

TRAINING AND PERFORMANCE OF THE EMPLOYEES IN ORGANISATION:A  
CASE STUDY OF NSAMBYA HOSPITAL

BY

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A RESEARCH REPORT SUBMITTED TO THE SCHOOL OF BUSINESS AND  
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR THE AWARD OF BACHELOR'S DEGREE IN HUMAN  
RESOURCEMANAGEMENT OF KAMPALA  
INTERNATIONAL UNIVERSITY.

SEPTEMBER 2011

# DECLARATION

I, **MUTYABULE RICHARD**, the under signed declare that this research text had been produced basing on my knowledge and ability and it had never been submitted to any University for an award of a bachelor or any other qualification

Signed by Richard.....

Date 15/09/2011.....

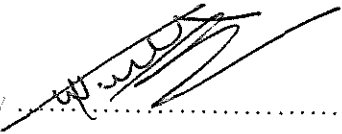
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## APPROVAL

The proposal under training and performance of the employees in an organization by **Mutyabule Richard** is submitted as a partial fulfillment of the requirement for the award of a Bachelor in Human Resource Management.

It had been approved for submission

Signed by .....



Date .....

15/09/11

MR. WANDIBA AUGUSTINE

## DEDICATION

This research dedicated to my Mother Mrs. Grace Nyaga and Family who mean everything to me and have been very supportive to me financially and always encouraged me to work very hard during my studies.

## ACKNOWLEDGEMENT

The presentation and preparation of this research would have been very difficult, if not impossible without the aid various people to whom I am grateful. It is upon their knowledge, ideas and work devoted efforts and experience that I base myself to write this work. Am highly indebted to them.

I thank God who has always showed me the way forward in my life and enabled me to go through the formal education system.

Thanks to my lecturers of the school of business and management especially those who taught me and gave me the skills and knowledge I have applied to write this report. Special thanks goes to my research supervisor Mr. Wandiba Augustine and my mother Mrs. Grace Nyaga, whose guidance, suggestions, advice, mutual concern and encouragement at all stages of this work were resourceful and intellectually supportive. I wish to articulate my indebtedness to them, for their unlimited assistance in this matter is highly appreciated.

Thanks to the local people and entire leadership of the area I studied who also deserve attribute. The information and co-operation they provided serve as a main root for success to this exercise

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## ABSTRACT

The research study was on training and performance of employees in an organization and the problem was inadequate training of employees in Nsambya Hospital.

The purpose of the study was to examine the relationship between training and performance of employees and the objectives where to examine the types of training used in Nsambya hospital to boost employee performance, to find the role of training on the performance of employees in the organization and to find out the ways of improving training of the employees in Nsambya hospital.

The researcher intended to use descriptive and analytical research design, the random sample technique was used, a sample population of 50 respondents was arrived at and tools of data collection were questionnaires and interviews.

The findings indicated that there were many types of training employees in Nsambya hospital which included job rotation, job enrichment, coaching, lectures, individual tutorial films and interactive video training.

The roles of training employees in Nsambya Hospital included promoting commitment, reducing labour turnover, increasing productivity, developing employee skill, increasing competitive advantage and increasing employee motivation.

The ways of improving training in Nsambya hospital included: engaging both trainers and employees in designing training, assessing training needs and selecting right trainees

The study came up with the following conclusions: The researcher found out that the most common type of training employees was job rotation, the most common role of training of employees was increasing competitive advantage and the most common way of improving training in Nsambya hospital was engaging both trainers and trainees in designing training.

The recommendations are that Nsambya hospital must give serious attention to training of the employees because this enables them to be more productive and committed to their work, the management must have a clearly defined strategy towards the ways of improving training of employees in order to be more successful than other organizations.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter is concerned with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study (geographical scope, content scope), and significance of the study.

#### **1.1 Background of the study**

According to Abin (2000), he says that training employees in a particular skill is undertaken to enable them to be more effective on the job. According to Bismanoth (2000), he points out that the term training indicates the process involved in improving aptitudes, skills and abilities of the worker to perform a specific job. Decenzon and Robbins (1996) do not differ much from Armstrong (1999), they say that training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on job. According to penny (1986), training is the preparation for a particular performance and the application of knowledge and skills to present work. Kenny and Reid (1986) widen the scope of training further by defining it as a planned process to modify behavior through learning experience to achieve effective performance in activities.

Training was carried out for many purposes in organization according to Armstrong (1996): he states that the fundamental aim of training is to help the organization achieves its purpose by adding value to its key resources, the people it employs. This means that training shows aim, at investing in people to enable them perform better and to empower them, to make best use of their natural abilities. According to Kempton (1995) on the other hand states that training serves a variety of purposes, it can be used to show how much the organization values its employees and it can be used as a form of punishment or as reward.

According to Frederic (2000), training is the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience. According to him, the fundamental aim of

training was to help the organization achieve its purpose by adding value to its key resource.

According to Armstrong (1996), he argues that in order for the organization to achieve its objectives, they must have well trained employees', without training, employees' will fail to performance their task effectively which will affect performance of the organization negatively. According to John Mark (1998), training attracts high quality employees by offering them learning and increasing their level of job satisfaction which leads to increase of the performance of employees because it increases the commitment of employees by encouraging them to identify the mission and objectives of the organization.

