

**STAFF TRAINING AND ORGANIZATIONAL CHANGE IN NATIONAL
INSURANCE CORPORATION, KAMPALA, UGANDA**

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**A THESIS REPORT SUBMITTED TO THE COLLEGE OF ECONOMICS AND
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FOR THE AWARD OF A MASTER DEGREE IN HUMAN
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UNIVERSITY**

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DECLARATION

I declare that this thesis report is my original work and has not been submitted for any other award of a degree and published at any institution of higher learning.

...../...../.....

Signed

Date

Titilola Ruth Edu

APPROVAL

I declare that this thesis report has been done by the student under my supervision and is ready for further cross-examination by other examiners.

.....

Signed

Dr. Nakate Sylvia

...../...../.....

Date

DEDICATION

I dedicate this thesis report to my lovely husband Mr Elias Edu, and my son Peter Edu and daughter Victoria Edu.

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The successful completion of this dissertation was enabled by valuable contributions from various people.

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LIST OF ACRONYMS

CMD	Centre for Management Development
DPP	Directorate of Public Prosecutions
DRC	Democratic Republic of Congo (DRC),
GDP	Gross Domestic Product
ITF	Industrial Training Fund
PSFU	Private Sector Foundation of Uganda
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
USA	United States of America

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ABSTRACT

In National Insurance Corporation of Uganda, management has been making drastic changes so as to keep abreast with the trends in the industry. However, the changing efforts of NIC were not balanced with Staff training. Several employees were unable to cope up with the dynamics of the changes. The study investigated the effect Staff training on organizational change at NIC. the following objectives guided the study: i) to determine the effect of on-the-job training methods on organizational change at NIC; ii) to determine the effect of off-the-job training methods on organizational change at NIC; and iii) to investigate the effect of Staff training on organizational change at NIC. This study adopted a cross sectional survey design. The study population was 160 participants and the target population was 143 participants. The sample size was 105 respondents; however, the actual participants were 102. The study questionnaire was the main instrument of data collection. Frequency and percentage distribution tables were used to determine the profile of the respondents. Mean and Standard deviations were used as descriptive statistics for the independent and dependent variables. Linear and multiple regression analysis were done. The study found a significant effect of on-the-job training methods on organizational change ($R^2=0.510$, $p<0.01$). In addition, the study found a significant effect of off-the-job training on organizational change ($R^2=0.491$, $p<0.01$). Lastly, the study found out that Staff training can explain a total variation of 56.9% in organizational change ($R^2=0.569$). The study concluded that Staff training is relevant in the insurance industry in promoting skills and knowledge enhancement that is beneficial in the management of organizational change. The study recommended that: management of the insurance industry should make more emphasis on, on-the-job training through mentorship and job rotation because it involves imparting training in the real work environment i.e. it believes in learning by doing. Furthermore, management of NIC should take into consideration on, off-the-job training methods such as seminars and apprenticeships. In addition, the department of human resources requires an effective plan of on-the-job and off-the-job training programmes so as to equip all of its employees with knowledge, skills and attitudes necessary to perform better on the job during an organizational change process. The contribution to knowledge is that both on-the-job and off-the-job training are instrumental in equipping employees with the necessary skills, knowledge and capacity to manage organizational change within the insurance industry. Thus management must make emphasis on both of them for effective and reliable results.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covered the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis, scope of the study, significance of the study and operational definitions of key terms.

1.1 Background to the Study

This section covered the historical perspective which looked at the global, regional and national history of Staff training and organizational change. Theoretical perspective looked at the theory that underpinned the study. The conceptual perspective looked at the standard definitions of the variables of the study and the operational definition deduced by the researcher. The contextual perspective looked at the situation at hand regarding the organizational change at National Insurance Corporation.

1.1.1 Historical Perspective

Globally, the history of training in business organizations is as long as the entire history of business organizations (Torraco, 2016). This is because the knowledge base or skills of the normal employees in the labour market is not sufficient for the specialized tasks within the organizations. However, the academic study of various forms of training did not start until about a century ago, when researchers started a branch of research under the name of “vocational training” in England, German, and France (Rotich, 2015). The beginning of the twentieth century and especially after World War II saw the widespread of training programs among organizations in Asian countries such as Japan, India, and Indonesia involving more and more employees and also expanding in content (Luo, 2010).

In Sub Saharan Africa, Staff training has been there ever since the colonial era. For example, in Nigeria training can be traced back to 1960 when it was discovered that most of the top government and business positions were occupied by expatriates (Olaere & Adesoji, 2013). The departure of the whites after independence gave rise to a big vacuum of capable indigenous human capital. This prompted the Federal Government of Nigeria to set up a

Manpower Board in 1962 following the Ashby Commission's Recommendations (Olaire & Adesoji, 2013). Consequently, the Federal Government of Nigeria established complimentary institutions like the Centre for Management Development (CMD), Administrative Staff College of Nigeria, Industrial Training Fund (ITF), and Federal Training Centre to train and retrain employees as well as give orientation to fresh graduates of formal academic institutions (Olaire & Adesoji, 2013). In Kenya, organizations have come to better understand the significance of training for their survival in knowledge-intensive and volatile markets of this era, and thus have increasingly acknowledged the profitability of developing their human resources through various forms of training such as capacity building, in-service training, on-the-job training etc. This is because human resource capital of any organization plays an important role, thus training and retraining helps in fortifying employees (Ngure & Njiru, 2013).

In Uganda, staff training in Public Service derives its legal basis from Sections 12(1) and 13 of the Public Service Act. Section 13 of the Act empowers the Minister of Public Service to make Standing Orders providing for administration and conduct of the Public Service and Terms and Conditions of Service including training of Public Officers (Directorate of Public Prosecutions (DPP), 2014). However, in carrying out staff training, government is guided by the Public Service Training Policy. Essentially, the Public Service Training Policy is a tool that provides for management of the training function in Public Service and it entails a wide range of provisions including: the institutional framework for managing training, types of staff training and how this training in Public Service is to be carried out (DPP, 2014). On the side of the private sector, Staff training is mostly guided by the policies of the Private Sector Foundation of Uganda (PSFU) where it is mandated to undertake capacity building for the private sector through training and the provision of business development services (PSFU, 2015). However, research has it that, Staff training in Uganda is mostly done by the private entities compared to the government entities (Ndanyi, 2016). Staff training has always been done for the sole purpose of causing organizational change with the outcome of improved performance, improved quality of service, increased productivity etc.

In today's environment, adapting to change is compulsory for an organisation to survive and stay competitive (Susanto, 2008). Although planned change is intended to make the organisation more effective and efficient, resistance from members of the organisation is expected as they foresee potential threats that can affect their future (Susanto, 2008). Today organizational change has become more and more common in all organizations and forces them to change or die (Jacobsen, 2013). The only thing that is constant is change and Kihlgren (2013) shows that the only thing we can be certain about is that everything changes. Kihlgren (2013) argues that not long ago business careers in the developed world such as USA, UK, Japan was secured by one company which was the rule rather than the exception. However, this is not the case today which is one example of change that is occurring in today's society. Organizations have a dominating role in today's society and have become more complex and thus harder to manage (Bolman & Deal, 2005).

It could be said that one of the most challenging aspects of modern society is the understanding and management of change. Over the past three decades, global change trends such as technological advances and globalization have influenced the ways modern societies operate (Dijana, 2014). In addition to these global trends, regional trends are also shaping the behavior of states and societies. For example, in Europe tremendous changes have resulted from the fall of communism in 1989 and due to developments, especially regarding expansion, in the European Union. The subsequent requirements for unity across Europe are also leading to states having to engage in change whether they like it or not, which raises the subject of drivers of change, and of the idea of forced as opposed to 'natural' change (Dijana, 2014).

In addition, the insurance industry has not been an exception to change. The industry has been experiencing change at a rate that has not been seen for at least a generation (Deloitte, 2016). The regulations that govern the industry are changing at the same time that innovations, like telematics and wearable health/fitness devices, continue to shift the way insurers analyze customer behavior as well as price and sell their products. Customer expectations for how they will interact with their insurers also continue to increase, making it more important than ever that insurers provide a high-quality customer service experience

(Deloitte, 2016). In the European Union countries such as German, France, Italy etc. external forces are putting pressure on the traditional insurance business model, including but not limited to the rise of ride sharing and other “sharing economy” services, shifting generational preferences, and the reduced cost of entry for new market players (Deloitte, 2016).

In Sub-Saharan Africa, organizational change in the insurance industry is largely being affected by rapid changes in rising customer demand, rapid growing population, new technology, and positive GDP growth across markets (Osei-Mensah, 2016). This has been followed by reforms in regulatory framework in the insurance industry. For example in the Democratic Republic of Congo (DRC), The Insurance Sector Liberalization project was initiated in 2005 and led to the establishment of new legal framework to encourage reform in the insurance industry. In Kenya, regulatory reforms have been initiated as part of the five-year strategic plan (2013-18) of the Insurance Regulatory Authority aimed to guide the transition to a risk-based supervision and risk-based capital model for Kenyan Insurers. In Tanzania, Tanzania Insurance Regulatory Authority was established in 2009 with the sole purpose of supervising risk based systems. These reforms caused tremendous organizational changes in the areas of governance, technology, risks handling etc (Thomson & Bradley, 2016).

In Uganda the organizational changes in the insurance industry is largely driven by GDP growth, product innovation, regulatory changes, competition and technological changes (Thomson & Bradley, 2016). In Uganda, the recent organizational change in the insurance industry has been technological advancement in the areas of online and mobile underwriting platforms for policy quotations and renewals; distribution channels that enable online and mobile purchase of policies and premium payments; online and mobile claims processing and customer claims payment; and IT software and hardware to accommodate anticipated future bandwidth of data — thus facilitating data analytics, risk-based pricing and data warehousing. However, these changes have equally been affected by lack of availability of talent, lack of innovation, poor distribution channels, culture and education. Hence with such limitations, it is only important that Staff training be looked at as a prerequisite for promoting effective organizational changes in the insurance industry (Thomson & Bradley, 2016). This

study will therefore assess the effect of Staff training on organizational changes in the National Insurance Corporation of Uganda.

1.1.2 Theoretical Perspective

This study was two theories: Learning Theory (Armstrong, 1996); The Theory of Planned Behavior, Ajzen (2011). However, this study was premised on the Theory of Planned Behavior, Ajzen (2011). In the theory of planned behavior, Ajzen (2011) posited that behavioral intention and behavioral control can determine the performance of any behavior. Behavioral intentions reflect the goal-oriented characteristic of human behavior and encompass a person's plans to enact the behavior (Ajzen, 2011). Intentions equate to motivation whereas the more motivated the person is to enact the behavior, the more likely he or she is to succeed in its performance (McEachan, et al. 2011). The underlying dynamic of the theory of planned behavior encapsulates people behaving according to how they intended to behave. An individual's intentions derive from an early formation of positive and negative beliefs that further develop into personal attitudes towards the behavior (Ajzen, 2011). On the other hand, Zhou and Brown (2015) emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. The success of a training program depends more on the organization's ability to identify training needs. Training experts believe that if trainees do not learn, it is probably because some important learning principle had been overlooked.

1.1.3 Conceptual Perspective

Staff training is defined by Karimi (2016) as a learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job. According to Mozael (2015), Staff training consists of planned programmes designed to improve performance at the individual, group or organizational levels. Monappa and Saiyadain (2008) defined Staff training as the teaching or learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. On the other hand, Sherwani & Mohammed (2015) defined Staff training as the means of giving new or current

employees the skills they need to perform at their various jobs. According to Ivancevich (2010) Staff training is an attempt to improve current or future performance of an employee and it is important for both new and current employees. Khan, Haleem & Kanwal (2017) defined Staff training as a systematic process of altering the behavior of employees in a direction that will achieve organization goals. In this study, Staff training was operationalized as: on-the-job training and off-the-job training.

Organization change is defined by Philippidou, Klas and Prastacos (2014) as an empirical observation of difference in form, quality, or state over time in an organizational entity; the entity may be an individual's job, a work group, an organisational strategy, a program, a product, or the overall organisation. According to Evison (2014), organizational change is about reviewing and modifying management structures and business processes. Organizational change occurs when business strategies or major sections of an organization are altered (Business Dictionary). Wanza and Nkuraru (2016) defined organizational change as a state of transition between the current state and a future one, towards which the organization is directed. Organizational change refers to any organizational adjustment with potential physical or psychological implications on an organization's stakeholders (Oreg et al., 2013). Organizational change was operationalized as: structural change, strategic change and technological change.

1.1.4 Contextual Perspective

The global changing risk landscape in the insurance industry in developed countries such as the United States, United Kingdom, China etc. includes new environmental, technological, geo-political, economic and legal developments, as well as the growing interdependencies among them (Jabbour, 2013). The insurance industry in Africa has undergone major changes precipitated by reduced restriction on new entrants into the industry and the weak government regulatory and self-regulatory body (Nduna, 2013). For instance in Kenya and Tanzania, though the government regulates the Industry, the players operate as if the Industry is in tandem with the theoretical perfect market that is regulated by the forces of demand and supply. This has resulted in new entrants getting into the industry and adopting unethical

marketing activities hence drastically affecting the possibility of handling the changes by both existing and new entrants (van Niekerk, Ndlovu & Chipangura, 2015).

