TRAINING AND STAFF PERFORMANCE

CASE STUDY OF MSUMARINI COAST PROVINCE

By

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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL

FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A BACHELOR OF

EDUCATION IN SCIENCE OF KAMPALA INTERNATIONAL

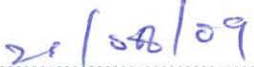UNIVERSITY UGANDA

AUGUST 2009

DECLARATION

I, **KARANJA ESTHER N** declare that this Research work is from my own findings and has never been produced by any body else for any award in any University or Institution before.

Sign............................ Date............21.08.09................

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APPROVAL

This is to acknowledge that this report has been under my supervision as a university supervisor and submitted for examination.

Signature .... Date...26../.08./.09........

MR. BARILUNO JOHN B

DEDICATION

I dedicate this piece of work to my beloved husband Dishon Ndubai

ACKNOWLEDGEMENT

The successful completion of this study would not have been possible without encouragement, support and co-operation of people whom I owe gratitude. First and foremost I would like to thank my supervisor for the guidance and encouragement that he gave.

TABLE OF CONTENTS

ABSTRACT

In order to attain effective and efficient workforce Ministries ought to improve on the skills and competences of the employees through training.

The efficiency of the ministry depends largely on how capable its personnel and how well they are motivated to work. In most cases ministries / organizations have failed to realize their predetermined goals due to the fact that they don't attach greater importance to training.

The study is therefore carried out to establish the impact of training towards raising the performance standards of the employees.

The data was collected using the questionnaire. It was analyzed and presented using percentages and tables and the findings were discussed.

There is need for the Ministry to have a well formulated and documented training policy which will help to improve the efficiency and effectiveness of the services provided in order to introduce systematic training in the Ministry, man power development committee should be established, regular assessment of the training unit in the management and coordination in the training function.

CHAPTER ONE

1.0 INTRODUCTION

This research was about the relevance of training on performance of employees in a ministry / organization, case study Ministry Of Education and Sports. Included in this chapter is the background to the study, statement to the problem, objectives of the study, research questions, significance/justification of the study theoretical frame work, scope of the study, definition of the key terms.

1.1 BACKGROUND TO THE STUDY

Every organization/ministry needs to have well trained and experienced people to perform the activities that have to be done. If the current or potential job occupant can meet this requirement, then training is not all that important. But when this is not the case, it is necessary to raise the skill levels and increase the versatility and adaptability of employees.Inadquete job performance or decline in productivity or changes resulting out

of job design or a technological break through require some type or training and development efforts.

Training is defined as the process that enables people to acquire new knowledge, learn new skills and perform tasks differently than before. It attempts to teach a person how to perform particular activities or specific job.

Flippo (1987), defined training as "the act of increasing the skills of an employee for doing a particular job". Thus training is a process of learning a sequence of programmed behavior. This behavior, being programmed, is relevant to a specific phenomenon that is a job.

As the job becomes more complex, the importance of training and development also increases. In rapidly changing society, employee training and development

1

are not only an activity that is desirable but also a ministry or an organization must commit resources to it, if it's to maintain the available and knowledgeable work force. Another scholar named Taylor pointed out that training is any systematic process used by an organization to develop employee knowledge, skills behavior and attitudes in order to contribute the achievement of the organizational goals.

This research was carried out, in the Ministry Of Education and Sports. The magnitude information available missing in previous studies are that earlier researchers have only focused on training as an external factor and not an internal factor. Therefore, the Ministry should employ external factors like off-the- job training in order to cope with the current situation. However, in most of the organizations/ministries operating in Uganda these companies adopt a laissez fair approach in which the employees are free to do what they can, on their own and when these companies experience the scarcity of skills, they tend to out source from the few companies that invest in training and believe that they live in an environment where the competitive advantage is achieved through a competent work force.

According to Ashok Kumar [1999] who ideally, say that training aught to provide knowledge, inputs improved skills and hopefully shape attitudes positively said that training should then be not promotion focused but performance oriented. That if the organization s are to cope up with the continuous changes, they must be equipped with the capacity to cope with change. And this is to why research was carried out, to establish what is lacking in this ministry, as far as training is concerned.

1.2 STATEMENT OF THE PROBLEM

The issue of inadequate training presents one of the greatest challenges to organizational performance. Ministries do not realize their mission and

objectives, in terms of providing good services. There are rampant cases of labor turn over, poor customer care, client complaints, and lack of competent personnel for future human resources requirements to fill the vacant positions

2

on appointments, transfers and promotions. Ministries are experiencing this problem due to the fact that they ignore the role of employee training and development.

It's against this background that the researcher carried out the study, to find out the impact of training on performance of employees in the Ministry of Education and Sports.

1.3 OBJECTIVES OF THE STUDY

1.3.1 General objective

The aim of the study is to establish the impact of employee training on organizational performance.