According to George and Fredrick (2003), they argue that training contributes to effective performance of the organization because it helps it to manage change by increasing understanding of the reason for change and providing people with the knowledge and skills they need to adjust to new situations which help them to achieve effective performance of the organization. According to Pattere (2002), he argues that without training, it is difficult for the organization to reach its target because training helps to develop a positive culture in the organization which leads to improvement in performance.

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies ([www.wektpeadia](http://www.wektpeadia)),

Training is regarded as a process through which an individual's capacity to perform is developed, the concept of training has wide and varied definitions namely which is generally agreed upon. According to Armstrong (1996) he defines training as the systematic development of knowledge, skills and attitudes required by an individual to perform a given task. According to floppy (2000), he defines training as the act of increasing the skills of employees for doing a particular ob.

Training is a process of learning a sequence of programmed behavior. According to Decenza and Robin (1996), they say that training was judged by its contribution to performance where performance is function of skills, abilities, motivation and opportunity to perform when inadequate performance results from motivational problem rather than a skill problem, reward and disciplinary action may be of a great relevancy than training.

Training is imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill (Decenwn and Robbins, 1996).

According to Kerry Thomas (1995), he defines performance as the way in which an activity is accomplished in a particular level of standard to which a task is to be accomplished.

According to the Webster dictionary, performance is accomplishment of a given task measured against preset standards of accuracy, completeness, cost, and speed.

Performance is a multi-dimensional concept. On the most basic level, Borman and Motowidlo (1993) distinguish between task and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. This contribution can be both direct (e.g., in the case of production workers), or indirect (e.g., in the case of managers or staff personnel).

Contextual performance refers to activities which do not contribute to the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures.

Training is one of the most important parts of an organization's overall Strategy. Before starting a particular venture or considering a potential acquisition, the first question arises that, whether there are required skills present in the organization or not. Typically all key skills required for efficient management of a company must be available

in a company; however other non core activities can be outsourced. Need of training arises due to advancement in technology, need for improving performance or as part of professional development. For this reason, this human resource need to be trained and developed according to Kempton (1995), he asserts that staff training and development should be key activities of all organizations whether private or public, if the organization is to achieve their purpose, staff training activities aim at increasing the performance of the organization as whole. Lacks of employee training in any company leads to poor productivity of the workers, many employees perform their duties with experience but they don't have any skills.

Every organization has certain objectives to pursue, which vary differently from one organization to another. To achieve the objectives, an organization utilizes various resources which contribute to knowledge, skills, and attitudes that play a vital role in its success. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). In addition to the basic training required for a trade, occupation or profession, observers of the labor-market recognize today the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development.

## **1.2 Statement of the problem**

Many organizations are keeping pace with training of their workers nowadays due to advance in science and technology in the world today. Due to inadequate training in Nsambya hospital, there is existence of a gap between the actual performance and desired performance of Nsambya hospital. Employees need to be trained from time to time so that they can be updated with the use of the latest working tools like software, computers and generally running the latest machines. Training helps the workers to increase their knowledge and productivity in the long run. Without the in-  
-re-job training of the workers, their productivity will always remain low. Training helps the organization minimize the costs of hiring expertise to perform particular tasks and the organization has human resource (Borman *et*, 1997).

### **1.3 The purpose of the study**

The purpose of the study is to examine the relationship between training and performance of employees.

### **1.4 Objectives of the study**

(i) To examine the types of training used by Nsambya hospital to boost employee performance.

(ii) To find out the role of training on the performance of the employees in the organization.

(iii) To find out the ways of improving training on the employees in Nsambya hospital.

### **1.5 Research questions**

. What are the types of training used by Nsambya hospital to boost employee performance?

. What are the roles of training on the performance of the employees in the organization?

What are the ways of improving training on the employees in Nsambya hospital?

### **1.6 Scope of the study**

#### **1.6.1 Geographical scope**

The study was carried out in Nsambya hospital-Uganda. Nsambya hospital is a catholic based hospital located three kilometers off Kampala-Ggaba road.

#### **1.6.2 Content scope**

The research examined the relationship between training and performance of employees in which the set objectives of the study were adhered to

### **1.7 Significance of the study**

- ❖ The study would be useful to Nsambya hospital in understanding the impact of training on their skill performance of its employees which will also influence Nsambya hospital to change its policies by taking its employees for training so that they improve on their skills.
- ❖ The study would further be used by other researchers when they were carrying out the research on the related topic of the impact of training on performance of an organization. So the study will be used for reference purposes.
- ❖ The research would be useful to many organizations in understating the role of training to employees and understating the best training methods to the organizations
- ❖ The research would be used by trade unions in recommending the best training to employees of different organizations
- ❖ The research would help various employers adopt training of their employees so as to boost the performance of their organizations.
- ❖ The research would also help the principal researcher attain a bachelors' degree of human resource management of Kampala International University.

