THE EFFECTS OF EMPLOYEE TRAINING ON
ORGANISATIONAL PERFORMANCE
IN BARCLAYS BANK,
UGANDA LIMITED

A Thesis
Presented to the School of
Postgraduate Studies and Research
Kampala International University
Kampala, Uganda

In Partial Fulfillment of the Requirements for the Degree
Master of Human Resource Management

By:
Kobusingye Agripina

August, 2010
DECLARATION A

This dissertation is my original work and has not been presented for a Degree or any other academic award in any university or institution of learning”.

[Signature]

Name and signature of candidate

07/10/2010

Date
DECLARATION B

"I / We confirm that the work reported in this dissertation was carried out by the candidate under my/our supervision”.

Name and Signature of Supervisor

Date

Date
This dissertation entitled "The Effects of Employee training on organizational performance in Barclays Bank, Uganda Limited" Prepared and submitted by Kobusingye Agripina in partial fulfillment of the requirements for the degree of master of Human Resource Management has been examined and approved by the panel on oral examination with a grade of PASSED.

Name and Sig. of Chairman

Name and Sig. of Supervisor

Name and Sig. of Panelist

Name and Sig. of Panelist

Date of Comprehensive Examination: __________________________
Grade: __________________________

Name and sig. of Director, SPGSR

Name and sig. of DVC, SPGSR
DEDICATION

This piece of work is dedicated to my lovely husband Mr. Andrew Martial and my parents and my three treasured sons Jean Paul, Benedict and Kendrick.
ACKNOWLEDGEMENT

I wish to express my gratitude to the Almighty God for having guided me to reach the final stage of my study.

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Lastly, I thank the management of Barclays Bank Limited for giving me all the necessary assistance throughout.

I thank you.
ABSTRACT

This study analyzed the employee training and organizational performance. The research was conducted at Barclays Bank Uganda Limited in Kampala. The general objective of the study was to determine the effect of employee training on organizational performance.

The research questions included, what are the types of employee training programmes in Barclays Bank, what is the effect of employee on productivity and has employee training led to staff retention in Barclays Bank.

This study used a case study design, and the total population was 142, sample size was 64 from four branches. Self administered questionnaire were used as well as Interview guide.

The findings of the study are hoped to provide useful information to the Banking sector in designing appropriate and practical policy guidelines that can help improve on employee training and ultimately organizational performance.

In conclusion, the findings revealed that training has had a substantial impact on the performance of the bank, although little attention has been paid to the aforementioned, it has brought positive changes in the way business is transacted

Moreover, the study recommended that Barclays Bank management should embark on training that is supported by properly identified training needs if training is to enable them gain a competitive advantage over other financial institutions.
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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background to the study

World over, one of today's concerns of organizations is centered upon the increase in competitiveness as a means of survival. Competitiveness is based upon the concept of performance, which is in itself linked to leadership and training. The rapid development in communications, information technology and globalization in the 21st century have forced organizations to continuously train employees to adapt to the dynamic and turbulent business environment, taking the acquisition of knowledge and skills as an asset for survival in the competitive world.

Employee training, as Pigors and Myers (1981) put it, is understood as all efforts, strategies and courses of action deliberately taken to facilitate employees to achieve technical, academic and psycho-social development so as to enhance their contributions to the achievement of organizational goals. Staff training in this perspective involves more than retraining for new responsibilities. It is a process, which involves a wide range of situational training forms and includes appraisal of existing organizational practices. The process involves helping employees to identify their individual development objectives, needs and aspirations and to assist them to achieve them in accordance with their potential.

In all organizational settings, employee training programs are continuous and are intended to train and develop employees to raise their levels of professional competence for increased efficiency. According to Pylee and Simon (1997), although organizations encourage the
training of their workers for their personal improvement, normally the
goals of the organizations are given greater emphasis.

The employee training programs must therefore be relevant to the
goals of the organization regardless of the plans of the employees. This
way, the organizational goals should be kept in mind if employee
development is to be enhanced therein.

Training is an effective strategy for the less sufficient work places
striving to catch up with competitors. In the USA, Black and Lynch (1996)
found that individuals are working in industries experienced rapid
technological progress and higher industrial returns after putting
emphasis on on-job training. The issue of employee training developed
along the philosophy of Total Quality Management that on top of
participative decision making puts emphasis on employee training. This
prompted most organizations, both large and small to dedicate much of
their expenditure on employee training. For example, as Stoner, Freeman
and Gilbert (1996) put, companies like the International Business
Machines Corporation (IBM), Mitsubish Corporation, and Xerox have
recognized their increased productivity as a result of employee training.
In 1992, Granite Rock received the Malcolm Baldrige National Quality
award in the small business category. The company spent an average of
1,697 US dollars to an average of 37 hours for each employee on training
and education during the year. Subsequently, the earning per employee
rose to 30 percent higher than the industry average, while the market
share equally increased more than ever, with a registered low turn-over
because people do not leave the company any more.

Saleemi and Bogonko (1997), emphasize that the purpose of
training should be to enable the employees get acquainted with their
present or prospective jobs and also increase their knowledge and skills.
Training makes new employees more productive and efficient. It makes
old employees familiar with new machines and techniques by refreshing
their knowledge as long as the organization or institution still remains in business. Thus, training is not a one stop process but an on going or continuous process. Training is effective only when it is properly planned and effectively executed. Training methods should be appropriate to the level of employees, the nature of the task and purpose of training.

In Uganda, the Banking Industry has undergone tremendous changes, especially with the emergency of more commercial banks and other micro-finance institutions. In the late 190’s there was a slow banking progress that saw the closure of banks like Greenland Bank and Cooperative Bank. This was attributed to poor service delivery and gross financial mismanagement that resulted into insolvency. All these concerns have created the need for effective management practices and greater attention put on customer attraction and maintenance thorough greater clientele satisfaction. This has greatly been emphasized through employee training.

