20%), orientation 8 (16%) conferences 5 (10%) and role playing 2 (4%)

As revealed Table 5, the most common methods of facilitation identified by the respondents as prevailing during their trainings are discussions 15 (representing 30%) and presentations 15 (representing 30%). The other methods demonstrations, seminars and lectures represent the remaining 8 (19%), 4 (8%) and 7 (14%) respectively. These results indicate that the case companies strongly emphasis discussions and presentations. This could be partly explained by the nature of the business of these three companies (being more customers oriented for example calls for a need to take on facilitation methods that seem more customers focused).

5.1.2 The relevance of staff training to the performance of staff in selected foster homes

Table 6 reports results from the relevance of the trainings received by the respondents to their work. Majority of the respondents 30 representing 60% reported clear effectiveness of these trainings on their work. 12 (24%) indicated that it was relevant, 8 (16%) were not sure of the need of training to them while there was no response from employees about be not sure and not relevant at all at 0 (0%).

Since the majority of the employees said that staff training was relevant to them, therefore, it indicates that HRM puts a lot of emphasis on training that will add value to and thus relevant to the current work for those selected for training.

Findings in Figure 6 indicated Job training had played a big role towards the improvement of their Job performance were by 35 (70%) indicated that training had helped them to improve on job satisfaction while 15 (30%) indicated that training had not helped them towards improvement of job satisfaction.

Also the findings in Table 7 indicated that staff training has mostly helped them towards improving their knowledge and skills 20 (40%), enhance responsibility 12 (24%), increase in the confidence and commitment 7 (14%), change trainee's attitude 7 (14%) and provides the needed recognition 4 (8%)

5.1.2 Whether employees in selected foster homes are given jobs in their areas of training

Table 8 presents the various job positions held by the employees who participated in the questionnaire. The results in the table reveal that social workers formed the majority with 15, representing 30%, 10 (20%) from the counselors, 10 (20%) teachers, 8 (16%) secretaries while only 7 (14%) were cleaners.

These results show that the case companies consist of organizational structures consisting of various departments and/or position settings which imply that different levels of training may be required to improve employee performance.

Findings in the table 9 indicates that 20 (40%) of the respondents who work in Foster homes are social workers, 15 (30%) counselors, 10 (20%) a teachers and 5 (10%) were secretaries.

This information is in line with the findings in table 8 which shows the position of respondents which means the staff are given jobs in their areas of training which therefore helps towards the improvement of their job performance in Foster homes

5.1.4 Recommendation on how staff performance can be improved in selected foster homes

According to the findings in table 11 the recommendations towards improvement of training methods include designing better training methods 20 (40%), analyzing the organization needs and identifying training goals 12 (24%), implementing better training packages 7 (14%), developing better training packages 7 (14%) and evaluate training 4 (8%).

Analyze the organization's needs and identify training goals which, when reached, will equip learners with knowledge and skills to meet the organization's needs. Usually this phase also includes identifying when training should occur and who should attend as learners.

Design a training system that learners and trainers can implement to meet the learning goals; typically includes identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary funding, course content, lessons and sequence of lessons

Develop a training "package" of resources and materials, including, e.g., developing audio-visuals, graphics, manuals, etc.

Implement the training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc.

Evaluate training; including before, during and after implementation of training. In a systematic approach to training, each phase of the process produces results needed by the next phase. For example, the training analysis phase produces learning goals that are used by the next phase, training design. Training design (often called instructional design) refers to the design methods and materials from which learners can reach the goals and objectives

According to the findings in Figure 6, human resource managers indicated that the staff in foresters homes are performing as expected were by 35 (70%) said yes while 15 (30%) said No. The reason for better performance according to the human resource managers was attributed to many factors such as highly level of accuracy in staffs work, work is delivered on time, employees are always early at work, reduction on the rate of staff absenteeism

5.2 Conclusions

The importance of training and development in the corporate world has been highlighted in the previous literature. Thus, it is essential to examine any issues related to training and development in any business sector or NGO. The purpose of this study was to examine the impact of staff training on the performance of employees in selected Foster homes, a case study of three selected foster homes in Kampala district. sub goals are developed to facilitate a clear achievement of the purpose of the study. These include (1) what training methods are used by selected foster homes , (2) what is the relevance of staff training to the performance of staff, (3) are employees in selected foster homes given jobs in their areas of training (4) what recommendations can be put in place to improve staff performance in foster homes. The sample of the study was based on the two selected Foster homes operating in Kampala District.

The findings reported in this study suggest that training and development have an impact on the performance of employees with regards to their jobs. This result is broadly consistent with prior management literature on training and development. In order to gain more specific knowledge of training and development from the sample Foster homes, different questions are presented to the respondents and thus examined. These questions are focusing on employee participation in training, selection for training, methods of training and relevance of training to the work of the respondents. The above questions have been of particular interest because they facilitate an understanding of the training practice in the Foster homes under study. The results from the questions on staff participation in training and selection for training indicate that these Foster homes have good and perhaps clear policies regarding training and development as most of the respondents indicated that they have participated in training and that most of them were provided with opportunities to train under the compulsory practice of the Foster homes for all employees

and/or on joining the Foster home. In examining the question relating to the training programme quality, the results indicate that the programmes undertaken by the sample Foster homes are relevant as considered by the respondents` opinions.

