

KAMPALA INTERNATIONAL UNIVERSITY

EFFECT OF EMPLOYMENT TRAINING ON JOB PERFORMANCE

BY

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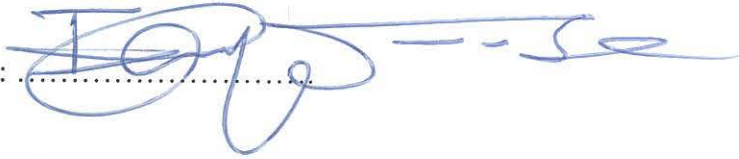
**A RESEARCH REPORT SUBMITTED TO KAMPALA INTERNATIONAL
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BACHELOR OF HUMAN RESOURCE MANAGEMENT
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DECLARATION:

This is to certify that this work has been an outcome of my own investigation and has not been submitted before by any student, university or institution for an award of a degree.

Signed:

A handwritten signature in blue ink, appearing to read 'ISAYA SELEKI', written over a dotted line.

ISAYA SELEKI

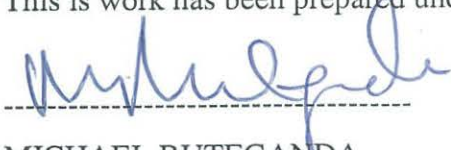
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06/07/2010

APPROVAL

This work has been prepared under my supervision.

A handwritten signature in blue ink, appearing to read 'Michael Ruteganda', is written over a horizontal dashed line.

MICHAEL RUTEGANDA

Supervisor

Date 06/07/10

DEDICATION:

I dedicate this work to my mother, **BASILISA JOHN**, father, **MR. SELEKI MALASI**, Sisters, **ELIZABETH E. SHIRIMA**, **SUBIRA R. KIMARIO**, **GLORIAN MARTIN**, **BERTHA PANTALEO**, all my friends plus loved ones especially **MR. FAUSTINE KANIRE GIMONGE**, **MR. DANIEL MGULI** , **ALLY SALUM MTAMA** AND **KAMUNTU ADONIA**.

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ABSTRACT

The purpose of the study was to establish the relationship between employee training and job performance.

The study focused on Ugandan organizations both private and public.

The method used to collect data included, using secondary data that is already available in the libraries. More information was obtained from text books, journals, magazines, newspapers and the internet.

The researcher met numerous problems when carrying out the research and these included, difficulties in accessing information since some of it was restricted, financial difficulties especially during surfing the internet, typing and printing, the time given to carry out the research was limited and balancing research project with other academic courses was also very hard.

The researcher found out that many organizations in Uganda focus on organizational needs rather than individual developmental needs when carrying out training which has made many employees or trainees regard the training they receive useless. However, trainees are exposed to number of training methods such as, on-the-job training, off-the-job training, case study analysis, simulation exercises, demonstrations role- play lectures and discussions and secondments.

Training in as much as it is done using good methods, must focus on individual development needs such that it can be seen as useful by the trainees or else, employees will continue to yield poor results while at work. Good relationships between the trainees and trainers must also be enhanced. This can be done through using open communication.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the study

The man power services commission which was set up by the 1978 employment and train act defined training as planned process to modify altitude, knowledge or skill behavior trough learning experience to achieve effective performance in an ability or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy the current and future needs of the organization. (Manpower services commission (1981).

An effective training programmed entails identification of training needs, specification of training objectives, and effective administration of the training programmers and evaluation of training programmers.(Esemu Timothy 1998)

A number of training approaches may be used by managers but the most common ones are, on-the-job training methods and off-the-job training methods (James AF Stoner R. Edward freeman Daniel R Gilbert jr,2002)

Performance on other hand refers to the act of performing, doing something successfully using knowledge as distinguished from merely possessing it. (Houghton Mifflin, 2004).

According to (Wasswa Bulunywa, 2003), is done to avoid gaps in performance and facilitates promotion of individuals at work. Training is a key element of improved organizational performance because it increases the level of individual and organizational competence. (Laurie J Mullin, 2002).

However, the emphasis on developing the skills of employees and the future needs of the organization may be in conflict. For example, many organizations prefer to train employees in firm-specific skills rather than transferable

Skills and thus these two objectives may prove mutually exclusive, or at best only partly achievable.

In a recent survey,(Railbird and Maguire 1993), concluded that much of the training presented was for organizational rather than individual development, suggesting that many employees would not regard the training they receive as training at all, since it neither impart transferable skills nor contribute to personal and educational development.

The loss of employees in whom considerable sums of money have been invested in training and development influences some employees to concentrate on training in areas in which are specific to their organization, while the mean organizations use money as an attractor and invest little or nothing in training their employees.

Unless the training focus changes and becomes viewed as an investment in people, performance of employees in these organizations will remain low, since employees will continue viewing training as for only organizational benefit instead of personal benefit.

This will result into loss of valuable resources on the side of the organization.

1.I Statement of the problem.