Barclays Bank of Uganda is one of the commercial banks in Uganda. It started her operations in Uganda in 1972 with 3 branches in Central and Eastern Uganda. In 1969, the bank was incorporated as an independent subsidiary of the Barclays PLC. Barclays Uganda’s growth of market share focused on the Corporate and High Net Worth (HNW) until 2006. With its vision, “To be the best retail and commercial bank in Uganda for every product, every customer, every time” and mission; “To build one of the most admired customer centric banks in the global financial services, contributing material earnings and rapid growth to the group”, the Bank has aggressively embarked on employee training to effectively achieve its dream.

To carry out the employee training programmes, Barclays Bank Uganda first created the working environment by improving the assessment of customer needs and ascertains their levels of satisfaction.
This has been done through performance appraisals, analysis of job requirements, organizational analysis, employee and customer surveys. Out of such analyses, on-job training techniques such as job rotation, internship, apprenticeship, off-the job training, and behavioral experienced training were effected. Such trainings are believed to improve on the quality of the services as well as attracting more clients, a greater asset in the bank's performance and profitability levels.

Despite this training, the Bank still finds it hard to attain its performance targets. Occasionally, customers complaints and staff attrition are witnessed. This presupposes that there is no significant relationship between the employee training and organizational performance. This is an urgent situation that needs urgent redress if Barclays Bank of Ugandan is to benefit from the investment it makes in training employees. It is this scenario that prompts the researcher to look into the impact of employee training on organizational performance, focusing on the Barclays Bank Uganda Limited as a case study.

**Statement of the problem**

Despite training on matters ranging from quality service delivery, product composition and customer attraction, satisfaction and retention, Barclays Bank of Uganda Limited still finds it hard to retain its staff members and offer the best products to meet the needs of the customers. Occasionally, customers have left the bank and joined others, while the staff members whom the bank trains have also been on a move to other banks. Customers some times reflect that the Barclays Bank Products have not yet reached to a level of producing the quality of the banking services required in the modern banking industry (http://www.Barclays Bankuganda.com/profile/news, (19th May, 2007).

This seems to indicate that employee training has not led to improvement in organizational performance. This is an urgent situation
that needs redress if the Ugandan government is to benefit from the investment it makes in training employees.

**Purpose of the study**

The purpose of this study was to determine the effect of employee training on organizational performance in Barclays Bank, Uganda Limited.

**Research Objectives**

This study was guided by the following study objectives:

1. To determine the profile of the respondents.
2. To describe the importance of training.
3. To determine the benefits of training.
4. To determine the training and organizational performance profile of Barclays Bank.
5. To establish the relationship between;
   5.1 Number of Training on profit and loss.
   5.2 Number of Training on number of customers.

**Research Questions**

This study sought to answer the following research questions

(i) What is the profile of the respondents?
(ii) What is the importance of training?
(iii) What are the benefits of training as perceived by the respondents?
(iv) What is the training and organizational performance profile of Barclays Bank?
   a. Is there a significant relationship between:
   b. Number of training on profit and loss.
   c. Number of training on number of customers.
Hypotheses

Null hypothesis: There is no significant relationship between:
   1. Number of training on profit and loss.
   2. Number of training on number of customers.

Alternative hypothesis: There is a significant relationship between:
   1. Number of training on profit and loss.
   2. Number of training on the number of customers.

Scope of the study

The scope of this study was divided into the content, geographical
and time scope.

Content Scope

The study sought to establish the effect of employee training on
organisational performance in the Barclays. Great emphasis was put on
finding out the forms of employee training, whether employee training
has an impact on the productivity levels and whether employee training
has led to employee retention and reduced on labour turn over in the
Ugandan Banking industry.

Geographical Scope

The study was carried out from Barclays Bank Uganda Limited; a
Ugandan Banking Firm, located in the city centre, with various branches
across the country. However, the study was concentrated on four
branches of Barclays Bank of Uganda in Kampala District.

Time Scope

The study concentrated on a period of five years (2004-2008),
reason being to capture the productivity trend before the bank expanded
its market share, especially with the acquisition of Nile Bank Limited into
its operations and there-after when the bank underwent intensive employee training to meet the production standards in the competitive Banking sector, with the adoption and intensive use of electronic banking.

**Significance of the Study**

The findings of the study are expected to be useful to different categories of people in various ways:

First, the study findings hoped to provide useful information to the policy makers and stakeholders, especially the Banking sector in designing appropriate and practical policy guidelines that helps to improve on employee training and ultimately organizational performance.

The study findings were hoped to provide insight into the challenges that constrain employee training, something that will stimulate an insight into how such solutions can be overcome and how to align employee training requirements.

To the public, especially clients of Barclays Bank of Uganda, the study findings hoped to improve on the mode of service delivery as the challenges have been identified and possible alternatives suggested enhancing performance and customer satisfaction.

The findings of the study also expected to provide a source of up to date literature to academicians who may wish to carry out more studies on the subject matter of employee training and organizational performance or a related field. It is thus hoped that the study findings stimulated more research.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

In this chapter, an attempt was made to review the existing literature relevant to the study. The review was made in accordance with the major themes of the study: the forms of employee training, employee training relative to retention and labour turnover and the challenges faced in the bid to train employees in the Ugandan Banking sector.

In reviewing the related literature, relevant materials were drawn from several sources for the researcher believes that any relevant literature to the study irrespective of the place or time can still be substantial to form a basis of the study. An attempt was made to fill the research gaps that may exist between the past writers and the present situation.

