

**THE EFFECT OF TRAINING ON EMPLOYEE'S PERFORMANCE IN
ORGANISATIONS**

CASE STUDY: NKOZI HOSPITAL

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DEDICATION

I dedicate this work to my parents Mr. Gerald Nsubuga and Ms. Josephine Nakitende, my brother Nsubuga Henry and my Uncle Fr. Vincent Mulumba for the contribution and inspiration they have offered during my education. Thank you very much for everything.

Special thanks to my supervisor Mr. Mugisha Innocent

I LOVE YOU ALL.

May God bless you abundantly.

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LIST OF ABBREVIATIONS AND ACRONYMS

HR	Human Resource
OJB	On -the- job training
UCMB	Uganda Catholic Medical Bureau
OJT	Off -the -job training
CPD	Continuous Professional Development

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ABSTRACT

The study examined the effect of training on the performance of employees in an organization. The study was conducted at Nkozi hospital. The purpose of the study was to examine the effect of training on employee performance. The concept of training was limited to on-the-job training and off the job training. While the employee performance was limited to efficiency, production and effectiveness. The study employed a case study research design which involved an intensive analysis of the data. The study used a sample size of 50 employees of which the majority were medical personnel. Simple random sampling method was used in selecting the respondents. The respondents were issued with self administered questions which had both open ended and close ended questions. The data was analyzed separately before discussion.

The study established that employees at Nkozi hospital are continuously trained to help them gain further skills and knowledge in their respective fields. The study further established that training is an annual process with a budget item on the organization's major budget. Further, the study established that Nkozi hospital has a continuous professional development (CPD) program for all the employees who seek to go for further studies.

DEFINITION OF KEY TERMS

Training	Training is a planned effort to facilitate the learning of job related knowledge, skills and behavior by employee
Performance	Performance is defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed.
On-the-job training (OJT)	OJT refers to the process of learning skills while working where workers especially new workers obtain the knowledge and skills they need to complete their tasks through a systematic training program.
Off-the-job training (OJT)	This refers to acquiring knowledge, skills away from the actual working place. Off the job training is the one that is done by taking the employees away from their normal working place for training.
Job rotation	Job rotation in the workplace is a system where employees work at several jobs in a business, performing each job for a relatively short period of time. Or it is a management technique that assigns trainees to various jobs and departments over a period of few years.

CHAPTER ONE

1.1 INTRODUCTION

According to Hendry (1995) training refers to the process of identifying and developing the necessary skills and knowledge required for performing a job, meeting compliance conditions or performing future responsibilities. In this respect, training is viewed as part of an on-going development process. Employee training is increasingly required to assist the workforce in using modern techniques, tools, strategies and materials in their jobs. Employee training is one of the most important factors for delivering excellence and as such it is a fundamental driver for organizational performance and profitability.

This chapter presents the introduction, background of the study, back ground of the case study, problem statement, main objective, specific objectives, research questions, scope of the study, significance of the study and justification.

1.2 Background of the study

Training according to Cascio (2003) consists of planned programs designed to improve performance at the individual, group or organizational level. He adds that improved performance implies that there have been greater changes in the knowledge, skills, and attitude of workers towards their jobs. Training is basically provided to new employees and those who go for upgrading. New employees are being oriented and Cascio (2003) defines orientation as the familiarization with and adoption to a situation or an environment. In the United States of America it is suggested that every organization which has more than fifty (50) employees should provide orientation because in most cases the time given to it is more limited in most organizations.

Training is often conducted to familiarize new employees with the roles and responsibilities of their positions as well as company policies. Many companies offer continuing training opportunities for employees, focusing on skills that can improve efficiency. Continued training is usually topic-specific and may review skills that can improve employee performance and confidence outside the office. Training is often required when company goals shift or new systems are introduced.

In the current situation according to Harris (1997) very many organizations and companies spent a lot of money on employee training, on both formal and informal and it can be done by the organization sponsoring the employees or employees sponsoring themselves. Training has been seen as a contributing factor towards employee's performance in organizations. According to Mullins (2005), training was inadequate compared to today, but due to surveys that were conducted by the British Organizations, training has a considerable impact on the consciousness of the nation. As time went on in the in the early 1990s, these organizations and some companies adopted training policies and this helped them improve on their performance than before and training started to dominate in most organizations even in the counties. Since there has been stiff competition among this organizations globally which is a challenge, the need for training has increased in many countries.

Employees are the most precious fortune of the organizations but this shows that employees and organizations grow together which leads to improved performance. Employees who are well-trained often have higher motivation and morale because they feel that the company has invested in their ability and development (Dessler, 2006). This also results in lower turnover rates. Trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. Trained employees are also more confident in their

performance and decision-making skills. In addition, employees who receive regular training are more likely to accept change and come up with new ideas (Gareth, 2003).

In the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting organizations in the best position to face competition and stay at the top (Cole, 2002). This means that there is a significant difference between the organizations that train their employees and organizations that do not train their employees. Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired.

Human resource management literature identifies and provides several newer approaches to training employees. Skills, knowledge and abilities can be imparted through the use of new technologies and adapting to innovative training methods including programmed instructions, computer and simulated games, role playing and audio-visual tools are more effective and therefore some are being extensively used in current training curriculums. These newer techniques combined with the traditional methods such as mentoring, coaching, lectures, conferences, movie or films and case studies represent effective means of training in organizations (Armstrong, 2010).

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2000).

Kenney et al., (1992) stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed to be good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employee's tasks which reflect the quality desired by the organization can also be termed as performance. While much is known about training in the developed world, studies of issues associated with training in less-developed countries are rarely found.

Rao (2011) notes that job characteristics and firm background were found to play key roles in determining training provision. Workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training. However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Unlike in developed countries, training in China was usually intended to remedy skills deficiencies, rather than enhance productivity quote.

There is a positive relationship between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Armstrong, 2009).

However, while employee training has many benefits, it can cause financial strain for some companies. Outsourcing training or tuition reimbursement programs are generally the most expensive. Taking time for training also takes an employee away from job tasks, which can cause a short-term drop in productivity. Highly trained employees may also be recruited by competitor companies, who will benefit from your training efforts and costs should the employee choose to switch companies.

Cole (2002) contends that in the modern era training has gained the reputation of dynamic concept which needs to be understood, in that perspective most of the modern organization which do not respond to the dynamic change that are seen in changed environment may well fail to respond to the needs of organization and people. Hence organizations virtually need to aspire to respond to the change in the environment. These changes may be concerned with organizational or individual behavior or may be concerned with the structural change. Training is one of most important and effective means of bringing about change in an organization. Training is a system which feed the needs, skills and knowledge of the people working in the organization, these skills and knowledge are acquired to fulfill a specified purpose or goal (Rao, 2011).

Casio (2003) argues that, training is a technique which properly focuses and direct towards the achievement of particular goals and objectives of the organization. Hence identification of

training needs is first and probably the most important step towards the organization performance. The process of identifying training needs is a carefully thought out programme that needs to be carried out with sensitivity because success of a training programme may be crucial for the survival of the organization.

Mullins (2005) notes that training is often conducted to familiarize new employees with the roles and responsibilities of their positions as well as company policies. Many organizations offer continuing training opportunities for employees, focusing on skills that can improve efficiency. Continued training is usually topic-specific and may review skills that can improve employee performance and confidence outside the office. Training is often required when company goals shift or new systems are introduced. Employees who are well-trained often have higher motivation and morale because they feel that the organization has invested in their ability and development. Casio (2003) says that training also results in lower turnover rates. Trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. Trained employees are also more confident in their performance and decision-making skills. In addition, employees who receive regular training are more likely to accept change and come up with new ideas

Training describes the formal, ongoing efforts of organizations to improve the performance and self-fulfillment of their employees through a variety of methods and programs. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development (Cooke, 2000). In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training as a means of

promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees, and the continual improvement of their skills and productivity through training, is now widely recognized as vital factors in ensuring the long-term success and profitability of organizations (Jerald, 1995).

1.2.1 Background of the case study

Nkozi hospital is a catholic founded hospital located in Mawokota sub-county, Mpigi District. It is a private, community hospital, serving the town of Nkozi and the surrounding areas of Southern Mawokota County in Mpigi district. The hospital also serves as the nearest and the hospital of first choice for the staff and students of Uganda Martyr University located in the same town. The hospital is a rural, private community, non-profit, but no one is turned away for lack of funds to pay for treatment. It was built in the 1940s. During the Uganda-Tanzania war, which toppled Idi Amin, Nkozi hospital received extensive damage to buildings and equipment. The X-ray unit was damaged in the war and was replaced recently in 2007, through a donation from the Japanese government. The hospital was bombed and looted in the 1979 war. Its capacity reduced from 150 beds to a mere maternity centre offering no surgical services at all. Major operations including Caesarean Sections were only re-started in 1996 after a 16-year stint. Surgical services were strengthened in 2001 when a visiting surgeon started providing monthly specialized services.

The hospital is owned by the Roman Catholic Archdiocese of Kampala. It is accredited to the Uganda Catholic Medical Bureau (UCMB) and is managed by the Sisters of Immaculate Heart of Mary Reparatrix. It is staffed by three doctors who perform surgeries, clinical assistants, midwives, nurses, nursing assistants and other support staff. The hospital also serves as the

teaching hospital for students pursuing the degree of Master of Science in health services management at Uganda Martyrs University, also in Nkozi.

Nkozi hospital conceived the idea of training its employees after three years from the start and this idea was supported by the governing council and the employees themselves were so happy about it since most of them were Diploma holders and a few had Degrees. This was made a point of concern employees were allowed to go for further training and this was done in terms of upgrading so as to reach the standards of the Medical policy. So far out of the ninety employees, fifty are now degree holders, fifteen with a master's degree and the remaining twenty five are still with Diplomas but still go for training like seminars, conferences which help them acquire skills to apply in the medical profession as doctors and nurses in the hospital.

1.3 Statement of the problem

Employee training involves teaching employees skills that can help them become more efficient and productive workers. Most careers include some type of on-the-job training, and a trained work force has benefits for employees and employers. Employee training in Nkozi hospital is to ensure quality medical services in the hospital, but performance by doctors has remained wanting hence affecting the medical outcomes of patients in the hospital.

Unlike other professions in Uganda like the civil service sector, the medical profession has not had defined career path and this has had a lot of implications for conditions of service, and organization performance. The way doctors offer their services has direct impact on the medical outcomes of patients. Therefore, investment in doctors and nurses is critical in achieving quality performance. Doctors in active service are expected to grow continuously through upgrading, refresher courses, induction, ethical and moral training, workshops, seminars. With all that the

need for training new employees and the older ones going back for upgrading is so essential since the more time a person spends on the job the more skills are needed to improve on the job being performed.

Training is necessary to ensure adequate supply of staff that is technically and socially competent, and capable of career advancement into specialist department and management positions. Noel (2007) also says that traditionally training focuses on improving knowledge, skills and changes employee attitudes towards work. Jerald (1995) says that despite the obvious importance of training human resources to meet the growing technical elements of today's work, job training remains the exception rather than the rule in most organizations.

Despite of all the efforts made by most organizations to train employees, there are still some organizations that do not train their employees. Therefore this research is to investigate the effect of training on employee's performance in organizations in Uganda.

1.4 Purpose of the study

The study aimed at examining the effect of training on employee performance.

1.5 Objectives of the study

The following were the objectives of the study;

- i. To examine on-the-job training techniques employed by Nkozi Hospital.
- ii. To explore off-the-job training programs at Nkozi Hospital.
- iii. To examine the effect of training on employee performance.

1.6 Research Questions

In order to achieve the above objectives, the study sought to answer the following research questions.

- i. What are the various on-the-job training techniques employed at Nkozi Hospital?
- ii. What are the various off-the-job training techniques employed at Nkozi Hospital?
- iii. What is the effect of training and employee performance?