Despite the fact that many organizations in Uganda budget and spend a lot of money on management training, the performance of the employees in this organization is still low.

This could be because; most of public and private institutions in Uganda undertake training to achieve their goals and ignore individual development needs when training their employees. This has resulted into less concentration during training, loss of financial resources and lack of improvement in employee performance.

1.2 Purpose of the study

The study was intended to find out whether training and job performance of employees are related.

1.3 Objectives of the study

- To find out how training needs are determined and the method used in training employees.
- To find out the main stages of training employees.
- To find out the importance of training employees in an organization.
- To examine the relationship between employees training and job performance.

research questions

- How are training needs determined and what methods are used in training employees?
- What are main stages in training employees?
- What is the importance of training employees in an organization?
- Is there any relationship between training and employee performance?

1.4 Area and scope of the study

The study covered the relationship between employee training and job performance focusing on Ugandan organizations.

1.5 Significance of the study.

- The study will be used by the Ministry of Labour appreciating the role of the employee training on job performance.

- Employees and employers will also benefit from the study by understanding the importance of training on an organization.
- The study will benefit the students who will use it as reference.
I will also benefit from the study by learning more about training in relation to organizational performance and employees' needs

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

This chapter shows a review of the existing literature about the effect of training on employee job performance.

2.1 Training.

A number of authors have had varying definitions on training although some definitions are similar in one way or another. According to G.A.Cole (2000), Training refers to any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task. The focus of the training is the job or task. On other hand Balunywa (2003) defines, Training as a teaching of the technical skills to non managerial personnel.

While Donnelly Gibson Ovancevich (2000), refers to training as a continual process of helping employees to perform at high level and that training may occur on the job or at a special training facility, James. A. F Stoner also agrees with Donnelly Gibson Ovanacevich (2000), when he says that a training program is a process designed to maintain or improve current job performance.

2.2 Performance is defined at two levels, at individual level and at organizational level. Torrington and hall (1991) defined performance by listing its determinants as follows. Physical, capacity, size, strength and vitality, skills, values in work, understanding and imagination, and individual discipline. At organizational level performance is taken to be the function of organizations ability to achieve its goals or objectives.(west and Farr 1990)

2.3 Determining the training needs

According to (James A.F Stoner 1996) new employees have to learn new skills and since their motivation is likely to be high they can be acquitted relatively easily with the skill and behavior expected in their new positions. However training experienced employees can be problematic. The training needs of such employees are not always easy to determine and when they can be, the individuals involved may recent be asked to change their established ways of doing their jobs. Managers can therefore use four procedures to determine the training needs of individuals in their organizations and these are;

Performance appraisal where each employee's work is measured against the performance standards or objectives established for his or her job, analyzing of job retirements where the skills or knowledge specified in the appropriate job descriptions are examined and those employees without necessary skills or knowledge become candidates for the training program.

Further more, organizational analysis can also be a procedure used, where the effectiveness of the organization and its success in meeting its goals are analyzed to determine where differences exist. For example, members of a department with a high turnover rate or a low performance record might require additional training, and employee survey where managers as well as non managers are asked to describe what problems they experiencing in their work and what and what actions they believed are necessary to solve them. Gary Dessler, (2001) also emphasizes that the first step in training is to determine what training, if any is required. Your main task in assessing the training needs of new employees is to determine what the job entails and to break it down into subtasks, each of which is then taught to new employees. Assessing the training needs of current employees can be more complex, since you have the added task of deciding whether or not training is the solution. For example, performance may be down because the standards are not clear or because the person is not motivated.

Task analysis and performance analysis are the two major techniques for identifying training needs. Task analysis is used for determining the the training needs of employees who are new on their jobs. Since it is common to hire inexperienced personnel and train them, here your aim is to develop the skills and knowledge required for effective performance. The job

description and job specification are here since they list the specific duties and skills required on the job. The task analysis record form may have columns such as, task list, how often the will be performed, quantity, quality standards, performance conditions, skills required and where the skills can be learned.

Performance analysis or determining the training needs of current employees. Performance analysis means verifying that there is a significant performance deficiency and determining whether that deficiency should be rectified through training or through some other means such as transferring the employee. The first step is to appraise the employee's performance, since to improve it, you must first determine the person's current performance compared to what it should be. Distinguishing between can not do and will not do problems is the heart of performance analysis. A can not do problem could be caused by, the employees not knowing what your standards are, there could be obstacles in the system such as, lack of tools or supplies, or the training is inadequate. On the other hand, the problem could be caused by the reward system being poor and hence needs to be changed by perhaps, installing an incentive system.

Esumu Timothy (1998) , also emphasizes that an effective training program entails, identification of training needs, specification of training objectives, effective administration of training programs and evaluation of training program.