However, Turner (2017) argues that the employees do not have a responsibility to manage change. The employee's responsibility is no other than to do their best to cope with change, which is different for every person and depends on a wide variety of factors such as; health, maturity, stability, experience, personality, motivation, etc. Responsibility for managing change is with management and executives of the organization. They must manage the change in a way that employees can cope with it. The manager has a responsibility to facilitate and enable change, and all that is implied within that statement, especially to understand the situation from an objective standpoint for instance to 'step back', and be non-judgmental, and then to help people understand reasons, aims, and ways of responding positively according to employees' own situations and capabilities. Increasingly the manager's role is to interpret, communicate and enable, not to instruct and impose, which nobody really responds to well (Lindrot & Sara, 2014).

National Insurance Corporation (NIC) Holdings Limited was established as National Insurance Corporation by an Act of Parliament under the National Insurance Corporation Act 1964. The Company was subsequently incorporated in November 2000 as National Insurance Corporation Limited (NIC) and was licensed under the Insurance Act to transact general and long term Insurance businesses as well as Health and Micro Insurance businesses. With effect from September, 2014 and pursuant to the provisions of Insurance (Amendment) Act No. 13 of 2011 which required composite insurance companies to separate their insurance businesses under two different entities for general and long term insurance businesses, the Company established two wholly owned subsidiaries, NIC General Insurance Company Limited (NIC General) and NIC Life Assurance Company Limited (NIC Life) which have been licensed to transact the respective general and long term insurance businesses previously transacted by NIC. Having fully transferred the general and long term insurance services to NIC General and NIC Life respectively, the name of the Company was changed to NIC Holdings Limited with effect from 13th October, 2014 to reflect the new status as a holding company (NIC annual report, 2014).

According to annual report of National Insurance Corporation (NIC) (2015) of Uganda, employees report being more overwhelmed than ever as a result of pervasive technology and connectivity, globalization, increased administrative and compliance demands, and overly complex business processes and systems. In addition to these cross-industry challenges, the insurance sector is also experiencing employees who are overwhelmed due to increasing regulatory pressure and rapidly changing technologies. As a result of these challenges, NIC is finding it difficult to meet regulatory demands, keep up with technology, and compete for top talent. However, research has it that simplifying the work environment by streamlining compliance processes, investing in technology, and prioritizing work-life balance can help insurance organizations address increased regulatory pressure, attract and engage employees, and ultimately become more competitive in the marketplace (Deloitte, 2015).

1.2 Statement of the problem

Over the years, organizational change has been driven by the level of Staff training targeted at sharpening their skills level, knowledge and competence in embracing and managing change in organizations (Ndanyi, 2016). According to Nyasha (2012), if the change is not embraced through appropriate training of employees, organization stays obsolete from the current dynamic market environment and is forced to exit.

In NIC, management has been making drastic changes so as to keep abreast with the trends in the industry. However, the changing efforts of NIC were not balanced with Staff training. Several employees were unable to cope up with the dynamics of the changes. This led to more than 2% of the technical staff to quit their jobs in 2015 and consequent loss of 5% profits in sales and 2.1% in return on investment in 2016 (NIC Annual Financial Report, 2017).

Furthermore, studies by Khosa, et al., (2015); Karanja (2015); Otoo (2012); Khan and Furqan (2011) have been conducted in the areas of training and development, and organizational change, in education sector, banking sector, and public sector, however none of the above studies was conducted in the insurance sector hence posing a contextual gap. This therefore gives the current study an opportunity to explore the effect of Staff training in

terms of on-the-job training and off-the-job training, on organizational change at National Insurance Corporation, Uganda.

1.3 Purpose of the Study

To investigate the effect of Staff training on organizational change at National Insurance Corporation of Uganda (NIC).

1.4 Objectives of the Study

- i. To determine the effect of on-the-job training methods on organizational change at NIC.
- ii. To determine the effect of off-the-job training methods on organizational change at NIC.

1.5 Research Questions

- i. What is the effect of on-the-job training methods on organizational change at NIC?
- ii. What is the effect of off-the-job training methods on organizational change at NIC?

1.6 Hypotheses

- i. H_{01} : There is no significant effect of on-the-job training on organizational change at NIC.
- ii. H_{02} : There is no significant effect of off-the-job training on organizational change at NIC.

1.7 Scope of the Study

1.7.1 Geographical Scope

This study was conducted at the National Insurance Corporation headquarters located at NIC building, plot 3, Pilikington Road, Kampala. This company was chosen by the researcher because it is one of the largest medium sized insurance companies in Uganda and therefore it would be gainful to study its organizational change vis-à-vis Staff training.

1.7.2 Theoretical Scope

This study was guided by two theories: Learning Theory (Armstrong, 1996) and the Theory of Planned Behavior, Ajzen (2011). However, this study was premised on the Theory of Planned Behavior, Ajzen (2011).

1.7.3 Content Scope

This study was confined to Staff training (independent variable) measured using on-the-job training and off-the-job training; while organizational change (dependent variable) was measured using structural change, strategic change, and technological change.

1.7.4 Time Scope

This study evaluated a period of 2 years, that is from, 2015-2017. This period was instrumental because the company embarked on several training initiatives in response to market dynamism.

1.8 Significance of the Study

It is hoped that the findings of this study will help insurance companies to understand the importance of training their employees so as to cope up with the dynamic organizational changes in the industry.

In addition, the results of this study will help the insurance industry and stakeholders to work together so as to be able to cope up with the global and rapid changes within the organization. This will help them to adopt the right change models, and matrix which does not make their operations obsolete.

Furthermore, the human resource managers will benefit from the finding of this study since it will highlight to them the best training delivery style which is more effective in skilling employees to be well-equipped in the event of an organizational change.

Similarly, the results of this study will help employees to appreciate the importance of changes that happen in their organizations and stop resisting it unnecessarily.

Further, the results of this study will contribute to the body of knowledge by developing a model that can indicate the correlation between Staff training and organizational change.

Last but not least, the results of this study will provide reference resources for future researchers who might engage in a similar study.

1.9 Operational Definitions of Key Terms

Staff training: refers to on-the-job training in terms of coaching, job mentorship, and job rotation, and off-the-job training in terms of seminar and apprenticeship.

Coaching: refers to job performance under the guidance of a supervisor, making of informed career development decisions, confidence in job performance and having critical skills required for job performance.

Job Mentorship: refers to guidance in different job activities, assignment to challenging tasks, possession of leadership skills and delegation to extra work activities.

Job Rotation: refers to opportunity to work in different departments, assignment of tasks in another department or participating in all activities in different departments.

Seminar: refers to conferences intended for career development purposes, exposure to experts of different fields about one's job or receiving of technical expertise in performing one's job.

Organizational Change: Refers to structural change, strategic change, and technological change.

Structural Change: refers to organization eliminating duplicate job positions when a change occurs, or realigning job functions to fit new company structure or responding to market shift by creating new departments or generally changing the way business is done.

Strategic Change: refers to organization making changes to its visions and objectives so as to achieve greater success, or making changes to its services to meet customer demands or try and serve all customer groups.

Technological Change: refers to adoption of new technology to respond to the ever changing market demand and training employees to be conversant with such innovations and advancement.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed literature from different authors and scholars in accordance to the objectives of the study. The chapter was subdivided into theoretical review, conceptual frameworks and related studies.

2.1 Theoretical Review

This study was guided by two theories: Learning Theory (Armstrong, 1996) and The Theory of Planned Behavior, Ajzen (2011).

2.1.1 The Theory of Planned Behavior

In the theory of planned behavior, Ajzen (2011) posited that behavioral intention and behavioral control can determine the performance of any behavior. Behavioral intentions reflect the goal-oriented characteristic of human behavior and encompass a person's plans to enact the behavior (Ajzen, 2011). Intentions equate to motivation whereas the more motivated the person is to enact the behavior, the more likely he or she is to succeed in its performance (McEachan, et al. 2011). The underlying dynamic of the theory of planned behavior encapsulates people behaving according to how they intended to behave. An individual's intentions derive from an early formation of positive and negative beliefs that further develop into personal attitudes towards the behavior (Ajzen, 2011).

According to the theory of planned behavior, in formulating their intentions, people also consider normative expectations (i.e., social pressure) from referent individuals or groups as well as their assessments of their own level of behavioral control (Ajzen, 2011). Ajzen (2011) equated behavioral control to Bandura's (1986) construct of self-efficacy reflecting the confidence that individuals have on their own abilities to perform a behavior. In a meta-analysis, McEachan et al. (2011) established that intentions was the strongest predictor of all behaviors included in the study followed by attitude and perceived behavioral control. Applying the theory of planned behavior to organizational change, people are more likely to intend to enact organizational change-related behaviors when (a) they develop a favorable

attitude towards the behavior, (b) they perceive social pressure to do so, and (c) they believe in their abilities to perform the behavior successfully (Bergquist & Westerberg, 2014; McEachan et al., 2011).

Several researchers have applied the theory of planned behavior to organizational settings. Bergquist and Westerberg (2014) found support for the model's variables, particularly workers attitudes, as predictors of employees' decision to participate in an improvement program. At a more specific behavioral level, Demir (2010) revealed that attitudes and perceived behavioral control were two strong predictors of intention as well as Internet use behavior. Adding behavioral specificity, Bergquist and Westerberg (2014) validated attitudes, subjective norms, and perceived behavioral control as predictors of intentions and proposed the theory of planned behavior as a framework for the understanding and prediction of improvements in the workplace. Thomas and Lamm (2012) developed a conceptual framework based on the theory of planned behavior for the implementation of business strategies connected to sustainability issues.

However, this study is anchored on the Theory of Planned Behavior by Ajzen (2011) because it can cover people's non-volitional behavior which cannot be explained by other theories such as the theory of reasoned action. This is because an individual's behavioral intention cannot be the exclusive determinant of behavior where an individual's control over the behavior is incomplete. By adding "perceived behavioral control," the theory of planned behavior can explain the effect of behavioral intention on actual behavior.

2.1.2 Learning Theory

This study was also supported by learning theory developed by Armstrong (1996). The states that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. The success of a training program depends more on the organization's ability to identify training needs. Training experts believe that if trainees do not learn, it is probably because some important learning principle had been overlooked.

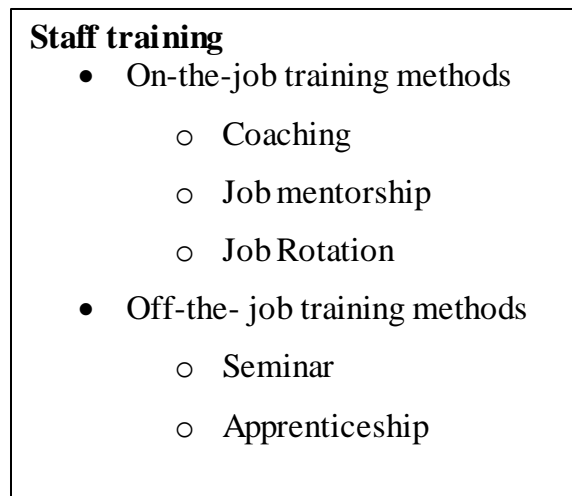
Sherman et al (1996) argues that the success or failure of a training program is frequently related to the recognition and application of basic psychological principles of learning. This assertion is not necessarily right. If the trainees do not learn anything, then of what benefit will they be for the organization. Laing (2009) argues that trainees could return empty, with nothing to contribute, even when the organization have done all that is necessary to ensure a successful training program. According to him, this could happen if a wrong candidate has been selected for the training program.

McGhee et al (1996) posit that learning is a term used to describe the process by which behavioral changes result from experience. They assert further that the fact that learning has occurred could only be inferred from a comparison of an individual's behavior prior to the experiences of specific kinds of task. However, if there is no explicit behavioral change, it could then be argued that learning principles have not been followed. Training therefore can be explained as a planned and systematic effort by management aimed at altering behaviour of employees, in a direction that will achieve organizational goals. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge (McGhee et al 1996).

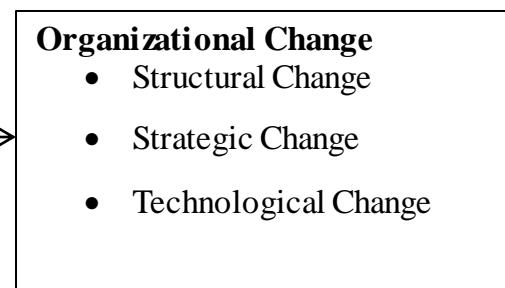
2.2 Conceptual Framework

Figure 1: showing the effect of Staff training on organizational change.

Independent Variable



Dependent Variable



Source: adapted from, Mozael (2015); Oreg et al. (2013), and modified by the researcher according to the objectives of the study.

Figure 1: Conceptual framework

The independent variable was Staff training which was measured using on-the-training and off-the-job training. The dependent variable was organizational change which was measured using structural change, strategic change and technological change. The relationship between the independent and dependent variable is that when employees are trained using on-the-job or off-the-job methods, they will have enough skills and expertise to adopt to and cope with structural, strategic or technological change.

2.3 Related Literature Review

2.3.1 Staff training

Staff training is described by Mwangi (2017) as a learning experience aimed at bringing about a relatively permanent change in an individual that will heighten the individual's ability to do the job. According to Sherwani and Mohammed (2015), Staff training comprises a systematic process in which employees obtain knowledge, skills, attitudes and information

needed to achieve the objectives of the organisation, as well as personal objectives. Khan, Haleem and Kanwal (2012) insist that Staff training fills the gap created between that which a person is able to do at a specific moment in time and what he/she is able to do after applicable training has been given.