1.7 Scope of the Study

This study was limited to Nkozi hospital, supporting staff and board members of the hospital since they are the ones involved in the training program. This area was to be used as a case study because the researcher is familiar with the place. The researcher was intending to find out how training has improved the performance of doctors and nurses in the hospital in question.

1.8 Significance of the Study

The significance of this research was that it would show the importance of training of employees in organizations with the aim of developing and improving on their skills, abilities and employee competences. The organizations have to train so as to improve employees' efficiency, effectiveness and productivity for the organizations to achieve their goals.

The study was to bring to the attention of Nkozi hospital management the importance of having an effective and competent employees who are fully trained and this would enable it meet the demands of the patients and achieve its strategies.

The study would be added to the already existing pool of knowledge as regards the challenges of the existing non trained members in the hospital.

The study would identify mechanisms to the challenges of the existing non trained staff in Nkozi hospital.

The findings of the study would help the hospital in question, in identifying and dealing with the challenges experienced by the existing non trained staff members.

The study was to help the researcher improve on his research methodology skills as well as attaining of his degree.

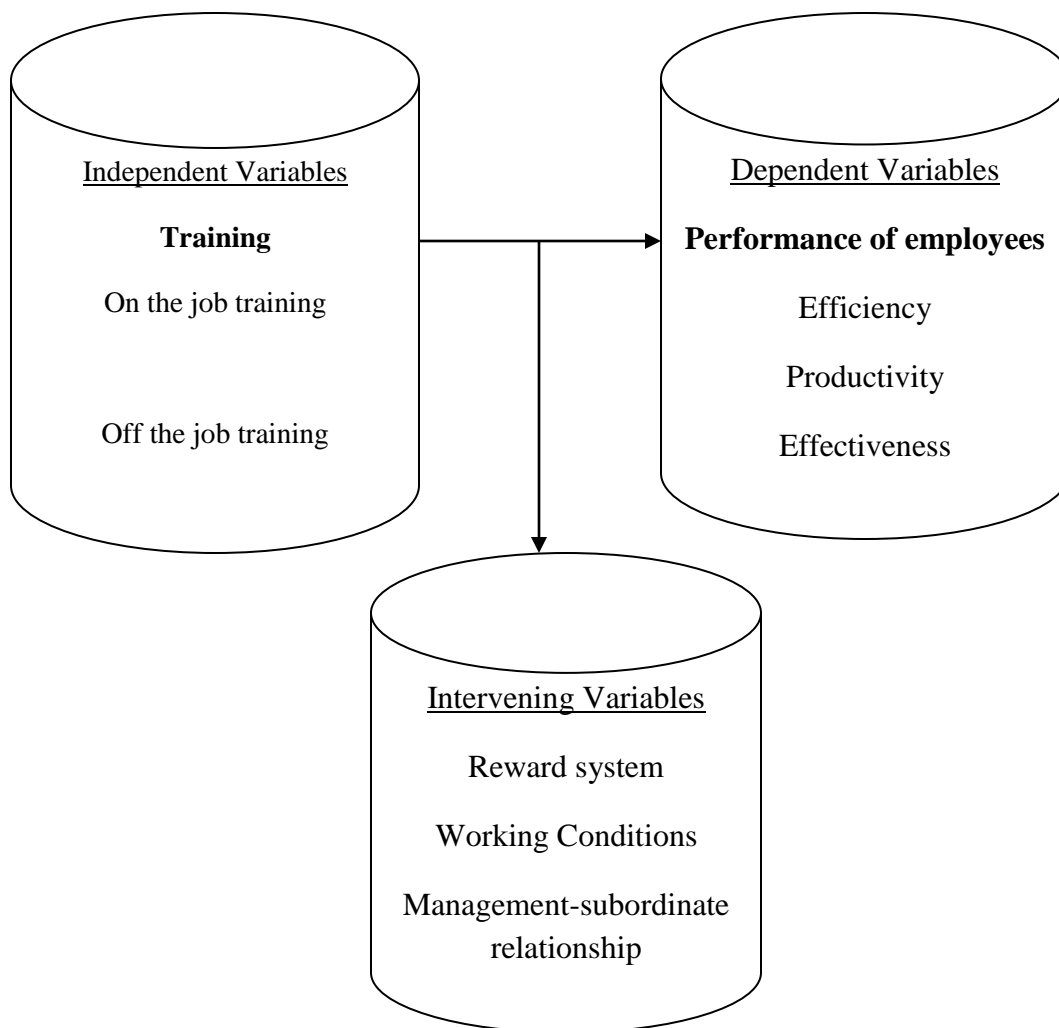
1.9 Justification of the Study

There was need for the researcher to carry out this research, because of the much resources organizations have invested in training their employees especially Nkozi hospital. This research was therefore to point out the effects of training on employee's performance in Nkozi hospital.

1.10 Conceptual Framework

The conceptual framework explains the relationship between the dependent, independent and the intervening variables. In this study the researcher focuses on the effect of training on employee performance in organizations. The conceptual framework shows the relationship between dependent and independent variables.

Figure 1: Conceptual Framework



Source: Based on the literature review and modified by the researcher.

The arrow linking the two tables shows the relationship between the dependent and independent variable and it shows that the attributes under the independent variables can be used to generate positive and negative outcomes on the dependent variable. The performance of the dependent variables cannot be good if training is not carried out effectively. The government policies and hospital management affect the training process in hospitals leading to both negative and positive impact on employee's performance. The government also influence training in that, it provides many training programs. These programs frequently have public policy purposes such as reduction of unemployment, upgrading the incomes of minority groups, or increasing the competitiveness of underdeveloped regions of the country (Glueck1979). The hospital management encourages training since some doctors are being supported by the hospital to go for further studies.

1.11 Conclusion

In conclusion, this chapter consists of the introduction and background of the study and it provides the general introduction, the background of the study, the statement of the problem which describes the problem being addressed by the proposed research and provides the rationale of the proposed objectives, it also includes research objectives (both the main and the specific objectives), research questions, scope of the study, and the significance of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review is the systematic identification and analysis of documents containing information related to the study (Onen, 1998). In this chapter the researcher reviews all the existing related literature on the topic of study. This chapter also contains a theoretical framework where the researcher uses theories to explain the research findings. Related literature is also organized basing on specific objectives. In this chapter the researcher shows the views of different scholars on training and how it affects the performance of employees in organizations.

2.1 Theoretical framework

Under this frame work the following will be looked at in order to find out the effect of training on employee performance in the hospital and they include the following:-

On the job training has been identified as an effective training method, as it allows the doctors and nurses to engage in a training process while performing the daily required duties. It is also deemed to be effective because it allows the employee to be productive while training. It is the primary method used to broaden skills and increase productivity.

Off the job training is also called as vestibule training, because the employees are trained in a separate area from the workplace where the actual working conditions are duplicated. Off-the-job training is conducted in a location specifically designated for training. It may be near the workplace or away from work, at a special training center or a resort. Conducting the training away from the workplace minimize distractions and allows trainees to devote their full attention to the material being taught.

Armstrong (2009) argues that productivity among the employees of the organization increases even while the training seminar takes place. Most times, staffs who receive formal training are found to be more productive than their untrained colleagues who might be working in the same role. Training Seminars also help in the staff retention as it gives employees an incentive to stay on. Staff retention is a significant cost saving to any organization. The loss of one competent person can cost the equivalent of at least a year's pay and benefits. In a large number of organizations, training seminars have in fact reduced the staff turnover, provide for increased quality in the performance of the employees and services by fostering accuracy and efficiency, good work safety practices, and better service delivery.

2.2 Training

Training is a learning process that involves the acquisition of skills, concept, rules or attitudes to increase the performance of employees.

According to Bernardin (2010), training refers to any attempt to improve employee performance on a currently held job or one related to it. For training to be effective, it should involve a learning experience, be planned and designed in response to identified needs.

According to Bernardin (2010) the quality of employees and their development through training and education are major factors in determining long-term profitability of a small business. If you hire and keep good employees, it is a good policy to invest in the development of their skills, so they can increase their productivity. Training often is considered for new employees only, but this is a mistake because ongoing training for current employees helps them adjust to rapidly changing job requirements. Organizations offer seminars and workshops to help employees improve the business operations and increase on their performance.

However, Torrington (2005) says, training makes people more employable and hence more likely to leave their current job in order to develop their careers elsewhere. This implies that all the money spent on training is wasted because it ultimately benefits other organization. Training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy the current and future needs of the organization (Wilson, 1999).

Noel (2006) defines training as a planned effort to facilitate the learning of job related knowledge, skills and behavior by employee. Training is one of the important factors in reducing employee turnover and increase productivity with an organization. It is also argued that, untrained workers change jobs more often due to lack of skills and knowledge of how to perform certain jobs. So, managers should always be clear about the needs of the organization as regards performance standards. From the above definitions it can be asserted that training is a technique concerned with the development of skills and knowledge in a particular discipline. Training enhances and improves person's skills, imparts knowledge to change person's attitudes and values towards a particular direction.

Training is very important to every organization; well trained employees are most likely to be efficient employees as well as happy employees. The training program should relate not only to the specific needs identified through the organization and individual assessments, but also to the overall goals of the company. The objectives of the training should be clearly outlined, specifying what behaviors or skills will be affected and how they relate to the strategic mission of the organization. In addition, the objectives should include several intermediate steps or milestones in order to motivate the trainees and allow the organization to evaluate their progress.

Since training employees is expensive, organizations need to give careful consideration to the question of which employees to train. This decision should be based on the ability of the employee to learn the material and the likelihood that they will be motivated by the training experience. Noel (2006).

In the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (April, 2010).

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (April, 2010).

Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans and Lindsay, 1999). The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc., i.e. something which the trainee desires (Flippo, 1976). There are four prerequisites for learning: Motivation comes first. Cue is the second requirement. The learner can recognize related indicators (cue) and associate them with desired responses with the help of training. Response comes third. Training should be immediately followed by positive

reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives and indicates in the quality of his response. This response must be given as quickly as possible to make sure successful learning (Leslie, 1990).

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2000).

Kenney et al., (1992) stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employee tasks which reflect the quality desired by the organization can also be termed as performance. While much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. Job characteristics and firm background were found to play key roles in determining training provision. Workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training. However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Earnings

differentials were not found to correlate with different types of training. Unlike in developed countries, training in China was usually intended to remedy skills deficiencies, rather than enhance productivity (Ying Chu Ng, 2004).

There is a positive relationship between training and employee performance. Training generates benefits for the employees as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. (Benedicta and Appiah, 2010). It is obvious that training plays an important role in the development of the organization, improving performance as well as increasing productivity and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and that do not train them. (Benedicta and Appiah, 2010). Organizations that is dedicated to generating profits for its owners (shareholders) and providing quality service for its customers and beneficiaries usually invest in the training of its employees. (Evans and Lindsay, 1999).

2.3 On-the job training

On-the-job training or OJT, as it is commonly known, is a structured concept of the training process. OJT has been identified as an effective training method, as it allows the doctors and nurses to engage in a training process while performing the daily required duties. It is also deemed to be effective because it allows the employee to be productive while training. It is the primary method used to broaden skills and increase productivity. OJT is very successful in strengthening skills unique to the employees' job (Armstrong (2011). Hospitals with a sound OJT program normally will see increased morale in their employees as well as a higher level of productivity and professionalism. An effective OJT program should identify the

subject/concepts, have a defined set of hours needed to achieve the desired results, have an estimated completion date and have a thorough evaluation method.