5.3 Recommendations

Based on the findings and conclusions, the following recommendations are outlined for addressing challenges identified as well as ways of improving Staff training in foster homes

Training and development 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, Staff in Foster homes should take on the role of organizational change agents

To be effective in this role, the HR manager will need to create a framework for making Human Resource decisions based on foster homes and strategic plan.

In order to position foster homes for success, management must empower departments in the various branches to engage in training and development.

Through a collaborative process, each department should develop its own training and development plan, which outlines its critical strategic issues for the next 3 – 5 years as well as proposed strategies to address those issues.

Some key examples of how departments can plan for the future training and development must be outlined in a document and should be used to help mitigate any negative impacts as a result of demographics, Foster home priorities and competency requirements.

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APPENDIX 1

QUESTIONNAIRE FOR STAFF

I am Nakayiwa Angellah a student of Uganda Martyrs University, carrying out a study on the *impact of staff training on the performance of employees in selected foster homes*. It is in partial fulfillment of one of the requirements for the attainment of the award of the bachelor's degree in social development and counseling from the Uganda martyrs university from where i am currently taking on my studies. My research project endeavors to generate knowledge to be utilized in understanding impacts of staff training on the performance of employees. as a representative of your company, your views are of importance in my study and i would appreciate you responding to this questionnaire. This is purely for academic purpose and your response will be kept confidential and anonymous.

Thank you for your time, co-operation and contribution to my study. I shall be pleased to send you a copy of the findings of the study if you desire so

A: Background of Staff

1. Gender

- a) Female ()
- b) Male ()

2. Age

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

3. Marital status

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

- 4. Department:
- 5. Rank:
- 6. Educational background:
- 7. How long have you worked for the organization? Years

OBJECTIVE (1): To identify the various training methods that are used by Selected Foster homes

8. (a) have you had any form of staff training intended to improve your service delivery since you joined the organization?

Yes No

(b) If yes in 8 (a) above what staff training did you get?

.....

c) Which training method was used to train you?

.....

OBJECTIVE (2): To establish the relevance of staff training to the performance of staff in selected foster homes

9. How relevant was staff training program content to you performance at work?

- 1. Highly relevant
- 2. Relevant
- 3. Not sure
- 4. Not relevant
- 5. Not relevant at all

10. In your opinion do you think training has helped to improve your job performance?

Yes (b) no

11. If yes please indicate how

.....

OBJECTIVE (3): To find out whether employees in selected foster homes are given jobs in their areas of training

12. What is your Job position?

.....
.....

13. What is your professional area?

.....

OBJECTIVE (4): To recommend how staff performance can be improved in selected foster homes

14. Suppose you're the director in this foster home what would you do to improve staff performance?

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

15 (a) do you think employees in this foster home are performing according to the required expectation?

a)Yes (b) no

15 (b) if no in 15 (a) above what do you think is required for them to perform according to required expectation?

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

Thank you for your response

APPENDIX 11
INTERVIEW GUIDE FOR HUMAN RESOURCE MANAGERS

OBJECTIVE 1

1. (a) Have you ever carried out any form of staff training intended to improve service delivery in your foster home?

a) Yes b) No

(b) If yes in 1 (a) above what staff training did you carry out?

(c) Which training method did you use to train your staff?

OBJECTIVE 2

(a) Do you have staffs that are employed in their professional areas of staff training?

a) Yes b) No

(b) Do you have staffs that are not employed in their professional areas of training?

Yes b) No

(c) How do you compare performance of trained staff neither working in their professional areas to those who are neither training nor working I their professional areas?

OBJECTIVE 4

(a) Are employees in the foster home performing to your satisfaction?

a)Yes b) No

If no in 3 (a) above, what do you think is the cause of their poor performance?

What could your suggest can be done to improve staff performance in this foster home

APPENDIX III



making a difference

School of Arts and Social Sciences
Department of Development Studies
30th June, 2016

Your ref.:

Our ref: Bsdc pt field introduction letter 16-17

Dear Sir / Madam,

Ref: Letter of Introduction.

This is to introduce to you **Nakayiwa Angellah Reg. No. 2013-B092-20024** who is an undergraduate student in the Department of Development Studies at Uganda Martyrs University - Nkozi. She is required to carry out Research on the topic:

"Impact of Staff Training on the Performance of Employees in foster homes. A case study three selected homes in Kampala."

This is a requirement for the award of a Bachelor's degree in Social Development and Counselling.

I would like to request you to render her assistance in collecting the necessary data for writing her Dissertation.

Thanking you in advance for your assistance.

Yours Sincerely,

For *Head*
Dr. LUSWATA Albert
Head of Department