Tangoukian, Hamad and Menassa (2016) view training as a very good mechanism for bringing about change by means of a systematic process of addressing problems and contributing to the achievement of the objectives of the organization. The emphasis on training and development is important, but greater emphasis should be placed on the needs within the organization. Management and employees should identify these needs and investigate how they can be satisfied. According to Mozael (2015), a training need exists in an organization where there is a gap between levels of present skills and the knowledge of employees, and the skills and knowledge that are needed or will be needed in future. Arinanye (2015) posits that before formal plans can be made with regard to training, training needs and the organization's commitment with regard to training, should be determined. The forecasting of the needs of the organizations seems to be essential and results in the institution of training measures to stop the need from becoming a problem or crisis.

In their view, Pule, Mwesigye, Kanyangabo and Mbago (2015) argue that well trained employees are key to a business' success. It has been shown that the most successful and productive employees are those who have received extensive training and development. These groups of employees can be described as the "cream of the crop" that often has the strongest stake in an organization's future. According to Sirková, Taha and Ferencová (2014), even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his job if he does not go through training and development. This is why training of newly employed starts with organizational orientation.

Cbblah (2015) postulates that human resources are the most dynamic of all the organization's resources and therefore they need considerable attention from the organization's

management, if the human resource are to realize their full potential in their work. Training and development activities just as most other activities in an organization depended on the policies and strategies of the organization. An organization with a well-organized training would refer to it as “systematic training” which is why job descriptions are inevitable during the recruitment and selection process. Furthermore, in establishing what training and development needs an organization has, training must start with a job description and later performance appraisal.

Ramsey, Khan and Weston (2017) sees Staff training as the hall mark of good management and thus when managers ignore Staff training, they are doing so to the great disadvantage of the organizations they are managing. This is because having high potential employees do not still guarantee they will perform on the job. This is why every employee must know what management wants him to do and how he must do it. Staff training therefore has had a fairly impressive record of influencing organizational effectiveness. Ismail, Abdullah, Lee, Mohamad and Ibrahim (2018), argued that, human resources are the most dynamic resource of the all the resources at the disposal of the organization and thus, the human resource needs to be given considerable attention from managements to enable this resource realize their full potential in their work. For this reason managements must address motivation, leadership, communication, work restructuring, payment systems and training and development.

According to Liang et al., (2013), human capital is seen as one of the most important assets of today’s organizations. This is because trainings provided by the organization play an important role in the development of this human capital. Through trainings organizations are able to provide employees with the tools to collect knowledge, skills, abilities and other characteristics needed in their work. Gul and Umar (2017) states that training can act as a learning system and enables employees to adapt more easily to change whereby their effectiveness for the organization is increased. So, these trainings provide employees with the characteristics needed to gain competitive advantage for their organizations, which is crucial for organizations within an environment that ask for constant organizational changes. Bhuiyan (2016) opines that organizational change managers attempt to influence the success of change initiatives by offering trainings to their employees. Especially when it is the

change in behavior from these employees that determine the success of the change initiative. These trainings are usually very costly and time consuming which makes it important that these trainings cause the actual change in behavior of the employees that was intended.

Asfaw, Argaw and Bayissa (2015) explain that the objectives of training in organizations are numerous and cover a wide diversity of aspects such as adaption to change, quality improvement and increasing employee motivation. It is argued that trainings can improve the knowledge, skills, and abilities of the employees and can increase their motivation and commitment to exert behavior in favor of the organizational change (Ji et al., 2012). In studies on time-management training it was proven that training had a positive effect on the performance of time management behavior, but also on the attitude of the employees towards time management and the perceived control over time of employees (Häfner, Stock, & Oberst, 2014).

According to Jehanzeb, Hamid and Rasheed (2015), nearly all employees receive some form of training during their careers. Indeed, individuals rely on training to improve their current skills and to learn new skills. Training represents an expensive investment organizations make in their human resources and therefore, it is important that organizations evaluate the effectiveness of their training efforts to maximize the benefits of such training. Rahman (2014) asserts that training must become more intimately involved with every developmental aspect of the organization. The need to prove the value of training in organizational development initiatives has become more critical. The role of training in the learning organization is highlighted by Chaudhary and Bhaskar (2016) who argue that training is a systematic approach to incorporating learning in the organization. Training can be used to prepare employees to meet the challenges and changes in the workplace and to upgrade and refine skills. Tulo and Gempes (2016) assert that because of organizational change, the traditional role of training has become obsolete. Training cannot only be used to improve knowledge and skills. A change in emphasis is required in which training is placed at the centre of strategic human resources programmes.

2.3.2 Organizational Change

Organizations are in a constant state of change. Van de Ven and Sun (2011) observed that ongoing change became an integral part within the fabric of organizational life. Several researchers and practitioners recognized that change could not succeed without organizational members having to change (Oreg et al., 2013). Organizational theorists validated this notion and stipulated that changing organizations required that individuals modify their work-related behaviors (Burke, 2017).

Endrejat, Baumgarten and Kauffeld (2017) explained change efforts as moving from a conceptual plan defined by organizational variables such as vision, mission, and organizing elements to the level of specific behavioral changes required from organizational members in order to achieve previously delineated objectives. Congruent with the teleological theory of change, organizations respond to environmental changes by activating internal mechanisms of change and becoming intentional about achieving formulated end states.

Cummings and Cummings (2014) referred to such change efforts, or interventions, as a series of planned activities aiming at helping an organization become more effective. Within the organization development framework, Cummings and Cummings described approaches to change as consisting of planned processes oriented towards the realization of change through behavioral-based interventions. The implementation of organizational change require change leaders influencing change recipients.

All collective organizational activities constitute a combination of individual efforts. Expanding on this perspective, a number of researchers considered change recipients' reactions as directly influencing the level of success of organizational change efforts (Stevens, 2013). Oreg et al. (2011) in a review of quantitative studies on organizational change covering a period of 60 years concluded that individual reactions to proposed changes were key determinants of the success of such initiatives. There seems to be a general agreement in the field of organizational change that a person's attitudes and behaviors play a critical role on the results of any macro-level change initiative (Gichanga, 2017; Rafferty et

al., 2013). Employees' responses to organizational change become critical to the success of organizational change.

Kezar (2011) argues that the open system school of thought does not just see organisations as systems in isolation, however, they are open in two respects: Firstly, they are open to, and interact with, their external environment. Secondly, they are open internally; the various subsystems interact with each other. Therefore, internal changes in one area affect other areas, and in turn have an impact on the external environment, and vice versa. Kezar (2011) further explores two more schools of thought that influence change, namely; the "individual perspective school" and the "group dynamics school".

According to Tai and Abdull (2018), organizations transform as a response to external and internal pressures. Internal factors are those factors that affect the organization's performance from within its boundaries while external factors are those factors that are outside the control of the organization (Tai & Abdull, 2018). In his view Nyasha (2012) argues that change is excited by change catalysts that are responsible for organizations to question the wider situation. On the other hand, Luoma (2015) identifies external factors to include regulators, competitors, customers, and technology whereas internal pressure may come from obsolete services and products, new market opportunities, new strategic directions, low performance, low satisfaction, new mission, new leadership, conflict and an increasingly diverse workforce.

Bratton and Gold (2017) argue that the external forces of change not only emanate from the business environment, but also from the general environment. External factors from the general environment are social, cultural, demographic, political, economic and technological. Namoso (2011) states that change can be structural in nature. Changes in strategy, size, technology, environment or power can be the source of structural change. Some determinants of structural change, according to Al-Haddad and Kotnour (2014) are: change in objectives, purchase of new equipment, scarcity of labour, implementation of a sophisticated information-processing system, government regulations, the economy, unionisation, mergers

and acquisitions, actions of competitors, decline in employee morale, increase in turnover, internal and external turnover and decline in profits.

Kibara (2017) identifies external influences of change as globalization, new technologies, power of markets, financial deregulation, changing political landscape and women in power. Robust organizational change is primarily triggered by external pressure rather than internal desire to change. No business can ignore the need to change as it evolves in the context of more rapidly changing environment while its existence is also dependent on the performance or existence of other businesses. An organization can either instigate or submit to change, but either way, it must change. According to Legg, Snelgrove and Wood (2016), the transformation or revolution of the business environment is beyond the control of individual business entities.

Apelt (2014) explains that transformation in organizations can be stressful, but depending on the kind of change, this stress can be managed. This is largely because change that is sudden or drastic is more likely to cause stress or resistance, whereas gradual and programmed change is easier to manage. Recently, emphasis has been placed on the continuing process of change rather than a sequence of “step” changes required for organizations to be successful (Tsoukas & Chia, 2015). Other proponents commented that change should be treated as a norm rather than a series of once-off exercises (Luoma, 2015).

2.3.2.1 Structural Change

Structural changes are those changes made to the organization’s structure that might stem from internal or external factors and typically affect how the company is run (Rodrik, 2013). Structural changes include things such as the organization’s hierarchy, chain of command, management systems, job structure and administrative procedures. Circumstances that usually create the need for structural change include mergers and acquisitions, job duplication, changes in the market and process or policy changes. According to Butts (2014), structural change within an organization might stem from internal or external factors. Efficient change management requires the ability to identify what causes structural change within an organization. The ability to identify the signs of oncoming organizational change

can help management better prepare for the change and implement policies that will keep the company on a growth path (Lin, 2009).

According to Aggarwal (2015), acquiring or merging with another company has a profound effect on organization structure. The deletion of duplicate departments manages cost, yet talent from both companies can be utilized in the resulting corporate structure. However, job functions will be altered to fit the business model of the company, and management positions may be eliminated as well. Furthermore, McMillan (2017) argues that multiple managers or executives within an organization may create the need for change. Employees can either become frustrated with trying to please more than one manager, or employees may find ways to use opposing views by multiple managers to get what the employee needs. When employees encounter duplicate management positions, the structure of the organization needs to be altered to eliminate the excess positions and bring departments into line with the proper individual manager.

Similarly, Root (2016) points out that changes to the way the company does business can cause structural changes. If your company was used to allowing departments to be autonomous, then a change to a centralized way of doing business will create changes in company structure. If a new department has been created to address a company demand, the company structure must change to accommodate the new group. For example, if the backlog of archived files becomes so large that an archiving department needs to be created, that can change the flow of information in your company and have a significant effect on corporate structure.

2.3.2.2 Strategic Change

Strategic change is defined as changes in the content of a firm's strategy as defined by its scope, resource deployments, competitive advantages, and synergy (Naghibi & Hediye, 2011). In simple form, strategic change is a way of changing the objectives and vision of the company in order to obtain greater success. According to Nickols (2016) strategic change involves making changes to the overall goals, purpose, strategy or missions of an organization.

Rezvani (2015) argues that it is a major upheaval to how the change can at times, place significant demands on an organization that it must rethink its fundamental approach to business. Changes to things such as what products or services it offers, the target customer segments or markets it tries to reach, its position in the global economy and who it will partner with for manufacturers, distributors and other logistical needs are examples of strategic change. According to Naghibi (2016), many companies fail to implement the plan correctly and completely, whereas the others fail to convey this change among employees and organization. It does not matter how great your theory is or how useful your change may be for the organization, as long as you cannot make it understood by people, it is worthless.

Degnegaard (2010) posits that there are some issues that managers who are responsible for strategic change should keep in mind. First of all they have to consider the culture and behaviors of employees. It is obvious that changing something that people are used to for a long time is not easy to change. Secondly, when talking about a strategic change there must be good consideration about context compatibility between the change and organization. The usual mistake in this case is to pull successful solutions from other situation to try in current one, which will not work, and thirdly, consider that change is about changing people. Organization will change by changing the attitude of managers and employees on the way they do their business.

2.3.2.3 Technology Change

Technological change is an increase in the efficiency of a product or process that results in an increase in output, without an increase in input (Isote, 2013). The technology needs of a small company exist in an almost constant state of flux, adapting and changing based on business demands and advancements in the industry. Almost every business relies on technology for day-to-day operations, from the decision of a solo entrepreneur to purchase a new laptop to a growing company's roll out of time-management software. Heeks (2015) argues that beyond the standard office laptop and smart phone, organizations implement information systems, custom software or specialized technology equipment to keep operations running smoothly. Advancements in technology have the potential to decrease the time needed to complete a task, or in some cases eliminate the need for a business process of

job function. Typically, the desire for increased productivity drives upgrades to technology within an organization, which can significantly influence company operations (Cascio, 2016).

According to Archer (2016) progressions in computers and technology improve the efficiency of a business. Organizational structure adapts to these changes by restructuring departments, modifying position requirements or adding and removing jobs. Employers often require training on new software programs or equipment as a job requirement if it becomes industry standard. Web-based business may add new departments or jobs to specialize in new areas of technology. On some occasions, implementing new forms of technology may render certain job duties obsolete in some industries.

Godin (2014) posits that for employees, technological enhancements often reduce the number of tedious office tasks or improve efficiency. Changes in day-to-day operation may come in the form of an upgrade to desktop computers, faster office equipment or the introduction of a new information system. Business owners increasingly utilize comprehensive software platforms to streamline operations. For example, customer relationship management systems provide a cloud-based computing system for project management, assigning tasks and maintaining an accurate log of client communications.

According to Caliskan (2015), the decision to purchase or upgrade technology has the potential to put a big dent in company finances for large and small operations. To determine the time frame and scale of adding new computers or software, business owners must weigh the cost of improvements against the perceived added value to the company. Concerns about cost can often lead small businesses to delay upgrades and purchases. However, technology that significantly improves with operations can offset cost with an increase in profit.