The concept of organizational performance

Performance means more output for the same or less cost (Ross, 1995). It is associated with cost reduction, greater efficiency, better use of resources and better organizational restructuring. Thus, performance can also mean that defects, reworks and scrap have reduced. Whereas this appears true, its applicability to Barclays Bank of Uganda's context was unknown. This study laboured to relate organizational performance to employee training, with a concern of finding out whether training has had any effect on the overall organizational performance.

Performance is greatly related to the concept of efficiency. While performance is the amount of output produced relative to the amount of resources (time and money) that go into the production, efficiency is the
value of output relative to the cost of inputs used. Performance improves when the quantity of output increases relative to the quantity of input. Efficiency improves, when the cost of inputs used is reduced relative to the value of output. A change in the price of inputs might lead a firm to change the mix of inputs used, in order to reduce the cost of inputs used, and improve efficiency, without actually increasing the quantity of output relative to the quantity of inputs. A change in technology, however, might allow a firm to increase output with a given quantity of inputs; such an increase in productivity would be more technically efficient, but might not reflect any change in allocative efficiency (http://www.wcps.info, July 2007). This study, therefore, will try to find out whether the amount invested in employee training in Barclays Bank Uganda Limited generates effective performance and production outputs whose gains exceed the cost incurred.

As the http://www.wcps.info (July 2007) puts, organizational performance can be best measured by the labour input per output produced. Labour performance is held to be the same as the "average product of labour" (average output per worker or per worker-hour, an output which could be measured in physical terms or in price terms). However, it is not the same as the marginal performance of labour, which refers to the increase in output that result from a corresponding increase in labour input. Some economists write of "capital performance" (output per unit of capital goods employed), the inverse of the capital/output ratio. Overall, it should be noted that labour performance may increase with enhanced training of the human resource. Thus, this study will try to establish whether the investment made in human resource training generated a significant improvement on to the overall performance of the organisation. This was done by focusing on Barclays Bank-Uganda Limited as a case study.
The type of employee training programmes

Ideally as Mullins (2002) argues, before proposing a strategy for employee training, one should have a concept of what effective employee training is. This has produced many interesting hypotheses and a number of illuminating insights, but hardly any valid generalization about what constitutes effective employee training programmes. The issue is believed to be by the wide variety of situations in which management is practiced and the many different criteria which might be employed to assess the effectiveness, depending on one’s view of the purpose of employee training. Two ideas seem to be involved in the notion of effective employee training process. One is that of fitness or appropriateness of the managerial means employed for achieving the purposes intended. Another idea is that of satisfaction. Employee training programmes ought to create and sustains conditions which satisfy as far as possible the diverse values and interests of those who are affected by the organisational work. This therefore, depicts the fact that there may be varying employee training programmes. However, the under listed have been widely upheld in management confines as the modes of employee training programmes.

Induction programs: According to Tiberondwa, (2000), induction programs are organized locally through attachment, seminars, and workshops for various organizational employees. These courses can be done within sections or departments and units. In here, newly selected department heads or newly recruited employees and other workers are expected to under go specified short courses to orient them to their new responsibilities.

For the period of induction, which may be for a period of one or two years, the employee will receive a certain amount of guidance and
supervision from people such as a trainer and supervisors specially appointed to assist him/her. Induction programs therefore, advance the new employee into the reality of the job and enables him/her to plug any gaps that may be revealed in his/her pre-service training.

**Pre-service courses:** Pre-service courses are meant for employees who are recruited before undertaking any training. Trainee employees are normally held in their departments and perform work roles on probation for at least one year for monitoring before they may be allowed to undergo training. Pre-service training can be done within organizations when courses are availed or when they can be organized within a local training institution, in the country or abroad when sponsorship can be secured or when the mother organizations are in position to sponsor.

The employee is introduced to the principles that underlie the nature of the job. The new employee is introduced to the principles that underlie job. Often times, pre-service training nearly always introduces the employee to the practical work of actual work role execution, and so it does to other employees in their specific jobs, but it is no more than an initiation. Owing to the fact that there is no specific fish processing courses in institutions of learning, all employees in fish processing industry ought to undergo specific training. However, the extent to which pre-service training is conducted in Barclays Bank Uganda Limited remains the concern of this study.

**In-service/on-job training:** According to Katz (1974), in-service training is intended for skill acquisition, improvement, and upgrading. It is organized and conducted in accordance with specific requirement. In-service training may be done within the organization. It can be organized by the staff development office making use of the existing human resource and other relevant resources within the organization.
local training institutions in the country, or abroad when sponsorship is available or in form of short courses of less than nine months or long courses of at least a year and beyond leading to formal qualification. In-service training can also be organized to catch up with the trend of innovations, for example, computer technology that keeps on changing. What remains a concern of this study is to find out whether in-service training courses are organized in Barclays Bank Uganda Limited as a case for this study.

**Correspondence and part time training:** Employees who register for correspondence and part time training courses can continue to work normally while on part time studies. Besides, consideration for assistance for part-time training is given to the courses, which are related to the employee’s work. Courses, which are in no way related to his or her work, are not considered for assistance.

**Employee training and organizational performance**

Performance is defined as the output of any aspect of production per unit of input. It is a measure of the output of a worker, machine, or an entire national economy in the creation of goods and services to produce wealth. Output can be measured in terms like output per acre for land, per hour for labor, or as a yearly percentage for capital. A high national performance and productivity typically indicates efficient production of goods and services and a competitive economy, but productivity growth can occur during periods of recession and increased unemployment as businesses cut jobs and seek to become more efficient.