He further state that the training needs of an organization can manifest themselves at various levels for instance; organizational level where identifying training needs is aimed at introducing cultural changes across the organization, occupational/group level where Training needs identified, are those needs which affect particular occupations or groups and individual level, where training needs for individuals are identified for example, a particular member of staff might need training in personnel management technique. James A.F Stoner (1996) left out some methods to be used in determining training needs which were hinted on by Esumu Timothy (1998) and these were ; Analysis and evaluation of general factors such as economic marketing and industrial trends on products, technology among others,

Equipment analysis, which involves defining what new skills will be required to operate a new equipment, incident pattern analysis which determine the most significance success and failures in carrying out jobs and other methods include holding discussions, interviews and making use of observations. Home, when determining the needs for skills training, Wendell, L. French, (1997) suggests that a systematic approach is required to properly assess training needs in individual organizations and hence management in each organization should analyze organizational needs, job specifications and the present skill levels of employees.

Organizational needs: The analysis of organizational needs should focus on the number of employees with various combinations of skills needs needed at each level and in every part of the firm for specific period. Similarly, orientation regarding company policy and practices can be particularly important especially for new employees for example, some new employees may have acquired their basic skills in training not operated by the hiring organization and may still need instruction on how their new employer does things.

Job specification: Many organizations have written job specifications that define the skills needed for each job in the firm. By carefully examining these specifications, the human resources staff can obtain a clear idea of the nature of the nature of skills needed for each job. A secretarial position for example, might require skill such as telephone answering, typing, word processing, transcription and bookkeeping. The human resources staff must also ensure that the specifications are up-to-date, accurate and complete. The human resources staff can compare the written job specifications with the supervisor's perceptions of the skills they believe workers should have for each job. The supervisors can also indicate any specific skills that recent employees still lack after completing various programs. The supervisor's responses can therefore serve as a way to improve future ones.

Present skills levels of employees. An analysis of workers skills and qualification as shown by personnel files assuming they are up-to-date and accurate can assist in determining training needs for examples, in cooperation with the human recourses staff, supervisors can analyze performance appraisal results to identify skills deficiencies. This analysis can then be used to design the specific skills training. Programs need to choose the gap between the

organization's needs and the present qualifications of its employees. Obvious this means that the appraisal system must be designed to identify skill deficiencies.

Training objectives.

According to T.N.Kikon ,(1996),training objectives should be specified after identifying training needs. Training objective specify what the organization intends to achieve after the training. This therefore calls for a though analysis of the nature, extent and duration of the training necessary for effective performance.

That is, to determine appropriate training objectives managers have to cooperate and develop a feeling of being interested in the training programmed. Their interest will help to ensure the knowledge, skills and abilities learned in the training will enhance the operations of the organization. Training objectives should be derived from the training needs of an organization and should be clearly specified before subjecting the employees to the training programmed.

Similarly, Gary Deshler, (2001), suggested that concrete and measurable training objectives. Training development or more generally instructional objectives are defined as “.....descriptions of a performance you want learners to be able to exhibit before you consider them competent.” Objectives specify what the trainee should be able to accomplish after successfully completing the training program. They thus provide a focus for the efforts of both the trainee and the trainer and a benchmark for evaluating the success of the training program.

According to Wendell.l.French, (1997), Training objectives ideally should include such matters as the specific skills to be taught, the number of people to be trained and the period with in which such training should take place. Objectives for the training program that do not relate directly to specific job skill should also be considered for instance, employee health and safety guidelines, promotion opportunities and self study opportunities. Training objectives includes the general content of the given.

Training Methods

G.A Cole (2000) intensified the methods to be used when training employees and he further asserts that the methods are a crucial element in the trainer's success since they are a means by which the trainer intends to communicate information, ideas, skills, attitudes and feelings to learners.

On the job training which includes job rotation in which an employee, over a period of time, works on a series of jobs, there by learning a variety of skills. Internship in which job training is combined with related classroom instruction, and apprenticeship, in which an employee is trained under the guidance of a highly skilled co-work.

P. Nick Blanchard and James. W. Thacker, (2003) however states that on the job method is the most frequently used training method especially in smaller business. On the job training uses more experienced and skilled employees where co worker or supervisors, to train less skilled and inexperienced employees. It takes many forms and can be supplemented by classroom training. Instructions by co workers or supervisors at the job site often occurs on an informal basis and is characterized by the following, it has not been carefully thought out or prepared, it is done on an adhoc basis with no predetermined content or process, no objectives or goals have been developed, the trainers are chosen on the basis of technological expertise, not training ability and the trainers have no formal training in how to train. Formal on the job training programs are quite different. They are typically conducted by employees identified as having superior technical knowledge and skills. Because, conducting one on one training is not a skill most people develop on their own. Organizations with formal on the job training programs provide "train the trainer" training for these employees.

James A.F.Stoner , (1996), emphasized off-the -job training method which takes place outside the workplace but attempts to simulate actual working conditions. It may include, vestibule training in which employees train on the actual equipment and in a realistic job setting but in a room different from the one which they will be working. The object is to avoid on the job pressures that might interfere with the learning process. Off the job training

may also focus on the classroom, with seminars, lectures and films or it may involve computer assisted Instructions which can both reduce the time needed for training and provide more help for individual trainees.