## CHAPTER TWO

### LITERATURE REVIEW

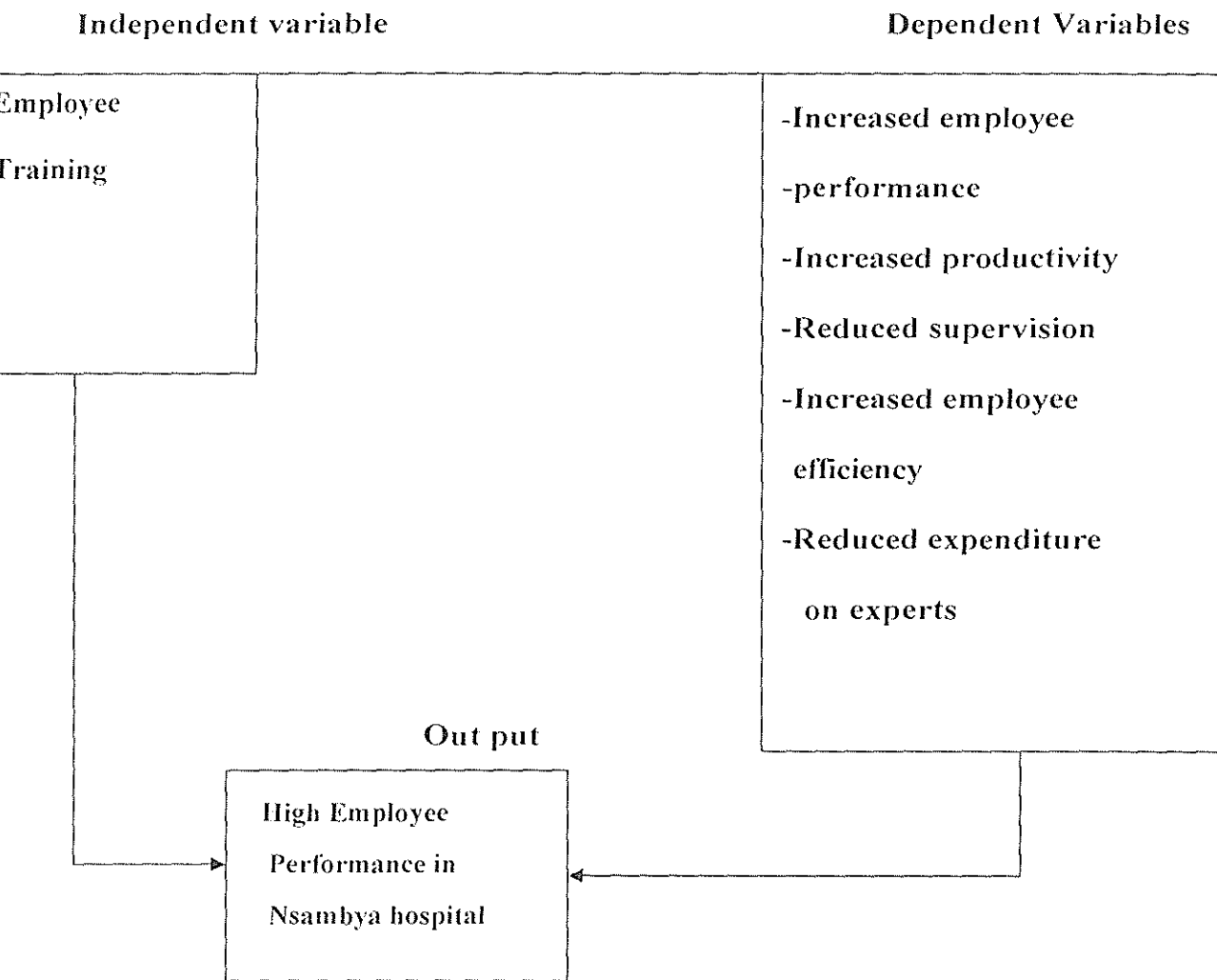
#### **2.0 Introduction:**

This chapter is about reviewing the literature of what other scholars have discussed in relation to the topic. It also deals with the theoretical framework, conceptual framework. The literature is vital and enables the researcher to investigate further.

#### **2.1 THEORETICAL FRAMEWORK**

The study will be guided by human capital theory. Human capital theories -Economists traditionally look to construct training in terms of investment. Human Capital Theory has established training in terms of increased productivity (Becker, 1964; Mincer, 1974; Stober, 1990). The Human Capital theory developed the terms general and specific training. In the mid-1980s the neo-human capital approach states that companies train their employees in order to improve the adaptability and flexibility of the workforces and their responsiveness to innovation (Bartel and LichtenBerg, 1987). Human resource management theory has viewed training and employee development as a means of engaging the commitment of employees to the enterprise (Rainbird, 1994; Heyes and Stuart, 1996). The initial formulation of a theoretical framework for Human Resource Management came from the Harvard Business School in the early 1980's (Beer et al., 1984). Training appears as one of a number of strategies for managing the human resource flow of an enterprise which, together with other Human Resource policies, produce the four CV of Human Resource outcomes; commitment, competence, congruence and cost-effectiveness.

## 2.2 Conceptual framework



Source: Researcher's conceptualization

The diagram above shows the conceptual framework of training in Nsambya hospital and it shows that employees training lead to many benefits both of the side of the employee and company. The diagram shows that employee training leads to increased performance, increased productivity to the company, reduced employees supervision, reduced expenditure on hiring experts. Given this cycle, there employee raining finally leads to high employee performance in Nsambya hospital.



## 2.3 RELATED LITERATURE REVIEW

The related literature is reviewed objective by objectives.

### 2.3.1 TYPES OF TRAINING IN ORGANIZATIONS

Some of the on-the-job training techniques include job rotation, job enrichment, special projects, working parties or special job committees, coaching, monitoring and planned experience.

