TRAINING AND EMPLOYEE PERFORMANCE IN ORGANISATIONS
A CASE STUDY OF ROOFINGS UGANDA LIMITED

BY

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A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF APPLIED
ECONOMICS AND MANAGEMENT SCIENCES IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF BACHELORS OF HUMAN
RESOURCE MANAGEMENT OF
KAMPALA INTERNATIONAL
UNIVERSITY

MAY, 2015
DECLARATION

I declare that this is my own original work and has not been submitted by anybody else for any academic award.

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Sign..................................................

Date 04/08/2015..................................................
APPROVAL

This is to certify that the following research written by Aketch Dhiew Bol  BHR/36134/113/DF under the topic “training and employee performance a case study of Roofing Uganda limited” has been under my supervision and is now ready for submission to the faculty of business and management.

Sign........................................... Date ................................

Ms. Kagubaire Charity
(Academic Supervisor)
DEDICATION

I, dedicate my research report to my Parents father Dhiew Bol and mother Aleul Mary plus brothers and sisters for their encouragement and support towards this noble cause regarding my academic Endeavour.
ACKNOWLEDGEMENT

I would like to first thank the Almighty God for the gift of life and keeping me safely during the period of internship program.

I am grateful to the management of Kampala International University, especially my supervisor Ms Kagubaire Charity for her diligent guidance in my research report.

Great thanks go to my colleagues whom I was studying with May God Bless you all, Thank you so much for everything.
ABSTRACT

The study was set to establish the effects of training on employee performance at Roofing’s Uganda limited. The background of the study presents the problem prevalence at Global, African, country and local views on the concept of training and employee performance. It was based on three study objectives which included assessing the effect of training on performance of the employees under study, to establish organizational issues that constrain training in organizations and investigate how training needs of employees are determined in organizations.

The major focus of the study by scholars in the review of literature presents issues regarding training and employee performance, Organizational issues that constrain training and determinants of training needs of employees. The authors quoted seem to agree with the aspects raised. Though others present them in varying views in that regard.

The study adopted a descriptive study design with the population of 70 people. The study adopted a sample population of 60 respondents chosen from roofing’s Uganda limited Kanjansi. The findings were that 70% of the respondents training on their work performance were excellent. Respondents were that training impact work performance in operation, quality improvements in performance, enhancement on way of operation, employee management was recorded, improved adherence to policies was found to have, ethical observations, consistency in work, improved employee motivation and improved technical expertise and output.

72% of the respondents were that there are organizational issues that constrain training in organizations performance appraisal, analysis of job difficulties and job description, customer complaints, organization and developmental plans, Views of the training manager, technological inventions that dictates the need for training and Introduction of new policies.

It was found out that training needs of employees are determined in organizations by several factors. 70% of the respondents were that performance appraisal, analysis of job difficulties and job description, customer complaints, Organization and developmental plans, Views of the training manager, technological inventions that dictate the need for training and Introduction of new policies. On whether training content was relevant to achieving personal needs, goals and self development, training content was relevant to achieving their personal needs, goals and self development.

The recommendations were that training and development should be seen not only as the thread that ties together all human resource practices, but also as the instrument for establishing and signaling. Some key examples of how departments can plan for the future training and development must be outlined in a document and should be used to help mitigate any negative impacts as a result of demographics; Roofing’s Uganda limited need to priorities and competency requirements, to better compete in the global market, Roofing’s Uganda limited need to create and implement corporate strategies to promote itself as a “preferred employer” investing in progressive HR policies, In order to position for success, management of Roofing’s Uganda limited must empower departments in the various branches to engage in training and development, retention and attraction in today’s changing labour market requires Roofing’s Uganda limited need to look at the key drivers that are important to it and potential employees.
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CHAPTER ONE
INTRODUCTION

1.0 Introduction
This chapter dealt with background of the study, statement of the problem, purpose of the study, objectives of the study, significance and scope of the study, operational definitions and conceptual framework.

1.1 Background of the study
Since prehistoric times the jobs of adults have been taught to children to prepare them for adulthood. Throughout the centuries societies have changed, have become more complex. The kinds of work to be done, the skills needed, and the tools used to do the work have also changed. In order to manage these changes in the complexity, volume, and content of work, job training also evolved.

When humans created artifacts, the need for teaching others how to use those artifacts became necessary. Teaching others to use a tool to perform a task was one of the first goals of training. "As man invented tools, weapons, clothing, shelter, and language, the need for training became an essential ingredient in the march of civilization" (Steinmetz, 1976, p. 1-3). As the artifacts became more complex, different ways of training were developed to be more effective and efficient. "Instructional practices were developed that served the needs of the times, evolving into accepted instructional paradigms" (Brethower and Smalley, 1992, p. 26). These different practices were developed at different times, and some of them changed through the years, but all of them are used today, depending on the training need and situation.