Noel et al (2009) define on-the job training as the method in which a person with job experience and skills guides trainees in practicing job skills at the work place. On-the-job training tends to be the responsibility of supervisors, human resources professionals, or more experienced co-workers. Consequently, it is important for organizations to train their workers because training helps to increase the employee's productivity levels, less supervision of workers, less efficiency that translates to an increase in financial gains, employees with a greater feeling of dignity, self-worth and well-being as their value within the organization increase as well as increased productivity and financial rewards as employees satisfy organizational and personal goals. On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning.

According to Bernardin H (2003) on-the-job training requires more organization, and often involves the creation of a lesson plan and set objectives, a clear estimation of how long the training should take, and a method of measuring how effective the training is. This type of training tends to be more uniform, with all employees who do a specific job being taught the same things in the same ways. It also requires that the trainer be chosen carefully and trained to work with new employees who have different levels of skills and knowledge. He also continues to suggest that on-the-job training is often cost-effective for a business because no outside teachers or programs are needed, and the training is typically conducted as part of the actual work shifts. There is no need for the new worker to travel for the training, which could require

paying for transportation. No extra equipment is needed either, as the new worker learns by using the tools that he or she will be using for the job.

Jones et al (2003) notes that by training in the workplace, a new employee also has the chance to get to know the people and the environment earlier. He or she often gets a chance to interact closely with new co-workers and get practical advice about doing the job. Many times, the person who will be doing the training and evaluation is the new worker's supervisor or manager, so this also establishes job expectations from the very beginning. The feedback during on-the-job training is also immediate, so the new employee may experience faster growth in the job than he would in other types of training situations. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

On-the-job training, sometimes called direct instruction, is one of the earliest forms of training (observational learning is probably the earliest). It is a one-on-one training located at the job site, where someone who knows how to do a task shows another how to perform it. In antiquity, the kind of work that people did was mainly unskilled or semiskilled work that did not require specialized knowledge. Parents or other community members, who knew how to do a job necessary for survival, passed their knowledge on to the children through direct instruction Jones (2003).

On the job is still widely in use today. In fact, it is probably the most popular method of training because it requires only a person who knows how to do the task, and the tools the person uses to do the task. It may not be the most effective or the most efficient method at times, but it is normally the easiest to arrange and manage. Because the training takes place on the job, it can be highly realistic and no transfer of learning is required. It is often inexpensive because no special

equipment is needed other than what is normally used on the job. The other side is that OJT takes the trainer and materials out of production for the duration of the training time. In addition, due to safety or other production factors, it is prohibitive in some environments. Armstrong (2011).

On-the-job training is training that takes place while employees are actually working. It means that skills can be gained while trainees are carrying out their jobs. This benefits both employees and the business. Employees learn in the real work environment and gain experience dealing with the tasks and challenges that they will meet during a normal working day. The business benefits by ensuring that the training is specific to the job. It also does not have to meet the additional costs of providing off-the-job training or losing working time. Bernardin H (2003).

There are several methods of providing on-the-job training. Four frequently used methods are briefly described here:

- Coaching – an experienced member of staff will help trainees learn skills and processes through providing instructions or demonstrations (or both).
- Mentoring – each trainee is allocated to an established member of staff who acts as a guide and helper. A mentor usually offers more personal support than a coach, although the terms ‘mentor’ and ‘coach’ are often used interchangeably.
- Job rotation – this is where members of staff rotate roles or tasks so that they gain experience of a full range of jobs.

‘Sitting next to Nellie’ – this describes the process of working alongside a colleague to observe and learn the skills needed for a particular process. This can be a faster and more useful way of

learning a job role than studying a written manual. The colleague is always on hand to answer any questions or deal with any unexpected problems.

On Job Training gives employees real life exposure to organizations, their work culture, the processes and policies of the industry. It is an essential part of the learning curve and makes the students job ready. Students until now have mastered the theoretical aspects of networking, information technology, or any other discipline. Hereafter the student spends time with more knowledgeable and skilled personnel of an organization to learn the ropes in each department. They spend a week or so in each department to get familiar with the processes. Finally they may be given a small real time job to execute on their own. The coaching and mentoring given to students helps them to take on the job independently while reporting to the superior. Trainees, as they are referred to during this period, provide feedback on the course and work to superiors with close monitoring from mentors. This may be done till the trainees are able to execute the job flawlessly.

According to Suzan H, the best job training happens at work. If you're committed to employee development and powerful reasons exist about why employee development is critical on-the-job training may provide your best answer. Employees appreciate the chance to develop knowledge and skills without ever leaving work. And, you can customize the on-the-job training employees receive to your workplace needs, norms, and culture. Internal job training and employee development bring a special plus. Unlike external job training, examples, terminology, and opportunities can reflect the culture, environment, and needs of your workplace.

She goes on to say that the organization can offer powerful on-the-job training for its employees to its significant advantage as an organization and service or product provider. Here are twelve

ways to provide on-the-job training and significant employee development. Are you pursuing all of these opportunities for internal job training and employee development:-

Mentoring the relationship is a win-win for all parties: the employee who seeks a mentor, the mentor, and organizations that employ the mentoring pair. Mentoring is also a powerful form of job training and can contribute experience, skills, and wisdom to a mentored employee to increase and expand employee development. Mentoring, whether with the boss or another experienced employee, is key in employee development within your organization.

Periodic In-House Training from Internal or External Resources: - If you're looking for a way to develop your internal staff that involves an external consultant, or even an internal manager or HR staff person, internal job training is an effective way to offer training and build the team at the same time. Employee development, offered in brief sessions, internally, on a regular basis, allows you to do job training with a consultant or internal provider who knows your goals, language, culture, and workplace norms. These job training sessions also build the team and help employees develop conversations about improvement, growth, and change.

Require employees who attend external Training to do on-job-training: - When an employee attends an external seminar, training session, or conference, establish a company norm that the employee is expected to magnify the experience for the company by training other employees. This is effective employee development because it introduces new ideas to your organization. It is cost-effective in that the attending employee provides employee development for other employees. These presentations promote employee development, the promulgation of new ideas, and extend job training knowledge. The requirement also develops the skills of the employee

who attended the external event. He or she practices sharing ideas and presenting - both significant skills for employee development.

Transfer: -A transfer is an approach to employee development that also helps employees create a career path. A transfer provides experience in other areas of an employee's current department or in a new department within the business. This job training widens the employee's horizons and enables the employee to gain wider and broader experience within the business. A transfer provides effective job training will at the work place.

Coaching: -Executives, managers, and others interested in career growth and employee development increasingly turn to a business coach, either internal or external, for a personally tailored development process for themselves or reporting employees. Coaching from a boss or other interested manager is always useful job training. Coaching is also a different delivery system for training, since training, especially with long term managers and people who are further along in their careers, is not working. The coach works with the manager to tailor the job training program in skill areas that need an impact.

On-the-job training is valuable where realism is essential. It is a particularly good way of developing technical skills. During on-the-job training, a colleague or supervisor guides the employee through tasks and processes so that the employee knows how to perform the task and to what standard. Typically, the supervisor observes the trainees while they perform their duties. After observation, the observer provides the trainees with feedback on their performance. All of National Grid's schemes provide extensive on-the-job training and have received several accolades and awards.

2.4 Off-The-Job Training

Off-the-job training is a composite of classroom training, simulation, seminars as discussed below;

Ivancevich (2010) says, off the job training methods are those in which training is provided away from the actual working condition. It is generally used in case of new employees. Instances of off the job training methods are workshops, seminars, conferences and others. Such method is costly and is effective if and only large number of employees had to be trained within a short time period. Off the job training is also called as vestibule training, because the employees are trained in a separate area from the workplace where the actual working conditions are duplicated. Off-the-job training is conducted in a location specifically designated for training. It may be near the workplace or away from work, at a special training center or a resort. Conducting the training away from the workplace minimize distractions and allows trainees to devote their full attention to the material being taught.

However, off-the-job training programs may not provide as much transfer of training to the actual job as do on-the-job programs. Off-the-job training tends to be handled by outside instructors or sources, such as consultants, technical and vocational schools, or continuing education programs. Although outside sources are usually better informed as to effective training techniques than company supervisors, they may have a limited knowledge of the company's products and competitive situation. In addition, the cost of some off-the-job training methods may be too high for many organizations to afford.

Off-the-job training includes more general skills and knowledge useful for work, as well as job-specific training. Training may be provided by specialist trainers working for National Grid or by

an outside company hired to help with training. Off-the-job training is particularly effective for non-technical skills, as employees can use these across different areas of the company. Both apprentices and graduates receive induction training. One of the induction modules for graduates is a project that aims to accelerate their understanding of the whole company and introduce them to the behaviours required for working in business teams.

It provides many opportunities to learn about and explore four core competencies:

1. Managing one self. Trainees learn tools and techniques to help their self-development through managing their time effectively, meeting deadlines and targets and building other personal capabilities.
2. Working with others. Trainees develop leadership and influencing skills, learn to better listen to and respect others, build team spirit and understand personal differences within the team.
3. Business and strategic awareness. Trainees learn and analyze the company's strategy and the commercial environment in which it operates.
4. Planning to achieve. Trainees improve their skills in data gathering and interpretation, project management and creative problem solving.

Off the job training is competency based and has been integrated into work place training arrangement. Training may be offered as a block course of up to eight weeks or as one day a week basis throughout the college year. Attendance at off the job training component provides essential skills required and is compulsory for all apprentices.

2.4.1 Classroom training

According to Cole (2002) classroom training enable trainers to maintain tight control over employee and it is conducted off the job and is the most familiar training method for the employees who go back for upgrading. Lloyd & Leslie (2004) argue that classroom training is an effective means of imparting information quickly to large groups with limited knowledge of the subject being presented. It may be conducted by the company experts or by outside experts from the same industry or education field such as university professors. Under this method, training is provided in form of lectures. This method is effectively used for the purpose of teaching administrative aspects or on management subject to make aware of procedures and to give instructions on particular aspects related to the job.

Gomez et al (2008), notes that classroom training provides information and raises issues for group discussion and lectures are often supplemented with small-group discussions to allow students to have more contact with professors, to ask in-depth questions, and to allow a different learning environment than the normal lecture room setting. Other materials like handouts, semester modules, case studies, exercises and group discussions covering the topics are provided for continued study after the lecturers. Which helps teachers learn ahead of the trainer and be able to engage in the lecture and ask question for better understanding.

2.4.2 Seminars

In the era of constant changes, staying competitive is the key to sustainable growth and performance. It is in this context that Training Seminars for the staff in a company become relevant in order to keep them motivated and up-to-date with organization trends and new technologies (Beardwell & Holden 2001). These Training Seminars are in a way almost essential

for maintaining the relevance of the workers' contribution to the organization. Apart from the benefits accrued to the organization as a whole these Training Seminars benefit the staff too.

Armstrong (2009) argues that productivity among the employees of the organization increases even while the training seminar takes place. Most times, staffs who receive formal training are found to be more productive than their untrained colleagues who might be working in the same role. Training Seminars also help in the staff retention as it gives employees an incentive to stay on. Staff retention is a significant cost saving to any organization. The loss of one competent person can cost the equivalent of at least a year's pay and benefits. In a large number of organizations, training seminars have in fact reduced the staff turnover, provide for increased quality in the performance of the employees and services by fostering accuracy and efficiency, good work safety practices, and better service delivery.

They help them to learn new skills and become a valued asset in any organization. Training Seminars bring direct benefits to the business and for this very reason can be calculated as a return on investment. No matter which organization we consider, or what the size of the organization is, training seminars can have a positive effect on the organization performance and a definite measurable impact on the bottom line of the organization.

Goldstein (2002) notes that training seminar conducted in one area can flow to all levels of the organization. Over time, training seminars not only boost the bottom line, but reduce costs by decreasing wasted time and materials, maintenance costs of machinery and equipment, workplace accidents which may result in lower future insurance premiums, recruitment costs such as advertising and induction, through the internal promotion of skilled staff, and absenteeism.