However, Wendell.L.French, (1997), stated that off the job training methods include lectures and conference, programmed computer assisted instruction, audio visual aids where audio video material such as videodiscs, videocassette recording equipment has encouraged greater use of audio visual training and interactive video whose development has further overcome some of the lack of interaction in the use of audio visual materials. This approach combines a computer and a keyboard, a video screen, material store on a videodisc and a video camera and tape.

G.A Cole (2000), also sites out some other less familiar training methods such as; Programmed instruction. Bigge (1982) describes this as a system of teaching and learning in which pre established subject matter is broken down into discrete steps and carefully organized into a logical sequence in which can be learned readily by the students. Each step builds upon the previous one and this is a system introduced by B.F Skinner.

Case study analysis: In this method, an account of a real or frictional situation is given and students are asked to suggest answers to a number of practical and theoretical issues raised by the account. The method is useful for giving the participants an opportunity to experience problem solving in a relevant context.

On the other hand, P. Nick Blanchard and James.W.Thacker, (2003), mentions that the case study method attempts to simulate decision making situations that trainees might find on the job. The trainee is usually presented with a written or video tapped history, Key elements and the problems of the real or imaginary organization. The written case can be from a few pages to 100 or more. A series of questions usually appears at the end of the case study. The longer Ones provide a greater deal of information to be examined and assessed for its relevance to the discussion being made. Others require the trainee to conduct research to gather the

appropriate information. The trainee must then make certain judgments and identify possible solutions to the problem.

Simulation exercises as suggested by G.A.Cole (2000), involve interactive exercises in which trainees practice their skills in mock situations based on real work related situations. For example involving interviews, discussion skills use of information technology to mention but a few.

P.Nick. Blanchard and James. W. Thacker (2003) suggested other training methods like, lectures and demonstrations where by the lectures was said to be one of the oldest forms of training, second only to demonstrations. The lectures printed or oral is best used to create understanding of a topic or to influence attitudes through education about a topic. In its simplest form, the lecture is merely telling someone about something. Video taped lecture is also a form of lecture. When the trainer begins training session by telling the trainees the objectives of the agenda and the process that will be used in training the trainer is using the lecture method.

The straight lecture is an extensive presentation of information, which the trainee attempts to absorb. A good lecture is well organized and begins with an introduction.

Demonstrations are visual display of how to do something. To be effective a demonstration should at the minimum be accompanied by a lectures and preferable a discussion. To conduct an effective demonstration you should first prepare your lesson, plan by breaking the task to be performed into smaller, easily learned parts of the task and prepare an explanation for why that action is required.

Role play is an enactment of a scenario in which each participant is given a part to act out. Trainees are provided with a description of the context-usually a topic area or a general description of their roles and the problem they each face. Once the participants read their roles-descriptions, they act out their roles by interaction with one another.

Discussion method was also hinted on by P. Nick Blanchard and James. W.Thancker (2003), and it was described to use a lecture to provide trainees with information that is supported, reinforced and expanded on through interactions both among the trainees and in between the trainees and the trainer. This added communication gives it more power than a lecture. Using logically sequenced lectures, each followed by discussion and questioning, can achieve higher-level knowledge objectives, such as principle learning and problem solving. The discussion method provides a two way flow of communication. Knowledge is communicated from the trainer to the trainees and understanding is conveyed by trainees back to the trainer. Verbal and non verbal feedback from trainees enables the trainer to determine whether the material is understood. If not, the trainer may need to spend more time on this area or present the information again in a different way.

Secondments these in G. A. Cole, (2000)'s view, are special arrangements allowing an individual to work for another department or organizations on either his or her specialist or in some new role with the object of extending the experience of the former to benefit from the host department or organization.

Main stages in training

According to Laurie J. Mullins (2002), training can be seen to pass through four main stages for example, output training which is generally the province of small organization which, on employment an individual or investing in a new machine will Endeavour to generate output as quickly as possible. The costs must be seen to be absorbed and the transaction completed in the shortest possible time. The type of training is centered on the individual, is performed in house and is only initiated when new equipments, products, or persons are introduced into the organization.

Task training involves selected individuals being sent to short training or college based courses health and safety regulations, manufactures familiarization courses and the financing of vocational evening classes typical of this type of training. From the introverted phase of output training, task training sees the first orientation as being the joint need of the individual and the organization the beginnings of an external view.

Performance training arises when the organization has grown substantially and becomes well established. Training is now viewed positively with a single person for the time formally designated as responsible for training plans and budgets are now some of the tools used to manage the training process. Training programs become means by which the performance of the individuals and the organization can be controlled. Organizations choosing to adjust their quality can only do so effectively by embarrassing the training function. During this phase, appraisal systems also become more established. These systems are used not only to evaluate the effectiveness of the training received but also to anticipate future training requirements.

Strategic training can be said to be reached when the organization recognizes and practices training as an integral part of management of human resources, prepares organizational strategies and plans training in the light of both individual and organizational needs. Strategic training is integral to the philosophy and culture of the organization.