Training is systematic and planned, instruction activities to promote learning. The approach can be summarized in the phrase "leaner-based training. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning. As Armstrong, M. (1984), points out that training have a complementary role to play in accelerating learning. It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all pervasive people development solution.
Training and development programs help remove performance deficiencies in employees. This is particularly true when deficiency is caused by a lack of ability than a lack of motivation to perform. Training becomes important concept because it contributes to employee stability in at least two ways, employee become efficient after undergoing training. Efficient employee contributes to the growth of the organization. Growth renders stability to the work-force. Further training employee tends to stay with the organization. Every organization needs to have well trained and experienced people to perform the activities that have to be done.

In Africa according to studies by Gobi Petel, (2003) contend that in Hoima District-Uganda, The ever changing technology and globalization requires an organization to attract, develop and maintain a well trained workforce so as to enable them contribute fully towards achieving organizational goals.

In Uganda employee training from the ministry of labor. At the moment there is no formal employee training because there is no ministry of labor working properly, there is only private organizations that make training for their employees. Training is sometimes referred to as human capacity building. Training according to (Lynton and Pareek) (1990) is a systematic attempt to develop the human resource-individual, group and organizational competencies required to manage some present tasks and situations as well as those to be accomplished in future. On the other hand, other scholars like Garey Dessler, (2004), expressed training as a job specific focused learning aimed at fulfilling gaps in knowledge and skill that help individuals find employment and get involved in developmental work.

Performance Management began around 60 years ago as a source of income justification and was used to determine an employees wage based on performance. Organizations used Performance Management to drive behaviours from the employees to get specific outcomes. In practice this worked well for certain employees who were solely driven by financial rewards. However, where employees were driven by learning and development of their skills, it failed miserably. The gap between justification of pay and the development of skills and knowledge became a huge problem in the use of Performance Management. This became evident in the late 1980s; the realisation that a more comprehensive approach to manage and reward performance was needed.
This approach of managing performance was developed in the United Kingdom and the United States much earlier than it was developed in Australia. Lgonzalez, J. (2008).

In recent decades, however, the process of managing people has become more formalised and specialized. Many of the old performance appraisal methods have been absorbed into the concept of Performance Management, which aims to be a more extensive and comprehensive process of management. Some of the developments that have shaped Performance Management in recent years are the differentiation of employees or talent management, management by objectives and constant monitoring and review.

While performance art is a relatively new area of art history, it has roots in experimental art of the late 19th and early 20th centuries. Echoing utopian ideas of the period’s avant-garde, these earliest examples found influences in theatrical and music performance, art, poetry, burlesque and other popular entertainment. Modern artists used live events to promote extremist beliefs, often through deliberate provocation and attempts to offend bourgeois tastes or expectations. In Italy, the anarchist group of Futurist artists insulted and hurled profanity at their middle-class audiences in hopes of inciting political action. Kleiman, (2000), Following World War II, performance emerged as a useful way for artists to explore philosophical and psychological questions about human existence. For this generation, who had witnessed destruction caused by the Holocaust and atomic bomb, the body offered a powerful medium to communicate shared physical and emotional experience. Whereas painting and sculpture relied on expressive form and content to convey meaning, performance art forced viewers to engage with a real person who could feel cold and hunger, fear and pain, excitement and embarrassment—just like them, David B.Balkin, (2002).

Employee's performance is a rating system used in most corporations to determine the abilities and output of an employee. Performance is divided into five components: Planning, monitoring, developing, rating and rewarding.

Most people see employee's performance as a way to appraise the employee for their effectiveness in the company. It is a system designed on individual performance rather than group performance meaning you are looked at for strengths and weaknesses to determine where
you might improve. Any issue that might hinder this improvement such as a physical limitation is taken into account to assess the performance you give. Performance evaluations are looked at for which employees to keep, if you were to get to the crux of the question. The one true meaning is that your evaluation on performance can lead to promotion, remaining in the same position, or termination based on what you did in your job (Stogdill, 1974).

1.2 Statement of the problem
The poor performance of employees is a common problem which manufacturing companies are facing. The poor performance is due to many causes, some of them are lack of adequate training, poor experience of activities, lack of enough salary, lack of required remittance skills among others (Report of Roofing’s Uganda limited, 2012). While there are several causes of the employee poor performance in remittance companies in Roofing’s Uganda limited the researcher investigated the extent to which lack of training can influence the performance of the employees in roofing’s Uganda limited because no study has been conducted in Roofing’s Uganda limited, examining the above mentioned problem.

1.3 Purpose of the study
The study was set to establish relationship between the training and employee performance in organizations, a case of roofing’s Uganda limited.

1.4 Research Objectives
1) To determine the effect of training on performance of the employees under study.
2) To find out whether there are organizational issues that constrain training in organizations
3) To investigate how training needs of employees are determined in organizations.

1.5 Research questions
1) What is the effect of training on performance of the employees under study?
2) What are the organizational issues that constrain training in the organizations?
3) How training needs of employees are determined?
1.6 Scope
1.6.1 Content scope
The variables to be investigated upon in this study include training which can be broken into off-job training and on-job training. The other variable is employee performance in terms of knowledge and skills.