Goldstein (2002) continues to say that training seminars provide for increased quality in the performance of the employees by fostering accuracy and efficiency, good work safety practices, and better service delivery in the organization (hospital).

2.4.3 Job rotation

McDonough (2012) notes that, it is important for business owners to provide opportunities to increase employee motivation because greater motivation promotes higher levels of organizational commitment and desire to grow within the company. When employees are given the opportunity to rotate between different positions, they enhance and improve their skills, abilities, and competencies, which lead to better job performance and greater likelihood of promotional advancement. Furthermore, employees that are engaged with a number of different positions throughout a company experience increased appreciation for coworkers and the interrelation between positions, which decreases animosity and enhances organizational commitment.

According to Maubi N (2007), Job Rotation is where employees are shifted between two or more assignments or jobs at regular intervals of time in order to expose them to all jobs within the same department of an organization. Job rotation is aimed at testing the employee skills and competencies in order to place him or her at the right place. In addition to this, job rotation gives a wider experience and explores the hidden potential of an employee and helps them gain more insights in different tasks. It helps management in discovering the talent of employees and determining what he or she is best at and it gives an individual a chance to explore his or her own interests and gain experience in different fields or operations.

McDonough (2012) puts it clear that employees are the ‘battery’ of any organization and for the organization to achieve its goals and objectives, employees are supposed to be guided on what to do and how to do it, and this can be done through continuous monitoring of their performance. A routine evaluation to assess the performance of each employee can be done to make sure employees work in line with the organization’s set standards.

Dan Macleod (2006) notes that job rotation has indirect benefits for the organization because employees with a wider range of skills give management more flexibility in scheduling work, adapting to changes, and filling vacancies. An employee who rotates accumulates more experience in many areas than those who do not rotate hence promoting flexibility in production.

Noel et al (2009) says that, the success of an organization depends on the productivity of its employees. If the employees are rightly placed, they will be able to give the maximum output. In case, they are not assigned the job that they are good at, it creates a real big problem for both employee as well as the organization. Therefore, fitting a right person in right vacancy is one of the main objectives of job rotation. He continues to say that testing and analyzing employee skills and competencies and then assigning them the work that they excel at is one of the major functions of job rotation process, this is done by moving them to different jobs and assignments and determining their proficiency and aptitude. Though sometimes once employees start performing a specific task, they don’t want to shift from their comfort zone. But through job rotation, managers prepare them in advance to have a wider range of work experience and develop different skills and competencies. It is necessary for an overall development of an individual. Along with this, they understand the problems of various departments and try to adjust or adapt accordingly hence increasing on performance.

Job rotation has the following importances to the organization like Nkozi hospital:-

- The employees gain knowledge and skills that require new skills and provide different responsibilities.
- It helps to overcome the potential boredom and job dissatisfaction by having a new and different job with changed responsibilities and tasks.
- It helps the employees to learn about different facts of the organization and how work is accomplished in different departments or job functions.
- To gain visibility with a new group of coworkers and managers, visibility for a good employee brings potential opportunities.
- To improve innovation and improved work process efficiency.
- It helps to reduce boredom and compliancy in the organization amongst the employees.

2.5 Effect of training on employee performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992) as briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or returns on capital employed (Wood & Stangster 2002). Efficiency and effectiveness- efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). Productivity is

expressed as a ratio of output to that of input. (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organisation and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996).

As noted by Draft (1988), it is the responsibility of the company manager to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/ services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for higher performance levels. It is important to note that performance management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner.

Performance management can focus on performance of employees, department, processes to build a product or service, etc. Earlier research on productivity of workers has shown 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). Further still, Kinicki and Kreitner (2007) document that employee performance is higher in happy and satisfied workers and the management finds it easy to motivate high performers to attain firm targets.

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in better positions and stay at the top. This therefore implies an existence in a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart et al. 2005). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In relation to the above, Wright & Geroy (2001) note that employee competences change through effective training programmes. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, abilities, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance.

According to Swart et al (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of employees and enhancing employee performance. He further elaborates the concept by stating that training facilitates organizations to recognize that its workers are not performing well and thus their knowledge, skills and attitude needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to consistently adapt to new requirements of job performance. In other words organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skills and performance gaps.

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

Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance.

According to Kenney & Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance.

Productivity is the ratio of output to inputs in production; it is an average measure of the efficiency of production. Efficiency of production means production's capability to create incomes which is measured by the formula real output value minus real input value.

Increasing national productivity can raise living standards because more real income improves people's ability to purchase goods and services, enjoy leisure, improve housing and education and contribute to social and environmental programs. Productivity growth also helps businesses to be more profitable.

A producing company can be divided into sub-processes in different ways; yet, the following five are identified as main processes, each with a logic, objectives, and theory and key figures of its own. It is important to examine each of them individually, yet, as a part of the whole, in order to be able to measure and understand them. The main processes of a company are as follows:

Productivity is created in the real process, productivity gains are distributed in the income distribution process and these two processes constitute the production process. The production process and its sub-processes, the real process and income distribution process occur simultaneously, and only the production process is identifiable and measurable by the traditional accounting practices. The real process and income distribution process can be identified and measured by extra calculation, and this is why they need to be analyzed separately in order to understand the logic of production performance.

Real process generates the production output from input, and it can be described by means of the production function. It refers to a series of events in production in which production inputs of different quality and quantity are combined into products of different quality and quantity. Products can be physical goods, immaterial services and most often combinations of both. The characteristics created into the product by the producer imply surplus value to the consumer, and on the basis of the price this value is shared by the consumer and the producer in the marketplace. This is the mechanism through which surplus value originates to the consumer and the producer likewise. It is worth noting that surplus values to customers cannot be measured from any production data. Instead the surplus value to a producer can be measured. It can be expressed both in terms of nominal and real values. The real surplus value to the producer is an outcome of the real process, real income, and measured proportionally it means productivity.

Income distribution process of the production refers to a series of events in which the unit prices of constant-quality products and inputs alter causing a change in income distribution among those participating in the exchange. The magnitude of the change in income distribution is directly proportionate to the change in prices of the output and inputs and to their quantities. Productivity gains are distributed, for example, to customers as lower product sales prices or to staff as higher income pay.

Davis has deliberated the phenomenon of productivity, measurement of productivity, distribution of productivity gains, and how to measure such gains. He refers to an article suggesting that the measurement of productivity shall be developed so that it "will indicate increases or decreases in the productivity of the company and also the distribution of the 'fruits of production' among all parties at interest".

According to Davis, the price system is a mechanism through which productivity gains are distributed, and besides the business enterprise, receiving parties may consist of its customers, staff and the suppliers of production inputs. In this article, the concept of “distribution of the fruits of production” by Davis is simply referred to as production income distribution or shorter still as distribution.

The production process consists of the real process and the income distribution process. A result and a criterion of success of the owner is profitability. The profitability of production is the share of the real process result the owner has been able to keep to himself in the income distribution process. Factors describing the production process are the components of profitability, i.e., returns and costs. They differ from the factors of the real process in that the components of profitability are given at nominal prices whereas in the real process the factors are at periodically fixed prices.

The need to increase the performance and productivity of the workforce is so often cited as the number one priority. But usually, traditional approaches like competency-based performance management, working smarter and LEAN have already been ‘done’ in the business. In reality, the search for new drivers of performance or, in the private sector, new sources of competitive advantage, is never ending.

The link between psychological well-being and business performance is now well established, but that’s not to say that most organizations have already ‘done’ well-being. On the contrary, for many it is a work in progress, for still more psychological well-being remains largely untapped.

This search for performance and productivity improvement has been further sharpened by the need to 'do more with less' which has left businesses with fewer employees and more work than ever before. As a result, the need for an engaged and motivated workforce with high levels of well-being and discretionary effort has never been stronger.

The '6 Essentials' of workplace well-being are central to our approach to performance improvement. Because of the proven link between well-being and productivity, as well as our own experience of working with clients, we know that organizational improvements in well-being can translate to performance gains. The '6 Essentials' are critical because they provide the specific levers to pull to improve well-being - rather than seeing it as a single, unfathomable entity.

In terms of specific interventions: your business case for investing in well-being will define your performance goals at different levels in the organization; diagnostics will help identify the priority areas to focus on; leadership development and training will help managers to create the most productive environment for their teams and developing resilience helps people perform well, even in the face of setbacks. Our watchwords are 'keep pressure positive'!

Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression, or it is the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing."

Efficacy, efficiency, and effectivity are terms that can, in some cases, be interchangeable with the term effectiveness. The word effective is sometimes used in a quantitative way, "being very effective or not very effective". However, neither effectiveness, nor effectively, inform about the direction (positive or negative) and the comparison to a standard of the given effect. Efficacy, on the other hand, is the extent to which a desired effect is achieved; the ability to produce a desired amount of the desired effect, or the success in achieving a given goal. Contrary to the term efficiency, the focus of efficacy is the achievement as such, not the resources spent in achieving the desired effect. Therefore, what is effective is not necessarily efficacious, and what is efficacious is not necessarily efficient. Other synonyms for effectiveness include: clout, capability, success, weight, performance. Antonyms for effectiveness include: uselessness, ineffectiveness. Another source of confusion regarding the term effectiveness is its relationship with the term affectiveness. Due to the similarity in the way these two words are spelled, they are often confused with each other and used incorrectly. The term affectiveness (noun) is derived from the root word affective (adjective) meaning concerned with arousing emotions or affection or relating to moods, attitudes or feelings. Simply stated, effective means outcome and efficiency means output.

A four-phase landmark study reveals that effective human resource practices directly affect business results, including revenue growth, profit growth and employee turnover reduction.

“The results are definitive,” David Sikora, director of the Gevity Institute, said in a prepared statement announcing the results. “Through this unique and first-of-its-kind study, we have been able to quantify the impact that human resource practices have on small businesses. Rather than

simply being an additional cost, investments in effective employee management strategies can help a small business grow sales and profits.”

The study, sponsored by the Gevity Institute and conducted by Christopher Collins, Ph.D., an associate professor at Cornell University, shows that small businesses that implement Effective Employee Management Strategies experience a 22.1 percent higher revenue growth, 23.3 percent higher profit growth and a 68.8 percent reduction in employee turnover, compared to those companies who did not. Further, the study found that those small businesses in highly competitive markets, with high-growth goals and having more than 50 employees, experienced significantly higher business impact from the use of effective employee management strategies.

The most effective strategies were identified as they relate to employee selection, employee management and employee motivation and retention strategies. The strategies identified as most effective for small businesses is:-

Hiring based on person-organizational fit, as opposed to only person-job fit. The study proved that hiring candidates who fit the culture of the organization is more effective than hiring solely based on skills that fit a specific job.

Managing employees using a self-management strategy, as opposed to a controlling management strategy. The study shows companies that give employees greater discretion, trust and empowerment perform better than those that have tight controls and closely monitor their employees.

Motivating and retaining employees by implementing a family-like environment/community, as opposed to using individual monetary incentives. Organizations that create a family-like

environment in the workplace using employee socials, company-wide meetings and challenging employees see increased business outcomes than those who just use money as an incentive.

“The study is groundbreaking because we’ve proven that specific human resources strategies have a meaningful and statistically significant impact to small business financial performance,” Collins said. “So much of existing research concerns large companies. However the relative impact of a single person leaving a small business can be an even greater setback. Our research clearly supports the importance of having a formal employee management strategy as part of any small business plan – either in-house or outsourced to a professional like Gevity.”

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodology the researcher used in carrying out the research study. The researcher discusses the research design, sample size, sampling procedures, population of the study and research procedures, research instruments used in collecting data, validity and considerations and ethical reliability of the research methods.