N. B. These four main stages of training should however be related to the context of the external environment in which the organization is operating.

Luis R. Ginez Mejia, David B. Balkan and Robert L. Candy, (2004), also talked about the training process which includes, skills training where specific training objectives are generated and training content is developed to achieve those objectives, retraining, which focuses on giving the employees the skills they need to keep pace with their job's changing requirements, cross functional training which focuses on training workers in multiple functions, or training employees to perform operations in areas other than the assigned job, team training, where organizations use this as a means of tapping their worker's innovative potential, literacy training which focuses on the abilities to write, speak and work well with others in the employee's business environment, diversity training, which ensures that the diverse groups of people working in the company get along, crisis training which focuses on unfortunate accidents, disasters and violence and how they can be overcome, Plus customer service training, where employees are trained to relate well with the customers and serve their needs promptly.

However, Gary Dessler, (2003), summarized the training and development process in to five steps for instance, needs analysis, instructional design validation implementation and the evaluation and follows up.

2.4 Learning principles

Everard and Barrow, (1984) in their book, "Business principles and management, stated that, for any training to be effective, management and the trainer have to direct their attention to the following principles of learning.

Recognition of individual differences in ability: Managers must know that people differ in their ability to benefit from a training programmer. The level of training must therefore be geared towards the ability of the trainees. This is necessary to allow the trainers direct there instructions and the training exercise.

Motivation to learn: People must be motivated to learn. This implies that the instructors should be able to inspire the participants, and this is a necessary skill of the instructor. Trainees should be persuaded that the training programmed will have a definite impact and the jobs so that they can be motivated to learn. There is also need for some reward to be attached to the training.

Active practice of materials: For learning to be effective, trainees must be actively involved in the learning process. That is employees must be provided with the opportunity to actively practice the skills required.

Knowledge of result: Participants should constantly be given a clear understanding of how they are performing. Feedback indicates to the learner the level of progress he/she is making and is very important in terms of maintaining motivation. Knowledge of results also tells the trainee what he is not doing well and need to be collected.

Feedback is necessary to avoid a situation where the trainee continues to learn and practice inadequate behavior and methods of job performance. This will help the trainees to remember and change his/her behavior immediately rather than much later.

Responsibility for delivery of training.

According to Bardwell and Holden, (1997), an important consideration is who is to be responsible for training and who will deliver training and the following are responsible.

Training departments.

From the 1950's and 1960's the responsibility for and delivery of training in many organizations rested very much with specialist departments. By the 1980 and 1990 training departments had come in for considerable criticism and were accused of, Being too much of an administrative expense, having lost contact with the changing skills needed on the shop floor or at the place of work, being self serving and bureaucratic and providing training which is theoretical and not sufficiently practically based.

Despite these criticisms there were signs in some organizations that the band wagon effect is moving in the opposite direction with a return to in house training. This is partly due to poor quality of some bought in training consultancies, which often make claims beyond their capacity to deliver, and partly due to the necessity to make economies in times of recession.

Training consultancies

Over the last decade the number of consultancies, many of them specializing in training has burgeoned into the industry. While there are many excellent consultancies, there are also the inevitable "cowboy" operations which sometimes have unqualified, inexperienced and untrained staff, and at present, there is no regulation to stop such operations being set up. Consultants are not only brought into organizations to provide training programmed, they also resolve political conflicts; justify having larger budgets to support political maneuvering among others. Used carefully, reputable consultancies can provide valuable specialist services and expertise which are often not available within organizations, particularly small and medium sized ones.

Training and the line manager.

In order to counteract the perceived inflexibility of training and personal departments, there has been a notable trend to devolve many functions to line managers, including training policy. The justification is usually couched in terms of meeting the needs of people where it matters at the work place level. Part and parcel of the line manager's brief is to discern the training needs of individuals in their departments and to suggest training scenarios suitable for them, usually in consultation with the personnel or training department. Training budgets have also been devolved to the line managers.

2.5 Legal issues and training.

Luis R. Ginez-mejia, David B. Balkan and Robert L. Cardy, (2004), said that like all other human resource management functions, training is affected by legal regulations. The major requirement here is that the employees must have access to training and development programmed in a non discriminatory fashion. Equal opportunity regulations and anti discrimination laws apply to the training process, just as they do to all other human resource functions. Determining whether programming has adverse impact is a primary means of deciding if a process is discriminatory. If relatively few women and minorities are given training opportunities, it would appear that there is discrimination in terms of development offered to different groups of employees. This situation could trigger an investigation and the company may have to demonstrate that the development opportunities are offered on a job relevant and non discriminatory basis. Similarly Gary Dessler also adds that negligent training is another potential legal pitfall. Negligent training occurs when an employer fails to train adequately, and an employee subsequently harms a third party. Courts will find the employer liable in cases of negligent training, particularly when the employer's business or service is oriented towards serving the public.