The effectiveness of on the job training depends mainly upon immediate supervisors and qualified trainers, According to Kenny and Reid (1986), they argue that training on the job is the most useful and mostly used technique. The two most frequently used kinds of training are on-the-job training and lectures, although little research exists as to the effectiveness of either. It is usually impossible to teach someone everything she needs to know at a location away from the workplace. Thus on-the-job training often supplements other kinds of training, e.g., classroom or off-site training; but on-the-job training is frequently the only form of training. It is usually informal, which means, unfortunately, that the trainer does not concentrate on the training as much as she should, and the trainer may not have a well-articulated picture of what the novice needs to learn.

On-the-job training is not successful when used to avoid developing a training program, though it can be an effective part of a well-coordinated training program. Lectures are used because of their low cost and their capacity to reach many people. Lectures, which use one-way communication as opposed to interactive learning techniques, are much criticized as a training device (Pulakos, 2000).

**Audiovisual Techniques:** Both television and film extend the range of skills that can be taught and the way information may be presented. Many systems have electronic blackboards and slide projection equipment. The use of techniques that combine audiovisual systems such as- closed circuit television and telephones has spawned a new term for this type of training, tele-training (Strober, 1990).

Off the job training techniques include lecturers, group discussions, individual tutorial films, simulations, role plays, reading distance learning, computer based training and interactive video training. According to Kempton (1995)

These kinds of training offer an opportunity to impart concentrated knowledge and skills (Strober, 1990).

### **2.3.2 THE ROLE OF TRAINING ON EMPLOYEE PERFORMANCE**

Employee training is important as it enables a new recruit to become productive as quickly as possible. It can avoid costly mistakes by recruits not knowing the procedures or techniques of their new jobs. The length of induction training will vary from job to job and will depend on the complexity of the job, the size of the business and the level or position of the job within the business (Schmidt, 1998).

Many organizations, especially in government and academia, have created new employee training that is designed, exclusively or primarily, to provide mandated safety familiarization. Yet some companies in highly competitive industries recognize the value in New Employee Orientation (NEO) that goes much farther. They require several weeks or even months of training to familiarize every new employee with the company, its products, its culture and policies, even its competition.

According to Strober 1990, no matter how highly skilled, competent, or experienced an employee may be, room for improvement always exists, and the company specific job description invariably includes work components unfamiliar to the employee. The technology in the workplace is changing very rapidly and companies that can't keep up will drop out of competition. A survey by the Ontario (Canada) Skills Development Office found 53% of the respondents planned to "introduce new technology into the workplace that would require staff training." A third of the respondents included "improving employee job performance" and "keeping the best employees" as desired outcomes. Government regulation, insurance coverages, and common sense dictate some training that MUST be given to every new employee.

Companies invested in the training of their employees even before the newfound importance of human resources. In the new context, this intervention has assumed even more importance. Company-based employee training is now an indispensable tool for organizations wanting to develop leaders for the next level of growth.

For the employee, company funded education and training ranks among the most valuable long-term benefit offered to employees. It enables the employee to further their education, develop skills, and enhance competencies, invariably translating to all-round development of the individual and better performance at work, which in turn translates to career advancement. All this comes at no additional cost from the employee's side. Companies usually sponsor training programs most suited to their needs, and this ensures that their employees obtain specific knowledge or skills required to excel in their jobs. Employees training themselves tend to focus on generic skills that may not be relevant for the company-specific work (Strober, 1990).

Trained employees require less supervision on the job and gain competence to adapt to new technologies and theories in the workplace. Employees competent in their specific work domain also boost productivity and increase motivation. Employee training is also one of the ways to retain talent, and this works in many ways: The company, by sponsoring the training, can enter a contract with the employee requiring them to serve the company for a specified period, thereby reducing employee turnover, even without the company specifying a contract, the trained employee has a moral obligation not to walk out of the company that sponsored his or her education or training. And the prospect of further paid training encourages the employee to remain with the organization (Scotter, 2000).

Inculcating organizational commitment by sponsoring training becomes an invaluable asset for the company in today's business environment where human resources has become the major source of competitive advantage and the hunt for talent has reached cut-throat levels.

Authors agree that when conceptualizing performance one has to differentiate between an action (i.e., behavioral) aspect and an outcome aspect of performance (Campbell, 1990; Campbell, McCloy, Oppler, & Sager, 1993; Kanfer, 1990; Roe, 1999). The behavioral aspect refers to what an individual does in the work situation. It encompasses behaviors such as assembling parts of a car engine, selling personal computers, teaching basic reading skills to elementary school children, or performing heart surgery. Not every behavior is subsumed under the performance concept, but only behavior which is relevant for the organizational goals: "Performance is what the

organization hires one to do, and do well" (Campbell et al., 1993, p. 40). Thus, performance is not defined by the action itself but by judgemental and evaluative processes (cf, Ilgen & Schneider, 1991; Motowidlo, Borman, & Schmit, 1997). Moreover, only actions which can be scaled, i.e., measured, are considered to constitute performance (Campbell et al., 1993).

### **2.3.3 WAYS OF IMPROVING TRAINING OF EMPLOYEES IN ORGANIZATIONS**

Organizations should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Firms that plan their training process are more successful than those that do not. Most business owners want to succeed, but do not engage in training design that promise to improve their chances of success (Banzhaf, 1998).