3.1 Research design

According to Cooper, R, & Schindler, S (2006) research design refers to the plan and structure of investigation so conceived as to obtain answers to the research questions. The research design gives an explanation on how various research methods of analysis and data collection link the specific research questions being investigated. The researcher used a case study approach. A case study on the other hand refers to an intensive analysis of an action or an instance in action for example a person, group or event (Cooper, R, &Schindler, S (2006).

The choice of a case study approach was used because it provides a description of a specific area where the researcher focuses during the research study in the shortest time possible. It allows the use of data in a limited time. Triangulation refers to the combination of more than one research method in the study of the same phenomenon. It was used by the researcher because it provides a clear understanding of the problem the researcher is investigating about.

3.2 Area of the study

The research is based on Nkozi Hospital, located in Mpigi District. This area was used as a case study because the researcher is familiar with the place and the chosen organization carries out training of employees. The hospital is located in the town of Nkozi, in the parliamentary constituency of Mawokota county south, in Mpigi district, in Uganda's central region. The distance of the hospital from Kampala and Nkozi is 70.52kilometers (km) in the western province of Uganda. The approximately estimated travel/road distance can be around 50.39 miles to 54.78miles. The distance is straight line distance (may be called as flying or air distance) between the two locations calculated based on their latitudes and longitudes. This distance may be very much different from the actual travel distance, the approximately estimated travel/road distance also can be very much different if the road is not straight or land is not available than the actual.

(009".00"N, 32 0"59.00"E (Latitude: 0 002500: Longitude: 32, 016390) of the equator.

3.4 Population of the study

Population is a group of individuals from which the samples are taken for measurements. The staff is made up of 90 members including the support staff and the researcher's population of study involved the doctors, nurses and support staff of the hospital. There are 49 females and 41 males making up the hospital population of the staff and of the above figures, 29 are doctors, 30 are nurses 26 are support staff and 5 are security men. The researcher sampled a population of 50 employees out of the 90 members of staff.

3.5 Sample size

The hospital sample total of 50 employees out of which 35 are the doctors and 1(one) is the head doctor, 14 are the supporting staff. So the sample size that the researcher used consisted of the medical staff and support staff members and the hospital management where the head doctor was the only one considered. This sample size is determined by the formulae

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

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

$$n = \frac{50}{1 + 50(0.0025)} = \frac{50}{1.125}$$

$$n = 44 \text{ employees}$$

Where n is the sample size

Ne is the total number of employees at Nkozi Hospital

E represents the error which can be either 0.05 or 0.01

3.6 Sampling technique

Here the researcher used probability sample technique because it gives an opportunity to all members within the accessible population to be selected. The research issued the questionnaires to the different respondents in the hospital and these included the doctors, nurses and other different support staff.

3.7 Methods of data collection and tool / Data Sources

The researcher used both primary and secondary sources while collecting data. Primary source is where the researcher gets first hand information using methods like questionnaires and observation. Secondary source is where the researcher gets information from works of other peoples for example journals, news papers, textbooks and any other literatures that can give relevant information about the topic under study.

3.7.1 Self administered Questionnaires

A questionnaire according to Amin (2005) refers to a carefully designed instrument for collecting data in accordance with the research questions. The questionnaire method was chosen because it covers a wide area and researchers approach respondents more easily through questionnaires. Questionnaires are also less expensive compared to other methods because questionnaires can be sent to respondents and they fill them without the researcher's guidance. The researcher distributed questionnaires to those who wished to provide her with information and contribute to the success of her research and development of this study at Nkozi Hospital.

3.8 Data collection procedures

The researcher had to first seek for permission from the Hospital management where the research study was to be carried out, the researcher also presented an introductory letter from the University to confirm to these people that he was really a student. This was followed by fixing appointments with the respondents to whom he was going to collect data from. The researcher also carried out pre-testing of the tools and instruments that were to be used to find out if they would capture the information needed for research.

3.9 Validity and Reliability

Validity refers to the truthfulness of the data which is the situation where the questionnaire is free from errors and bias. This can be determined through using the coefficient of validity index method (CVI) for a questionnaire to be valid; it has to have a percentage above 50% or 0.5.

$$\begin{aligned} \text{CVI} &= \frac{\text{items rated relevant}}{\text{total number of items}} \times 100\% \\ &= \frac{35}{60} \times 100 = 58\% \end{aligned}$$

Where: CVI = Coefficient of Validity Index.

Reliability:

This refers to the consistence results after repeated trials. The researcher tested the sample using the same questions and this ensured accuracy and consistence of the questionnaire. To determine the validity and reliability of tools, the researcher used experts to read through the set of and organized research instruments for correction and thereafter, such tools were taken to the field to

the chosen target population to test them. This enabled the researcher to find out if the tools would be clearly understood by the target population.

3.10 Data analysis

In analyzing data, the researcher used both quantitative and qualitative research designs. Therefore the study was both quantitative and qualitative in nature. For the quantitative method the researcher used correlation design which is used to examine the relationship between the independent variable and the dependent variable. The researcher will use the SPSS in order to calculate for the accuracy in the research findings.

3.11 Ethical consideration

The researcher did not use biased questions, difficult vocabulary, and harsh language to force respondents to give her information while interviewing them.

The researcher did not give respondents money in order to get information from them.

There was high level of confidentiality. The information got from different people will be kept out of reach of others.

3.12 Limitations

The negative attitude of the respondents especially doctors towards training programme hindered the collection of data, but the doctors were educated about the relevance of training and they provided the information to the researcher.

Failure by respondents to return the received questionnaires and this was solved by the researcher going to the field and collect the questionnaires herself.

Some questionnaires got lost before returning them back to the researcher, this was solved by sending more questionnaires to the field for the respondents to answer and provide information.

Misinterpretation of questions by respondents and this was overcome by trying to explain to the respondents everything that was not clear to them.

3.13 Conclusion

This chapter was about the research methodology which comprised of the research design, study population, the sample size, sampling design, methods of data collection and the tools, data collection procedures, reliability and validity, data analysis and the ethical considerations.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.0 Introduction

This chapter is a full presentation of the findings, interpretation and discussion presented in the review of the various literatures and establishments from different respondents of Nkozi Hospital. The findings were got from the secondary sources, internal documents and staff of Nkozi Hospital. The researcher examined the data given by the respondents so as to establish a basis upon which to evaluate the effectiveness of training on the performance of the hospital. Most of the findings do not appear new and will therefore only serve to reinforce what is already known about the study. Therefore the findings were presented in line with the research objectives.

4.1 Background information of respondents

The researcher consulted five (3) staff personnel, one (1) credit manager and 20 (twenty) support staff of Nkozi Hospital, Mpigi District. The researcher was interested in knowing their positions, age bracket, their previous employment and the period they have worked with Nkozi Hospital. All this was sought to establish their level of awareness in line with the subject (training) and the hospitals performance to determine the rate of reliance on the information they provided. However most of the persons were reluctant to give response on this but the researcher observed and made an assumption about their ages. This information is analyzed as below:-

Table 4.1: Showing the information of the respondents

Employee Position	Age range	Period of employment in Nkozi Hospital
General Manager	40-50	Eight (8) years
Secretary	20-30	Two (2) years
Accountant	30-40	Five (5) years
Human Resource Manager	30-40	Four(4) years
Nursing staff	20-30	Three (3) years
Director	40-50	Five (5) years
Doctors	Undisclosed	Undisclosed

Source: Research data, 2014

4.2 Presentation and discussion

The researcher has discussed all findings following the objectives of the study.

Before the discussion of the findings, it should be noted that the researcher had a target population of 90 respondents and got an actual population of 50 respondents thus this information is summarized in the table below.

Table 4.2: Showing the number of respondents

TARGET RESPONDENTS	ACTUAL RESPONDENTS
90	50
Percentage	55.6%

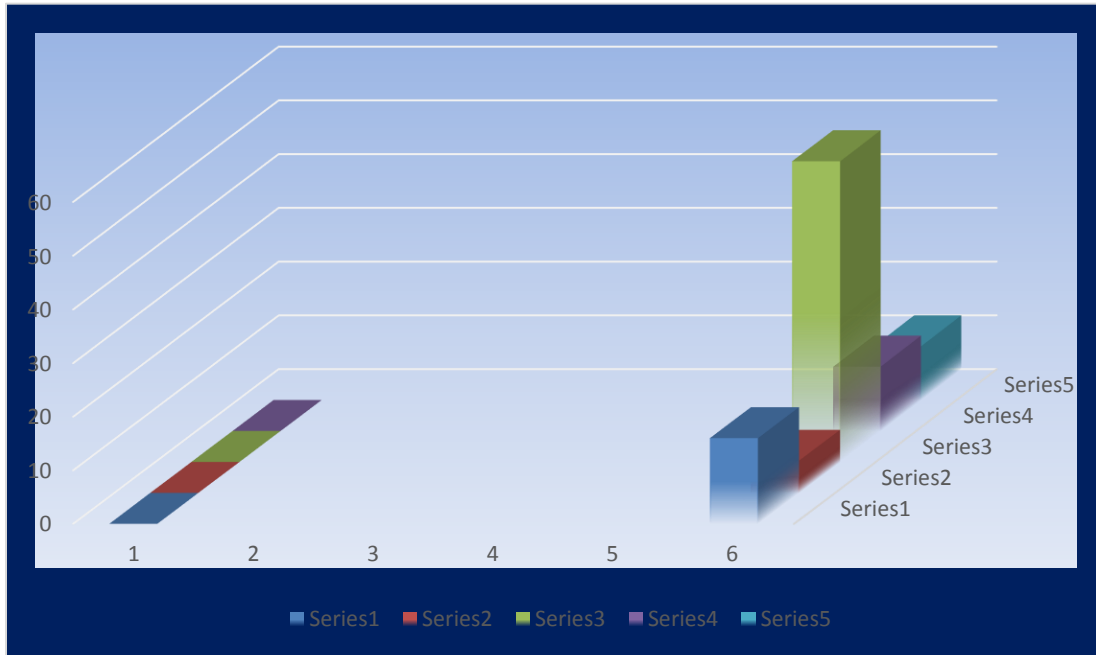
Source: Research data, 2014

Table 4.3: Showing the frequency and percentages of number of years worked by the respondents

Working periods	Frequency	Percentages	Ranks
Less than 5years	26	50	1
Between 5 to 10years	17	34	2
More than 10 years	8	16	3
Totals	50	100	

Source: Research data, 2014

Figure 2: A bar graph representing the percentages of the years worked by the staff in the organization



Source: Research data, 2014

Explanation

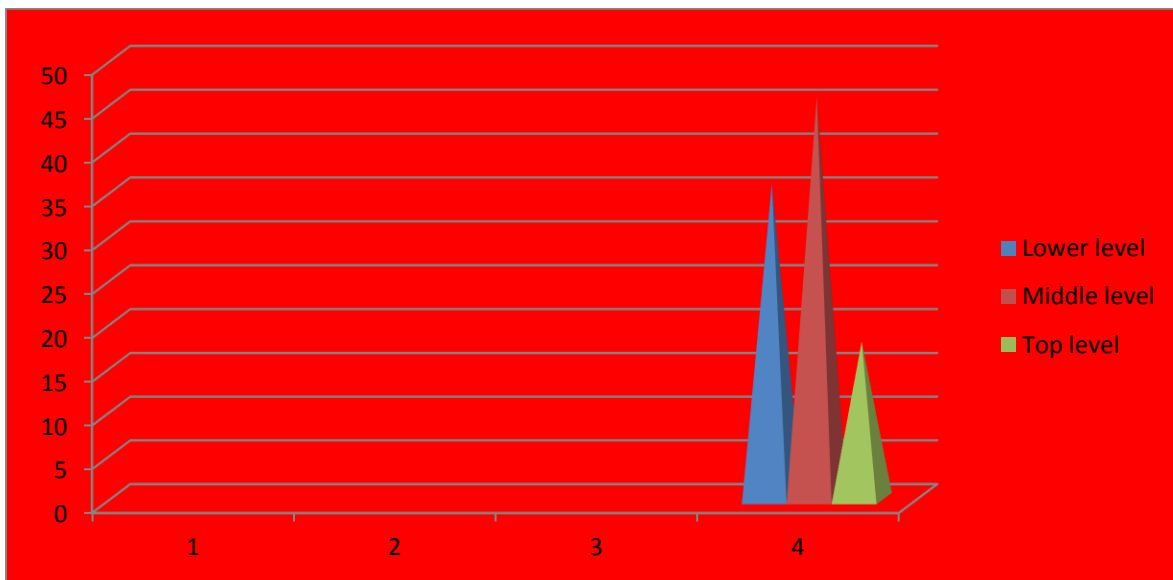
The above table shows the number of years worked by the different staff in the organization and the highest number of respondents has worked there for less than 5 years as represented in the graph followed by these that have been in the organization for 5 to 10 years of service in the organization. From the above table and graph it is clearly shown that since most staff members have worked for 5 years in the hospital and this might be brought about because of job rotation whereby the doctors are transferred from one hospital to another to get more experience and training so that the services that they rendered to the hospital clients are of high class since they are all well trained during this job rotation exercise.