1.3.2 Specific objectives

1. To establish the various types of training methods used by the Ministry Of Education.

2. To establish the relevance ot training on employee performance in the Ministry Of Education.

3. To examine the consequences of poor training on the performance of employees in the Ministry

1.4 RESEARCH QUESTIONS

1. What is the impact of training on employee performance in the ministry of education?

2. What are the methods of training that the ministry should employ?

3. What are the consequences of poor training on performance of workers in the Ministry of Education?

1.5 SGNIFICANCE/ JUSTFCATION OF THE STUDY

The study will be useful and helpful to various Ministries that may not have realized the role of training towards improving the employee's skills, knowledge and competence, hence increase in services provided. Once this information is appropriately adhered to by ministries, they will be able to realize their goals and minimize the costs of high rates of labor turnover.

The study will benefit the policy makers specifically leaders of organizations/ministries to understand the importance of training employees as a tool to improve performance.

The study examined the consequences of poor training on organizational performance and it ultimately came up with recommendations that the ministry / management could adopt to minimize the effects of lack of training. This information will be useful to the following categories of people, the managers [human resource manager], the business proprietors, the consultants [both internal and external] and the university students pursuing management courses.

1.6 THEORITICAL FRAME WORK

The study was based on theory of re-enforcement;

Re-enforcement theory

Reinforcement involves commanding learners when they have accomplished the task successfully, thus motivating them to extend their learning. Positive feed back and knowledge of result is an important way of ensuring that learning takes place. The concept of reinforcement has been strongly influenced by **Skinners (1974)** conditioning and social engineering theories and, although they are sometimes criticized as being simplistic and manipulative, they continue to have a considerable effect on the design of training programmes in Reinforcement theory, an employee will get committed and involved in the training when he or she receives a reinforcement that may either be in form of punishments for doing bad or in the form of rewards for successful completion of the task.

Reinforcement offers a direct incentive for the employee to be too receptive to the learning concepts due to the fact that he/she either fears punishment for doing badly in the training or he/she performs better in anticipation of a reward. By offering positive feed back on how the trainee is progressing in the training acts as one of the motivating tools in ensuring that the employees become competent and more committed to training. However, in most cases the reinforcement in form of rewards tends to lead into the best out come of the

training but according to my own survey I do believe that the combination of both positive and negative reinforcement result into a better out come of the training.

Since this theory of reinforcement has identified the need for training, therefore the study was based on this, to see that most companies/ministries are developing the need for training their workers in order to meet the expectation of the ministry by acquiring knowledge from training that changes behaviors/modifying skills.

1.7 SCOPE OF THE STUDY

The study was based on Ugandan Ministries, but as pointed out earlier, particular attention was put on the Ministry of Education and Sports, One of the ministries, located

in Kampala on embassy house building, Parliament Avenue and the focus is on training and performance of workers in the Ministry between 2004-2006.The study was limited to the indicated area because its where the researcher could get relevant information about training and performance.

1.8 DEFINITION OF THE KEY TERMS

Training: is the process that enables people to acquire new knowledge, learn new skills and perform tasks differently than before. It attempts to teach a person how to perform particular activities or specific job.

Training policy: These are expressions of training philosophy of the organization; they provide guide line on the amount of training that should be given.

On-the-job training: this means training of workers at the place of work.

Off-the-job training: training workers away from the work place.

Orientation: is a technique by which a new employee is rehabilitated into his surrounding and introduce to the practices, policies and purpose of the ministry! Organization, in other words it is a well coming process.

Job analysis: it is a procedure by which pertinent information is obtained about. i.e. it is a detailed and systematic study of information relating to the operation and responsibilities of specific job.

Apprenticeship: a work study training method with both on the job and classroom training.

Training criteria: measure that a ministry and its trainer use to evaluate training program.

Training evaluation: the process of collecting the outcomes needed to determine if training has been effective.

CHAPTER TWO
LITERATURE REVIEW

2.0 INTRODUCTION

This chapter basically looks at what other scholars have written on this topic. It is a review of the available literature that is relevant to the study area. This information was got from text books, reports, news papers and use of internet. •And it covered areas such as. Methods of training, role /importance of training, training policy and the purpose of training and development, consequences of poor/inadequate training.

2.1 TRAINING METHODS

L.M Prasad [2000] pointed out that, training programmes offer something for every one from pre employment preparation for the first job to the pre retirement courses for those who are due to retire soon. The range of training methods is such that they can provide opportunity to the unskilled to become skilled; they offer people to be promoted at various levels of the organization.

That training methods as means of attaining the desired objective in a learning situation, they can be grouped on the basis of the level of personnel in an organization because three categories of people-operative, supervisor and management have difference training needs and therefore, •different training methods may be suitable for them. Thus, training methods may be on-the-job oriented (training offered at the place of work) and off-the-job training (training given outside the work place), on-the-job training has the following examples; on specific job, job rotation, and apprenticeship. And off-the-job Prasad (2000) talked of simulation-role playing, case study method, knowledge based-lectures. Seminars, programmed instruction etc and experimental method-sensitivity training, transactional analysis etc.