Studies have revealed that employee training increases performance and production efficiency, and thus, high rewards for labour. For example, Brodie and Bennett (1979), provide a perspective of linking staff training to organizational performance. Staff training
according to Brodie and Bennett is seen as a program that leads to proper job definition, job description, motivation, job satisfaction and job security. It ought to be noted that all the afore-listed are variables whose product can be defined in terms of the quantity and quality of the employees’ work output. However, Brodie and Bennett did not recognize that employee motivation and satisfaction may negatively affect their devotion to work. In some cases, when employees fulfill their desired needs, they tend to relax over their work role fulfillment. In another perspective, employee motivation may act as a deterrent factor towards achievement in that he who is not motivated feels like neglected. The study, therefore, wishes to find out whether there have been low levels of performance as a result of the negative consequences of employee training, focusing on Barclays Bank-Uganda limited as a case study.

Adai, (1990), contends with Brodie and Bennett (1979), when they put that job description and motivation at work, which are enhanced by staff training, increase achievement in terms of a common aim which tends to build a sense of group identity. The training sessions result into a moment of victory which closes the psychological gaps between people. With training on the job, morale raises naturally. Internal communication and a developed team spirit based upon past success make a group much more likely to do well in its task area. This incidentally provides a more satisfactory climate for the individual, hence increasing organizational performance standards. This study, therefore, intends to establish the authenticity of such a claim, focusing on the Ugandan Banking industry, especially Barclays Bank of Uganda Limited.

Langford (1979) puts it that man needs to be reminded and informed of the new changes taking place in his managerial position, if cohesion, effectiveness and high levels of work output are to be attained. He further observed that the state under which staff training has been considered needs concerted efforts of all the organizational
managers to discuss how best their organizational standards can be improved. Despite the truism in Langford's observation, it ought to be noted that there is a strong relationship between employee interests in further training and organizational productivity. This puts forward the claim that not always may employee training lead to a substantial improvement in organizational performance.

**Employee training and employee retention and reduction on labour turn over**

In the early 1980's, British Airways was in serious trouble. It was losing money and was facing laying off approximately twenty thousand staff employees. The board hired new management that used training as a significant part of their marshal strategy for the company's revitalization. The new management integrated training with other people and business initiatives. Because of that initiative, the company was revitalized and started showing a steady rise in performance and profitability by 1987 (Black and Lynch, 1996). The British Airways' approach to human resource development through training dramatically improved its bottom line by establishing BA in customer service, creating a world-wide image as the preferred international airline. Training enabled the company adapt to the changing conditions and become more effective in the market place, something that increased on the productivity and profitability level per capital input.

A number of studies including the one conducted by the Australian National Training Authority (2001) found out that skills and training produce the best results, especially when used as an overall business strategy. Besides, as Armstrong (2002) puts it, organizations have to undergo a training process, whether in a single loop or double loop model. He notices that training in either case does not only involve the generation of new competencies in the worker, but also in all the
hierarchical components of the enterprise. The appropriate use of information for timely decision making and the efficient use of resources, as such skills can be improved through training, are vital elements of competitiveness and the generation of quality products. With quality products, high prices are attracted, thus increased labour turn-over.

A number of studies have identified additional benefits of work-based training to individual firms' productivity and profitability gains. For instance, in a Country Study for Skills and Training Survey in New Zealand (2003) observed an improvement in the quality of output, productivity, staff motivation, business growth, health and safety, staff retention, innovation, profitability and reduced production and operational costs as outcomes of enhanced on-job employee training. The Scottish Executive Survey of Employers (2004) found out that employee training improved the quality of service/product, increased competitiveness, improved competence and adoption to the use of new technology, increased flexibility, increased productivity and staff retention. Staff retention was attributed to the accomplishment of the search for self-identity and the fear for challenges in a new workplace environment. This indicates a positive significant relationship between organizational performance on one hand and employee retention and labour turn-over on the other hand. What remains a concern for the study is that the overriding assertion cannot be universal to all organizations depending on the diversity of organizational philosophy and working environment. It is to this effect that the study stands out to evaluate the overriding circumstances behind staff training amidst low employee retention and turn-over in Barclays Bank of Uganda Limited as a case study.

Nick and Thacker (2004) observed that profitability is directly related to the quality and quantity of training. It was concluded from their observation that the survival of firms is directly linked to employee
training, which was linked to the belief that the benefits brought by training are translated into further profits for the enterprise, due to the real improvement in productivity; profits for workers who take part in the process since it is an instrument to achieve employability, high-quality jobs and better paid jobs, improvement for the whole society and its standards. The philosophy behind this conception was that staff training reduces costs, which in turn increases on the organizational gains.

However, some studies such as the one done by the Industry Training Federation in New Zealand (2003) found no significant relationship between employee training and organizational performance and profitability. Black and Lynch (1996) had also earlier found out that the number of employees undergoing training had no significant effect on the productivity and profitability levels. It was found out that the more training employees got, the more they moved to other organizations for they would become competitive in the human resource labour market. In turn, companies were spending a lot on recruiting other staff members and further training them. In such a case therefore, employee training has led to low rates of staff retention and organizational expenditure other than profitability.

Conclusively, the reviewed literature so far points to the fact that employee training, which may take different forms, can significantly impact on the performance levels, staff retention and labour turn over. Depending on the working conditions, nature of the training and individual employee interests, the impact can be positive or negative. The training process may also face some constraints, which when faced ruins the moral content of staff training. This study, therefore, wishes to find out the validity of such claims, with emphasis put on the Barclays Bank of Ugandan Limited.
CONCEPTUAL FRAMEWORK

According to the conceptual framework, the factors that motivate employees including good pay, training opportunities, staff policies, and the participation of employees lead to improved staff retention, improved company image, that bring about employees commitment to the organization like improved performance, staff retention, increased sales, reduced losses and as well as less conflicts in the organization.
CHAPTER THREE
METHODOLOGY

Overview

This chapter highlights the research design that was used in the study, population of the study, sample selection methods and size, research instruments, procedure for data collection, proposed data analysis methods and limitations of the study.