1.6.2 Geographical scope
The study was conducted at Roofing’s Uganda Limited at the main factory located on 39 acres (16 ha), at Lubowa, Wakiso District, on the Kampala-Entebbe Road, approximately 11 kilometres (6.8 mi), south of Kampala, the capital of Uganda and the largest city in that country. The area is chosen because it handles a high range of activities to its outlets located across the country.

1.6.3 Time scope
The research was carried out for a period of 2 months, to ensure that this research is conducted correctly, effectively and efficiently, as stipulated by the university.

1.7 Significance of the study
The study will be very useful in finding out how better the management of remittance Companies can train their employees effectively for better performance of their employees at the company centers.

• To provide literature for academicians and managers of the department of human resource findings may be used for the future literature review.

• The study will also important for the policy makers of money transfer companies to implement effective training approach for better performance of their employees.

• It is also important because it contributes to the researcher’s fulfillment of the requirement for the award of Bachelor of Human Resource Management.
1.8 Operational definitions
Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, and performance. It forms the core of apprenticeships and provides the backbone of content at schools.

On the job training
On the job training is a face-to-face, one-on-one kind of training at the job site, where someone who knows how to do a task shows another how to do it.

Off the job training
Off the job training is the employee training at a site away from the actual work environment. It often utilizes lectures, case studies, role playing, simulation, etc.

Performance
Performance is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.

1.9 Conceptual framework

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<thead>
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<th>Training</th>
<th>Employee Performance</th>
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<td>• Acquisition of knowledge</td>
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CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction
This chapter will deal with theoretical and conceptual framework and related studies.

2.1 Theoretical perspective
This study will be based on two theories namely the facilitation theory and Reinforcement theory. The facilitation theory was proposed by Carl Rogers in 1949. The basic premise of this theory is that employee can do the work effectively if he/she given instructions about what to do. Jorge Daniel Taillant, (2002),

According to this theory trained employees are more effective than those who are not trained. The Reinforcement theory was developed by the behaviourist school of psychology, notably by B.F. Skinner earlier this century (Marion E. Haynes, (1990) Skinner believed that behaviour is a function of its consequences. The learner will repeat the desired behaviour if positive reinforcement (a pleasant consequence) follows the behaviour. Positive reinforcement, or 'rewards' can include verbal reinforcement such as 'That's great' or 'You're certainly on the right track' through to more tangible rewards such as a certificate at the end of the course or promotion to a higher level in an organization. Negative reinforcement also strengthens behaviour and refers to a situation when a negative condition is stopped or avoided as a consequence of the behaviour. Punishment, on the other hand, weakens behaviour because a negative condition is introduced or experienced as a consequence of the behaviour and teaches the individual not to repeat the behaviour which was negatively reinforced.

A set of conditions is created which are designed to eliminate behaviour Michael Harris, (2000) considers this aspect of behaviorism has little or no relevance to education. However, Burns says that punishment is widely used in everyday life although it only works for a short time and often only when the punishing agency is present. Burns notes that much Competency Based Training is based on this theory, and although it is useful in learning repetitive tasks like multiplication tables and those work skills that require a great deal of practice, higher order learning is not involved. There is criticism of this approach that it is rigid and mechanical. Both of these two theories are reflecting the importance of the training to the employee to be perform better.
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2.2 Training and employee performance

In the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (Robert Denisi (2001). Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Robert Denisi (2001). Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans and Lindsay, 1999). The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc, i.e. something which the trainee desires (S.s. khanka (2008). There are four prerequisites for learning: Motivation comes first. Cue is the second requirement. The learner can recognize related indicators (cue) and associate them with desired responses with the help of training. Response comes third. Training should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives and indicates in the quality of his response. This response must be given as quickly as possible to make sure successful learning (Leslie, 1990).
Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance Michael Horris, (2000). Wendell L. French (2003), stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees' tasks which reflect the quality desired by the organization can also be termed as performance.

While much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. Job characteristics and firm background were found to play key roles in determining training provision. Workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training. However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Earnings differentials were not found to correlate with different types of training. Unlike in developed countries, training in China was usually intended to remedy skills deficiencies, rather than enhance productivity (Herbert G.H, (2000). There is a positive relationship between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior.

David L. Lurtz, (1995), argue that performance is enhanced when employees are empowered through training. This is because, training enables people to acquire skills and to get the necessary knowledge or attitude to help them carry out their responsibilities to the required
standards. Training creates a change in individuals which ultimately improves individuals who undergo training learns something new, and they acquire new skills. Such this hypothesis was derived from Collin, (1994). The methods of training that can be employed are coaching, mentoring, delegating, counseling, job instruction, special projects, computer based learning, job rotation, lecturers, talks, distance learning, workshops, case studies and group exercises among others. Considering the factors that enable effective training to occur, the resultant benefits need to be discussed here.