These methods can be grouped into on-the-job training and off-the-job training.

ON THE JOB TRAINING

On-the-job training methods emphasize on learning while an individual is actually engaged in work. This method can be suitable for all types of employees. Thus, people can learn by working on jobs. There can be several ways in which on-the- job training can be offered

On specific job. This is the most common form of training for all individuals. A person can learn when he/she is put on a specific job. He/she can develop skills for doing the job in a better way over a period of time. However he/she can learn the job better if given some guidance either in the form of coaching or working as under studies. Coaching involves direct personal instructions and guidance usually with demonstrations and continuous critical evaluation and correction. Under the study method, the trainee works under the direction and supervision of a person, He can learn the job very quickly under the guidance of his trainer.

Position rotation. In position rotation, a person is given jobs in various departments of the organization. The major objective of job location training is to broaden the background of the trainee. He can learn the working of various sections and departments of the organization which helps in developing an integral view of the organizational functioning.

Special projects, task forces, etc. Assignment of people on special projects, task, committees, etc. Works like position location. Besides learning, the jobs performed in these assignments he or she also learns how to work with different persons.

Apprenticeship. This is like under study in which the trainee is put under the supervision of a person who may be quite experienced in his field: apprenticeship training has been quite popular in medieval times when those intended to learn some craft or profession used to work under some experts. In

today's context, many ministries / organizations have to take trainees under apprenticeship act.

Besides, various organizations also take apprentices to fill there requirements of skilled personnel. The researcher appreciates the author's contribution but there are other methods of on-the-job training like counseling and guidance, and management games/activities that were left out, therefore this research tried to analyze all the methods Ct training that can be used by the ministry.

OFF THE JOB TRAINING

In the off-the-job training, a trainee has to leave his place of work and devote his entire time for training purpose. During this time, the trainee doesn't contribute anything to the ministry organization. These methods can be followed either in the organization itself or the employee may be sent away for training courses organized by specialized institution. The following are the various methods of off-the job training;

Special courses and lectures. These are knowledge-based training methods. In these programmes, an effort is made to expose participants to concepts and theories, basic principles, and pure and applied knowledge in any subject area. Basically, it's aimed at creating an awareness of the knowledge of fundamentals. The focus is essentially on transmission of knowledge.

Conferences. In order to overcome the limitations of lecture method which emphasizes only on one method of communication, that is, from trainer to trainee, many ministries / organizations have adopted guided discussion type of conferences in their training programmes. in this method, the participants pool their ideas and experience in attempting to arrive at improved methods of dealing with problems which are faced by them at their workplace. For the intensive discussion on the various subjects of the conferences, many groups can be constituted

Cases. Case method of training has been developed by Harvard business school of USA is one of the most commonly used method not only for business executives but also for management institutes. A case is written description of an organization containing information about its numerous aspects; its history, external environment, internal operations, financial structures, among others. The researcher appreciates the author's effort but methods like workshops, in basket exercise, and attachment were not given attention. Therefore, this research was to give more light on them in relation to the Ministry Of Education.

2.2 ROLE/IMPORTANCE OF TRAINING

According to cowling and mailer (1981) training enables employees, supervisors and managers to vote more of their time to planning for the future matter while •carrying out their activities and in particular to the detection and correction of faults and errors that occurs during the operation of machines.

They observe that as a result of systematic training the ministry organization is likely to benefit from improved external relationship.

The ministry I organization will also be able to attract better quality candidates for employment if they know that training opportunity is provided.

Training is a practical and vital necessity because it enables employees to develop and rise within the organization and increase their market value earning power and job security, It enables management to resolve source of friction arising from parochialism, it moulds employee's attitudes and help them to achieve a better corporation with the company and greater loyalty to it. The management is benefited in the sense that: High standards of quality are achieved, a satisfactory organizational structure is built up, Authority can be delegated and stimulates for progress applied to employees and Reduce supervision

Training moreover, heightens the morale of the employees, for it helps in reducing dissatisfaction, complaints grievances, absenteeism, and reduces the

rate of turnover. The researcher liked the author's contribution but training plays many important roles like increasing organizational viability and flexibility, and the morale of employees which the author left out therefore, this research put more attention on them Krishna Rung chary [1998] pointed out that, it is true that training and development are essential requirements as well. But they can be acquired strengths within the action profile can not. Therefore, it is most essential that a man is suited to his job in terms of his action profile strength. However, you cannot just create a tailor made job for each manager regardless of the requirements of the organization. In proposing therefore, to seek a greater degree of matching between men and jobs with management team, a fairly complex matching powerless has to go. In fact there is a greater organizational asset than trained and motivated personnel, because these people can turn the other assets into productive whole.