Training needs can be assessed by analyzing three major human resource areas: the organization as a whole, the job characteristics and the needs of the individuals. Individual employees can be evaluated by comparing their current skill levels or performance to the organization's performance standards or anticipated needs. Any discrepancies between actual and anticipated skill levels identifies a training need.

Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program.

According to Banzhaf (1998), training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter included the methodology of the study. It entailed research design, geographical location or area and population, sampling design, data collection methods, and instruments, data analysis and processing.

##### **3.1 Research design**

The researcher intended to use descriptive and analytical research design. These were selected because they are effective ways of research presentation. It was a survey based on quantitative and qualitative data analysis.

##### **3.2 Study population**

The research was conducted in one area that was in Nsambya hospital, Kampala Uganda. Nsambya hospital had approximate population of 100 employees. The most spoken languages in Nsambya hospital were: Luganda, English and Kiswahili. The respondents consisted of local population especially Nsambya hospital employees and officials. The area was basically chosen because of the researcher was familiar with the area and was able to speak the most common languages in the area of the study.

##### **3.3 Sample size:**

The sample size of 50 respondents was chosen and this included 5 hospital management officials, 4 hospital administrators, 4 hospital supervisors, 10 nurses, hospital auxiliary nurses, 3 clinic officers, 7 nursing aids, 2 manual staff and 8 patients.

##### **3.4 Sample technique**

andom sample technique in which the size of the respondents is predetermined before the research was conducted without bias.

A sample of 50 respondents was arrived at randomly. After the systematic random sampling was used, the actual sample size of 48 respondents was obtained. Quantitative data collection was then used in editing, encoding and later tabulation of the collected material.

### **3.5 Source of data collection.**

The researcher collected data from both the primary sources and secondary sources of data collection.

#### **i. Primary data**

This was obtained through physically visiting the files and collecting data through variable tools. The respondents were got by first determining the number of respondents and then taking a physical visit to seek for the consent of the respondents to have then answer the set questions in the questionnaire and this was through following stratified random sampling.

#### **ii. Secondary data**

This was sourced by reviewing documented sources like text books, journals, reports and online publications. This was done in order to first identify the existing information on the topic of research and to understand how much the respondents knew about the research topic in order to avoid lies.

### **3.6 sample procedure**

Stratified random sampling was used or employed to determine for the respondents from the company and the different categories of respondents. This sampling data collection instrument was pre- tested in which the researcher had to first pre - test and find out whether the sampling technique was efficient or not. The determined respondents were consulted and prior information was given to them seeking their consent before they were fully involved in research. Purposive sampling was carried out to the division executive and technical team involved in company management.

### **3.7 Data collection instruments**

The following data collection instruments were used:

#### **a. Questionnaire**

This was designed in line with the objectives and the topic. They included both open and closed- ended questions. This instrument had been selected because it was efficient and convenient in a way that the respondents are given time to consult the documents before answering questions. It was also because the respondents could give un biased answers since he/she is given time to write whatever he/she would like to write which otherwise would be hard for the respondent to write if the researcher was present.

#### **b. Interviews:**

This involved face to face interaction between the researcher and the participant through discussion.

### **3.8 Data analysis**

Primary data was collected from the sampled respondents and secondary data was gathered through documentary review. Data was organized in a more meaningful and interpretative way to answer to the study objectives of the research questions. Data was continually analyzed during data collection. The data categories were identified and edited with a view of checking for competencies and accuracy. Qualitative data attributed numerical codes so that it could be analyzed statistically by using percentages, tables, pie charts, and tabulation by putting similar findings in one category and un similar in another. Correlations between variables to determine whether there is an underlying relationship between them or whether one factor is related to another factor.

### **3.9 Ethical procedures**

Before going to the field I began with getting authorization letter from the dean of the school of business and management and then took it to the respondents and this enabled the researcher attain adequate information from the respondents.

During the process of data collection, confirmation was given to the respondents in hat the researcher would assure he respondents that the reason for the research was or only academic purpose and that no information would be given out to outsiders.

## CHAPTER FOUR

### DATA PRESENTATION, INTERPRETATION AND ANALYSIS

#### 4.0 INTRODUCTION

This chapter contains the analysis of data obtained from the field in accordance to training and performance of the employees in Nsambya hospital. The data collection took a period of 2 weeks and the number of respondents selected was 50 representing 50% of labor force in Nsambya hospital according to the surveyed population. Hence the collected data was tabulated and presented in percentages as it was divided in themes and sub themes.

#### 4.1 Types of training used in Nsambya hospital.

Respondents were asked questions on the objective and the responses were shown in table 4.1