One of the benefits of training is the promotion of efficient and effective operation. It helps employees to learn quickly and effectively, hence minimizing learning costs and enhances performance. It is also noted that when people learn, they improve performance because they have acquire skills. Existing staff can be helped by training to improve their work performance and to keep up to date in their specialist field. The present and future standards of work required by the organization are more likely to be achieved and maintained if employees are well trained. Training also acts as a motivating factor and enhances commitment of employees to the organization, hence making it able to develop and retain its employees.

Organizations establish performance of employee systems to meet three broad purposes: strategic, administrative, and developmental. Strategic purpose means effective performance management helps the organization achieve its business objectives. It does this by helping to link employees’ behavior with the organization’s goals. It measures each employee’s performance to identify where those expectations are not being met. This enables the organization to take corrective action, such as training (Noe, HollenBerk, Gerhart & Wright).

To determine an employee’s ability level, the managers should consider whether the employee has the knowledge, skills and abilities needed to perform the job effectively, sometimes lack of ability is an issue when an employee is new or the job has changed. When a motivated employee lacks knowledge, skills, or abilities in some area, there are a number of ways to help the employee improve. The managers may offer coaching, training, and more detailed feedback (Nov, 2004, pg. 263).
Training is a process of learning a sequence of programmed behavior. This behavior being programmed is relevant to specific phenomenon that is performance. Training programmed focuses more on preparation for improved performance in particular job. So training plays a significant role in determining the level of employee performance. As a result result training aims at developing the skills and competences of employees and in turn boosts their performance (Prasad, 2001, pp.492).

According to Byars (2000, pg.210) performance is the way in which an activity is accomplished in a particular level of standards, to which a task is too accomplished. The purpose of effective training is to accomplish some organizational objectives such as more efficient production methods, improved quality of products or services, or reduced operating costs.

2.3 Organizational issues that constrain training

A major problem of training programs in some organization is the transfer of employee learning to back to the work place or the situation, Moorhead & Griffin (1998). It has been asserted by managements from casual observation that, very often when an employee learns a new skill or manager learns a new technique from training, they upon returning to the normal work situation find it more comfortable or convenient to go back to the old ways of doing things; thus making nonsense of the time, effort and money that has been spent on the training program. This could account for some the reasons why probably the management of organizations do not seem kin on the training of its employees.

The caution however is that, since results may be poor due to the inability of training to solve the problem that led to the training in the first place, training must be evaluated through systematically do cumenting the outcomes of the training in terms of how trainees actually behaved back on their jobs and the relevance of this behaviors to the objectives of the organization. Cascio (2008), says to thoroughly assess the utility or value of the training, answers must be sought to the following question.

Robert Kreitren (2004) contends that training and development process includes a wide range of learning actions and therefore to develop an organization with a strategic focus, it becomes a model of learning organization. In order to maintain and nurture such organizations, we require
strategic focus on the needs of learning, both for the employer and the employee. In order to create a win-win situation both for the organization and the employee, the employer must consider the learner (the employee) as a vital investment for organization’s successful performance. In these organizations, a direct linkage between the organization’s mission and its learning culture, benefits both the employer and the employee, highlighting the positive associations of learning, motivation and organizational performance. The learning organization therefore requires an environment that supports growth for individual capability and experience and, at the same time, increases business performance. For a learning organization to become effective, it is necessary that leadership support and guidance for continuous learning is vital, specially steered by the CEO.

2.4 Determinants of training needs of employees

According to Monappa & Saiyadain (2008), many methods for training needs identification and analysis have been proposed. They quote a survey that was conducted by Sinha (1974) in which the under listed methods have been identified:

1. Views of the line manager
2. Performance appraisal
3. Organization and developmental plans
4. Views of the training manager and
5. Analysis of job difficulties and job description

In the Thayer and McGhee model the above methods seem to have been summarized into only three broad areas for consideration:

1. Organizational analysis
2. Task analysis and

This model agrees with the position of Cascio (1992), as found in his book “Managing human Resources: Productivity, Quality of Life, Profits”. With just slight change in the choice of words he says also that there are three levels of analysis for determining the need that training can fulfill for the organization: Organizational, Operational (task in Thayer & McGhee Model) and Individual (man in Thayer & McGhee model) analyses. Cascio then explains as follows:
Organizational analysis: Here the focus is on identifying where within the organization training is needed. These training needs are assessed against the organization's objectives and strategies. This would help avoid wastage of resources in training and development where employees are trained in skills they already have or that are not transferable to the job situation. Again there is the need to analyze the external environment (environmental scanning in PEST analysis) and the internal climate (SWOT analysis) of the organization. This is the critical first step for HRD personnel in assessing and relating training needs to the achievement of organizational goals. (Thayer & McGhee model (1995)

Operational analysis: This is the stage which assesses painstakingly the job to be performed after the employee had been trained. This stage's process is made up of (i) the systematic collection of information on exactly how the job is done (job analysis). (ii) from the above a performance standards for those jobs to done are determined (iii) how tasks are to be performed to meet standards and (iv) the knowledge, skills, abilities and other characteristics necessary for effective task performance. The required information for this stage could come from various sources such as:

- Interviews with job holders, shop floor supervisors and higher management and an analysis of operating problems (e.g. quality controls, monthly, quarterly e.t.c. reports). All of these would provide very important input into the analysis of training needs.