The author's view points are good and the researcher appreciates, but issues ot training, enabling employees, supervisors and managers to devote more of their time to planning for the future matter while carrying out their activities and in particular to the detection and correction of faults and errors that occur during the operation of machines were not given attention, therefore, this research was to put attention to see if managers in the ministry do plan for their future activities.

2.3 PURPOSE OF TRAINING AND DEVELOPMENT

Michael Armstrong (2001) emphasizing the growth and development ot personnel that they include, creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale.

11

The researcher acknowledges the author's effort, but research was to show specific benefits that a company receives from training and developing its workers skills, including: increase in services, reduced employee turnover, increased efficiency resulting in financial gains, decreased need for supervision. Employees frequently develop a greater sense of self-worth, dignity and wellbeing as they become more valuable to the firm and to society. Generally they will receive a greater share of the material gains that result from their increased productivity. These factors give them a sense of satisfaction through the achievement of personal and company goals.

2. 4 CONSEQUENCES OF POOR/INADEQUATE TRAINING

L.M Prasad (2000) advanced Low productivity, labor turnover, poor performance, and low commitment at work, are consequences of poor training.-When workers are not provided with enough training they can not produce according to the expectation which bring s low productivity in the company.

Poor training demotivates workers; one with no skills/one who lacks skills cannot enhance the company's competitive position and cannot increase the company's efficiency.

Poor relationship between the workers and the management that reduces morale of employees in an organization. This poor relationship comes when workers are not interacting with their trainers [managers/supervisors].

According to the author's contribution the researcher recognizes it, but was not satisfied, therefore this researcher looked at this, to whether workers in the Ministry Of Education are provided with enough training in order to increase on the company's services. And also to see how this affects employee's performance and the management at large in the Ministry.

CHAPTER THREE
METHODOLOGY

3.0 INTRODUCTION

This chapter explains in specific terms how the study was carried out. it is analysis of the research design, study area, survey population, the chapter further highlights on the methods that were used to enlist relevant data, the chapter points out how the enlisted data was analyzed and processed.

31 RESEARCH DESIGN

The research design used in this study was the case study design; it was focused on the Ministry Of Education and Sports so as to get relevant data about employee training and performance, and it was to explain and establish the essence of employee training towards raising their performance standards in the ministry.

3.2 STUDY AREA

The areas of the study were the ministries in Uganda, but it paid particular attention to the Ministry Of Education and Sports; as one of the biggest ministries in Uganda. The researcher could not conduct a study on all ministries in Kampala but has to concentrate only on one, due to lack of time and other resource constraints.

3.3 STUDY POPULATION

The study population comprised Ministry Of Education employees selected from different departments namely: human resource department, finance department, public relations department, and security department. The researcher was convinced that these departments could give relevant information about training and performance,

3.4 SAMPLE SZE

The sample size comprised of (30) respondents selected from different departments, ten [10] from human resource department [5] from finance departments, [10] from security department,[5] from public relations department. The researcher strongly believed that these were to give enough and relevant data on training and employee performance in the Ministry Of Education.

3.5 SAMPLING TECHNIQUES

The need for sample selection is of paramount importance in that the researcher could not cover every employee in the Ministry Of Education due to time limit and other recourse constraints the researcher selected the sample from the study population using, stratified sampling and simple/convenient random sampling techniques. This enabled the researcher enlist data from all the departments in the ministry.

3.6 RESEARCH TOOLS/INSTRUMENT

The researcher used the bellow tool s/methods to enlist relevant data.

Questionnaires

A number of questionnaires both open and closed ended were sent to the selected respondents from the study population. This is becar.se it was difficult for respondents to avail the researcher time for interviews. Since all the respondents are literate. Questionnaires were of great value to acquire opinionated information on training and employee performance.

Data processing and analysis

Data was subjected to qualitative analysis: questionnaires were revisited and edited as soon as they were collected from individual respondents. Responses were broadened and given their meaning through exhaustive explanation as soon as the exercise was completed in order for the researcher not to forget.

3.7 LIKELY LIMITATIONS

The staff members hesitated to give some information, which was due to fear claiming that the information will not be kept confidential.

• The respondents took unnecessary long time to answer the questionnaire claiming to be busy.

• Another problem was limitation of funds to help in carrying out research.

CHAPTER FOUR

RESEARCH FINDINGS, PRESENTATIONS AND DISCUSSION

40 INTRODUCTIONS

This chapter presents the results of the study in relation to the study objectives and research questions. The study was carried out from the Ministry Of Education located in Kampala on embassy house building, Parliament Avenue. And the study was basically focused on finding out, the impact of training on employee performance. It was guided by three specific objectives, to establish the various types of training methods used, to establish the relevance of training on employee performance, and to examine the consequence of poor training on the performance of employees.