Table 4.4: Showing the different levels of management

Level	Frequency	Percentage	Ranks
Lower level	18	36	2
Middle level	23	46	1
Top level	9	18	3
Totals	50	100	

Source: Research data, 2014

Figure 3: A bar graph showing the different levels of management



Source: Research data, 2014

Explanation

According to the above graph it shows the different levels of management levels that are used in the organization which shows that most of the hospital staff is under the middle level of management that comprises 46% of the organization staff and this is made up of the heads of departments and managers in the hospital and the lower level is comprised of 36% members of the hospital staff and this range is made up of the support staff while the top level is made up of 18% in the organization and they consist of the management and board of directors of the organization.

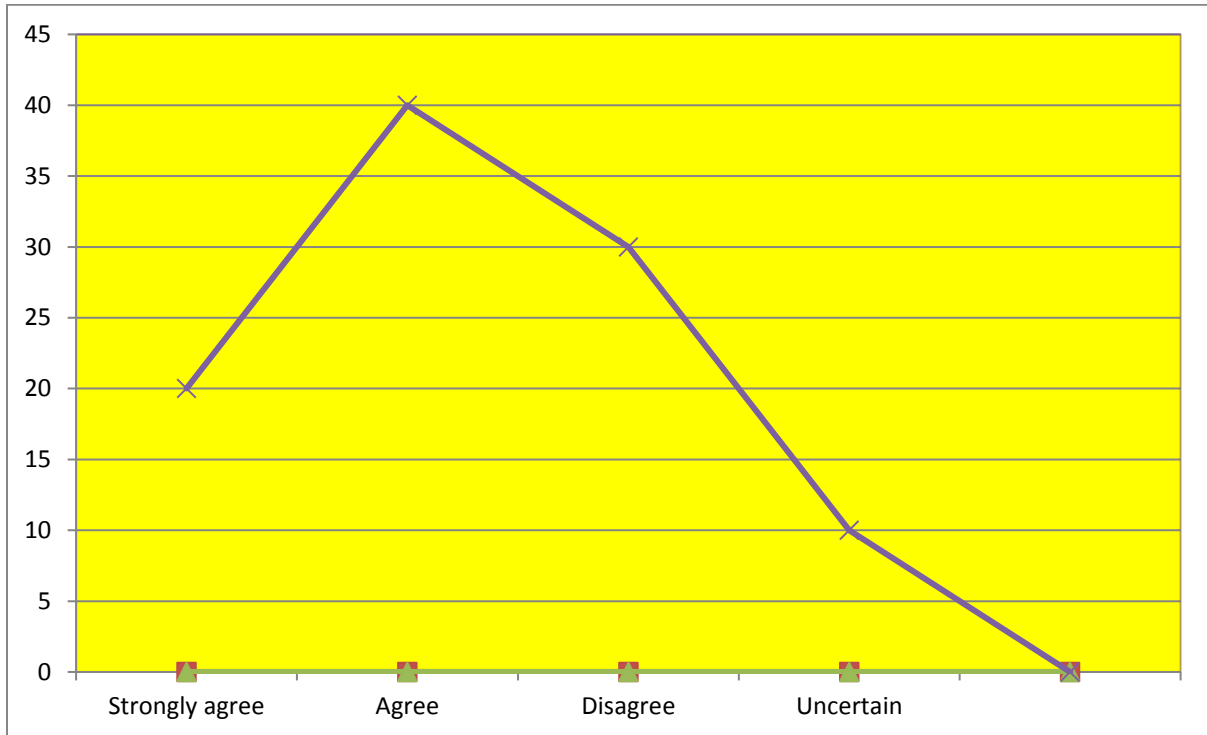
Table 4.5: Showing the age brackets of the different respondents

Age brackets	Frequency	Percentage	Rank
Below 20 years	3	6	4
Between 21 and 30 years	20	40	1
Between 31 and 40 years	20	40	1
Between 41 and 50 years	7	14	3
Above 50 years	Nil	-----	
Total		100	

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Source: Research data, 2014

Figure 4: A line graph showing the different ages of the respondents



Source: Research data, 2014

Explanation

The above table shows the different age levels of the organization’s employees and it is clearly shown that the organization’s population is largely made up of the employees ranging from the age of 21 to 30 years and 31 to 40 years and at this level the employees are still strong and fresh from the different medical schools with high love for working in the organization since they are work motivated. The above ages of the employees are highly employed in the organization because they are willing to offer their services in the hospital through treating the sick patients

and they also gain experience and they are always willing to go for higher studies in this profession as doctors and nurses.

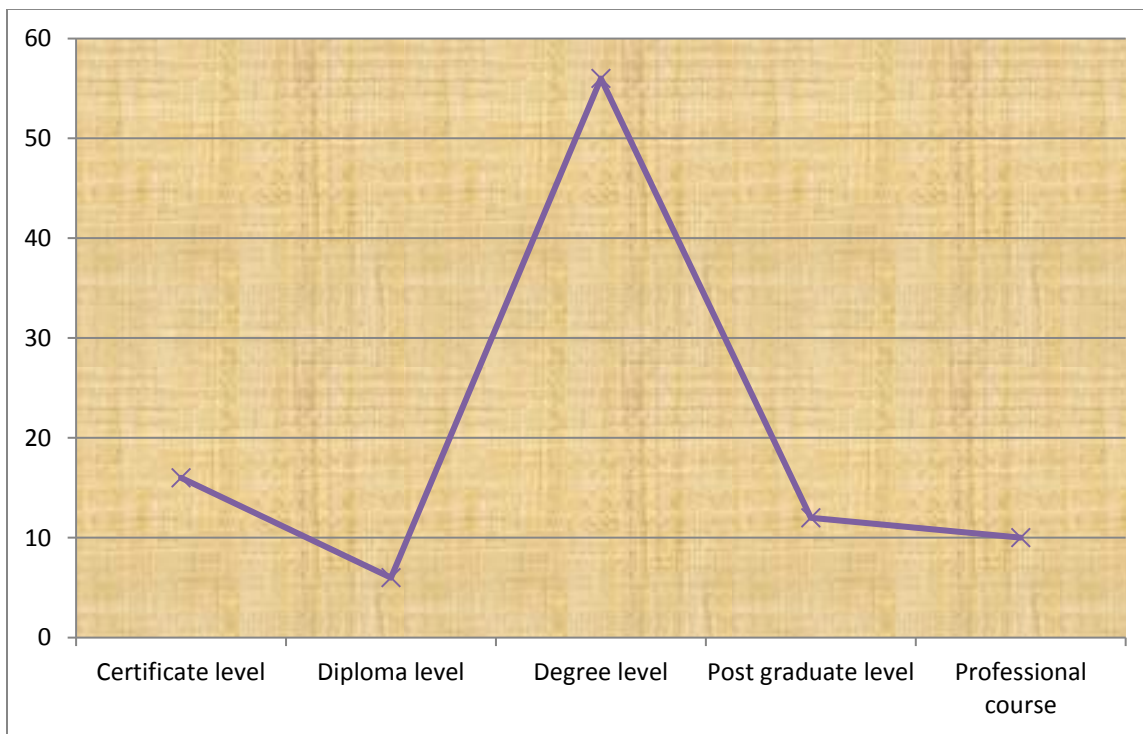
Table 4.6: Showing the education levels of the respondents

Number	Level	Frequency	Percentage	Ranks
A	Certificate	8	16	2
B	Diploma	3	6	5
C	Degree	28	56	1
D	Post graduate	6	12	3
E	Professional course	5	10	4

Totals		50	100	
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Source: Research data, 2014

Figure 5: Shows the line graph representing the different levels of education of the staff within the organization



Source, Research data, 2014

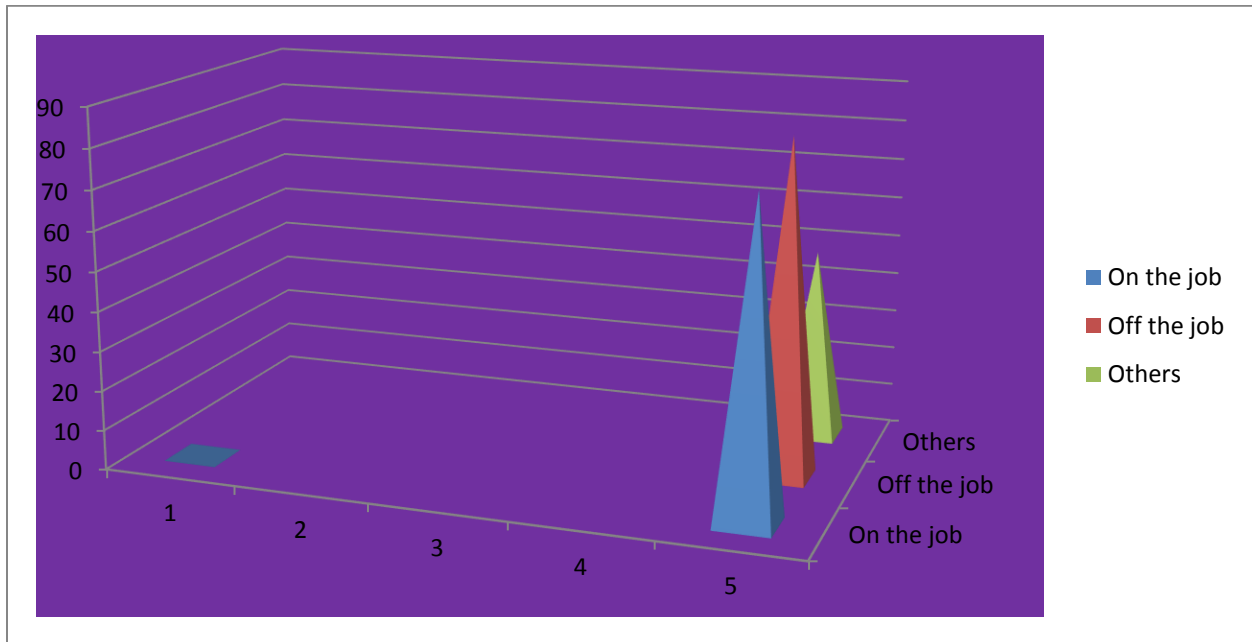
The above table represents the different levels of education that are attained by the employees of the organization and according to the research most of the doctors are at a degree level and the support staff is at a certificate and professional course level like catering were by they prepare food for the hospital staff like the doctors and the patients at the hospital.