Individual analysis: At this final level / stage training needs could be defined in terms of

(a) Difference between desired performance and actual performance e.g. from a performance appraisal report

(b) Performance standards identified in the operational analysis

(c) Individual performance data from performance appraisals

(d) Diagnostic ratings of employees by supervisors

(e) Records of performance kept by employees in a diary form and

(f) Attitude and interview survey by researchers and management

From the above processes the identification of a gap existence between actual performance and desired performance may be filled by training. (But remember it has been mentioned earlier that
training does not provide solution to all performance problems hence the use of the word "may" this last paragraph).

For Dessler (2008), the whole process of training needs identification and analysis could be broken down onto two (2) stages only:

1. New employees: the task here is to determine what the job involves and break it down into subtasks which are taught to the new employees and

2. Current employee: training needs analysis for current employees is more complex since HRD department and supervisor have the added task of deciding whether training is the solution to the whatever performance gap exist. This again is important (as its been emphasized) given the fact that not all problems could be solved through training and development.

Training needs analysis could also come from what Dessler called a "competency model". This model means knowledge, skills and behaviors that enable employees to effectively perform their jobs. This process begins with interviewing senior executives to understand the organization’s strategies and objectives. HRD experts would then conduct behavioral interviews with the jobs to performers (bench marking) as well as focus groups to identify the set of competencies that together would comprise the job’s competency model.

Ivancevich (2010) adds that, interviews, surveys, reviews of records, observation and discussions with management and subject matter experts are methods used to conduct training needs identification or assessment. These methods of data and information gathering provide the basis for what type of training would be needed, who should be selected for training, when the training must be done and finally whether training is the solution to the deficiency identified and therefore the solution.

In the light of the above it appears the Polytechnic would need restructuring of its human resource department that is staffed with retrained personnel to be able to carry out the detailed assessment methods outlined especially in terms of orientation and performance appraisal. It further appears that, the only time some form of performance appraisal are done are newly appointed employees are about to be confirmed at the end of the one (1) year probationary
period. Randal S. Scholar, (1995) then after the confirmation performance appraisal seems to stop completely. This phenomenon seems to permeate throughout the entire institution. The need for the above raised methods for training need analysis within the Polytechnic cannot be overemphasized with the creation of new departments and the roll on of new courses.

2.4 Conclusion
The major focus of the study by scholars in the different views. The review of literature presents issues regarding training and employee performance, Organizational issues that constrain training and determinants of training needs of employees. The authors quoted seem to be agreeing with the aspects raised. The researcher contend that with the scholarly presentations but conducts research because of the time lag that could have changes events in the information hence the trigger for the research.
CHAPTER THREE

METHODOLOGY

3.1 Research Design
This study followed a descriptive case study design. It was descriptive in that it was describe the characteristics of respondents. The descriptive was used to determine significant relationship between the level of training and level of employee performance. It was cross-sectional in that data was collected from all respondents at the one time.

3.2 Research Population
The target population of this study was all the employees of Roofing’s Uganda limited. According to the annual reports of 2012 the number of employees was 70 respectively.

3.3 Sample Size
From the population of 70, a sample of 60 was selected. This is computed using Slovene’s Formula for computing samples, which is stated as follows

\[ n = \frac{N}{1 + N \alpha^2} \]

Where \( n \) = required sample size,
\( N \) = population size,
\( \alpha \) = level of significance which is equal to 0.05. From this formula, the sample is computed as follows

\[ n = \frac{70}{1 + 70 (0.05)} \]

\[ n = \frac{70}{1 + 57 * 0.0025} \]

\[ n = \frac{70}{1.175} \]

\[ n = 59.57 \]

A sample size of 60 respondents was selected to participate in the study.
3.3.2 Sampling Procedures
The researcher used stratified sampling to select the above mentioned sample from the given population since the sample selected from the employees of Roofing's Uganda limited and the list of employees were requested from the company. The respondents were chosen through the use of simple random sampling methods.

3.4 Sources of data
3.4.1 Primary sources
The researcher used primary data that was collected from the staff of Roofing's Uganda limited mentioned above using researcher made questionnaire.

3.4.2 Secondary sources
This already presented and published information prevailing in journals, textbooks, magazines, internet among others.

3.5 Research instrument
This study used three sets of researcher made questionnaire to collect data. The first questionnaire was the face sheet, to collect data on profile of respondents. The second questionnaire was on training. It involved questions on on-the job training and off the job training.

3.6 Validity and Reliability of the Instruments
The questionnaires were given to three lecturers to judge the validity of questions according to the objectives. After the assessment of the questionnaire, the necessary adjustments were made bearing in mind the objectives of the study.