TABLE 1: RESPONSE BY DEPARTMENTS

Department	Number	Percentage (%)
Human resource management	9	36
Finance	4	16
Public relations	4	16
Security	8	32
Total	25	100

(Source: primary data from the field 2006)

A total of thirty questionnaires were sent to respondents of various departments but the researcher managed to get twenty five questionnaires only, 9 (36%) from human resource department, from Finance department 4 (16%), from public relations department 4 (16%) 8 (32%) from security department.

The results indicate that majority of the respondent are found in the human resource department. This is due to the fact that, the human resource department IS the most concerned department that deals with the aspects of training in the Ministry.

Table 2: AGE OF RESPONDENTS

Age bracket (years)	Number	Percentage (%)
20-25	0	0.0
26-30	4	16.0
31-35	5	20.0
36-40	12	48.0
41-45	4	16.0
Total	25	100

(Source: primary data from the field 2009)

The findings indicate that, the majority of the respondents were between the age bracket of 30-46 years and the minorities were between the age brackets of 26- 30 and 41-45 years, no respondent was found below the age of 25 years. It was discovered that the Ministry employs people aged between 36—40 years due to the fact that the nature of the work requires people with more experience and who fall in the afore mentioned age group.

TABLE 3: EDUCATION LEVEL

Qualification	Number	Percentage (%)
Masters	5	0
Degree	15	60
Diploma	3	12
A'level	2	8
Total	25	100

(Source: primary data from the field 2009)

The data above clearly indicate that, the Ministry recruits mostly degree holders as workers compared to those with higher level of education since much of the work involves training and experience it's believed that such duties do not require higher levels of education but simply experience in the field.

TYPES OF TRAINING OFFERED TO EMPLOYEES

TABLE 4: METHODS OF TRAINING OFFERED

Models/methods of training	Number	Percentage (%)
Internal/on-the-job training	8	32
External/off-the-job training	5	20
Both	12	48
Total	25	100

(Source: primary data from the field 2009)

The majority of the cases 48% are trained by use of both internal' (on-the-job) and external (off-the-job) modes of training, but 32% are internally trained on 20% are trained externally. Therefore, it seems that majority of the employees in the Ministry Of Education were trained by means of both internal and external methods of training. This is basically due to the nature of consequences associated with each of the two methods (off-the-job and on-the-job training). Therefore, to stand at an advantage, the Ministry finds it better to integrate the two methods depending on the situation and the nature of the training need identified, If the resources are internally available, then internal methods of training becomes applicable and external mode of training can also be up on.

IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE

TABLE 5: CRITERIA USED IN CONSIDERING TRAINING

Criteria used	Number	Percentage (%)
Academic qualification	8	32
Poor performance	1	4
When there is need	16	64
Total	25	100

Source: primary data from the field 2009

According to the findings of the study, 64% of the employees assert that the Ministry train employees when there is real need for training, 32% say that the employees are trained when the Ministry realizes poor performance, and only 4% asserted that the Ministry only trains those employees whose academic qualification is too low.

The reason as to why the Ministry trains employees, only when there is real need is largely due to the costs associated to training. In fact, training should not be offered any how since it takes time and demands much of the Ministry staff support and commitment in terms of availing the required resources.

CONSEQUENCES OF POOR TRAINING ON THE PERFORMANCE

TABLE 6: RESPONDENTS WHO HAVE EVER / NEVER ATTENDED ANY TRAINING COURSE

Training	Number	Percentage (%)
Those who attended	15	60
Those who have never attended	10	40
Total	25	100

Source: primary data from the field 2009

The findings indicate that 60% of the respondents under went certain training, This is due to the fact that the Ministry attaches greater importance to the training philosophy they acknowledge that they live where competitive advantage is achieved by having higher quality people and that this need, can not be satisfied unless they invest in developing the skills and competence of the workers. And 40% did not go through any kind of training indicating that their performance is too low. Therefore for every Ministry or organization to cope up with the current modernization of enduring good services, it should eradicate poor/inadequate training.

Consequences of poor training

The data indicated that 40% of respondents were not given thorough training, where poor services, Low productivity, labor turnover, poor performance, and low commitment at work, are the consequences of poor training. When workers are not provided with enough training they can not produce according to the expectation which brings poor services in the Ministry.

Poor training demotivates workers: one who lacks skills cannot enhance the Ministry's competitive position and cannot increase its efficiency.

Poor relationship between the workers and the management that reduces morale of employees in the Ministry organization. This poor relationship comes when workers are not interacting with their trainers [managers/supervisors]; therefore the research looked at this, to whether workers in the Ministry Of Education are provided with enough training in order to increase on the Ministry's services. Which was the most important emphasis of eradicating in adequate training?