2.3.3 The Effect of on-the-Job Training on Organizational Change

On-the-job training, also known as OJT, is teaching the skills, knowledge, and competencies that are needed for employees to perform a specific job within the workplace and work environment (Falola, Osibanjo & Ojo, 2014). Employees learn in an environment in which

they will need to practice the knowledge and skills taught in the on-the-job training. On-the-job training uses the regular or existing workplace tools, machines, documents, equipment, knowledge, and skills necessary for an employee to learn to effectively perform his or her job. According to Dahiya and Jha (2011), OJT occurs within the normal working environment that an employee experiences on the job. It may occur as the employee performs actual work, or it may occur elsewhere within the workplace using training rooms, training workstations, or training equipment. The simple objective of OJT is to use the existing environment, tools, and skill training that are available in their workplace to train an employee to do their job—on the job.

Rahman (2014) argues that it may not be the most effective or the most efficient method at times, but it is normally the easiest to arrange and manage. Because the training takes place on the job, it can be highly realistic and no transfer of learning is required. It is often inexpensive because no special equipment is needed other than what is normally used on the job. Atmoko, Sawiji and Tutik (2012) explain that one drawback is that OJT takes the trainer and materials out of production for the duration of the training time. In addition, due to safety or other production factors, it is prohibitive in some environment.

Chiappa (2012) assert that on-the-job training helps to produce a stronger workforce and gives employers a greater understanding of their staff's skills base. In other words, the more a company invests in its employees through training, the greater the chance of retaining them, as they feel valued and are more aware of the opportunities in moving up the ladder. For most companies, training is either an occasional formality or an integral part of furthering its employees' careers.

Naqvi and Khan (2013) on the effect of on-the-job training on organizational change and found that on-the-job training significantly affects organizational change. The authors found that on-the-job training is the only way to develop and practice specific managerial, team leading, technical, selling, manual, and administrative skills needed by the organization and it has the advantages of actuality and immediacy as the individual works, learns and develops expertise at the same time. Naqvi and Khan (2013) further found that on-the-job training

affects organizational change because it is normally handled by colleagues, supervisors, managers, mentors' to help employees adjust to their work and to equip them with appropriate job related skills to address organizational change challenges tactfully.

Furthermore, Algharibeh, Almsafir and Alias (2014) carried out a study on the relationship between Staff training and organizational change and found a significant relationship. The constructs of Staff training in the study included on-the-job training and off-the-job training. The study found that on-the-job training significantly predicted organizational change compared to off-the-job training. Algharibeh et al., (2014) found that on-the-job training enables the new employee to gain self-confidence and to adjust himself in the new environment and therefore making him or her more efficient. The study concluded that the need for on-the-job training is for the purpose of prevention of industrial accidents and providing opportunity for career advancement.

2.3.3.1 Coaching

Coaching is the process of one-on-one guidance and instruction to improve knowledge, skills and work performance (Sherwani & Mohammed, 2015). Job coaching refers to the training of an employee by an approved specialist, who uses structured intervention techniques to help the employee learn to perform job tasks to the employer's specifications and to learn the interpersonal skills necessary to be accepted as a worker at the job site and in related community contacts (Behery & Al-Nasser, 2016). In addition to job-site training, job coaching includes related assessment, job development, counseling, advocacy, travel training and other services needed to maintain the employment.

Sonesh, Coultas, Marlow, Lacerenza et al., (2015) assert that usually coaching is directed at employees with performance deficiencies, but also used as a motivational tool for those performing well. Coaching methods solve precise problems such as communication, time management and social skills. Executive coaching generally takes place on a monthly basis and continues over a period of several years. Often, coaches are brought in where there is a change in the structure of the company, when a team or individual is not performing well or

where new skills are required. Coaching assumes that you are fine but could be even better (Al-Nasser & Behery, 2015).

Strong (2014) explains that through job coaching, a qualified individual (job coach) works directly with an individual with a disability in a training or placement site to help him/her learn the specific requirements of the job; learn work-related activities and requirements such as time and attendance rules; and learn appropriate work-related (including social) behaviors when dealing with supervisors and co-workers. Lai (2015) further expound that by placing a consumer directly in a job with the hands-on assistance of a job coach, areas of vocational and personal strength and weakness become apparent early in the process and are based on actual, not projected or simulated experience; the consumer is able to receive immediate feedback, assistance, and follow-up from the support person; and an employer is able to take on and observe the progress of the consumer without a full commitment of personnel resources in the beginning of the process.

2.3.3.2 Job Mentorship

Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise (Forte, 2014). It is a learning and development partnership between someone with vast experience and someone who wants to learn. According to Sibal-Lang (2011), mentorship experience and relationship structure affect the "amount of psychosocial support, career guidance, role modeling, and communication that occurs in the mentoring relationships in which the protégés and mentors engaged. Sales (2012) further expounds that mentoring involves the use of the same models and skills of questioning, listening, clarifying and reframing associated with coaching. Traditionally, mentoring in the workplace is usually where a more experienced colleague uses his or her greater knowledge and understanding of the workplace in order to support the development of a less experienced member of staff (Sales, 2012).

Meta-analysis of 112 individual research studies found mentoring has significant behavioral, attitudinal, health-related, relational, motivational, and career benefits (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011). Especially in the workplace, there are many benefits to developing a mentorship program for new and current employees.

According to Johnson (2015) setting up a career development mentoring program for employees enables an organization to help junior employees to learn the skills and behaviours from senior employees that the junior employees need to advance to higher-responsibility positions. This type of mentoring program can help to align organizational goals with employees' personal career goals (of progressing within the organization). It gives employees the ability to advance professionally and learn more about their work. This collaboration also gives employees a feeling of engagement with the organization, which can lead to better retention rates and increased employee satisfaction (Johnson, 2015).

Johnson and Ridley (2015) argue that the most talented employees in organizations tend to be difficult to retain, as they are usually seeking greater challenges and responsibilities, and they are likely to leave for a different organization if they do not feel that they are being given the opportunity to develop. Top talent, whether in an innovation or management role, have incredible potential to make great things happen for an organization. Creating a mentoring program for high-potential employees that gives them one-on-one guidance from senior leaders can help to build the engagement of these talented employees, give them the opportunity to develop, and increase their retention in the organization (Johnson & Ridley, 2015).

Haggard, Dougherty, Turban and Wilbanks (2011) opine that one of the top ways to innovate is by bringing in new ideas from senior employees and leaders from underrepresented groups (e.g., women, ethnic minorities, etc.). Who is an underrepresented group depends on the industry sector and country. In many Western countries, women and ethnic minorities are significantly underrepresented in executive positions and boards of directors. In some traditionally gender segregated occupations, such as education and nursing, however, women may be the dominant gender in the workforce. Mentors from underrepresented groups can empower employees from underrepresented groups to increase their confidence to take on

higher-responsibility tasks and prepare for leadership roles. By developing employees from diverse groups, this can give the organization access to new ideas, new ways of looking at problems, and new perspectives. This also brings cultural awareness and intercultural dialogue into the workplace (Haggard et al., 2011).

2.3.3.3 Job Rotation

Job rotation is the systematic movement of employees from job to job or project to project within an organization, as a way to achieve various different human resources objectives such as: simply staffing jobs, orienting new employees, preventing job boredom or burnout, rewarding employees, enhancing career development, exposing employees to diverse environments (Jassim, 2018). Excellent job rotation program can decrease the training costs while increases the impact of training, because job rotation is a hand on experience. It is a pre-planned approach with an objective to test the employee skills and competencies in order to place him or her at the right place. In addition to it, it reduces the monotony of the job and gives them a wider experience and helps them gain more insights (Salih, 2017).

According to Jyoti and Rani (2017), job rotation makes individuals more self-motivated, flexible, adaptable, innovative, eager to learn and able to communicate effectively. In other words, it is a well-planned practice to reduce the boredom of doing same type of job every day and explore the hidden potential of an employee. The process serves the purpose of both the management and the employees. It helps management in discovering the talent of employees and determining what he or she is best at. On the other hand, it gives an individual a chance to explore his or her own interests and gain experience in different fields or operations (Jyoti & Rani, 2017).

Pangil and Othman (2016), further explain that job rotation involves moving employees or management trainees to various positions from department to department to broaden their understanding of different aspects of business. The trainee receives job knowledge and gains experience from his supervisor or trainer in each of the different job assignments. Though this method of training is common in training managers for general management positions, trainees can also be rotated from job to job in workshop jobs. This method gives an

opportunity to the trainee to understand the problems of employees on other jobs and respect them (Pangil & Othman, 2016).

However, Jassim (2018) warns that one of the possible problems with the rotation programs is the cost, because job rotation increases the amount of management time to spend on lower level employees. It may increase the workload and decrease the productivity for the rotating employee's manager and for other employees. Job rotation may be especially valuable for organizations that require firm-specific skills because it provides an incentive to organizations to promote from within.

2.3.4 The Effect of off-the-Job Training on Organizational Change

Off-the-job training is conducted in a location specifically designated for training (Holland, 2009). It may be near the workplace or away from work, at a special training center or a resort. Conducting the training away from the workplace minimize distractions and allows trainees to devote their full attention to the material being taught. However, off-the-job training programs may not provide as much transfer of training to the actual job as do on-the-job programs (Smith, 2002).

According to Mozael (2015), providing off-the-job training opportunities to the staff allows them to pay more attention to the training activities. Holding workshops, seminars or events at a different location enables employees to focus on learning new skills, knowledge and behavior without the distraction of ringing telephones, instant messages or email notifications. Tangoukian, et al., (2016) argue that conducting an off-site event may conclude with a ceremony or certification award conferred by an industry expert, making the training session a memorable occasion that leads to improved employee morale, satisfaction and loyalty. Measuring the effectiveness of off-the-job training involves assessing participant satisfaction, retention, on-the-job performance and business impact.

According to Khan, et al., (2017), in to ensure the effectiveness of an off-the-job training event, one needs to assess the participant's needs before the event, during the analysis phase of the training project. Conducting a survey, personal interviews or focus groups help you hone in on what topics you need to cover. Then, you can determine the learning objectives,

create the presentation materials, identify the activities, and locate a place to hold your event. Nwachukwu and Chladková (2017) explain that common venues include hotels, conference centers or amusement parks, hence aligning the objectives to company's strategic goals to ensure that the program helps employees develop the skills that the company needs to succeed.

Karimi (2016) posits that training professionals typically conduct evaluations after a workshop, seminar or course completion. These evaluations, usually surveys, allow participants to rate their satisfaction with the course materials, instructor, location and other amenities, such as meals and snacks provided during the event. Karimi (2016) advises that one needs to use this feedback to make changes to the course materials and provide input to the host of the event, such as the hotel manager or training vendor. Additionally, if the event spans several days or weeks, one can conduct surveys at the end of each major section to gather input to influence the delivery of subsequent sections and improve effectiveness of the overall program (Mwangi, 2017).

Elnaga and Imran (2013) assert that in order to judge the effectiveness of off-the-job training, one can schedule tests and quizzes throughout the event. According to Elnaga and Imran (2013), in order to motivate participants, one must make the training more competitive and offer rewards and prizes for the highest scores. Because they are out of the regular work environment, participants can focus on learning new skills in a safe environment, without the fear of mishandling real customers, data or information. Sultana, Irum, Ahmed and Mehmood (2012) advise that if one finds that people score poorly on these exams, they should provide remedial instruction during the event or distribute a list of self-study references and resources. In other words, one should use the results to ensure that the course materials help participants meet the session's learning objectives, fulfill expectations and improve their job performance (Sultana, et al., 2012).

According to Sila (2014), once employees are back on the job, one must ask managers about their employees' performance. If the off-the-job training was effective, they will see a difference in behavior. For example, if the training was about team-building exercise at an

off-site location, when employees return to work, they should function better as a team, manage conflict more effectively and value cultural diversity. On the other hand, if the training was about coordinating an off-site training event for multiple job locations, employees should be able to interact more effectively once they are back in their regular routine, spread out across the globe. If not, then a revised approach must be adopted (Sila, 2014).

Mbiya, Egessa, and Musiega (2014) in their study of the effect of training on organizational change found that there was a significant effect of the variables of training, that is, on-the-job training and off-the-job training on organizational change. The authors found that both methods of training lead to long-term success. Mbiya, et al., (2014) assert that by aligning the training program objectives to strategic goals, it helps participants to make an impact on the company's bottom line. Specifically, the authors indicated that off-the-job training programs allow employees an opportunity to attend conferences, listen to lectures, participate in instructional activities to improve their skills and expertise in handling structural and strategic changes within the organization.

2.3.4.1 Seminar

A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization (Aboyassin & Sultan, 2017). It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted (Khan, et al., 2017).

According to Kashonda (2016), a seminar may have several purposes or just one purpose. For instance, a seminar may be for the purpose of education, such as a lecture, where the participants engage in the discussion of an academic subject for the aim of gaining a better insight into the subject. Other forms of educational seminars might be held to impart some skills or knowledge to the participants. Nwanzu & Uche-Okolo (2016) explain that the

examples of such seminars include personal finance, web marketing, real estate, investing or other types of seminars where the participants gain knowledge or tips about the topic of discussion. Of course, a seminar can be motivational, in which case the purpose is usually to inspire the attendees to become better people, or to work towards implementing the skills they might have learned from the seminar. For instance, a business seminar with a financial theme could be for the purpose of teaching small business owners how to pitch to investors or to write a solid business plan, and to motivate them to get started right away (Nwanzu & Uche-Okolo, 2016).