To establish the reliability of the instruments, the data was analyzed and fed accordingly. After data collection the researcher conducted a check of the information by subjecting secondary questionnaire guides in form of pre- examination so as to identify the correlation in the information given.
3.7 Data Gathering Procedures

Before the administration of the questionnaires

Before the administration of the questionnaires the researcher took an introductory paper from the School of Business and Management. The researcher sought for a permission letter from the head masters of selected companies. When approved, the researcher secured a list of the respondents from the three companies.

During the administration of the questionnaires

The respondents were requested to sign and answer the questionnaires. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution. And lastly, all returned questionnaires were checked if all are answered.

3.8 Data Analysis

The researcher used frequencies and percentage distributions to analyze data on profile of respondents. Tables have data presented to determine the effect of training on employee performance. Item analysis was used to determine the strengths and weaknesses of respondents on training and employee performance.

3.9 Ethical Considerations

Permission was sought from the respondents and their views were respected. This is important for the protection of the respondents from harm or harassment and the confidentiality of the respondents and their leaders' sensitive information. The researcher acknowledged all the authors and academicians whose ideas are used in this study and the authors of the standardized instrument through citations and referencing.

3.10 Limitations of the Study

There was some limitations that faced the researcher, and they include:

Extraneous variables which were beyond the control of the researcher such as honesty, personal biases of the respondents and uncontrolled setting of the study.

The use of research assistants can bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the
questionnaires and explanations given to the respondents. To minimize this threat, the research assistants will be oriented and briefed on the procedures to be done in data collection.

Not all questionnaires were returned back neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. To overcome this threat, the researcher reserved more respondents by exceeding the minimum sample size.
CHAPTER FOUR
DATA PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

4.0 Introduction
The data is presented and interpreted in view of the topic examining the effect of training on employee performance bearing in mind the objectives mentioned in chapter one of this study. The focus was on 60 respondents who included the selected employees of Roofing’s Uganda limited. The interpretation also sought to answer the research questions that were raised in chapter one. Presentation and interpretation of data in this chapter has been done with the aid of quantitative and qualitative methods. Quantitative methods involved the use of tables, graphs, percentages and personal analysis and interpretation presented in essay form.

4.1 Respondents particulars

4.1.1 Gender of respondents

Table 1: Showing Gender respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38</td>
<td>63.3</td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
<td>36.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data, 2015

This information is further shown in the figure below

![Gender Chart]

Source: Primary data, 2015
From above, it can be seen that the majority of respondents are male that is (36) representing 63.3% of the total number of respondents, 22 respondents are female representing 36.7% of the respondents. This is an indication that gender sensitivity was taken care of so the findings therefore cannot be doubted on gender grounds; they can be relied for decision making. It further indicates that the researcher sought for information from both genders that means that the aspect of training is done by both genders.

4.1.2 Age distribution of respondents

Table 2: Showing age distribution of respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>30-40</td>
<td>15</td>
<td>25.0</td>
</tr>
<tr>
<td>40-50</td>
<td>27</td>
<td>45.0</td>
</tr>
<tr>
<td>50+</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Primary data, 2015

The data is further presented in figure ii as shown below.

Source: Primary data, 2015
Results above shows that, majority of respondents were aged between 40-50 years, 27 respondents followed, by 30-40 years represented by 15 respondents, followed by 50+ represented by 10 respondents and above 20-30 represented by 8. From the above analysis, it can be construed that majority of the respondents are mature hence the information obtained from them can be trusted and looked at as true and good representation of the information the researcher was looking.

4.1.3 Academic Qualifications of respondents

Table 3: Showing academic qualifications of the respondents

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A level</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>14</td>
<td>23.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Degree</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>8.4</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data, 2015

The above information is shown in the figure iii above
Results above indicate that majority of the respondents were 30 for degree holders representing 50%, followed by certificates with 14 respondents representing 23.3%, diploma followed with 8 respondents representing 13.3% followed by others who were 5 representing 8.4% and finally A level who were 3 representing 5%. This implies that the respondents are well educated and therefore the information obtained from them can be relied on for the purpose of this study.

4.1.4 Categorization of respondents

Table 4: Showing the positions of respondents

<table>
<thead>
<tr>
<th>Positions of respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance officer</td>
<td>42</td>
<td>70</td>
</tr>
<tr>
<td>Administrator</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Office assistant</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2015

From above, in regard to categorization of respondents, it is revealed that 42 of the respondents presenting 70% were financial officers, administrators were 8 representing 13.3% of the Respondents and 10 respondents representing 16.7% of the respondents were office assistants. It
can then be construed that the respondents are the right people for data provision since they subscribe to all sorts of life an indication that information attained can be dependable for decision making.

4.2 Effect of training and employee performance at Roofing’s Uganda limited
The first objective of the study was to establish that the effect of training and employee performance at Roofing’s Uganda limited. The results on this objective were on information presented as follows.