**Table 4.1 types of training used in Nsambya hospital**

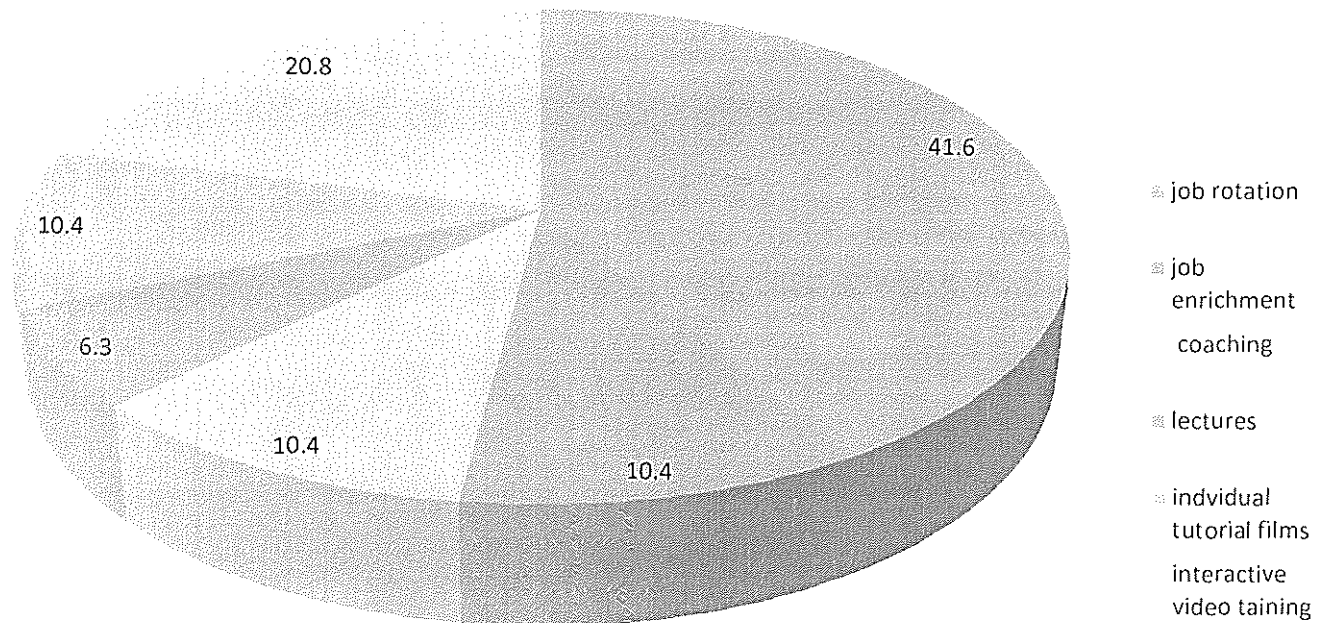
Types	Frequency	Percentage (%)
Job rotation	20	41.6
Job enrichment	5	10.4
Coaching	5	10.4
Lectures	3	6.3
Individual tutorial films	5	10.4
Interactive video training	10	20.8
Total	48	100

**Source: primary data from the field 2011**

The finding on table 4.1 above indicate that 20 respondents representing 41.6% were employees who were trained using job rotation type of training in the hospital. 5 respondents representing 10.4% employees trained using the job enrichment type of training .5 respondents representing 10.4% of employees trained through coaching. 3 respondents representing 6.3% of employees trained through lectures. 5 respondents representing 10.4% of employees trained through Individual tutorial films an 10 respondents representing 20.8% of employees trained through interactive video training. The data in table 4.1 can be illustrated on the pie chart as figure 4.1



**Figure 4.1 types of training used in Nsambya Hospital**



Furthermore respondents were interviewed and the responses are, of the 16 respondents interviewed, 4 respondents representing 23% recommended job rotation, 2 respondents representing 13% recommended job enrichment, 3 respondents representing 19% recommended coaching, 3 respondents representing 19% recommended lectures, 2 respondents representing 13% recommended individual tutorial films and 2 respondents representing 13% recommended interactive video training.

**4.2 Roles of training employees in Nsambya Hospital,** respondents were asked questions on the objectives and the responses are shown on table 4.2

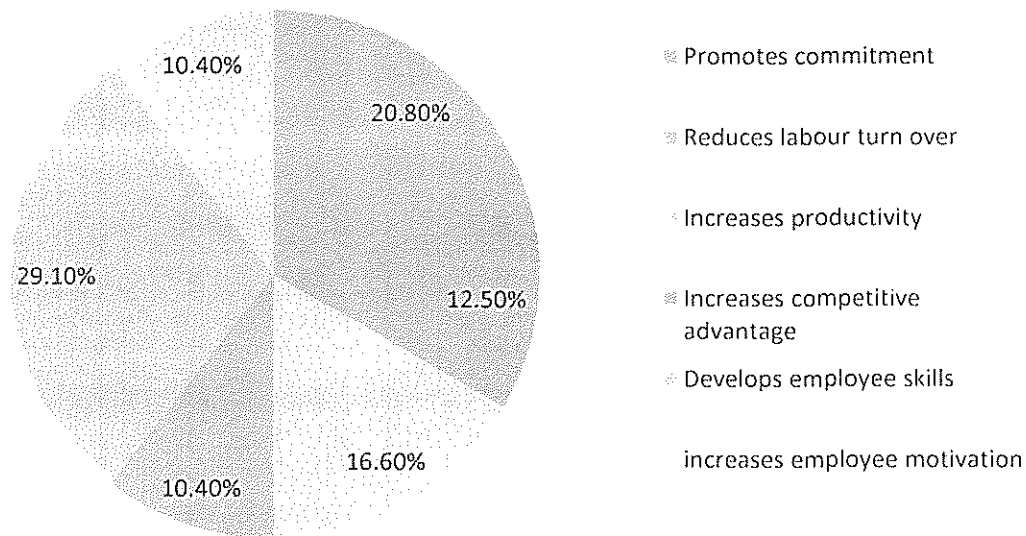
**4.2 Roles of training on employees' performance in Nsambya hospital,** respondents were asked questions on the objectives and responses are as shown on the table 4.2