Butali and Njoroge (2017) opine that sometimes, seminars are simply a way for businessmen and women, or other like-minded people, to network and meet other attendees with similar interests. Such seminars provide opportunities for the attendees to make some potentially valuable contacts that can help them move to the next level in their careers or endeavors. A trade seminar brings a wide cross-section of the community together, such as government officials, businessmen and women and the general public. Such seminars often consist of workshops and the presentation of white papers. They are usually held for the purpose of networking with various vendors and making new connections (Butali & Njoroge, 2017).

2.3.4.2 Apprenticeship

Apprenticeship is a formalized method of training curriculum program that combines classroom education with on-the-job work under close supervision (Segura, 2016). The training curriculum is planned in advance and conducted in careful steps from day to day. Most trade apprenticeship programs have a duration of three to four years before an apprentice is considered completely accomplished in that trade or profession. This method is appropriate for training in crafts, trades and technical areas, especially when proficiency in a job is the result of a relatively long training or apprenticeship period, e.g., job of a craftsman, a machinist, a printer, a tool maker, a pattern designer, a mechanic, etc (Segura, 2016).

According to Zwane, Surujlal and Dhurup (2014) apprenticeship schemes often entail on the job training alongside off the job learning, enabling the candidate in question to gain new skills which can be tailored specifically to the needs of his or her business. The ability to

teach a young person with a fresh perspective and enthusiasm can help tackle any potential skills shortages present in an operation (Hsu, 2013). By working with a training provider on this matter and investing in job specific upskilling, will allow you to grow and nurture your own talent. Furthermore apprenticeships are more job related than any other type of learning. However, whilst many embark on apprenticeship routes early in their career, Hayes (2013) advises that it is important to note that apprenticeships are not just exclusive to young people. Employees of all ages can undertake an apprenticeship scheme to gain new skills and qualifications.

Haliru, Samah and Ma'arof (2017) further expound that providing apprenticeship schemes can display a willingness to invest in and develop one's workforce, giving current employees a real reason to be optimistic for their future prospects. A business willing to invest in its people demonstrates a positive approach which can be very useful for hiring future staff. Furthermore delivering this training highlights to customers that you are investing in the development of the product or service that they receive. Horn (2014) argues that the route which apprentices choose to take upon gaining their qualifications is down to their individual preference. Often apprentices choose to stay with the employer they have completed their apprenticeship with.

Tiraboschi (2014) therefore sums that apprentices are likely to feel appreciated and demonstrate opportunities for progression in their work. This can be hugely beneficial to a business as staff turnover will be lower, which goes hand in hand with the minimal expense of continually having to recruit and train new employees. Apprentices are often willing to learn, with a positive attitude and fresh ideas, which can have a positive knock on effect on existing staff. After all, a positive and content workforce is more likely to perform better than those with low morale.

2.3.1.3 Empirical Studies

Khosa, Rehman, Asad and Bilal (2015) analyzed the impact of Staff training on organizational change in the banking sector of Pakistan. In this study Primary and secondary data collection techniques were used for obtaining data. The sample size for this research

was (n=252) hence descriptive statistics and correlation analysis techniques were used for the analysis of data in SPSS software. The results showed that Staff training had a positive significant impact on organizational change in the banking sector of Pakistan. The study suggested that further research should be conducted in various sectors and also by increasing factors of organizational change in order to observe the overall impact of Staff training towards the same.

Karanja (2015) investigated the effects of training on organizational change and employee performance. The main instrument that was used to collect data was the questionnaire. This study employed descriptive research design of which the research was descriptive in nature. The data was analysed using descriptive statistics. From the findings, the study revealed that Staff training positively influenced organizational change. Furthermore, training was also found to positively influence employee performance. The study concluded that when public organizations are pursuing changes, it is recommended that organizations highlight the urgency and necessity of those changes in simple, easy-to understand terms motivational training methods which will help improve the performance of the change during and after the change.

Furthermore, Otoo (2012) conducted a study on whether training and development would have an effect on organizational change with Accra Polytechnic as a case study. The methodology that was used for the study was survey. Primary data was collected from a sample of fifty (50) senior staff. Self – administered questionnaire was used in the collection of data for analysis. The study revealed that there were organizational issues such as lack of management support for training and development programmes, which constrained training and development hence affecting the way employees handle change process within the organization. However, it was found that training and development had positive impact on organizational change. The study recommended that in order for Accra Polytechnic to be successful as the first choice Polytechnic in Africa, management must empower all departments to engage in the training and development of employees to build potential and strengthen employees' competencies in handling organizational change.

Khan and Furqan (2011) conducted a study on impact of training and development on organizational change. Four Hypotheses were developed to see the impact of all the independent variables on the overall organizational change. The Hypotheses showed that all the variables had significant effect on organizational change. The results showed that on the job training, training design and delivery style had significant effect on organizational change.

2.5 Gaps of the Study

The above studies by Khosa, et al., (2015); Karanja (2015); Otoo (2012); Khan and Furqan (2011) have been conducted in the areas of training and development, and organizational change, in education sector, banking sector, and public sector, however none of the above studies was conducted in the insurance sector hence posing a contextual gap. Similarly, the above studies did not measure organizational change using structural change, strategic change and technological change, hence posing a content gap which this study investigated. Furthermore, the above studies did not make use of the theory of planned behavior or learning theory hence giving a theoretical gap that this study investigated. In addition, the above studies were conducted in other countries within and outside Africa, but not in Uganda hence posing a geographical gap that this study intended to investigate.

Furthermore, all the above studies used Case study design and correlational design, hence posing methodological gap. However, the current study intended used cross-sectional survey design to close the gap. Similarly, the above studies used only the technical staff in their investigation without the involvement of managerial staff. The current study included managers in the study to substantiate the findings.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covered the research design, study population, sample size, sampling techniques, data sources, research instruments, validity and reliability, data collection procedures, data analysis, ethical considerations, and limitations of the study.

3.1 Research Design

This study adopted a cross sectional survey design. Coldwell and Herbst (2004) states that a cross sectional study is a study that is conducted once and reveals a snapshot of one point in time. The cross sectional design is often called the social survey design and is closely connected with questionnaire. Bryman and Bell (2007) define a cross sectional design as a process of collecting data at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables, which are often examined to detect patterns of association.

3.2 Study Population

This study population included all the 160 employees of National Insurance Corporation (NIC), Kampala branch (NIC Human Resource Annual Report, 2017). The same population was used as the target population. The respondents included the managers and the support staff.

3.3 Sample Size

The sample size for this study was calculated using Slovene's formula.

$$n = \frac{N}{1+N(\alpha)^2};$$
 Where N=target population, n=sample size, and $\alpha=0.05$ level of significance.

$$n = \frac{160}{1+160(0.05)^2};$$

$$n = 114$$

Therefore the sample size of this study was 114 respondents. Table 3.1 gives the summary of the target population and sample size of the respondents.

Table 3.1: Summary of the Target Population and Sample Size of the Respondents

Category of Respondents	Target Population	Sample Size	Sampling Techniques
Managers	12	9	Purposive
Support staff	148	105	Simple Random
Total	160	114	

Source: NIC Human Resource Annual Report (2017)

3.4 Sampling Procedure

This study used purposive sampling to select the managers because it is useful in identifying uniquely qualified respondents to provide needed information. The selection was based on expert knowledge of the particular problem of the research. On the other hand, simple random sampling was used to collect data from the support staff. This was achieved by the researcher writing the names of the support staff in different pieces of papers. The papers were then be put in a bowel and shaken to randomize them. The researcher then randomly selected the names of the respondents from the pieces of papers and until she was satisfied with the numbers of respondents that she needed. This sampling technique was preferred because it gives equal opportunity for each participant to be included in the study without bias.

3.5 Data Sources

This study used only primary source and data was collected using questionnaires.

3.6 Data Collection Methods

The study employed questionnaire survey as its data collection method. The questionnaire survey was done objective by objective targeting both the managerial and support staff to respond to questions regarding Staff training and organizational change. The data collection tool that was employed in this method was closed and self-administered questionnaires. The questionnaire was preferred because it is easy to administer, saves time and allows for doubts to be clarified on spot from many respondents (Sekaran, 2003).

3.7 Data Collection Instruments

3.7.1 Questionnaires

The questionnaire was the main research instrument for this study. A questionnaire is easier to administer, less costly, and ensures greater depth of response (Mugenda & Mugenda, 2003). This study employed close ended questionnaires, where questions are presented and the responses are fixed and the respondent is expected to choose the answer from the options given him/her. Furthermore, the questionnaire was sub-divided into three sections; namely: Section A which captured data regarding the profile of the respondents, that is, gender, age, education level, and work experience. Section B was used for collecting data regarding Staff training. On the other hand, Section C was used to collect data regarding organizational change. However, the questionnaires were designed using a five likert scale, where 1=strongly disagree; 2=disagree; 3=not sure; 4=agree; and 5=strongly agree. The five likert scale was preferred by the researcher because it captures all the ideas, views and opinions of the respondents.

3.8 Validity and Reliability

Validity as the extent to which a measuring instrument on application performs the function for which it is designed (Uyimadu, 2005). The questionnaire designed for the study was subjected to a validation process for face and content validity. Face and content validity have been defined by McBurney (1994) as following: Face validity is the idea that a test should appear superficially to test what it is supposed to test; and Content validity is the notion that a test should sample the range of behaviour represented by the theoretical concept being tested. In the validation process of this study, face validity was ensured by providing 2 copies of the questionnaire to the human resource managers of two insurance companies within Kampala City (i.e. APA Insurance (U) Ltd, and Liberty Life Insurance Ltd). These experts went through the research questions and the questionnaire carefully to ascertain the appropriateness and adequacy of the instrument. The questionnaire was modified in line with their recommendations.

Furthermore, Content Validity Index (CVI) was computed and a value of 0.90 ascertained the instrument to be valid. According to Amin (2005), CVI which is equal or greater than 0.70 is considered as valid.

$$CVI = \frac{\text{items declared valid by experts}}{\text{total number of items}}$$

$$CVI = \frac{27}{30}$$

$$CVI = 0.90$$

Reliability is the tendency toward consistency found in repeated measurements (Sekaran & Bougie, 2010). The reliability of the instrument was ascertained using the internal consistency method. Having validated the questionnaire, a pilot testing was carried out on the instrument using 10 employees from Jubilee Insurance Company. The employees were given to respond to the questions in the questionnaire in a period of one week. The researcher then collected the questionnaire to study how they were responded to. Specifically, pilot study was done to see: how the subject would react to the questionnaire; whether the items were clear enough and easily understood; whether there was need to include more items in certain areas; or whether there were some items to which they would not like to respond; as well as to determine the workability of the proposed method of data analysis for the study. Indeed from the pilot test, the researcher was able to understand the ambiguity of some items and so had to modify it to the level of the questionnaire. That is, the researcher resorted to using simple English.

Furthermore, the researcher used the Cronbach's alpha correlation matrix to test the reliability of the instrument. The rule of thumb for Cronbach's alpha Coefficient Value by Zikmund et al., (2010) was applied.

Alpha Coefficient Range	Strength of Association
0.90 to 1.0	Excellent
0.80 to 0.89	Very Good
0.70 to 0.79	Good
0.60 to 0.69	Moderate
Less than 0.60	Poor

Adopted from: Zikmund et al. (2010)

The reliability of the instrument was presented in table 3.2.

Table 3.2: Reliability Results

Variables tested	Number of Items	Cronbach's Alpha
Staff training	15	0.736
Organizational change	15	0.714

According to the rule of thumb for cronbach's alpha coefficient value by Zikmund et al. (2010), the Cronbach's results for both the independent and dependent variables were rated as Good. This implies that there was high level of internal consistency which consequently explains high level of reliability of the instruments.

3.9 Data Collection Procedure

An introduction letter was obtained from the College of Economics and Management of Kampala International University (KIU) for the researcher to solicit approval to conduct the study from NIC. During the administration of the research instruments on the selected respondents, the respondents were properly and adequately oriented on the study and why it was being carried out. The respondents were requested to sign the informed consent form. They were also guided on how to fill the questionnaires, and the importance of answering every item of the questionnaire without leaving any part unanswered. The respondents were requested to kindly respond to the questionnaire on time. The researcher retrieved the filled questionnaires within one week. After retrieving them back, she thoroughly checked to ensure that all items were adequately answered by the respondents.

3.10 Data Analysis

After retrieving back the questionnaire and collecting the required data, it was then prepared for analysis by using Statistical Package for Social Scientists (IBM SPSS, version 22.0)

software. In this process, the data underwent these processes i.e. data editing which involved checking the filled questionnaires for any omissions or mistakes; then data coding which involved giving each item of the questionnaire or variable a code to be used when imputing the data into the computer, and lastly data entry into the computer for analysis.

Before analyzing data, the researcher checked it for errors by looking for values that fall outside the range of possible values. This was achieved by scanning through the data critically column by column and running frequencies for each of the variables to detect anomalies.

After processing (i.e. editing, coding, entry into the computer, and checking) the collected data, the researcher analyzed it. The analysis was conducted in the following manner: frequency counts and percentage distributions were used to analyze data on the profile of the respondents.