4.1 ASPECTS TO CONSIDER/ TO DETERMINE WHETHER AN EMPLOYEE NEEDS TO BE TRAINED OR NOT

The following responses were the findings from the respondents about some ot the aspects that the Ministry should focus on to determine whether an employee Should be trained or not, 4e% j the respondents suggested that the Ministry should consider the performance levels standards of the employees. When the employees' performance is in conformity with performance standards set by the Ministry, then the Ministry should not incur costs on training because there is no need for it. However, if a performance gap is noted between the actual and the desired performance then the employee should be trained in order to improve his skills, knowledge and develop the competencies of that employee. 64% of the respondents suggest that the attitude of the employee towards the job and the Ministry in general should be considered. If the attitude is negative then the employee needs to be trained in order to positively change his attitude towards the job. Another 64% of the respondents asserted that the Ministry should look into the employees' level of commitment. If the employees' level of commitment to their jobs and tle Ministry in general is very low then such employees should be discovered and be taken for training. Laziness and dodging of duties can be an indication of incompetence hence, a need for training. The other 40% of the respondents were of the view that, the ministry should have a critical look at the employee's degree and nature of relationships with colleagues, management and other parties such as the customers, and their superiors. Employees with poor relationships should then be counseled and be given an appropriate training in order to change their

character positively. However, 48% of the respondents suggested that the Ministry ought to observe all the above factors and all other factors that may be a direct effect on the services of the Ministry.

4.2 METHODS/ TYPES OF TRAINING OFFERED TO EMPLOYEES

4.2.1 The most cost effective methods of employee training in the Ministry.

Ministry of education train employees both on-the-job and off-the-job depending on the nature and the type of training need identified. The findings indicate that 60% of the respondents believe that the most cost effective method of training is on-the-job training method. They based their argument on the following observations. On-the-job training may not necessitate the ministry to incur extra costs on hiring other external experts to train the employees/trainees. Another observation was that since on-the-job training entails the employees/trainees practicing within the Ministry they will at least input their efforts and contribution into the Ministry as they practice much as their contributions may be little and substandard, it is better than nothing. On the other hand 40% of the respondents were of the view that off-the-job training method is cost effective than on-the-job training. They argued that since off-the-job training entails taking the employees/trainees for training outside the Ministry say to colleges, workshops and institutions it means that in case of poor services the ministry does not meet the cost of repair in case the clients do complain about mistakes made by the trainees. These costs are met by the training staff i.e. If mistakes are made while training employees it may lead to poor quality, customer dissatisfaction which in most cases lead to poor services.

4.2.2 Advantages of the on the job training method

The following are the advantages of the on the job training method;

- It's less costly because it does not necessitate additional hiring the experts.

- At least a certain minimum portion of input, effort and contributions are made and injected towards the Ministry's services.
- The trainees become familiar with the real and actual work they do after engaging in the practical aspect of the exercise (training)
- Appropriate feed back can be provided promptly because the ministry pays a greater a mount of care and concern for its employees. The trainees are closely monitored and evaluated.

4.3 Disadvantages of on the job training.

The ministry incurs costs of repairing damage or when the poor services are rendered, this damage may happen as the trainees are engaged in the practical aspect of the training. It may be by accident mistake or due to other human factors such as in attentiveness, laziness, and emotional factors, among others.

• The consequences of the sub standard efforts input and contributions of the employees are directly or indirectly met by the ministry. For example, customers' complaints and government intervention.

• Trainees tend to fear embarrassments and shame. In case of poor performance, employees fear to be laughed at by their fellow work mates. This may affect their concentration in class.

4.3 IMPACT/RELEVANCE OF TRAINING ON EMPLOYEES PERFORMANCE

4.3.1 Benefit of employees training to the organization

The study has shown that 75% of the respondents believe that effective training impacts

Positively on the improvement of the quality of performance, increase level of commitment and reduce the cost of employee supervision, because the employees are self driven and therefore no need to pay close sulc5ervision. Once the appropriate skills and knowledge are imparted on to the employees, level of performance will improve both qualitatively and quantitatively. Also the level of performance increases due to the fact that employees find their jobs interesting and challenging. The availability of adequate skills and knowledge

increases the levels of competency and self motivation. On the other hand 15% of the respondents believe that employee training may lead to cordial industrial relations, reduces the rate of labor turnover and but its associated with a high costs and also leads to the reduction of the higher rates of accident and wastages. The fact that training leads to effective and efficient performance, in turn creates cordial relationships between the employee and the superiors because of the absence of embarrassments and disciplinary actions that would be inflicted on the employee in case he performed poorly. These harmonious relations in the retention of the employees thereby reducing the rates of labor turn over. Training also helps to minimize the rate of complaints of the clients because the employees understand what is required of them.

4.3.2 Identification of training needs

From the total of 25 respondents, 21(84%) said that they were not satisfied with the way identification of training need is carried out and (4) 16% said they were satisfied. It was discovered that the 21(84) who said that identification of training need were not fair gave some reasons like poor procedure and evaluation of training, lack of skills by top management who are in charge of training, they also gave other factors like favourism, nepotism and racism. And Probably 16% are those who have been favored by the method of identification due to some reasons like favourism and technical know who.