2.6 Evaluation and monitoring of training.

The penultimate stage in the training strategy is the evaluation and monitoring of training. It is one of the most important but often the most neglected or least adequately carried out parts of the training process.

Similarly, George T. Milkouich and John W. Boudreau, (2003), emphasized that training evaluation is like brushing your teeth after every meal. Everyone advocates for it, but few actively do it.

The stage is simplistic in that monitoring is a process whereby information is geared from the trainees and then the courses and programmers are amended in the light of these comments. It is however far more complex because there are other “stakeholders” in the process besides the trainees for instance the designers of the courses, the trainers and the sponsors. Each has their own purposes, aims and objectives and these must be clearly identified before evaluation can proceed. Easter by Smith and Muckiness (1992).

Another problem is that, while it is relatively easy to evaluate a formal off the job course, much on the training often takes place in an informal way, which is usually subjective and open to wide interpretation. Holden, (1991).

2.7 Methods of evaluation.

Ian Beard well and Len Holden, (1997) suggested that various methods can be used when evaluating training and among them are the following.

Questionnaires, feedback forms or happiness sheets, are a common way of eliciting trainees responses to courses and programmers. Tests or examinations are common or formal courses which provide a certificate for instance a diploma in word processing skills although end of course tests can be provided after short courses to check the progress of trainees. Projects are initially seen as learning methods but they can also provide valuable information to instructions. Structured exercises and case studies are opportunities to apply learned skills and techniques under the observation of tutors and evaluators. Tutor reports, it is important to

have the opinions of those who deliver the training. This gives a valuable assessment from a different perspective. Interviews of trainees after the course or instruction period. These can be informal or formal, individual or group or by telephone. Observation of courses and training strategies in the training departments is very useful and information from these observations can be compared with trainee responses.

Participation and discussion during training must be facilitated by people who are adept at interpreting responses, as this can be highly subjective.

Performance appraisal, over the past decade, this has become an increasingly important method of evaluation and has the advantage that the line manager and trainees can mutually assess the training undergone in terms of performance and employee development.

George T. Milkouch and John W. Boudreau, (2003), further stated that it is convenient to consider two criteria for evaluating the results of training for example, internal criteria which is associated with the content of the program, for instance, a program offered by computer hand to train customers in the use of computer software could be judged on how fast and accurately the trainees can operate the programs. The criteria are found in the course content. A commonly used internal criterion is participant reaction how the trainees feel about a specific training experience. But it may not be most relevant criterion because it fails to address any skills or behavioral or attitudinal changes. So even if participant reaction is useful, is not sufficient evaluation.

External criteria are related to the ultimate purpose of training possible external criteria include performance evaluation rating, changes in sales volume, or costs. They measure some aspect of performance and try to relate changes in performance to training, for example, are sales up because of use of computer software permits better tracking of customers? Most researchers state the need for external measures of changes in job behavior and organizational effectiveness. For complicated training evaluations, it is recommended that a combination of these approaches should be used. It is necessary to elicit the responses from the trainees and the tutors or trainers and others involved in the assessment process and then compare and contrast the responses for correlations.

While many organizations carry out training programs the final and perhaps most vital stage is often ignored. (Easter by-smith and Mackess). Training evaluation is commonly seen as a feedback loop, starting with course objectives and ending by collecting end of course reactions which are then generally filled away and not acted on.

Adjustments can be carried out after a small course to tighten up its effective operation, or when a training strategy cycle has been completed after six months or a year. At the end of such a phase, it is essential to see whether training has effectively met the business objective. Usually adoptions and changes are necessary and the evaluation and monitoring process is inevitable in ensuring that these are appropriate, (Ian Beard dwell and Len Holden, 1997).

2.8 Importance of training or role of training in organizations.

P. Nick Blanchard and James. W. Thacker, (2003), said that most moderate sized to large organizations have a centralized training area, often called a human resource development department and its role is to improve the organization's effectiveness by providing employees the knowledge skills and abilities that will enhance their current or future job performance. The focus is on the development of job related knowledge, skills and abilities. Similarly, effective training must address the personnel needs of employees helping them to learn, to grow, and to cope with the issues that are important to them.

According to T. N. kikon, (1996), Employees become more conscious of the aims, goals and specific targets of the organization and their own jobs after they have been trained. He further states that, training enables new comers to become fully operational more quickly because learning time is reduced and use of more effective working methods and techniques.

P. Nick Blanhard and James.W.Thacker said that training strategies and practices should meet the needs of the organization while simultaneously responding to individual employees and hence employees will be motivated to work harder and improve their productivity and output. This is because they will have understanding of their jobs and consequently have higher morale.

Like James. A. F. Stoner et al, (1996) said that new that new employees have to learn skills, and since their motivation is likely to be high, they can be acquainted relatively easily with the skills and behavior expected in their new positions. Training is therefore the one that enables employees to acquire skills necessary to cope up with new job challenges and also to become flexible.