Research design

This study used a case study design in which both qualitative and quantitative techniques was employed. The study employed a case study because it is a method of investigation in which self-report data collection exercise from samples of pre-determined interests can be done at a particular time. The qualitative techniques aimed at establishing peoples’ attitudes, beliefs and perceptions concerning the relationship between employee training and organizational performance. The quantitative techniques aimed at generating quantifiable data and ascertaining the statistical linkages between staff training and organizational performance.

Research population

The study population consisted of the staff members of Barclays Bank Uganda Limited from four branches in Kampala, that is, Tank Hill branch, Jinja branch, Rwenzori courts branch, Parliamentary Avenue branch, Entebbe Road branch whose total number is 142 out whom 64 staff were selected as the sample size from four branches. This was because such categories of people are expected to be knowledgeable about the impact of employee training on organizational productivity,
given the rigorous employee training since 2000 to improve on the general fish productivity to match the international markets standards.

Research Population

<table>
<thead>
<tr>
<th>Branches</th>
<th>Total population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tank Hill</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>Rwenzori Courts</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>Kansanga</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>Parliamentary</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>142</strong></td>
<td><strong>64</strong></td>
</tr>
</tbody>
</table>

Sample selection methods and size

Four Barclays Bank Branches in Kampala were selected for the study using stratified random sampling. Purposive sampling was used to select fifteen employees from each branch. Four branch managers were also selected for the study using purposive sampling. The study used a sample of 64 from the population of 142 in the four branches.

Procedures

The researcher first got a letter of introduction from the school of post graduate and research Kampala International University. The researcher then proceeded to the Barclays Bank to make appointments for distributing questionnaires and conducting interviews immediately. Appointments were made with the selected respondents to allow them select their own convenient time of participating in the study exercise. While conducting the interviews, the researcher kept on jotting down the major points.
Data collection: sources and methods

Both primary and secondary sources of data were used. Secondary data involved a review of the relevant written documents such as textbooks, journals, pamphlets, internet, and Barclays Bank's operation records (especially on training, performance, staff retention, labour turnover and the challenges faced in conducting employee training. Primary data on the other hand involved the use of data collection instruments to generate responses from the selected respondents.

Data collection Instruments

The study used two types of research instruments: self-administered questionnaire and an interview guide.

Self-administered questionnaire

The questionnaire was administered to the employees of Barclays Bank-Uganda Limited. The questionnaire contained both close and open ended questions; this was done to ensure that respondents generate a wide range of information for the study and source the targeted population could read and write a questionnaire was the preferred choice.

The questionnaires were also used and these contained questions that required individual responses. Such questions were used to generate qualitative data. The study used a self-administered questionnaire because it helps cover a large number of respondents in a relatively short time. A self-administered questionnaire also helps generate reliable data. This is because respondents fill it as they wish, without being affected by the researcher's presence, the researcher sent out 64 questionnaires and all of them were returned.
Interview guide

The researcher held interviews with the branch managers of Barclays Bank of Uganda Ltd using an interview guide. The study used an interview guide because it helps generate detailed data especially if probing is adequately done. Interviews also guarantee an immediate feedback. It was also used as a follow up to the questionnaires because some respondents did not answer questionnaires well.

Data processing and analysis

Data processing

The collected data was edited, summarized into coding categories and entered into SPSS computer package for analysis. Irrelevant data was discarded and this made analysis easy.

Data analysis

The response of the subjects were reorganized, summarized, irrelevant information removed, put into coding categories and analyzed using the Statistical Package for Social Scientists (SPSS) computer programme. The above method was used because the collected data could easily use coded and assigned numbers.

All the data collected using an interview guide and unstructured questions within the questionnaire were descriptively analyzed. The responses were categorized in frequency courts and score tables with varying percentages calculated. Interpretations and conclusions were made according to the number of occurrences of each item.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, INTERPRATATION AND DISCUSSION

Overview

This chapter presents the results of the study in relation to the study objectives and research questions.

The researcher was prompted by the fact that training plays a significant role in organizational performance but many companies have greatly ignored this fact and attention was paid to Barclays bank.

The researcher set out to examine the importance of training on organizational performance on Barclays Uganda Limited and it was guided by the following research objectives namely: To determine the profile of the respondents, to describe the importance of training. To determine the benefits of training, to determine the training and organizational performance profile of Barclays Bank, to establish the relationship between; number of Training on profit and loss, number of Training on number of customers.
<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>40</td>
<td>63</td>
</tr>
<tr>
<td>30 and above</td>
<td>24</td>
<td>37</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>34</td>
<td>53</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>30</td>
<td>47</td>
</tr>
<tr>
<td><strong>Type of employee training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit risk management</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Know your customer</td>
<td>30</td>
<td>46</td>
</tr>
<tr>
<td>Customer care</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>Anti-money laundering</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Selling skills</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td><strong>Category of staff that undergo training quite often</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tellers</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>Marketing staff</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>Credit staff</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>All staff</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td><strong>Category of training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off the job</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>On the job</td>
<td>44</td>
<td>68</td>
</tr>
</tbody>
</table>
The findings in the above table revealed that the majority of the employees of Barclays Bank are between the age of 22 and 34 indicating that many of them are fresh entrants from Institutions and have not got sufficient training to enable them execute their duties competently. It is therefore important that management of the bank designs training programmes to equip these employees with requisite skills to enhance performance.

The findings in the above table revealed that more males than females are employed by the bank but the difference is negligible implying that Barclays bank is an equal opportunity employer and as well supports affirmative action and gender balance.