4.2.1 Whether respondents are aware of training policy of Roofing’s Uganda limited.
Table 5: Showing responses to whether respondents are aware of training policy of Roofing’s Uganda limited.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>66.7</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>33.3</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Primary Data

The information presented above is further showed below in

![Pie chart showing responses to whether respondents are aware of training policy. Yes: 66.7%, No: 33.3%, Not sure: 0%]

Source: Primary Data
Findings in table 5 shows that 66.7% of the respondents agreed that people are aware about the training policy of the organization, 33.3% were not aware and none were not sure. The presentation indicates that a reasonable number of people are aware about the training policies of their organization.

4.2.2 Whether training affect the performance of employees of Roofing’s Uganda limited

Table 6: Showing responses on whether training affect the performance of employees of Roofing’s Uganda limited

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>50.0</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>41.7</td>
</tr>
<tr>
<td>Not sure</td>
<td>5</td>
<td>08.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2015

The information is further presented as showed below

![Pie chart showing whether training affect the performance of employees]

Source: Primary Data
50% of respondents at Roofing’s Uganda limited indicated that employee training affects employee performance, 41.7% disagreed with the aspects and 8.3% were not sure. This implies that employee training affects performance of employees.

4.2.3 How did the training impact on your work performance in Roofing’s Uganda

Table 7: Showing responses to the effect of training on employee Performance

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>30</td>
<td>50.0</td>
</tr>
<tr>
<td>Better than before</td>
<td>16</td>
<td>26.6</td>
</tr>
<tr>
<td>Very good</td>
<td>14</td>
<td>23.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Primary data, 2015

Source: Primary Data
Data analysis from indicates that a maximum of 50% of sampled respondents agreed that the impact of training on their work performance was excellent. Fourteen (14) respondents representing 23.4% mentioned that the impact of training on their work performance was very good whilst 16% said the impact of training on their work was better than before. The implication of the results confirms that training adversely impacts on work performance.

4.2.4 How training contribute to the employee performance

Table 8: Showing responses on the contributions of training to employee performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee management</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Improved adherence to policies</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Ethical observations</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Enhancement on way of operation</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Quality improvements in performance</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Consistency in work</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Improved employee motivation</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Improved technical expertise and output</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Effectiveness in operation</td>
<td>11</td>
<td>18.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Primary data, 2015
The information above is further presented as shown below

![Graph showing percentage of respondents' agreement on different aspects of training](image)

**Source: Primary Data**

The presentation in above indicate that 11 (18.3%) of respondents agreed with training providing effectiveness in operation, Quality improvements in performance had 16.7% agreement, Enhancement on way of operation had 5% of agreement, Employee management was recorded with 11.7%, Improved adherence to policies was found to have 8.3%, Ethical observations was recorded with 10%, Consistency in work had 6.7%, Improved employee motivation had 13.3% and Improved technical expertise and output was recorded to 10%. The presentation indicates that respondents training at Roofing’s Uganda limited are of benefit and a key factor that
The study findings on whether employees have ever been involved in training need assessment of your organization. These findings were that 43.3% of the respondents agreed for involvement in needs assessment, 40% of the respondents disagreed, 16.7% were not sure. This implies that respondents agreed with their involvement in needs assessment despite it being limited to few employees.

4.3.2 How the needs of training are determined at Roofing’s Uganda limited

Table 10: Showing responses to how training needs is determined at Roofing’s Uganda limited

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance appraisal</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Organization and developmental plans</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Technological inventions</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Views of the training manager</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Analysis of job difficulties and job description</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Customer complaints</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Introduction of new policies</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Operational analysis</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2015

The information is further presented below
How training needs is determined at Roofing’s Uganda

Source: Primary Data

The information collected on the above objective was to establish how the needs of employees of Roofing’s Uganda limited are determined, the responses were that needs assessment was done by operational analysis according to the majority respondents who agreed with 25% of the total respondents, Performance appraisal 16.7%, Analysis of job difficulties and job description had 15%, customer complaints had 15% response, Organization and developmental plans had 10%, Views of the training manager had 5%, Technological inventions that dictates the need for training had 6.7% of the respondents in support and Introduction of new policies had 8.3%. The responses indicate that whereas needs assessment is done at Roofing’s Uganda limited, the contributions and mechanisms of assessment are varied, several factors account for the prevalence of assessing needs. It is pivotal to contend that needs assessment is done with the intervention of both the employees and management; it is of no doubt that training can provide usefulness there after assessment.
4.3.2 Relevance of training content to achieving personal needs, goals and self development

Table 11: Showing responses to the relevance of training content to achieving personal needs, goals and self development.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally relevant</td>
<td>31</td>
<td>51.6</td>
</tr>
<tr>
<td>Very relevant</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Not relevant</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Cannot tell</td>
<td>5</td>
<td>8.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Primary data, 2015

The above information is further presented as shown below

![Relevance of training content to achieving personal needs, goals and self development.](image)

Source: Primary Data

With regards to the question of whether training content was relevant to achieving personal needs, goals and self development, thirty-one respondents (31) representing 51.6% indicated that the training content was relevant to achieving their personal needs, goals and self development. Twenty five percent (25%) said content was very relevant, 15% indicated content was not
relevant and 8.4% could not tell. The findings therefore report that training content must seek to achieve individual personal needs, goals and self development.