Role	Frequency	Percentage
Promotes commitment	10	20.8%
Reduces labour turn over	6	12.5%
Increases productivity	8	16.6%
Develops employee skills	5	10.4%
Increases competitive advantage	14	29.1%
Increases employee motivation	5	10.4%
Total	48	100%

**Source: primary data from field 2011.**

According To the findings, 10 respondents representing 20.8% of the employees said that training promotes commitment among employees within the organization 6 respondents representing 12. 5% of employees said that training reduces labour turnover. 8 respondents representing 16. 6%of employees said that training increases productivity . 5 respondents representing 10.4% of employees said that training develops skills of employees. 14 respondents representing 29.1% of employees said that training increase competitive advantage. 5 respondents representing 10.4% of employees said that training increases employee motivation. The data in table 4.2 can be illustrated on a pie chart in figure 4.2

**Figure 4.2 Roles of training on performance of employees in Nsambya hospital.**



Further, more respondents were interviewed and the responses are, of the 18 respondents interviewed. 3 respondents representing 17% recommended promoting commitment. 3 respondents representing 17% recommended reducing labour turnover. 3 respondents representing 17% recommended increasing productivity, 2 respondents representing 11% recommended developing employee's skills. 5 respondents representing 27% recommended increasing competitive advantage and 2 respondents representing 11 % recommended increasing employee motivation.

### 4.3 Ways of improving training in Nsambya hospital

Respondents were asked questions on the objective and the responses are shown in the table 4.3

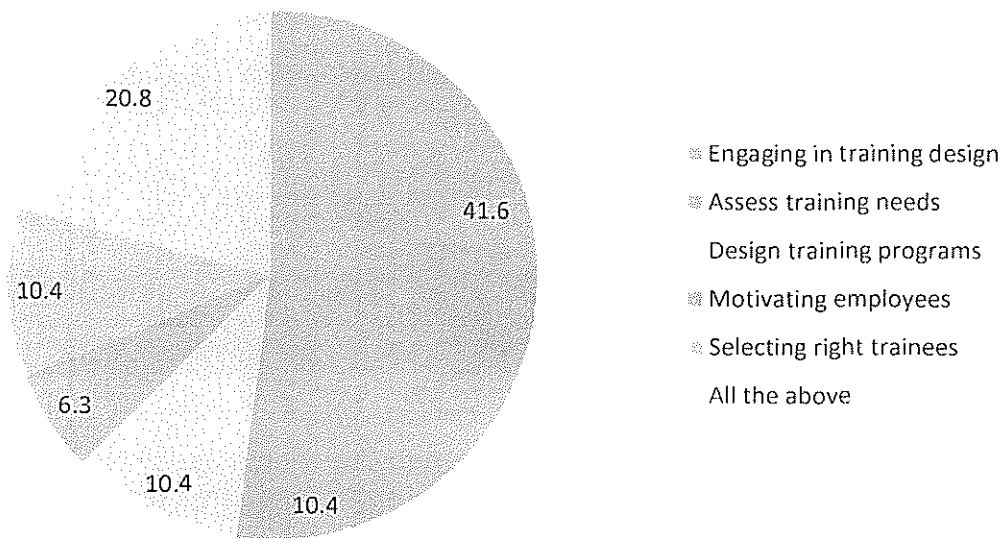
**Table 4.3 ways used to improve training in Nsanbya hospital**

Ways	Frequency	Percentage (%)
Engage in training design	20	41.6
Assess training needs	5	10.4
Design training	5	10.4
Motivating	3	6.3
Selecting right	5	10.4
All the above	10	20.8
Total	48	100

**Source: primary data from the field 2011**

The finding on table 4.3 indicate that 20 respondents representing 41.6 of employees stated that training was being improved through engaging managers and employees or trainees in (he (raining design. 5 respondents representing 10.4% said that training was being improved through assessing training needs. 5 respondents representing 10.4%said that training was being improved through designing training programs. 3 respondents representing 6.3% said that training was being improved through motivating employees. 5 respondents representing 10.4%said that training was being improved through selecting right trainees and 10 respondents representing 20.8%agreed to all the above ways of improving training in Nsambya hospital. The data in table 4.3 can be illustrated on a pie chart as in figure 4.3

Figure 4.3 Ways used to improve training in Nsambya Hospital



Furthermore respondents were interviewed and their responses are, of the 15 respondents interviewed, 5 respondents representing 34% stated engaging in training design, 2 respondents representing 13% stated assessing training needs, 3 respondents representing 20% stated designing training programs, 2 respondents representing 13% stated motivating employees and 3 respondents representing 20% stated the selection of right trainees.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATION OF THE FINDING.

#### 5.0 INTRODUCTION

This chapter presents the major findings of the study, conclusions and recommendations for future researchers and policy makers to uplift training and performance of employees in the organization.

#### 5.1 DISCUSSION

The discussion is done objective by objective as below:-

**5.1.1. Types of training used in Nsambya hospital.** According to the researcher types of training used in Nsambya hospital included Job rotation, job enrichment, coaching, lecturers, individual tutorial films and interactive video training. Job rotation was the most common type of training used, as in line with Borma W.C.e-tal (1997) who says that organization should highly emphasize job rotation as the most common type of training employees in order to reach their goals and objectives.