Table 4.7: Showing the Training Techniques employed by the organization

Number	Training	Frequency	Percentage	Ranks
A	On the job	39	78	2
B	Off the job	42	84	1
C	Others	24	48	3

Source Research data, 2014

Figure 6: Represents a clustered pyramid graph showing the different training techniques used in the organization



Source: Research data, 2014

Explanation.

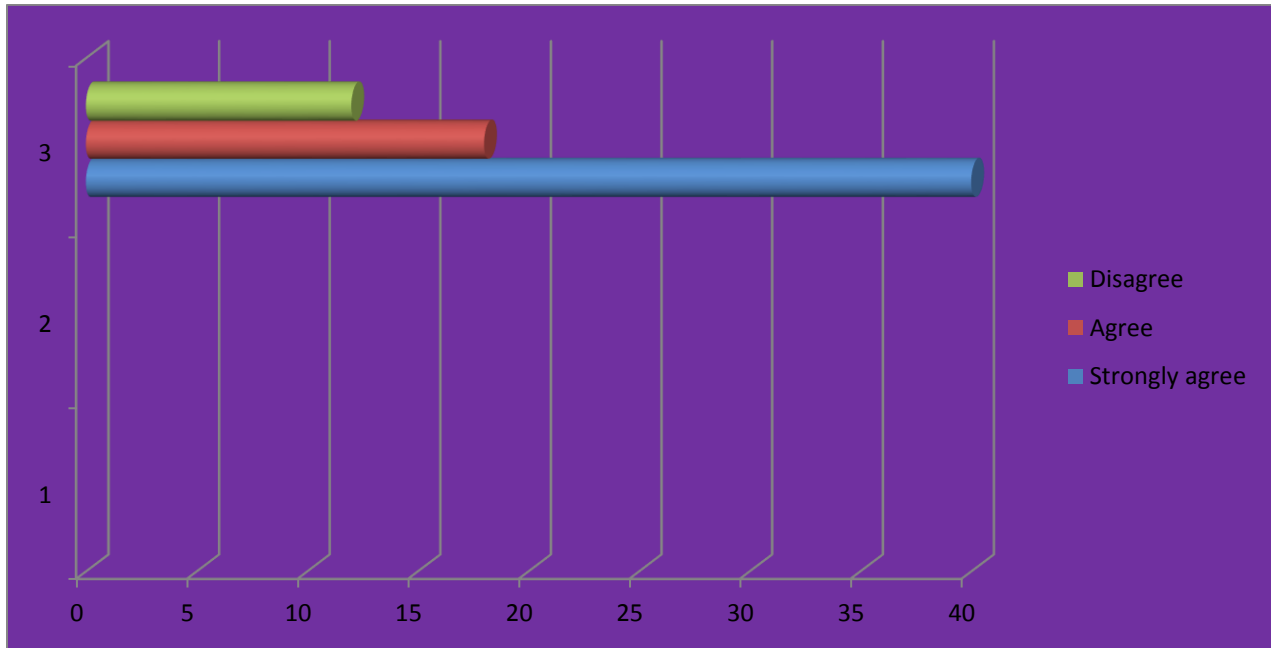
The above table and graph show that different training methods that the organization uses and according to the above findings there are three methods used which include the on the job, off the job and other recommended methods from the respondents and according to the above table it clearly shows that the off the job training is most appropriate way of training the organization employees followed by the on the job training and others that are suggested by the respondents for example the use of orientation, seminars. However some of the respondents also suggested the use of orientation in order to train the employees in the organization.

Table 4.8: Shows whether doctors are always moved from one class to another in the organization

Responses	Frequency	Percentage	Ranks
Strongly agree	20	40%	1
Agree	18	36%	2
Disagree	12	24%	3
Total	50	100	

Source: Research data, 2014

Figure 7: A bar graph showing whether doctors are moved from one class to another in the organization



Source: Research data, 2014

In the table above it is revealed that 20(40%) of the respondents strongly agreed, 18(36%) agreed while 12(24%) disagreed when they were asked if doctors are always moved from one class to another in the same department. This finding is in line with Noel (2009) who says that, testing and analyzing employee skills and competencies and then assigning them the work that they excel at is one of the major functions of job rotation process, this is done by moving them to different jobs and assignments and determining their proficiency and aptitude.

The movement from one hospital to another motivates doctors

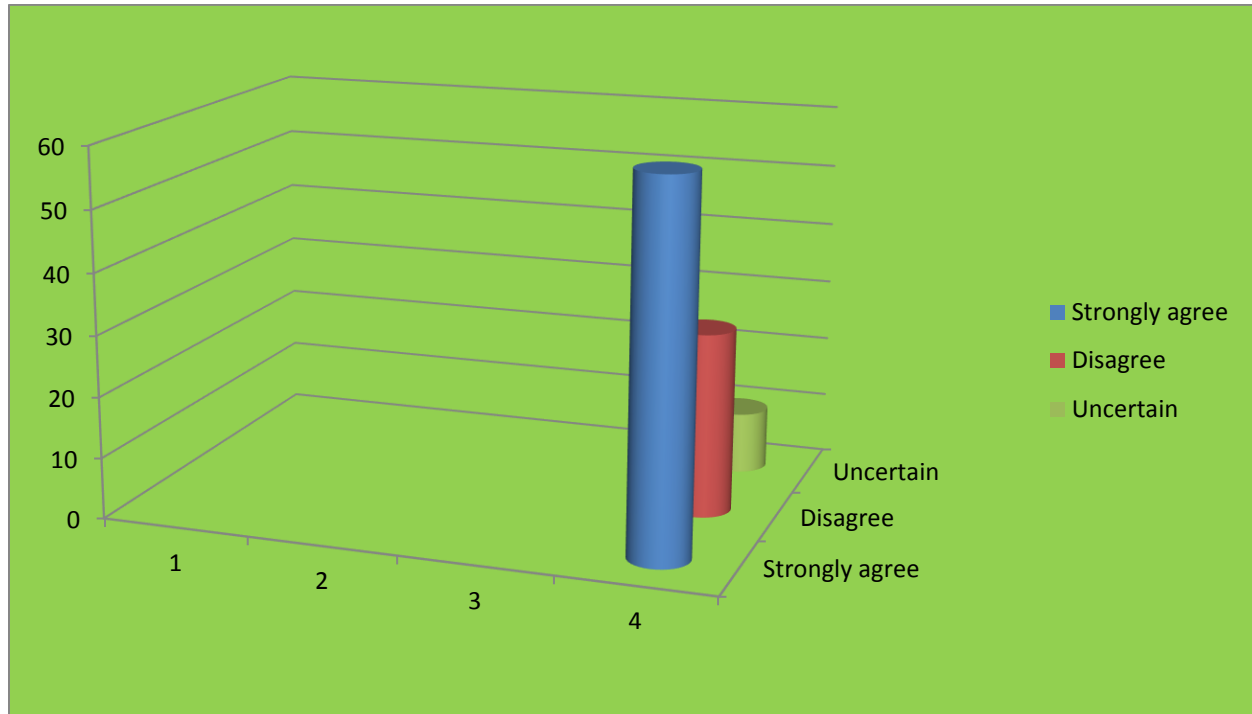
When doctors are moved from one hospital to another they feel recognized and motivated since their skills are being appreciated, the results are shown in the table below.

Table 4.9: Shows that the movement from one hospital motivates doctors

Responses	Frequency	Percentages	Ranks
Strongly disagree	30	60%	1
Disagree	15	30%	2
Not sure	5	10%	3
Total	50	100	

Source: Research data, 2014

Figure 8: A bar graph representing the movement of employees from one hospital to another motivates doctors



Source: Research data, 2014

According to the questionnaires collected from the field, one of the questions asked was whether the movement from one class motivates doctors and the results were as follows; 30(60%) of the medical staff strongly disagreed, 15(30%) disagreed saying that it instead lowers their level of competence while 5(10%) were not sure simply because they had never been moved from one class to another.

McDonough (2012) notes that, it is important for business owners to provide opportunities to increase employee motivation because greater motivation promotes higher levels of organizational commitment and desire to grow within the hospital. When doctors are given the opportunity to rotate between different positions, they enhance and improve their skills, abilities,

and competencies, which lead to better job performance and greater likelihood of promotional advancement in the organization.

Trainees are closely monitored by the heads of departments

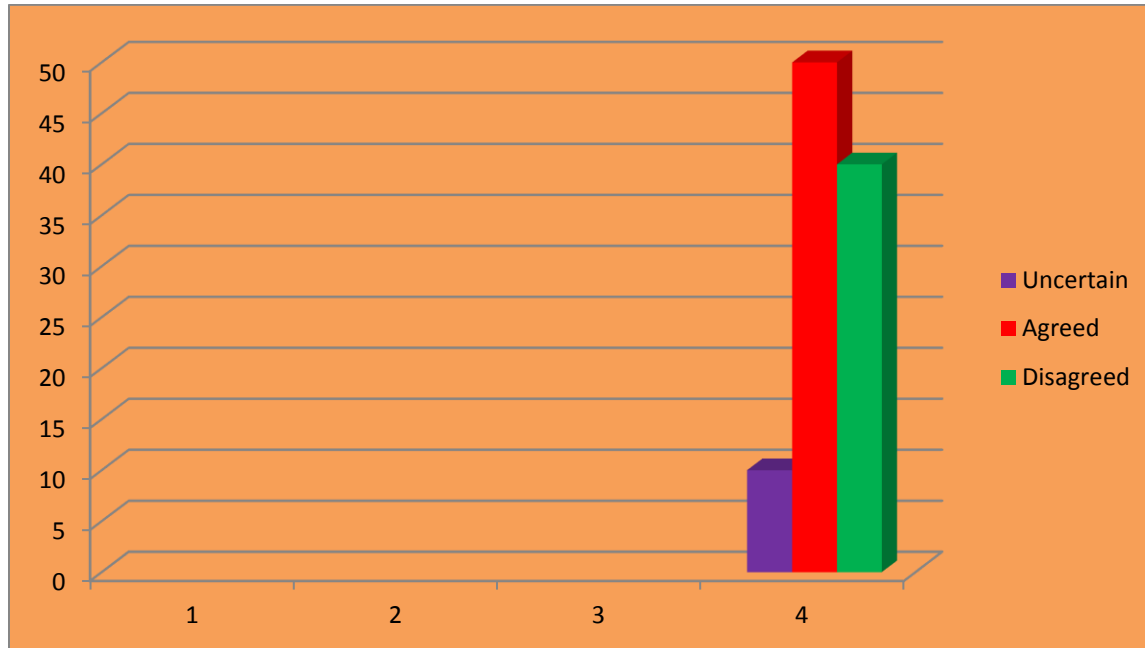
The purpose of monitoring is to ensure that all doctors are performing in line with the set standards which help the hospital to achieve its objectives. The results are shown in the table below.

Table 4.10: Shows how trainees are usually closely monitored by the heads of department

Responses	Frequency	Percentage	Ranks
Not sure	5	10%	3
Agreed	25	50%	1
Disagreed	20	40%	2
Total	50	100	

Source: Research data, 2014

Figure 9: A bar graph showing how trainees are usually closely monitored by the heads of department



Source: Research data, 2014

In the table above it is revealed that 5(10%) of the respondents were not sure, 25(50%) agreed and 20(40%) disagreed. These responses were given for the question on whether doctors are closely monitored by heads of department.

McDonough (2012) puts it clear that employees are the ‘battery’ of any organization and for the organization to achieve its goals and objectives, employees are supposed to be guided on what to do and how it is done, and this can be done through continuous monitoring of their performance. A routine evaluation to assess the performance of each employee can be done to make sure employees work in line with the organization’s set standards.

Effect of Off-The-Job Training on employee's performance

This section discusses classroom training, doctor's performance, materials provided for continued study after classes, simulation, practicing behavior similar to what doctors meet after training, staff performance, seminars, getting knowledge and skills from different people, increasing doctor's productivity and quality of employee performance.