All the respondents concurred that a training policy exists in the bank but added that although it exists, it targets senior staff of the bank and new entrants are not given attention. The aforementioned leaves a lot hanging because training should be based properly identified training needs and not on the seniority of staff members. This explains in part why Barclays bank has not been doing well in the recent past as reported by some top officials of the bank during interviews.

The majority of the respondents as seen in the above table identified know your customer as the common type of training offered to Barclays bank staff, this shows that training is an integral part of Barclays bank but however, the types of training seem not to be prioritized. For instance customer care is not given the due attention yet it is a key in the banking industry. There is also a deviation between the aforementioned training and what is in the literature, it was discovered in the literature that pre-service training is an important force in enhancing performance but is not given serious attention.
The majority of the respondents indicated that marketing staff go for training more as compared to other categories of staff, this concurs well with what Armstrong (2002) asserted, that the performance of any organization depends largely on how skilled its personnel is and the said skills are gained through continuous training. It is also clear that the banks products are well known by the clients only that other areas that complement marketing are not given the due attention.

The findings indicate that on job training is employed, though a good undertaking, it does not give the staff an enabling environment to concentrate because work goes on as they learn. This does not make a significant impact on the trainees in terms of skills gained. On respondent from top management remarked that training is not conducted by experts in the field but by senior of the bank, this renders the entire exercise unworkable given the fact that nothing much can be learnt from fellow staff.
### Table 2
**Importance of Training**

<table>
<thead>
<tr>
<th>Importance of training</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>- It motivates employees</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>- Improves performance</td>
<td>30</td>
<td>47</td>
</tr>
<tr>
<td>- Equips staff with skills</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- Improves employee commitment</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>- Gives the organizations a competitive edge over others</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>- Boosts the marketability of employees</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>64</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source: Primary data from the field**

The majority of the respondents revealed that training brings about high organizational productivity; this is so because training equips the trainees with substantive skills which ultimately enable them to perform to their best hence high productivity. It was however established that important as it is, the bank seems not to take the aforementioned as important and only gives training that is not tailored to the needs of the bank.
Table 3
Benefits resulting from Training

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved implementation of bank policies</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Customer care improved</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Improves service delivery</td>
<td>25</td>
<td>39</td>
</tr>
<tr>
<td>Reduces turn around time</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Increased efficiency</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>Employee commitment and loyalty</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Heightened awareness of the banks products</td>
<td>35</td>
<td>55</td>
</tr>
<tr>
<td>Reduced errors by staff members</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>Improved employee relations</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Primary data from the field

The majority of the respondents stated that training has improved service delivery in the bank; this indicates that much as training is not streamlined as advanced by some staff in the bank, it has brought some fundamental benefits to the bank. This therefore points to the fact that if
training is well organized, it can be of use to the bank as one top official remarked; "The minimal training the bank has undertaken has brought about positive results like positive response to changes in policies, improved customer care and increased efficiency, this therefore implies that if training is given priority it would transform the banks operations and make it one of the best performing banks in the country and beyond.

The majority of the respondents concurred that a lot had changed as a result of training as seen in the above, this is further alluded to by one top official who asserted that if training remains consistent and targets those that deserve it, a lot more would change but it's in most cases discriminative and often times staff go for training that is not meant for them. The aforementioned renders the whole exercise irrelevant.
## Table 4
Training and organizational performance profile of Barclays Bank

<table>
<thead>
<tr>
<th>NUMBER OF TRAINING (QUARTERLY)</th>
<th>PROFIT AND LOSS (QUARTERLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2008</td>
<td>Types of training</td>
</tr>
<tr>
<td>Months</td>
<td>No</td>
</tr>
<tr>
<td>January-March</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>April-June</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>July-September</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>October-December</td>
<td>3</td>
</tr>
<tr>
<td>2009</td>
<td>January-March</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>April-June</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>July-September</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>October-December</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5

Number of training on profit and loss

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
<th>X²</th>
<th>Y²</th>
<th>XY</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>-30</td>
<td>0</td>
<td>900</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>350</td>
<td>64</td>
<td>122500</td>
<td>2800</td>
</tr>
<tr>
<td>20</td>
<td>460</td>
<td>400</td>
<td>211600</td>
<td>9200</td>
</tr>
<tr>
<td>3</td>
<td>250</td>
<td>9</td>
<td>62500</td>
<td>750</td>
</tr>
<tr>
<td>0</td>
<td>200</td>
<td>0</td>
<td>40000</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>250</td>
<td>36</td>
<td>62500</td>
<td>1500</td>
</tr>
<tr>
<td>4</td>
<td>300</td>
<td>16</td>
<td>90000</td>
<td>1200</td>
</tr>
<tr>
<td>8</td>
<td>350</td>
<td>64</td>
<td>122500</td>
<td>2800</td>
</tr>
</tbody>
</table>

\[ \Sigma X = 49 \quad \Sigma Y = 2130 \quad \Sigma X^2 = 598 \quad \Sigma Y^2 = 712500 \quad \Sigma XY = 18250 \]

n=8 number of training with profit and loss

\[ r \text{ is computed according to the formula in appendix VII} \]
\[ = 0.80296739 \]
\[ 0.80 \quad 80\% \]

Therefore there is a strong correlation between number of training and profit and loss.