This is not in line with John. M. Ivancevich (2001) who states that coaching and lectures are some of the best and mostly frequently used types of training employees where the coach and lecturer may have decision making meetings with the trainees.

**5.1.2 Roles of training on employee's performance in Nsambya hospital.** According to the researcher these included the following: promoting commitment, reducing labour turn over, increasing productivity, developing employee skills, increasing competitive advantage and increasing employees' commitment. According to the researcher most respondents agreed that it increased competitive advantage as in line with Nadler.L.(1984) who recommends that training of employees highly enables organizations to gain competitive advantage. This also not in line with John. M. Ivancevich (2001) who says that training mostly provides opportunities for trainees to learn which develops a feeling of mutual confidence.

#### **5.1.3 Ways that were being used to improve training of employees in Nsambya hospital**

According to the researcher, ways that were being used to improve training of employees in Nsambya hospital included the following:- engaging managers and employees in training design, assessing training needs, designing training programs, motivating employees and selecting right trainees. Mostly in Nsambya hospital the way of engaging both managers and employees or

trainers and trainees in the training design was the most way being used, just as stated by Wolfgang Banzhaf et-al (1998) that engaging both trainers and trainees in designing training helps organizations to highly develop the skills and competences of their employees leading to

organizational growth and development. This also not in line with John M. Ivancevich (2001) who says that in order for training to be improved, it must be given adequate time.

## **5.2 CONCLUSIONS**

According to the researcher there are many types of training used in Nsambya hospital but job rotation is the mostly used type of training employees.

The most common role of training employees in Nsambya hospital according to the researcher is increasing competitive advantage.

Engaging both managers and trainees in training design is the most common way used to improve training in Nsambya hospital.

## **5.3 RECOMMENDATIONS**

- The management of Nsambya hospital should give serious attention to the training of the employees because this enables employees to become more productive and committed to their work.
- The management of Nsambya hospital should have a clearly defined strategy towards the ways of improving training of employees in order to be more successful than other organizations that do not train their employees.

## **5.4 LIMITATIONS OF THE STUDY**

In the process of carrying out the research, the researcher had encountered both methodological and practical problems which included the following:-

- The problem of data analysis was also encountered: it was difficult to categorize data collected into a constituted and meaningful pattern.. Again as it was analyzed manually, the researcher was faced with problems in preparing the coding frame. However with constant analysis and time it was finally analyzed.
- The researcher also faced practical problems in terms of costs, where by the study was mostly in terms of typing, printing, transport and final publication of the report, the researcher got assistance and support from family members and friends to help in providing scholastic materials and the printing of the report.

**5.5 AREAS OF FURTHER REVIEW**

In addition to the training, the management of Nsambya hospital must ensure that a well defined reward management system is put in place so as to maintain high level of performance among organizational members.

Hano et-al (1995) looked at rewards inform of promotions, responsibilities and recognition for a job well done and status .hence every organization has its own system to provide rewards and incentives to its employees and the systems used will depend on the management styles and values of the organization and importance attached to money as a motivator.



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## APPENDIX I

### RESEARCH QUESTIONNAIRE

**I MUTYABULE RICHARD** a student of Kampala International University pursuing a Bachelors Degree in Human Resource Management Kindly request you to answer these questions in utmost faith that would really help me to successfully finish my course as a partial fulfillment of the award of Bachelors Degree in Human Resource Management. I therefore affirm that this information is purely for the academic purpose.

#### SECTION A

##### 1) Sex

(a) Male ☐

(b) Female ☐

##### 2) Age

(a) 20-25 ☐

(b) 25-30 ☐

(c) 30-40 ☐

(d) 41-50 ☐

(e) 50-60 ☐

(f) 61-70 ☐

##### 3) Marital Status

(a) Married ☐

(b) Single ☐

(c) Widower ☐

(d) Widow ☐

##### 4) Religion

(a) Catholic ☐

(b) Protestant ☐

(c) Muslim ☐

(d) Others (Specify) .....

##### 5) Educational Level

(a) None ☐

(b) Primary ☐

(c) Secondary ☐

(d) Post secondary ☐

## SECTION B

(i) Have you ever had any training ever since you started working?

(a) Yes ☐

(b) No ☐

(c) If yes, state how often you go for training

.....

(b) What are the types of training used by Nsambya hospital to boost employee performance?

(a) .....

(b) .....

(c) .....

(c) How are your trainings facilitated?

.....

## SECTION C

(i) Do you think employee training is of any importance to the employees?

(a) Yes ☐

(b) No ☐

{c) If yes, what are the roles of training on the performance of the employees in the organization?

(a) .....

(b) .....

(c) .....

(d) .....

(d) Do all the employees go for training at the same time?

(a) Yes

(b) No

(c) If yes or no, why?

☐☐

.....

## SECTION D

(i) Are you satisfied with the way Nsambya hospital conducts training? ☐

☐

(a) Yes

(b) No

(c) If no, state why?

.....

(ii) Given the nature of trainings in Nsambya hospital, do you think there is

need to improve employee trainings in Nsambya hospital?

(a) Yes ☐

(b) No ☐

(If) yes, state the ways of improving training on the employees in Nsambya hospital?

(a) .....

(b) .....

(c) .....

(d) .....

END

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