Descriptive statistics such as mean and standard deviations were used to determine the central tendency and measure of variations of Staff training and organizational change.

Linear regression analysis was used to determine the effect of Staff training methods on organizational change.

The equation to determine the effect of Staff training methods on organizational change was represented as:

$$Y = a + bx \dots \dots \dots (1)$$

The equations for the objectives of the study were indicated as below:

$$OC_i = \alpha_0 + b_1(OTT_i) + \varepsilon_i \dots \dots \dots (1)$$

$$OC_i = \alpha_0 + b_2(OfTT_i) + \varepsilon_i \dots \dots \dots (2)$$

$$OC_i = \alpha_0 + b_1(ETM_i) + \varepsilon_i \dots \dots \dots (3)$$

Multiple regression analysis was used to determine the effect of Staff training methods on organizational change. This was preferred because multiple linear regression is the most common form of linear regression analysis. As a predictive analysis, the multiple linear regression is used to explain the relationship between one continuous dependent variable and two or more independent variables.

$$OC = a_0 + b_1x_{OTT} + b_2x_{OfTT} + \varepsilon \dots\dots\dots(4)$$

Where; Y=dependent variable; a=intercept; b=slope; x= independent variable, OC=organizational change, OTT=on-the-job training; OfTT=off-the-job training, ET=Staff training; OC=organizational change; ε_i = Error Term; a_0 =Intercept line; b =Regression line. The null hypothesis was tested using the level of significance ($p \leq 0.01$); the decision rule was that: if the p-value is less or equal ($p \leq 0.01$), it would be considered significant; otherwise, the null hypothesis would be rejected.

3.11 Ethical Considerations

Ethics is about values, priorities, and morals. It gives direction and guidance to what should be done on the basis of obligation and responsibility (Neuman, 2005).

In this study, permission for conducting the research was obtained from the University and the management of NIC.

In addition to that, confidentiality and anonymity was ensured by not having to write the names of the respondents in any part of the final report publication. Neuman (2005) points out that the rights of subjects need to be protected or the statutory rights of members of the social community or groups being investigated, avoiding undue intrusion, obtaining informed consent, and protecting the rights to privacy of individuals and social groups. This study upheld Neumans' views on protecting the rights of the population targeted.

Another ethical issue that was considered was the integrity of the researcher. According to Pettigrew (2001), there are five elements a researcher must follow to do faithful and thorough work. These are accuracy in data collection and processing, use of appropriate research methodology, appropriate interpretation of the data, accurate reporting, and non-

fabrication of data and or criminal misconduct. Therefore, the researcher did to the best of her ability and capability to adhere to these principles.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the analysis of the data gathered and interpretation thereof. It gives the demographic characteristics of the respondents and variables used.

4.1 Response Rate

The researcher distributed 114 questionnaires but was able to successful retrieve 102 questionnaires; hence the retrieval rate was 89%. This was attributed to attrition and uncooperative behavior of some respondents. However, Amin (2004) believes that if the response rate is more than 70%, it signifies that the turn up of participants was good hence the data can be used in the final analysis of the study because of its generalizability.

4.2 Demographic Characteristics of the Respondents

This section determines the demographic characteristics of the respondents. To achieve it, questionnaires were distributed to capture these responses. Frequencies and percentage distribution tables were employed to summarize the demographic characteristics of the respondents in terms of job title, gender, age, education level, and work experience. Table 4.1 gives the summary of the findings.

Table 4.1: Demographic Characteristics of the Respondents

Demographic characteristics of the correspondents	Frequency	Percentage (%)
Sex		
Male	53	52.0
Female	49	48.0
Total	102	100.0
Age		
20-29	20	19.6
30-39	42	41.2
40-49	28	27.5
50 and above	12	11.8
Total	102	100.0
Level of education		
Certificate	7	6.9
Diploma	22	21.6
Masters	54	52.9
Masters	19	18.6
Total	102	100.0
Experience		
1-5years	41	40.2
6-10years	20	19.6
More than 10 years	41	40.2
Total	102	100.0

Source: primary data, 2018

The results presented in table 4.1 revealed that majority, 61.8% of the respondents are operational staff while 19.6% are supervisors and 18.6% are managers.

Furthermore, the results presented in table 4.1 revealed that majority, 52.0% of the respondents are male while 48.0% are female.

In addition, the results presented in table 4.1 revealed that majority, 41.2% of the respondents had 30-39 years, followed by 27.5% who had 40-49 years while the respondents who had 20-29 years and 50 and above were represented by 19.6% and 11,8% respectively.

The results presented in table 4.1 revealed that majority, 52.9% of the respondents had Masters, followed by 21.6% who had Diploma while the respondents who had PhD and Certificate were represented by 18.6% and 6.9% respectively.

Lastly, the results presented in table 4.1 revealed that majority, 40.2% of the respondents had 1-5 years and more than 10 years of working experience respectively while 19.6% had 6-10 years of work experience.

4.3 Descriptive Statistics for Staff training

This section provides data analysis using mean and standard deviations on the independent variable (Staff training). The independent variable was measured using on-job training and off-the-job training. The table below shows the mean interpretation of the findings of the study.

Scale	Mean Range	Response	Interpretation
5	4.21-5.00	Strongly agree	Very Satisfactory
4	3.41-4.20	Agree	Satisfactory
3	2.61-3.40	Not sure	Fairly satisfactory
2	1.81-2.60	Disagree	Unsatisfactory
1	1.00-1.80	Strongly disagree	Very unsatisfactory

Table 4.2: Descriptive Statistics for On-the-Job Training

Staff training	Mean	Std. Deviation	Interpretation
Coaching			
I have confidence when performing my job.	4.52	.887	Very satisfactory
I have critical skills required for me to perform my job effectively.	4.30	.942	Very satisfactory
I make informed decisions about the development of my career.	4.00	1.227	Satisfactory
My supervisor extensively demonstrates for me how I should perform my work.	3.50	1.341	Satisfactory
I perform several activities in my job under the guidance of my supervisor.	3.34	1.294	Fairly satisfactory
Average mean	3.93	1.138	Satisfactory
Job mentorship			
I am delegated to extra work activities.	3.89	1.160	Satisfactory
I am given leadership skills.	3.59	1.189	Satisfactory
I am guided in different activities at work.	3.50	1.272	Satisfactory
I am assigned to do challenging tasks.	3.47	1.333	Satisfactory
There is well laid out career development path for each employee in NIC.	3.35	1.216	Fairly satisfactory
Average mean	3.56	1.234	Satisfactory
Job rotation			
I know what other departments do.	3.78	1.096	Satisfactory
I participate in all activities from different departments of NIC.	3.56	1.279	Satisfactory
Job rotation is carried out regularly in NIC.	3.46	1.087	Satisfactory
I am given opportunity to work in different departments.	3.03	1.173	Fairly satisfactory
Every employee is assigned tasks from another department.	2.93	1.284	Fairly satisfactory
Average mean	3.35	1.183	Fairly satisfactory
Overall Average Mean	3.61	1.186	Satisfactory

Source: primary data, 2018

The results presented in table 4.2 revealed that coaching as an element of Staff training was assessed by the respondents as satisfactory (average mean=3.93, Std=1.138). This was attributed to the fact that majority of the respondents strongly agreed that they have confidence when performing their jobs (mean=4.52, Std=0.887) and also have critical skills required for them to perform their jobs effectively (mean=4.30, Std=0.942). In addition, respondents agreed that they make informed decisions about the development of their career (mean=4.00, Std=1.227). Similarly, some respondents agreed that their supervisors extensively demonstrate for them how they should perform their work (mean=3.50, Std=1.341) and therefore are able to perform several activities in their jobs under the guidance of their supervisors (mean=3.34, Std=1.294).

The above results imply that coaching serves as a learning tool in the workplace that can lead to empowerment of employees. This is because the employees who are coached often receive the greatest benefit, but the coach also benefits and may feel a sense of empowerment from the relationship. Therefore, understanding the dynamics and outcomes of this type of workplace learning strategy helps management to evaluate the need for a coaching program in a business organization. This is important because coaching gives new employees a hands-on training program to learn job expectations. Instead of throwing a new employee right into the position, he gets a support system and an interactive learning situation that may engender more on-the-job confidence. Coached employees may often feel a greater sense of understanding of what is required of them in their jobs because they get one-on-one job training, support and the advice of an experienced employee. When an employee receives this kind of personalized training, he may feel empowered to fully perform his job duties.

Furthermore, the results presented in table 4.2 revealed that job mentorship as an element of Staff training was assessed by the respondents as satisfactory (average mean=3.56, Std=1.234). This was attributed to the fact that majority of the respondents agreed that they are delegated to extra work activities (mean=3.89, Std=1.160), given leadership skills (mean=3.59, Std=1.189), guided in different activities at work (mean=3.50, Std=1.272), and assigned to do challenging tasks (mean=3.47, Std=1.333). However, respondents were not in

full agreement that there is well laid out career development path for each employee in NIC (mean=3.35, Std=1.216).

The above results imply that job mentorship is considered relevant by NIC in equipping its employees with the skills and expertise needed to sufficiently respond to organizational change in the insurance industry. This is because mentoring provides the employee with better knowledge of the company, the company's culture and values, as well as the industry. In other words, mentorship helps to acclimate a new worker to the job and organization. By having a "go to" person to ask questions, discuss scenarios and generally learn the nuances of the company, the mentee can become a productive member much more quickly and never feel that he has nowhere to turn for help. If the mentor serves in a supervisory capacity or needs to depend on the performance of the mentee to reach certain objectives, he can be sure the mentee is trained properly. Furthermore, the mentee can gain the sense of achievement that comes from the mentor's feedback and assessment of his progress. The mentee's quest to gain the mentor's approval can serve as a motivating force to continue to improve his performance. The mentor can gain satisfaction from knowing that she is helping an individual and can take a measure of pride in her accomplishments. For a mentor that has already achieved a great deal of success, she can look at the process as a way of "giving back."

Furthermore, the results presented in table 4.2 revealed that job rotation as an element of Staff training was assessed by the respondents as fairly satisfactory (average mean=3.35, Std=1.183). This was attributed to the fact that majority of the respondents were not in full agreement that they are given opportunity to work in different departments (mean=3.03, Std=1.173) or are assigned tasks from another department (mean=2.93, Std=1.284). However, some respondents agreed that they know what other departments do (mean=3.78, Std=1.096) and that they participate in all activities from different departments of NIC (mean=3.56, Std=1.279). In addition, a number of respondents agreed that job rotation is regularly carried out in NIC (mean=3.46, 1.087).

The above results show that with a job rotation system, employees gain experience and skills by taking on new responsibilities. This is because job rotations are meant to promote flexibility, employee engagement, and retention. The employees are not much aware of what it may look like to do until they have laid their hands on a specific job. If the job happens to be rotated or maybe if they have been exposed to other different operations, they may also identify what they are really good at and what they could be enjoying. Whenever there is a job rotation, the employers have a new opportunity to see what employees are all about and that is what helps them understand their hidden potential and talent.

All in all, the results presented in table 4.2 revealed that on-job training was assessed by the respondents as satisfactory (overall average mean=3.61, Std=1.186). This was attributed to the fact that NIC employees coaching and job mentorship as strategies of ensuring that employees are resharpened skills-wise so that they can be able to adequately handle any eminent changes in the industry.

Table 4.3: Off-the-Job Training

Seminar			
I have technical expertise in performing my job.	4.27	.855	Very satisfactory
This organization has enabled me to get hands-on skills and experience.	4.12	1.018	Satisfactory
Conferences and seminars have enabled me to have new ideas and approaches in performing my job.	3.81	1.208	Satisfactory
I have enough exposure from experts of different fields about my job.	3.73	1.100	Satisfactory
Conferences and seminars are organized by NIC on career development.	3.63	1.289	Satisfactory
Average mean	3.91	1.094	Satisfactory
Apprenticeship			
I perform my job with a lot of creativity and innovativeness.	4.27	.946	Very satisfactory
I am very competent at my job.	4.09	.891	Satisfactory
I understand how to perform my job very well.	4.08	1.012	Satisfactory
I have varied experience in my job.	4.03	.861	Satisfactory
I am thoroughly instructed on my job by my supervisor.	3.48	1.123	Satisfactory
Average Mean	3.99	0.967	Satisfactory
Overall Average Mean	3.95	1.031	Satisfactory

Source: primary data, 2018

The results presented in table 4.3 revealed that seminar as an element of Staff training was assessed by the respondents as satisfactory (average mean=3.91, Std=1.094). This was attributed to the fact that majority of the respondents strongly agreed that they have technical expertise in performing their jobs (mean=4.27, Std=0.855). Furthermore, respondents agreed that the organization had enabled them to get hands-on skills and experience (mean=4.12,

Std=1.018). Other respondents also agreed that conferences and seminars had enabled them to have new ideas and approaches in performing their jobs (mean=3.81, Std=1.208). In addition, respondents agreed that they have enough exposure from experts of different fields about their jobs (mean=3.73, Std=1.100). In the same vein, respondents agreed that conferences and seminars are organized by NIC on career development (mean=3.63, Std=1.289).

The results imply that the management of NIC has recognized the importance of investing in the employees who make up their work team. This is because the continued offering and sponsoring of training of the team through professional development programs such as seminars display the company's support of seeing the employees grow professionally and become an even more valued member of the team. Indeed when employees are able to regularly participate in professional training, they are being prepared for professional advancement within the company should opportunities arise for changes within the staff. While taking time out of a busy schedule to sharpen up on different tools can be something not received well by staff, employees should just appreciate the time as a moment of slowing down to just appreciate the opportunity of stepping away from the daily grind of work and go at a different pace for a change of pace and exposure to other professionals in different fields.