Table 6

Number of Training on Number of customers

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
<th>X²</th>
<th>Y²</th>
<th>XY</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1060</td>
<td>0</td>
<td>1123600</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>1070</td>
<td>64</td>
<td>1144900</td>
<td>8560</td>
</tr>
<tr>
<td>20</td>
<td>1082</td>
<td>400</td>
<td>1170724</td>
<td>1640</td>
</tr>
<tr>
<td>3</td>
<td>1088</td>
<td>9</td>
<td>1183744</td>
<td>3264</td>
</tr>
<tr>
<td>0</td>
<td>1076</td>
<td>0</td>
<td>1157776</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>1090</td>
<td>36</td>
<td>1188100</td>
<td>6540</td>
</tr>
<tr>
<td>4</td>
<td>2004</td>
<td>16</td>
<td>4016016</td>
<td>80160</td>
</tr>
<tr>
<td>8</td>
<td>2010</td>
<td>64</td>
<td>4040100</td>
<td>16080</td>
</tr>
</tbody>
</table>

\[ \Sigma X = 49 \quad \Sigma Y = 10480 \quad \Sigma X^2 = 598 \quad \Sigma Y^2 = 15024960 \quad \Sigma XY = 64100 \]

\[ r \text{ is computed according to the formula in appendix C} \]
\[ r = -0.004651 \]
\[ \sim 0 \rightarrow \text{No relationship between training and customers} \]

Therefore, there is no correlation between the number of training and the number of customers.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview
This chapter presents the summary of findings, discussions, conclusions and recommendations that will help Barclays bank to change its methods of work and embark on practices that will make it claim its share in the market and gain a competitive advantage over other financial institutions.

The research was guided by the following research objectives namely;
What is the profile of the respondents? What is the importance of training?
What are the benefits of training as perceived by the respondents?
What is the training and organizational performance profile of Barclays Bank?
Is there a significant relationship between the number of training on profit and loss, number of training on number of customers.

Findings
The following are the findings of the study;

1. Profile of the respondents.
2. Less than half of the respondents identified the importance of training to improving performance
3. The benefits derived from training were on improving customer care.
4. Training and organizational performance profile of Barclays Bank
4.1 There were 49 training in the year 2008
4.2 The type of training were on refreshers training, on the job training, customer care, product marketing and selling, operations, cash handling, end to end account opening, utility management, call over and premier line.

4.3 The profit ranged from 200 million Uganda shillings to 460 million Uganda shillings (quarterly).
4.4 Loss was 30 million Uganda shillings.
4.5 Turn over was 2 billion Ugandan shillings in 2008.

5. The relationship of variables were:
5.1 There was a strong correlation between the number of training and profit and loss.
5.2 There was no significant correlation between the number of training and the number of customers.

Conclusions
Based on the findings of the study, the following conclusions are drawn:
1. There was a significant relationship between number of training on profit and loss thus the alternative hypothesis was accepted
2. There was no significant relationship between the number of training and the number of customers, thus the null hypothesis was accepted.

Recommendations
1. Training should benefit employees at various age levels targeting all sections in the bank, this is premised on the fact that all sections of the bank contribute to the whole.
2. It is important to embark on regular training that is key to the Bank’s operations and effort should be made by the sectional heads to make a follow up after training to continue appraising
whether training helped the trainees to improve their performance and customer care and to take the institution to the next level.

3. Barclays Bank management should embark on male training that is supported by properly identified training needs if training is to enable them gain a competitive advantage over other financial institutions.

4. The training embarked on should be one that is geared towards increasing productivity and profit.

5. the future researchers should derive into the following related studies:
   5.1 Customer care and productivity in selected private banks in Uganda.
   5.2 Quantitative account of trainings of selected banks in Uganda.
   5.3 Customer growth on profit and loss of selected private banks in Uganda.
REFERENCES


http://planetark.org/dailynews/story.cfm/newsid..., (22/05/07). Uganda to resume fish exports by September.


APPENDICES

Appendix I: Letter to the Field

OFFICE OF THE COORDINATOR BUSINESS AND MANAGEMENT - SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

2nd November, 2009

Dear Sir/Madam,

RE: REQUEST FOR MS KOBUSINGYE AGRIPINA, REG. NO. MAHRM/18073/72/DU TO CONDUCT RESEARCH IN YOUR INSTITUTION.

The above mentioned is a benefide student of Kampala International University pursuing a Master of Arts in Human Resource Management.

She is currently conducting a field research the title of which is "The Effect of Employees Training on Organizational Performance in Barclays Bank, Uganda Ltd". As part of her research work she has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your institution has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her will be used for academic purposes only and we promise to share our findings with your institution. Rest assured the data you provide shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

[Signature]

Mr. Malinga Ramadhan
Coordinator
Business and Management-School of Postgraduate Studies and Research
Appendix II: Questionnaire for Staff of Barclays Bank

I am called Kobusingye Agripina, a Masters student at Kampala International University (KIU). I am conducting research on "The Effect of Employee Training on Organizational Performance: A case study of Barclays Bank Ltd". I request you to fill this questionnaire as exhaustively as you can. This research is purely for academic purposes and the information given will be treated with the greatest confidentiality. Thank you very much.

SECTION A: Bio data

Instructions:
For each of the items 1-4 below, please tick as appropriate.

1. Gender: (a) Male......... (b) Female...........
2. Marital Status: (a) Single...... (b) Married..........
3. Occupation.................................
4. Number of dependants..........

SECTION B

1. How long have you worked with Barclays Bank? Between?
..........................................................................................

2. Does Barclays Bank have any training policy in place?

Yes.... No ....

3. Briefly explain what it entails
..........................................................................................
..........................................................................................
..........................................................................................
..........................................................................................
4. Which category of staff in Barclays Bank undergoes training quite often?

Managers.......... Marketing staff....... Credit staff...... Tellers........
others identify ..............................................................................

5. How often does the above category of staff undergo training?

Weekly....... Monthly ........ quarterly.......... others
identify............................................................................................

6. What type of training does Barclays bank offer to its staff? List different types and mention the category of staff that benefit from the said training

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

7. Which department is in charge of training?

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

8. Is the training offered to staff on-job or off-the job training?

Yes ...... No......