4.3.3 Factors favorable for effective training

Basing on the finding of the study 65% of the respondents believe that training of employees in most cases yield the best outcome when an employee sees the real need for training, when there is a free atmosphere of interaction and participation, and when the feedback is provided to the employees on how they are progressing. Also when the employees are free to contribute, participate and discuss with their colleagues and trainers then they are motivated to learn they can freely share views opinion and at the same time correct their own mistakes. Provision of feedback is yet another important factor in achieving effective outcome of the training. Employees shall be reminded of how they are Progressing in the training and the areas in which they need to improve on.

24

35% assert that training yields the best outcome when the employees receive awards, when they are given assignments to try to solve by themselves. Awards such as prizes, certificates and praise, among others have a significant impact towards raising the morale of trainee to focus his/her attention on training and thereby achieving the best outcome.

4.4 CONSEQUENCES OF POOR TRAINING ON PERFORMANCE

The findings indicate that 75% of the respondents believe that the nature of relationship of the employee who is not performing to the expectations of the ministry due to say, lack of adequate/poor training at work, is normally seen to be negative towards their performance. This is due to the fact that these employees are often embarrassed, punished and even victimized whenever they don't perform their duties effectively. Such situations always put such employees on tension, most of the time and therefore have poor relations with - their superiors. On the contrary, 25% of the respondents assert that the relationships are normally seen to be good. They believe that such employees are often dependant on their superiors for guidance, direction, and advice. This therefore keeps them in constant contacts and Consultations hence, building of harmonious industrial relations since they work as a team.

4.4.1 Comment on training strategy policy.

The respondents were asked to comment about the training strategy/policy and (12.5) 50% said that they do not know the content of the policy, 7.5 (30%) said that it favors some categories and (5> 20% said that the existing policy is considerably fair although it needs to be to reviewed and made clear to all employees. From the response there is clear indication that there is written training policy or strategy but need to be reviewed with consultation of employees.

4.4.2 Training and investment

According to the findings, 68.8% of the respondents acknowledge the fact employee training is an investment to the ministry. Their argument is that once

the ministry invests in training employees, employees will acquire the relevant skills, have their attitudes and behaviors changed positively and also develop competences. As a result they will be more productive in terms of both quality and quantity: they will also have positive attitudes towards the ministry's clients such as the customers. Their level of commitment to their jobs also increase, the rates of labour turnover minimized, reduced rates of accidents and wastages, among others. All these are reflected in to the better services and good image of the ministry. This therefore means that the ministry will be able to recoup what it spent on employee training through the realization of increased services. On the other hand, only 31 .3% of the respondents disagreed that training can not be an investment to the ministry. They argued that it's never a guarantee that when a ministry invests on training all the employees it invested on will remain serving or working for that ministry. Some employees leave the ministry after acquiring training due to say, unfavorable terms and conditions of work, work related problems, among others. Therefore, there is no guarantee that training can be an investment to an organization/ministry.

4.4.3 Reasons for dissatisfaction

The respondents were asked to give reasons why they do not feel satisfied and most of them said that, The method is not fair because of favourism, Discrimination and poor timing in that even when some people are nominated they are unable to go because of work especially at the end of the year, Some of them said that some courses were not relevant to the work they do. And others added that, there is an element of repetition of courses conducted by the same consultant and some times it become monotonous.

CHAPTER FIVE

SUMMARIES, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter gives a summary of the main findings of the study, conclusion and recommendations.

5.1 SUMMARY

As competitive advantage takes its lead, it's important that Ministries become aware of the need to effectively train employees so as to raise their skill levels and be able to meet the its objectives in terms of raising services.

The aim of the study was to establish the impact of employee training towards raising their performance standards and thereby achieving the ministry's goals. Questionnaires were used as tools for collecting data which was later analyzed.

The study also revealed the findings from different respondents who had different views about the various aspects of the study.

A few recommendations were made that the researcher argues the different interested ministries or organization to observe so as to realize drastic improvements in the service levels.

5.2 CONCLUSIONS

From the results obtained from the respondents, ministries ought to emphasize the training of both the newly recruited employees and the current existing employees so as to raise their skill levels and increase their versatility an a adaptability.

Ministries ought to attach a greater degree of importance to the training philosophy and completely find them selves out of the desire to adopt a lassies faire approach where the employees are left to decide for themselves. Ministries should also recognize that actual or potential skill shortage can threaten their future prosperity and growth.

It is also revealed that the human resource department which should ideally coordinate the activities of training is not empowered and as a result there is duplication of efforts and unfair distribution of training opportunities, therefore in order to reduce these problems, the department should be empowered.

Training should always be performance oriented. Well trained and motivated workforce is an invaluable asset to the organization, the performance of the ministry is largely determined by the quality of its human input.