Furthermore, the results presented in table 4.3 revealed that apprenticeship as an element of Staff training was assessed by the respondents as satisfactory (average mean=3.99, Std=0.967). This was attributed to the fact that majority of the respondents strongly agreed that they perform their jobs with a lot of creativity and innovativeness (mean=4.27, Std=0.946). In addition, respondents agreed that they are very competent at their jobs (mean=4.09, Std=0.891) because they understand how to perform their jobs very well (mean=4.08, Std=1.012). Similarly, respondents agreed that they have varied experience in their jobs (mean=4.03, Std=4.03, Std=0.861) because they are often thoroughly instructed on their jobs by their supervisors (mean=3.48, Std=1.123).

The above results imply that apprenticeship training helps employees to improve their skills, which benefits the company in the long term. In other words, an apprenticeship ensures that

the skills developed are matched to the company's future needs. This will help fill any skills gaps and allow the business to source future managers and leaders from within. Accordingly, employees who have been trained in-house tend to be highly motivated, committed to the company and supportive of its business objectives. The good news of an apprenticeship is that it encourages employees to think of their job as a career and to stay with the company for longer, which reduces recruitment costs. Therefore, the management of National Insurance Corporation offering an apprenticeship to existing members of staff shows that they see them as an integral part of the workforce and are happy to invest in their future.

All in all, the results presented in table 4.3 revealed that respondents assessed off-job training as satisfactory (overall average mean=3.95, Std=mean=1.031). This was attributed to the fact that NIC takes Staff training as a serious matter by employing methods such as seminars and apprenticeship to enhance the skills of their employees.

4.4 Descriptive Statistics for Organizational Change

This section provides the mean and standard deviations results of the organizational change. This variable was measured using structural change, strategic change and technological change. The table below gives the mean interpretation of the findings.

Scale	Mean Range	Response	Interpretation
5	4.21-5.00	Strongly agree	Very Satisfactory
4	3.41-4.20	Agree	Satisfactory
3	2.61-3.40	Not sure	Fairly satisfactory
2	1.81-2.60	Disagree	Unsatisfactory
1	1.00-1.80	Strongly disagree	Very unsatisfactory

Table 4.4: Descriptive Statistics for Organizational Change

Organizational change	Mean	Std. Deviation	Interpretation
Structural Change			
This organization realigns job functions to fit new company structure.	3.73	.966	Satisfactory
This organization periodically changes the way it does business by creating new departments when the need arises.	3.65	1.096	Satisfactory
This organization responds to the market shift by creating new departments that can produce whatever the market is demanding.	3.55	1.040	Fairly satisfactory
This organization creates new policies and procedures to create change.	3.26	1.168	Fairly satisfactory
This organization eliminates duplicate positions when a change occurs.	3.05	1.038	Fairly satisfactory
Average Mean	3.45	1.062	Satisfactory
Strategic Change			
This organization considers the culture and behaviors of employees before implementing a change.	4.87	7.406	Very satisfactory
This organization makes changes to improve its position in the industry market.	3.85	1.075	Satisfactory
This organization makes changes to the services it offers to align with customer demands.	3.80	.944	Satisfactory
This organization makes changes to the markets it tries to reach to serve all customer groups.	3.58	1.148	Satisfactory
This organization makes changes to its visions and objectives so as to achieve greater success.	3.19	1.060	Fairly satisfactory
Average mean	3.86	2.327	Satisfactory
Technological Change			
This organization uses specialized and customized software to keep its operations running smoothly.	3.66	1.104	Satisfactory
This organization ensures that employees are trained on how to use the new technology.	3.62	1.025	Satisfactory
This organization incorporates technological advancement to improve the speed of employees at work.	3.53	1.272	Satisfactory
This organization embraces technological advancement to improve the quality of its services.	3.41	1.205	Satisfactory
This organization makes changes in its technology based on business demands and advancement in work environment.	3.40	1.101	Fairly satisfactory
Average Mean	3.52	1.141	Satisfactory
Overall Average Mean	3.61	1.510	Satisfactory

Source: primary data, 2018

The results presented in table 4.4 revealed structural change as an element of organizational change was assessed by the respondents as satisfactory (average mean=3.45, Std=1.062). This was attributed to the fact that majority of the respondents agreed that the organization realigns job functions to fit new company structure (average mean=3.73, Std=0.966) and periodically changes the way it does business by creating new departments when the need arises (mean=3.65, Std=1.096). In addition, respondents agreed that the organization responds to the market shift by creating new departments that can produce whatever the market is demanding (mean=3.55, Std=1.040). However, respondents were not in full agreement that the organization creates new policies and procedures to create change (mean=3.26, Std=1.168) and eliminate duplicate positions when a change occurs (mean=3.05, Std=1.038).

Furthermore, the results presented in table 4.4 revealed that strategic change as an element of organizational change was assessed by the respondents as satisfactory (average mean=3.86, Std=2.327). This was attributed to the fact that majority of the respondents strongly agreed that the organization considers the culture and behaviors of employees before implementing a change (mean=4.87, Std=7.406). In addition, the respondents agreed that the organization makes changes to improve its position in the industry market (mean=3.85, Std=1.075), to align the services it offers with customer demands (mean=3.80, Std=0.944), and to reach all customer groups it serves (mean=3.58, Std=1.148). However, respondents were not in full agreement that the organization makes changes to its visions and objectives so as to achieve greater success (mean=3.19, Std=1.060).

Furthermore, the results presented in table 4.4 revealed that technological change as an element of organizational change was assessed by the respondents as satisfactory (average mean=3.52, Std=1.141). This was attributed to the fact that majority of the respondents agreed that the organization uses specialized and customized software to keep its operations running smoothly (mean=3.66, Std=1.104), ensures that employees are trained on how to use the new technology (mean=3.62, Std=1.025) and incorporates technological advancement to improve the speed of employees at work (mean=3.53, Std=1.272). Similarly, respondents agreed that the organization embraces technological advancement to improve the quality of

its services (mean=3.41, Std=1.205) and that these changes in technology are made based on business demands and advancement in work environment (mean=3.40, Std=1.101).

All in all, respondents assessed organizational change as satisfactory (overall average mean=3.61, Std=1.510). This was attributed to the fact that NIC successfully uses structural change, strategic change and technological change in its change efforts to ensure that activities of the organization does not remain obsolete because of change which is the only constant in the industry.

4.5 The Effect of on-the-Job Training Methods on Organizational Change at National Insurance Corporation of Uganda

The first objective of this study was to determine the effect of on-the-job training methods and organizational change at National Insurance Corporation of Uganda. Table 4.5 gives the summary of the findings.

Table 4.5: The Effect of on-the-Job Training Methods on Organizational Change at National Insurance Corporation of Uganda

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.714 ^a	.510	.505	.60453	.510	99.939	1	96	.000
Model		Sum of Squares		df	Mean Square		F	Sig.	
1	Regression	36.523		1	36.523		99.939	.000 ^b	
	Residual	35.083		96	.365				
	Total	71.606		97					
Model		Unstandardized Coefficients		Standardized Coefficients					
		B	Std. Error	Beta		t		Sig.	
1	(Constant)	-.294	.393			-.748		.456	
	On-the-job-training	1.072	.107	.714		9.997		.000	

The results presented in table 4.5 revealed that on-the-job training significantly affects the variance in organizational change by 51% ($R^2=0.510$). This implies that a positive change in

on-the-job training affects organizational change by more than 50%. This therefore rejects the null hypothesis that there is no significant effect of on-the-job training on organizational change at National Insurance Corporation of Uganda, and upholds the alternative hypothesis. This implies that on-the-job training methods such as coaching, mentorship and job rotation if well applied can inculcate confidence and skills on employees which they can later use for the benefit of the organization during any major change process. Furthermore, the study found that the regression model was the best fit for predicting the effect of on-the-job training methods on organizational change ($F=99.939$, $p=0.000$). Similarly, the study revealed that every unit change in on-the-job training methods will significantly affect the variance in organizational change by 71.4% ($Beta=0.714$, $p=0.000$).

4.6 The Effect of Off-the-Job Training Methods on Organizational Change at National Insurance Corporation of Uganda

The second objective of this study was to determine the effect of off-the-job training methods on organizational change at National Insurance Corporation of Uganda. Table 4.6 gives the summary of the findings.

Table 4.6: The Effect of off-the-Job Training Methods on Organizational Change at National Insurance Corporation of Uganda

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.701 ^a	.491	.485	.62037	.491	89.623	1	93	.000
Model		Sum of Squares		df	Mean Square		F	Sig.	
1	Regression	34.492		1	34.492		89.623	.000 ^b	
	Residual	35.791		93	.385				
	Total	70.283		94					
Model		Unstandardized Coefficients		Standardized Coefficients					
		B	Std. Error	Beta		t		Sig.	
1	(Constant)	-.196	.407			-.482		.631	
	Off-job-training	.960	.101	.701		9.467		.000	

a. Dependent Variable: organizational change

The results presented in table 4.6 revealed that off-the-job training methods significantly affect organizational change by a variance of 49.1% ($R^2=0.491$). This implies that a positive change in off-the-job training provides a 49% change in organizational change. This therefore rejects the null hypothesis that there is no significant effect of off-the-job training on organizational change at National Insurance Corporation of Uganda, and upholds the alternative hypothesis. This implies that on-the-job training methods such as seminars and apprenticeship are very instrumental in enhancing employee skill capacity to professionally deal with organizational changes such as structural or technological changes. Furthermore, the study found that the regression model was the best fit for predicting the effect of off-the-job training methods on organizational change ($F=89.623$, $p=0.000$). Similarly, the study revealed that every unit change in off-the-job training methods will significantly affect the variance in organizational change by 70.1% ($Beta=0.701$, $p=0.000$).

4.7 The Effect of Staff training on Organizational Change in National Insurance Corporation of Uganda

The purpose of the study was to investigate the effect of Staff training on organizational change in National Insurance Corporation of Uganda. Table 4.7 gives the summary of the findings.

Table 4.7: The Effect of Staff training on Organizational Change in National Insurance Corporation of Uganda

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.755 ^a	.569	.565	.57043	.569	122.999	1	93	.000
Model			Sum of Squares	df	Mean Square		F	Sig.	
1	Regression		40.022	1	40.022		122.999	.000 ^b	
	Residual		30.261	93	.325				
	Total		70.283	94					
Model			Unstandardized Coefficients		Standardized Coefficients		t	Sig.	
			B	Std. Error	Beta				
1 (Constant)			-.819	.403			-2.029	.045	
Staff training			1.164	.105	.755		11.090	.000	

a. Dependent Variable: organizational change

The results presented in table 4.7 revealed that Staff training can explain a total variation of 56.9% in organizational change ($R^2=0.569$). This therefore rejects the null hypothesis that there is no significant effect of Staff training on organizational change at National Insurance Corporation of Uganda, and upholds the alternative hypothesis. This implies that Staff training methods such as coaching, mentorship, job rotation, seminars and apprenticeship if well adopted in the policy of the NIC can be very beneficial in capacitating the employees to cope up with drastic and dynamic organizational changes within the industry. Furthermore, the study revealed that the regression model predicts the dependent variable significantly well. This is because $p < 0.0005$, is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit

for the data). In addition, the study established that every single change in Staff training will cause a significant variance of 75.5% in organizational change (Beta=0.755, $p<0.05$).

Table 4.8: Multiple Regressions for the Effect of Staff training on Organizational Change in NIC

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.824	.406		2.032	.045
On-the-job training	.634	.154	.418	4.119	.000
Off-the-job training	.536	.139	.391	3.848	.000

a. Dependent Variable: organizational change

The results presented in table 4.8 revealed that on-the-job training significantly predicts a total variance of 41.8% in organizational change (Beta=0.418), while off-the-job training significantly predicts a total variance of 39.1% in organizational change (Beta=0.391). This therefore implies that on-the-job training is the highest predictor of the variation in organizational change and it is imperative that the management of NIC put more emphasis on it.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the study guided by the study objectives. The discussion of this study findings were done by reviewing related literature, and comparing and contrasting with other previous studies. The study was later concluded and appropriate recommendations accruing from the findings were made.

5.1 Summary of Major Findings

The study revealed a significant effect of on-the-job training on organizational change ($r=0.51$, $p<0.01$). The study revealed a significant of off-the-job training methods on organizational change ($r=0.491$, $p<0.01$). The study revealed a significant of off-the-job training methods on organizational change ($r=0.491$, $p<0.01$). The study revealed that Staff training can explain a total variation of 56.9% in organizational change ($R^2=0.569$).

5.2 Discussion of the Findings

5.2.1 The Effect of on-the-Job Training Methods on Organizational Change at National Insurance Corporation of Uganda

The first objective of this study was to determine the effect of on-the-job training methods on organizational change at National Insurance Corporation of Uganda. The study revealed a significant effect of on-the-job training on organizational change. This is true because on-the-job training methods such as coaching, mentorship and job rotation where found to greatly influence employee skills and expertise hence equipping them with the capability of adjusting to any form of organizational change. In other words, coaching gives the employees the confidence to perform several jobs effectively under close supervision. In the same vein, job mentorship is instrumental in ensuring that employees get skills through job delegation and assignment to accomplish challenging tasks which helps in sharpening their skill and knowledge in a particular field. Similarly, when employees work in job rotation, that is, from department to department or from one job role to another, they get exposed on

how different job roles are handled and this equips them to be able to understand and give solution in the event of change.