9. If yes, explain briefly how the above is done

.................................................................................................
.................................................................................................
.................................................................................................
SECTION C

The effect of Employee training on the productivity of Barclays Bank

1. Do you think training is of any importance to Barclays Bank?
   Yes ...... No ......

2. Give reasons response
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

3. How does employee training affect performance of Barclays bank
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

4. Do the employees in Barclays bank cherish training?
   Yes ...... No .......

5. Explain briefly your response in 4 above
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

6. What has changed in Barclays bank as a result of employee training
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
7. How is training initiated in Barclays Bank?

SECTION D

To establish whether employee training has led to staff retention in Barclays Bank 'U' Limited

1. What does the training policy in the bank state?

2. How are staff in Barclays bank selected for training?

3. Do all employees in the bank have an equal chance of undertaking training? Yes

   Yes ...... No......

4. Give reasons for your answer in 3 above.

5. Have some employees left Barclays Bank since you joined?

   Yes ....... No .....
6. If yes, how many have left since you joined

7. What are the reasons for their departure?

8. Does the bank have a policy on staff retention
   Yes ...... No ......

9. If yes, what does the policy state?

10. What methods does the bank use to retain its staff?

11. Is Training one of the policies employed by Barclays to retain its staff?
    Yes ...... No ......

12. Briefly give reasons for your response in 11 above
Appendix III: Interview Guide

1. How long have you worked with Barclays”
2. Does Barclays Bank have a training policy
3. If yes, what does it entail?
4. What type of training does the bank offer?

SECTION A:

1. Do you think training is of any importance?
2. Give reasons for your response
3. How does employee training affect performance?
4. What has changed in Barclays Bank as a result of training?

SECTION B:

1. What does the training policy in Barclays Bank entail?
2. How are staff selected for training?
3. Have some employees left Barclays Bank
   (a) Since you left
   (b) What are the reasons for their departure?
4. How does the bank retain its staff?
Appendix VI: Time Frame

<table>
<thead>
<tr>
<th>TIME ACTIVITY</th>
<th>1st 2 Weeks of April, 2009</th>
<th>Last 2 Weeks of April, 2009</th>
<th>1st 2 Weeks of May, 2009</th>
<th>Last 2 Weeks of May, 2009</th>
<th>1st 2 Weeks of June, 2009</th>
<th>Last 2 Weeks of June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal writing and submission</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data analysis, literature review &amp; report writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submission of the draft report</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrections and submission of the final report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix V: Budget Estimates

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
<th>Cost (Ugandan Shs)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stationery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>10,000 @</td>
<td>30,000=</td>
</tr>
<tr>
<td>Paper</td>
<td>4 Reams</td>
<td>8,000 @</td>
<td>32,000=</td>
</tr>
<tr>
<td>Pens</td>
<td>2 Box</td>
<td>8,000@</td>
<td>16,000=</td>
</tr>
<tr>
<td>Diskettes</td>
<td>1 Box</td>
<td>12,000@</td>
<td>12,000=</td>
</tr>
<tr>
<td>Small Files</td>
<td>12 Pieces</td>
<td>500 @</td>
<td>6,000=</td>
</tr>
<tr>
<td>Cartridge</td>
<td>2 Piece</td>
<td>60,000@</td>
<td>120,000=</td>
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<td>Stapler</td>
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<td>8,000=</td>
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<td>Punch</td>
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<td>8,000@</td>
<td>8,000=</td>
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<td><strong>Field facilities</strong></td>
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<td>100,000=</td>
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<td>Accommodation</td>
<td>(full board) (30 days)</td>
<td>20,000@ day</td>
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<td>Medical care</td>
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<td>60,000=</td>
</tr>
<tr>
<td>Communication</td>
<td>Air time</td>
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<td>Transport</td>
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<td>Secretarial Services</td>
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<td>300,000=</td>
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<td><strong>Contingency</strong></td>
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<td><strong>Grand Total</strong></td>
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Appendix VI: The Coefficient of Correlation is Computed by Formula.

\[ r = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[n(x^2) - (\Sigma X)^2][n(\Sigma Y^2 - (\Sigma Y)^2)]}} \]

Where:

- \( n \) is the number of paired observations
- \( \Sigma XY \) is the sum of products of \( X \) and \( Y \)
- \( \Sigma X \) is the \( X \) variable summed
- \( \Sigma Y \) is the \( Y \) variable summed
- \( \Sigma X^2 \) is the \( X \) variable squared and the squares summed
- \( (\Sigma X)^2 \) is the \( X \) variable summed and the sum squared
- \( \Sigma Y^2 \) is the \( Y \) variable squared and the squares summed
- \( (\Sigma Y)^2 \) is the \( Y \) variable summed and the sum squared
- \( r \) is the coefficient of correlation
Researcher’s Curriculum Vitae

BIO-DATA

Name: Kobusingye Agripina
Date of birth: 12th May 1980
Nationality: Ugandan
Marital status: Married

EDUCATIONAL BACKGROUND

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<th>Year</th>
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<td>Kampala International University</td>
<td>MA Human Resource Management</td>
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<tr>
<td>2007-2008</td>
<td>Makerere University Kampala</td>
<td>Certificate CCNA</td>
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<td>2006</td>
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<td>BA Social Sciences</td>
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<td>1986-1994</td>
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<td>P.L.E</td>
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WORKING EXPERIENCE

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<td>2004-2006</td>
<td>Manager Wobulenzi Water Supply under George And Company</td>
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<tr>
<td>2006-2010</td>
<td>Assistant Librarian Kampala International University</td>
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<tr>
<td>2010-Todate</td>
<td>Administrator/Human Resource Officer Simba Telecom</td>
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