Luis R. Gonez mejia, David B. Balkin and Robert L. Cardy (2004), talked about crisis training which focuses on unfortunate accidents, disasters and violence and how they can be overcome. This type of training therefore enables employees get better knowledge which helps the organization in cutting down on accidents, waste and scrap T.N Kikon, (1996) further asserts that a well managed induction and skill training may reduce labor turnover thereby helping in building a stable social system. This enables the organization to become more profitable and growth oriented.

Lastly, through customer service training as discussed by Luis R. Gonez mejia, David B. Balkin and Robert L. Cardy, (2004), where employees are trained to relate well with customers and serve their needs promptly, training will also help enhance employee attitudes towards customers or clients and other liaison department.

2.8.1 The relationship between training and employee performance.

According to Ntany (1995), training needs should determine methods, no program or methods, no program or method fits all needs. They should be selected according to how efficient they are in satisfying personal needs and those of the organization. If employee's needs are satisfied through training, he or she will be motivated to perform well at his job. A good training program should be understood by the employees and management and should also be focused. Its results should be practical and beneficial to both individuals and the whole organization.

Pigors and Myers (1981), give the following as the importance of training, reducing accidents and spoiled work and damage to machines and equipment, reduces dissatisfaction

absenteeism complaints turn – over rates, facilitates employers in preparation for promotion. All the above importance of training enhances good performance. According to Peter Druker (1989), one of high performance in an organization is a well trained staff.

In order for training to enhance performance, it should not be selected for just a few employees of the organization. Top managers should be trained first, followed by their subordinates. There should also be continuous training and development of all the organizational employees to keep them up to date in management skills. (Stoner and Freeman, 1986).

Technological developments and organizational changes have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development.

Human resource training also increases employee commitment to the company and the growth in the quality of employees as regards their performance. Ian Beardwell and Len Holden, (1997)

According to Keep, (1989) the inter-relationship between training and recruitment strategies is usually a very close one, not at least because if an organization wishes to improve the skills of its workforce, it has the choice of either training its existing employees or recruiting pre-trained labor that has been trained elsewhere. Recruitment is a human resource function geared towards improvement of the performance of employees in organizations.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology against which the study was conducted. It highlighted the research design, data type and sources, data collection tools

3.1 Research design

The study was conducted through survey design. The study was also concerned with investigation of the effect of employment training on job performance, quantitative research designs were used. The researcher used secondary data from the internet, textbooks, journals, magazines, documentaries and newspapers.

3.2 Data type and sources

Secondary data was used in this study sources of these informations were drawn from secondary data sources that include textbooks, newspapers, journals, presentations and documentaries.

3.3 Data collection tools

Since secondary data was the main information type, data was collected through extensive reading of the materials that were in line with the research objectives, literature was captured objectively to address the research questions stated.

3.4 Data processing and analysis

This was done by reading, analyzing, interpreting, comparing, contracting and criticizing works of various authors. The researcher then ward processed and edited the information to make it ready to be used.

3.5 Presentation of information

Here the researcher presented the data qualitatively by reviewing, contracting and criticizing views of different author

3.6 Limitations of the study.

Accessing information was very tiresome since it involved too much literature review. Financial difficulties were also encountered especially during surfing the internet, typing, printing and binding the work.

The time given to carry out the research was not enough. Balancing the research project with other academic courses was also very difficult.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS.

4.0 Introduction

This chapter contains the presentation, interpretation, discussion and analysis of findings all based on the study objectives to solve the research problems.

4.1 Findings on training.

According to the findings, most authors agree that training is a form of learning. This is because, it involves the acquisition of specific knowledge and skills for purposes of the occupation, says G. A Cole, (2000). Balunywa, (2003) also talks of training as a teaching of technical skills to non managerial personnel while, the manpower service commission, (1978) defines training as a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an ability or range of activities. Gary Dessler, (2003) also emphasizes that training is essentially a learning process.

4.2 When determining training needs.

Trainers can use procedures to determine the training needs of individuals in organizations as mentioned by James A. F. Stoner et al, (1996). These include, performance appraisal, analyzing of job requirements, organizational analysis and employee survey.

However, Gary Dessler, (2001) concluded that the first step in training is to determine what training if any is required and that task analysis and performance analysis are the two major techniques for identifying training needs. Other methods of determining training needs for instance, analysis and evaluation of general factors such as economic marketing, equipment analysis, holding discussions among others were also mentioned by Esumu Timothy, (1998). Wendell L. French, (1997) also suggested a systematic approach to be used when properly assessing training needs for instance, analysis of organizational needs, job specification and the present skill level of employees.

T.N. Kikoni (1996) states that training objectives specify what the organization intends to achieve after the training and this calls for a through analysis of the nature, extent and duration of the training needed for effective performance. However, according to Wendell L.French, (1997) training objectives ideally should include such matters as the specific skills to be taught, the number of the people to be trained and the period within which such training should take place.