The findings in the above study is consistent with that of Naqvi and Khan (2013) who found that on-the-job training significantly affects organizational change. This was attributed to the fact the training is handled by colleagues, supervisors, managers, mentors' to help employees adjust to their work and to equip them with appropriate job related skills to address organizational change challenges tactfully. In the same vein, the study by Algharibeh, Almsafir and Alias (2014) agrees with that of Naqvi and Khan (2013) when they found that on-the-job training significantly predicts organizational change. This was largely attributed to the fact that on-the-job training enables new employees to gain self-confidence and to adjust themselves in the new environment and therefore making them more efficient to cope with any organizational change outcome.

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

The National Insurance Corporation is therefore able to pride itself in its training endeavors since it helps in equipping the employees with the most current skills, knowledge and information regarding the structural, strategic or technological changes that is often uprising due to increased competition and customer demands. This is because the customers of the 21st century are becoming more sensitive, informed and have variety of choices to make in regard to quality, speed of service and feedback capability. This therefore leaves the insurance industry with no choice but to play along.

5.2.2 The Effect of Off-the-Job Training Methods on Organizational Change at National Insurance Corporation of Uganda

The second objective of this study was to determine the effect of off-the-job training methods on organizational change at National Insurance Corporation of Uganda. The study revealed a significant of off-the-job training methods on organizational change. This was attributed to the fact that off-the-job training such as seminars and apprenticeship present the company with a hallmark that capacitates it to adjust to and professionally manage organizational changes as they happen. According to Kashonda (2016), off-the-job training method such seminars give employees opportunity to receive skill impartation from exposure to professionals who have the experience, knowledge and skills in a particular field. They give employees first-hand experience regarding how certain challenges can be addressed and how to easily mitigate them.

Zwane, et al., (2014) agrees with Kashonda (2016) when he found that apprenticeship schemes enables employees to gain new skills which can be tailored specifically to the needs of his or her business. The authors assert that apprenticeship is very instrumental in skilling employees with creativity and innovations that is able to make an organization not susceptible to sudden changes. They further note that the ability to teach employees with a fresh perspective and enthusiasm can help tackle any potential skills shortages present in an operation within an organization.

The study by Mbiya, et al., (2014) agrees with this study when they found that off-the-job training significantly affect organizational change. They indicated that off-the-job training programs allow employees an opportunity to attend conferences, listen to lectures, and participate in instructional activities to improve their skills and expertise in handling structural and strategic changes within the organization.

5.2.3 The Effect of Staff training on Organizational Change in National Insurance Corporation of Uganda

The purpose of this study was to investigate the effect of Staff training on organizational change in National Insurance Corporation of Uganda. The study revealed that Staff training

can explain a total variation of 56.9% in organizational change. This is because the insurance business world is becoming very competitive with the emergence of modern technologies. This is to say, new methods of carrying out businesses to provide customers with a better quality of products or services are emerging rapidly. Customers' satisfaction is the focal point for every business which means business owners must use all possible means to make their customers satisfied.

Satisfied customers may become loyal customers thereby increasing the profit margin of the company. It is for this reason that constant Staff training is essential in every organization. This is because training is important if a company wants to remain competitive and successful. The birth of modern technologies, customers' competitors are some of the push factors for change to occur in an organization, at the same time, customers' needs, and expectations are ever changing, hence forcing organizations to search for better ways to meet the needs of their customers through training.

This therefore implies that for an organization to be able to achieve a competitive advantage, more emphasis must be played on the personnel in the organization as this constitute the real assets of every organization that has a great and immense role to play for the achievement of an overall organizational success. In agreement to the findings of this study, Khosa, et al., (2015) found that Staff training had a positive significant impact on organizational change. The authors noted that training helps in keeping employees abreast with knowledge and capacity to squarely counteract any organizational change within the industry.

However, it should be noted that the main goals of training programs is to build strong, competent and qualified personnel in the insurance industry. This is because the core of any organization is its human capital; the strength or weakness of this capital is reflected in the overall performance of the organization during a change process. I therefore posit that improving organizational change management is strictly contingent on the effectiveness of the training programs that are provided to employees. In fact, organizations have to constantly introduce new managerial practices and instruments in order to be more competitive and effective in going about with any matters of organizational change.

5.3 Conclusions

Objective one: The study revealed a significant effect of on-the-job training on organizational change. This is because on-the-job training entails significant benefits that can give employees invaluable assets for achieving gainful employment. This approach to training provides employees with the opportunity to accurate, sufficient knowledge and skills relevant to work habits in a competitive insurance industry where the only constant is change.

Objective two: The study revealed a significant effect of off-the-job training methods on organizational change. This is because, off-the-job training allows employees to focus on the learning objectives without the distractions of on-site daily operations. Training and development workshops, such as retreats or strategic planning events, provide opportunities for busy professionals to get away from routine tasks.

General Conclusion: The study revealed that Staff training significantly affects organizational change. Indeed job training is an important Human Resource (HR) function and an absolute essential in today's competition within the Insurance Industry.

The theory of planned behavior that informed this study postulates that behavioral intention and behavioral control can determine the performance of any behavior. This is true because in this study, it was found that training employees using the on-the-job and off-the-job method, develops the employees' behavior of wanting to excel in their job and eventually it will cause them to perform well. This is because training employees makes employees to be well equipped with knowledge and skills regarding their jobs hence making them improve their performance.

5.4 Recommendations

There is need for the management of the insurance industry to make more emphasis on, on-the-job training through mentorship and job rotation because it involves imparting training in the real work environment i.e. it believes in learning by doing. This will help in the

production of more experienced and exposed employees in terms of skills and knowledge in how to handle organizational change dynamics.

Furthermore, the management of the insurance industry should take into consideration on, off-the-job training. This is because this method can be utilized to train any numbers of employees and for jobs that involve risks. That is to say, in a seminar, or apprenticeships, many employees can successfully interact and get first-hand exposure and experiences from professionals who have been in the field for so long and know how best to address most organizational change challenges.

In addition, the department of human resources requires an effective plan of on-the-job and off-the-job training programmes so as to equip all of its employees with knowledge, skills and attitudes necessary to perform better on the job during an organizational change process.

Similarly, the insurance industry should involve their employees in all the change processes and change mechanisms so that they are on the 'know' and be able to give their views and opinions on how best the change can be mutually effected. They should be included in change management committees, design of change methodology, decision making, training etc., in this way, the employees will feel that they are part of the change and therefore its effect will not be detrimental to their performance.

Furthermore, the management of the insurance company should ensure that regular training is inculcated in the organization policy. They should create an independent unit within the human resource department that takes care of frequent Staff training within the organization. The unit should be able to evaluate performance appraisals, and carryout regular research and development on behalf of the institution so as to establish the training needs of the organization and how to get the best results in the training method employed.

5.5 Contribution to Knowledge

This study found that both on-the-job and off-the-job training are instrumental in equipping employees with the necessary skills, knowledge and capacity to manage organizational change within the insurance industry. Thus management must make emphasis on both of

them for effective and reliable results. This is because both training methods have their own merits and demerits and therefore employing them together in a training effect can provide effective results which can be of great benefit to the management in addressing organizational change.

5.6 Areas for Further Studies

This study was conducted in only one insurance company, future studies should look at all the insurance companies in Kampala City so as to provide generalizable findings.

Furthermore, future studies should include comparative analysis among financial institutions such as banks, microfinance and insurance to establish the effect of Staff training on organizational change.

5.7 Limitation of the Study

The researcher claimed an acceptable (0.05 significance level) margin of error considering the following likely threats to validity:

- 1) Instrument validity: the research instruments were not standardized. They were devised by the researcher from the literature review. A validity and reliability test were done to answer this.
- 2) Questionnaire retrieval: the stated number (105) of respondents were not reached as some questionnaires were not returned due to circumstances beyond the researcher's control. However, the researcher retrieved at least 97% of the questionnaires which was beyond the minimum return rate of 70% acceptable in social sciences (Amin, 2005).
- 3) The researcher had no control over honesty of the respondents and personal biases. However, she verbally encouraged the respondents to be honest as possible since the final report would be availed to them if they so request for it.
- 4) The use of only one research instrument is likely to have limited the comprehensive results had more than one instrument been used.

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APPENDIX I: TRANSMITTAL LETTER

I am a Masters candidate for Human Resource and Management at Kampala International University undertaking a dissertation on “**Staff training and Organizational Change: A Study of National Insurance Corporation, Kampala, Uganda**”. In view of this, I request you to participate in this study. Kindly answer this questionnaire without leaving any question unanswered. Please be assured that the information you give will be treated with utmost confidentiality and will be used for academic purpose only.

Before answering this questionnaire kindly read and sign the attached informed consent.

Thank you very much in advance.

Yours faithfully

.....

Abraham Titilola Abosede

APPENDIC II: INFORMED CONSENT

I am giving my consent to be part of the research study of Ms. Abraham, T. Abosede on
**“Staff training and Organizational Change: A Study of National Insurance
Corporation, Kampala, Uganda”.**

I been assured of privacy, anonymity and confidentiality and that I will be given an option to
refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the result will be given to me if
ask for it.

InitialDate

APPENDIX III: QUESTIONNAIRES

STAFF TRAINING AND ORGANIZATIONAL CHANGE: A STUDY OF NATIONAL INSURANCE CORPORATION, KAMPALA, UGANDA

Please kindly spare some of your valuable time and respond to the following questions. The questionnaire items are about a study on “Staff training and Organizational Change: A Study of National Insurance Corporation, Kampala, Uganda”. The researcher has purposely selected you to participate in this study because you work in National Insurance Corporation. The results of this study will confidentially be treated and only used for academic purposes. Your participation is voluntary, and indeed your name may not be required

Thank you

Section A: Profile of the Respondents

Instruction: please tick the option that best describes you

1. Sex

(1) Male (2) Female

2. Age

(1) 20-29 (2) 30-39 (3) 40-49 (4) 50 and above

3. Highest Level of Education

(1) Certificate (2) Diploma (3) Bachelor (4) Masters (5) PhD

4. Work Experience

(1) 1-5 years (2) 6-10 years (3) More than 10 years

Section B: Staff training

This section is intended to capture information about Staff training at National Insurance Corporation of Uganda (NIC). Answer it to the best of your knowledge by ticking the responses indicated in the table below that corresponds with your level of agreement or disagreement. Use the scale below to rate your agreement or disagreement with the statements in the table below.

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1	2	3	4	5

#	Staff training	1	2	3	4	5
1	On-the-job training					
A	Coaching					
1	I perform several activities in my job under the guidance of my supervisor.					
2	My supervisor extensively demonstrates for me how I should perform my work.					
3	I make informed decisions about the development of my career.					
4	I have confidence when performing my job..					
5	I have critical skills required for me to perform my job effectively.					
B	Job Mentorship					
1	I am guided in different activities at work.					
2	There is well laid out career development path for each employee in NIC.					
3	I am assigned to do challenging tasks.					
4	I am given leadership skills.					
5	I am delegated to extra work activities.					
C	Job Rotation					
1	Job rotation is carried out regularly in NIC.					

2	I am given opportunity to work in different departments.					
3	Every employee is assigned tasks from another department.					
4	I know what other departments do.					
5	I participate in all activities from different departments of NIC.					
2	Off-the-job training					
A	Seminar					
1	Conferences and seminars are organized by NIC on career development.					
2	Conferences and seminars have enabled me to have new ideas and approaches in performing my job.					
3	This organization has enabled me to get hands-on skills and experience.					
4	I have enough exposure from experts of different fields about my job.					
5	I have technical expertise in performing my job.					
B	Apprenticeship					
1	I am thoroughly instructed on my job by my supervisor.					
2	I have varied experience in my job.					
3	I understand how to perform my job very well.					
4	I am very competent at my job.					
5	I perform my job with a lot of creativity and innovativeness.					

Section C: Organizational Change

Instruction: Please indicate to what extent you agree or disagree with each of the following statement about organizational change in your company by ticking (√) the appropriate number in each row. Where 1=you strongly disagree; 2=you disagree; 3=you are not sure; 4=you agree and 5=you strongly agree

#	Organizational Change	1	2	3	4	5
A	Structural change					
1	This organization eliminates duplicate positions when a change occurs.					
2	This organization realigns job functions to fit new company structure.					
3	This organization responds to the market shift by creating new departments that can produce whatever the market is demanding.					
4	This organization creates new policies and procedures to create change.					
5	This organization periodically changes the way it does business by creating new departments when the need arises.					
B	Strategic Change					
1	This organization makes changes to its visions and objectives so as to achieve greater success.					
2	This organization makes changes to the services it offers to align with customer demands.					
3	This organization makes changes to the markets it tries to reach to serve all customer groups.					
4	This organization makes changes to improve its position in the industry market.					

5	This organization considers the culture and behaviors of employees before implementing a change.					
C	Technological Change					
1	This organization ensures that employees are trained on how to use the new technology.					
2	This organization makes changes in its technology based on business demands and advancement in work environment.					
3	This organization uses specialized and customized software to keep its operations running smoothly.					
4	This organization incorporates technological advancement to improve the speed of employees at work.					
5	This organization embraces technological advancement to improve the quality of its services.					

The End

Thank you for your time and cooperation