However, training is costly especially if not properly planned. Ministries should not advocate for training as the only remedy whenever a performance gap is realized between the employee's actual performance and the desire performance. Certain issues that may contribute to the employee's low performance can be remedied through counseling, right instruction and guidance, right job allocation, among others. In other wards, not all un wanting situations necessarily demand training as the only remedy. For example, issues such as late coming, negligence and illegal social groupings at the real time of work merely require counseling and probably proper guidance of the victims.

All in all, training should take much of the ministries / organization's much attention since it's the greatest pay off in terms of increase in services, minimum labor turn over rates, cordial harmony relations, high levels of employee commitment and ensuring that the ministry has the available human resource requirements for future needs say, promotion and transfers.

5.3 RECOMMENDATIONS

There is need for the Ministry to have a well formulated and documented training policy, which will help to improve the efficiency and effectiveness of the ministry in order to introduce systematic training amongst the staff members or the management, man power development committee should be established, to assess the training unit in the management and coordination in the training function.

External training programmes either locally or abroad should be provided such programs have an advantage of injecting new ideas into the ministry. Employees wishing to pursue part time classes for professional qualification should be encouraged to doo.

The ministry should emphasize on training, follow up method where the impact of training on the performance of employees should be monitored.

Human resource department should do identification of training need where it can be done by conducting an interview and by the use of staff performance appraisal form.

The training policy should cater for all categories of staff and it should be a continuous exercise, and it should be performance oriented, it should also cater fully for short and long term courses; it should cater for all employees in different departments. It should also be documented and made clear to all employees and fully fledged section with power to spear head the training policy and finally training policy should be reviewed every year.

On the methods of training, the ministry should emphasis on both on-the-job and off-the-job training depending on the training need identified. If the training Involves practical work the on-the-job training should be recommended since it's less costly. It places the employees in actual work situation and makes him/her get familiar with the equipment he will use after successful completion of the training and appear immediately productive.

On the other hand, if the training is theoretical for example management development, managers should be taken for training out side the ministry since they require expert training which may only be acquired from the outside institutions such as development centers, conferences and symposia.

In identifying the training needs the ministry should consider the following steps;

It should recognize where and when the training need may arise. In institutions needs may arise t different times and clarify the performance standards so that

the employees are made aware of what is expected of them. The ministry can do that through performance appraisal forms and discussions

The Ministry should then identify the performance gap. That is, the difference between the employee actual performance and the desired performance and then decide whether there is a need for training or not-how does the performance gap affect the ministry, how many people are involved look at the cost benefit analysis, what is the best intervention method?

The ministry should finally analyze what's needed to increase performance. it could be by offering long term training, coaching or guiding. The management should choose the best intervention to enhance performance, and the objective of the training must be clearly spelt out.

Generally, the Ministry should attach much importance to the training philosophy so as to gain a competitive advantage over other ministries and also to have a stable work force and minimize the costs of hiring from other ministries/organizations that invest in training.

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APPENDIX I

GENERAL QUESTIONNAIRE

Dear respondent, am a student of Kampala International University am carrying out a research study on the impact of training towards raising the performance standards of teachers.

I therefore, kindly request you to assist me fill this questionnaire so that I can be able to gather relevant information that will make the study more credible. Any information given in this questionnaire shall be kept confidential.

INSTRUCTIONS

1. The questionnaire consists of both closed and open ended questions.

2. Tick the most appropriate option.

3. Where necessary, briefly explain, clarify and give your personal view on certain issues.

SECTION A

BIO DATA

a) Sex   Male ( ) Female ( )

b) Marital status

Married ( ), Single ( )

C) Age (years)

21-25 ( )

26-30 ( )

31-35 ( )

36-40 ( )

36-40 ( )

41-45 ( )

Above 45 ( )

d) Educational level

Primary ( )

0' level ( )

A' level( )

Certificate ( )

Diploma ( )

Degree ( )

Masters ( )

PhD ( )

OTHER QUES11ONS

1. Have you ever attended any training/learning?

a) Yes ( )

b) No ( )

1(b) if you answer yes in question [a] above list the courses attended

2 a). What types of training methods does the company use for training the employees?

    a) On-the-job- training method (

b) Off- the- job training method ( )

c) Both ( )

d) Others ( )

b) Which of the above methods of training has the company proved to be the most cost effective and why?

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3. What are the merits and demerits of on the job method of training?

A) Merits/advantages( )

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B) Demerits( )

SECTION B

1. What are the benefits of effective employee training?

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2. Is training important to you as an individual?

a) Yes ( )

b)No ( )

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b) If yes how does training affect the performance?

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3. Which of the following aspects would you consider to determine whether an employee needs training or not?

a) Performance standards ( )

b) Attitude towards the job( )

c) Level of commitment ( )

d) Relationship with the fellow employees and the top management

e)All ( )

4. In your own view, what are some of the conditions necessary for effective training/learning.

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SECTION C

1. What are the consequences of poor training?

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2. What strategy does management put in place to over come the above stated problem?

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