4.3 The training stages

The main methods for training are on-job training and off-the job training as suggested by authors like G.A Cole (2000), P. Nick Blanchard and James A.F Stoner et al,(1996).Other methods however, like case study analysis, simulation, lectures and demonstrations, role, play, discussion, secondments among others were also mentioned by different authors.

Training can also be done in stages such as output training, performance training, and strategic training as emphasized by Laurie J. Mullinss, (2002).The four main stages should however be related to the context of the external environment in which the organization is operating.

The responsibility for and delivery of training in many organizations rested very much with specialist departments from the 1950's and 1960's. This was however given to training consultancies and the line managers as time went on. Says, Bear dwell and Holden, (1997).

Similarly, according to Luis R. Gonez-meeejia, David B .Balkan and Robert L. Candy, (2004) stated that the legal regulations affecting training is that, the employees must have access to training and development programmes in a non discriminatory fashion. Negligent training can also be a legal pitfall and should therefore be avoided, says (Garry Dessler, 2003).

Evaluation and monitoring of training is the penultimate stage in the training strategy and though it is widely advocated for, few organizations actually do it. Some methods of evaluation were therefore considered such as questionnaires, tests and examinations, structured exercises, observation among others. The internal and external criteria were also

mentioned as a convenient way of evaluating the results of training. This is according to authors such as, George T. Milkouich and John W Boudreau, (2003), Easter by-smith and mackness (1992), Holden, (1991) and lan Beardwell and Len Holden (1997).

4.4 Outcomes on the importance of training.

Training is important for various reasons such as, development of job related knowledge, skills and abilities, employees becoming more conscious of the aims, goals, and specific targets of the organization and their own jobs, motivating employees to work harder and improve their productivity and output, enabling employees get better knowledge which helps the organization in cutting down on accidents, waste and scrap and also help enhance employee attitudes towards customers. This is according to authors like, T.N.Kilkon, (1996), P. Nick. Blanchard and James. W. Thancker, (2003), James.A.F.Stoner, and Luis R. Gonez-mejia, David.B.Balkin and Robert L. Candy (2004).

4.5 The relationship between employee training and job performance.

Finally, various scholars such as Ntayi, (1995), Rigors and Myers (1981), Peter Drunker (1989) Stoner and Freeman (1986), lan beard well and Len Holden (1997) and keep, (1989), concluded that there was a relationship between training and employee performance in so many ways such as, one of the characteristics of high performance in an organization being a well trained staff, training that enhances performance being selected for all employees for all employees as well as managers, training also increases employee commitment to the company, and that training and the recruitment strategies have a very close relationship.

CHAPTER FIVE.

CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction.

Training is a management tool and if well implemented in organizations, will improve employee job performance. Proper training must be focused towards the achievement of both individual and organization benefits. Training needs should first of all be determined because at times the solution in organizations may not necessarily be training. Training objectives should also be specified after carrying out a training needs analysis, as well as using the appropriate training methods while considering the main training stages and the learning principles.

Responsibility should also be assigned to trainers in the organization to ensure that proper training is delivered to trainees and also the legal issues governing training should be paid attention to. If good feedback is got from the evaluation and monitoring criteria of training, then the whole process will have been effective and will therefore produce results such as motivating employees to work harder, equipping workers with knowledge and skills needed to carry out their jobs and increasing employee performance.

5.1 Conclusion

In conclusion employment training has big effect on job performance, because when the employees and the organization update their skills and knowledge, it will promote efficiency and effectiveness of performance, therefore in order for the organization to have competitive advantage they have to train their employees according to the business changes.

5.2 Recommendations.

Training should be viewed as an investment in people in an organization and should therefore focus on achieving individual development needs in as much as it benefits the organization as whole. Both new employees and old employees of the organization should be trained such

that they get new skills, knowledge and abilities to perform their jobs and also enable them face further job challenges respectively.

The correct training methods should be used to train employees such that they benefit from the whole training programs. Training should be done in stages one at a time and the learning principles should also be considered to enable the whole process be effective.

Training should also be a continuous process in all organization. It should simply be an event. Non managerial staff as well as top managers must all be catered for by the training program

It is also important to have good work relations between trainers and trainees, to facilitate easy communication and learning. Communication is a vital factor in improving job performance.

Unlike in the past where training focused mostly on teaching technical skills, training today requires remedial education training since quality improvement programs require employees who can produce charts and graphs and analyze data. Similarly, employees today need skills in team building, decision making and communication as well as technological and computer skills. Since competition demands better service, employees increasingly require customer service training for the tools and abilities required to serve.

The ministry of gender and labor should also advocate for training in all organizations regardless of whether they are government or private organizations, such that all employees in Uganda benefit from the training program.

To avoid liability on training, employers must confirm claims for skills experience of all job applicants, reduce the risks of harm by extensively training any employees who work with dangerous equipment, materials or processes, ensure that training includes procedure to protect third parties health and safety.

When evaluating and monitoring training, a combination of both the methods of evaluation and the internal and external criteria can be used to measure the degree of success of the training process. Evaluation and monitoring of training also determines the training effectiveness in reducing negligence.

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