Classroom Training

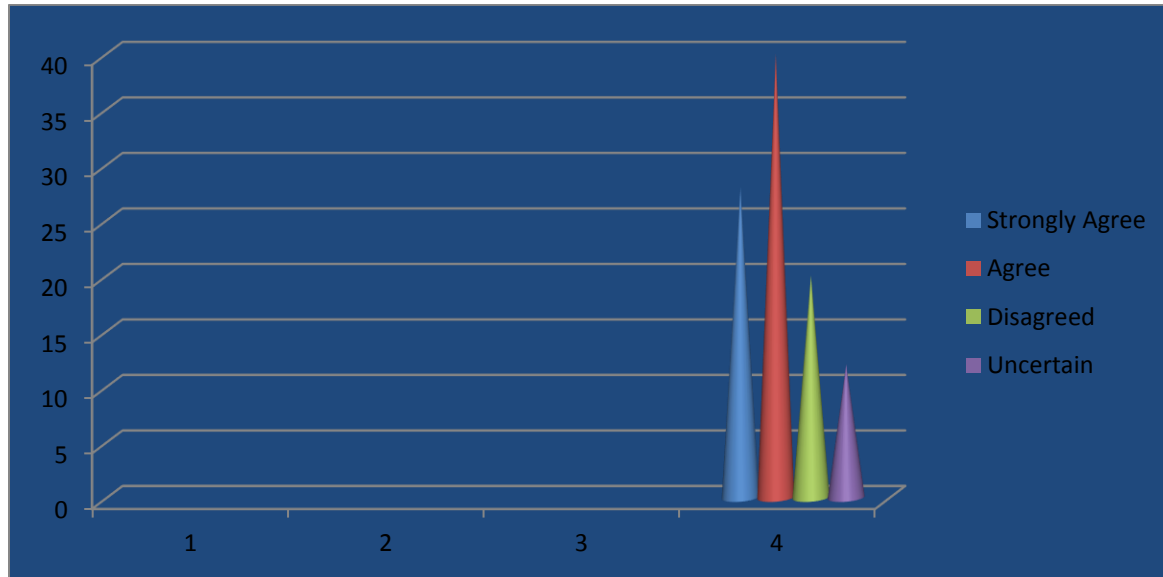
Classroom training is a form of off-job- training where doctors are trained in line with their field of work, so the researcher wanted to examine whether this type of training involves lectures supplemented by group discussions and the results are shown in the table below.

Table 4.11: Shows how classroom training involves lectures supplemented by group discussions

Responses	Frequency	Percentage	Rank
Strongly agree	14	28%	2
Agree	20	40%	1
Disagree	10	20%	3
Not sure	6	12%	4
Total	50	100	

Source: Research data, 2014

Figure 10: A Pyramid representing how classroom training involves lectures supplemented by group discussion



Source: Research data, 2014

As regards to whether staff training involves lectures supplemented by group discussion, 14(28%) strongly agreed, 20(40%) of the respondents agreed, 10(20%) of the teaching staff disagreed and 6(12%) were not sure.

Gomez (2008), concur with the respondents that, classroom training provides information and raises issues for group discussion and Lectures are often supplemented with small-group discussions to allow students to have more contact with professors, to ask in-depth questions, and to allow a different learning environment than the normal lecture room setting.

Classroom training affects doctor's performance

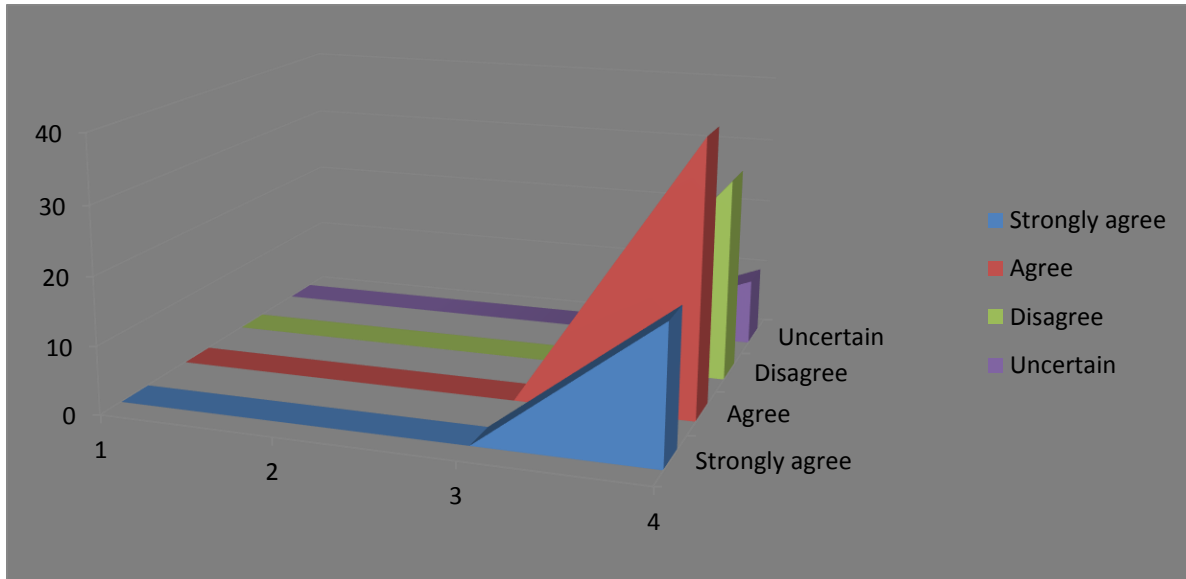
During classroom training the doctors are taught exactly how they are supposed to be doing while performing their duties, this shows that doctors get skills and knowledge on how to perform their task hence affecting their performance.

Table 4.12: Shows how classroom training affects doctor's performance

Responses	Frequency	Percentage	Rank
Strongly agree	10	20%	3
Agree	20	40%	1
Disagree	15	30%	2
Uncertain	5	10%	4
Total	50	100	

Source: Research data, 2014

Figure 11: An area graph representing how classroom training affects doctor's performance



Source: Research data, 2014

Explanation

In addition, the question of whether classroom training affects doctor's performance the medical staff responded as follows, as shown in the table above. The table above reveals that, 10(20%) strongly agreed, 20(40%) of the medical staff agreed, 15(30%) disagreed whereas 5(10%) of the medical staff were not sure

This finding is in line with Lloyd & Leslie (2004) who argues that classroom training is an effective means of imparting information quickly to large groups with limited knowledge of the subject being presented and this shows that classroom training has an effect on the doctor's performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary of findings of the objectives of the study, conclusions, recommendations and area for further study.

5.1 Summary of the findings

The study was conducted with a set of research questions which relate directly to the research objectives. The research was carried out in Nkozi hospital to determine the effect of training on employee performance.

The study established that Nkozi Hospital conducts training of all her employees.

The study further established that Nkozi hospital has benefited this program. There has been increase and development of new knowledge acquired during and after the training and this has enabled them to become competent on the job.

The management of Nkozi hospital budgets annually for the training of its employees.

The hospital further has career development programs for all nurses and doctors who need to go for further studies and improve on their skills.

Training has an effect on the performance of the employees as majority of the respondents strongly agreed because training improves on the skills and knowledge of the employees.

5.2 Conclusion

According to the researchers findings its has been discovered from the different respondents that the different techniques that are used in the training of the employees in Nkozi hospital have an impact on their performance therefore the organization ought to consider training of its employees a very serious aspect whether they are on the job or off the job training is key if the organization is to achieve its desired goals and objectives through its employee performance.

The on job programs that the hospital uses like the mentoring are very effective for the employees since they are continuously taught what they are to do in the hospital and this helps them learn easily while at work.

5.3 Recommendations

The aim of this study was to investigate the effect of training and employee's performance in Nkozi hospital and the following recommendations were made;

Hospitals in Uganda should encourage their doctors to go for further studies such that they can be able to up-date their skills and knowledge from time to time which will help them provide high quality services rendered to the patients and improve on the doctor's performance.

Through the identification of training needs through carrying out the needs assessment should be done more professionally in conjunction with the line human resource manager as well as the individuals involved. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance.

The hospital objectives should be SMART that is to say Specific, Measurable, Achievable, Realistic and Time bound. Through training it should develop the individual as well as meet the needs of the organization. Objectives should also include performance targets, measures standards and should be seen as attainable by individuals. Also a basis for motivating through rewards that should be provided as this will lead to commitment and improved performance of the organizations employees and thus leading to the improvement in the production levels accordingly.

There is need to put more attention on the support staff in terms of upgrading their skills and knowledge because most of them are diploma, certificate holders and the hospital should also contribute towards their studies through the payment of the fees for the staff so that they always feel motivated and work towards achieving the hospital's goals and objectives.

There is need for administrators and top management to strengthen and revise the staff development programs policy so that all staff shall be encouraged through training to develop their potential and enhance their efficiency on the job. This will enable employees feel and believe that their organization believes in employee development through training.

5.4 Areas for further studies

There is need to investigate into other factors apart from training that have an effect on employee's performance in other organizations.

The effect of training on employee's performance in both rural and urban areas

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APPENDICES

Appendix 1: Questionnaire

Dear respondents,

I Lwanga Felix a Bachelor of Business Administration and Management student of Uganda Martyrs University, Nkozi. This instrument has been designed to collect data on “*The effect of Training on employee performance*”. You have been specifically selected as one of the stakeholders that this topic affects. The data sought is generic, non-proprietary and purely scholarly. Your responses will be treated with utmost confidentiality. Please try and answer all the questions following the directions provided. Despite your tight schedule, you have spared time to participate in this exercise and that is greatly appreciated.

Thank you for your cooperation.

SECTION A: RESPONDENTS BIO DATA

Instructions

A1: Gender of Respondents

1. Male 2. Female

A2: Category of Respondent

1. Staff 2. Support Staff 3. Other (specify).....

A3: Age bracket of respondents (Specify)

1. Below 20 years 2. Between 21 and 30 years
3. Between 31 and 40 years 4. Between 41 and 50 years
5. Above 50 years

A4: Education Level attained

1. Certificate 3. Degree 5. Professional Course
2. Diploma 4. Postgraduate (Specify)

A5: Please indicate the number of years you have worked with this organization

1. Less than 5years

- 2. Between 5 – 10 years
- 3. More than 10 years

A6: Please indicate your level of managem

- 1. Lower level
- 2. Middle level
- 3. Top level

SECTION B: ON THE JOB TRAINING

Instructions

Please state your position on the following statements on Training (from strongly disagree to strongly agree) as provided in the table below

No.	Statement	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
ON THE JOB TRAINING						
B1	On the job training broadens skills of employee					
B2	On the job training increases the morale of employees					
B3	On the job training increases productivity of employees					
B4	On the job training in our organization is the responsibility of supervisors					
B5	On the job training helps new employees to experience faster growth					
B6	Trainees are usually closely monitored by the heads of departments					
B7	Job rotation has an effect on the performance of employees					

SECTION C: OFF THE JOB TRAINING

Please state your position on the following statements on off the job training (from strongly disagree to strongly agree as provided in the table below)

No	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
	OFF THE JOB TRAINING					
C1	I have ever attended a work related seminar					
C2	Classroom training improves on performance of employees					
C3	Off the job training is effective for non-technical skills					
C4	Classroom training has an effective way of imparting information quickly to large groups					
C5	Seminars keep the employees motivated and up dated with the organizational trends					
C6	Staff training involves lectures supplemented by group discussions					
C7	Staff members practice behavior similar to that they meet after training					

Please propose other training approaches that you consider relevant in improving employee performance.

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The End

Thank you for your time and responses

Appendix 2: A Sketch Map showing the location of Nkozi Hospital

To Masaka town