4.4 Organizational issues that constrain training in Roofing’s Uganda limited

The third objective of the study was to establish the organizational issues that constrain training in Roofing’s Uganda limited. The following interpretations and analysis are take for the following.

4.4.1 Whether there are organizational issues that constrain training

Table 12: Showing whether there are organizational issues that constrain training

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>48.3</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>40.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>11</td>
<td>18.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2015

The study findings were that there are organizational issues that constrain training at Roofing’s Uganda limited according to 48.3% of the respondents, 40% disagreed and 18.3% were not sure implying that organizational issues that constrain training prevail at the organization meaning that hindrances prevail in the provision of training to employees.
4.4.2 Organisational issues constraining training at Roofing’s Uganda limited

Table 13: Showing the organisational issues constraining training at Roofing’s Uganda limited.

<table>
<thead>
<tr>
<th>Organizational issues</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees failure to understand the training needs of organization</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>lack of top management support for the training</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Inability to gain the understanding and acceptance of employees</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Failure to ensure that adequate resources (finance, people and time) required to implement the training</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Poor needs assessment</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Limited access to training facilities due to cost</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Lack of policies on training in the organization and the seasonal nature of training</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data, 2015
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction
This chapter presents the discussions, conclusions and recommendations made based on the study findings. They were made basing on the research questions. It also gives areas of further study.

5.1 Summary of findings

5.1.1 Effect of training and employee performance at Roofing's Uganda limited
66.7% of the respondents agreed that people are aware about the training policy of the organization, 33.3% were not aware and none were not sure.

50% of respondents at Roofing's Uganda limited indicated that employee training affects employee performance, 41.7% disagreed with the aspects and 8.3% were not sure.

50% of sampled respondents agreed that the impact of training on their work performance was excellent. Fourteen (14) respondents representing 23.4% mentioned that the impact of training on their work performance was very good whilst 16% said the impact of training on their work was better than before.

11 (18.3%) of respondents agreed with training providing effectiveness in operation, Quality improvements in performance had 16.7% agreement, Enhancement on way of operation had 5% of agreement, Employee management was recorded with 11.7%, Improved adherence to policies was found to have 8.3%, Ethical observations was recorded with 10%, Consistency in work had 6.7%, Improved employee motivation had 13.3% and Improved technical expertise and output was recorded to 10%.

5.1.2 Organizational issues that constrain training in Roofing's Uganda limited
Organizational issues that constrain training at Roofing's Uganda limited according to 48.3% of the respondents, 40% disagreed and 18.3% were not sure.

The 25% respondents were recorded for failure to ensure that adequate resources (finance, people and time) required implementing the training, employee's failure to understand the
training needs of organization had 20%, and lack of top management support for the training was with 10%, Inability to gain the understanding and acceptance of employees with 11.7% , Poor needs assessment 13.3%, limited access to training facilities dues to cost had 11.7% and Lack of policies on training in the organization and the seasonal nature of training had 8.3%.

Regarding analysis whether training has traditionally been used to ensure that the right person is in the right job at the right time, all the 50 respondents representing 83.3% mentioned that that training has traditionally been used to ensure that the right person is in the right job at the right time and the 16.7% disagreed.

5.1.3 How training needs of employees are determined in Roofing’s Uganda limited

43.3% of the respondents agreed for involvement in needs assessment, 40% of the respondents disagreed, 16.7% were not sure.

25% of the total respondents, Performance appraisal 16.7%, Analysis of job difficulties and job description had 15%, customer complaints had 15% response, Organization and developmental plans had 10%, Views of the training manager had 5%, , Technological inventions that dictates the need for training had 6.7% of the respondents in support and Introduction of new policies had 8.3%.

On whether training content was relevant to achieving personal needs, goals and self development, thirty-one respondents (31) representing 51.6% indicated that the training content was relevant to achieving their personal needs, goals and self development. Twenty five percent (25%) said content was very relevant, 15% indicated content was not relevant and 8.4% could not tell.

5.2 Conclusion
The study was set to establish the effects of training on employee performance a. Roofing’s Uganda limited. To assess the effect of training on performance of the employees under study, to establish organizational issues that constrain training in organizations and investigate how training needs of employees are determined in organizations.
50% of sampled respondents agreed that the impact of training on their work performance was excellent. Fourteen (14) respondents representing 23.4% mentioned that the impact of training on their work performance was very good whilst 16% said the impact of training on their work was better than before. 18.3% of respondents agreed with training providing effectiveness in operation, quality improvements in performance had 16.7% agreement, Enhancement on way of operation had 5% of agreement, Employee management was recorded with 11.7%, Improved adherence to policies was found to have 8.3%, Ethical observations was recorded with 10%, Consistency in work had 6.7%, improved employee motivation had 13.3% and improved technical expertise and output was recorded to 10%.

There are organizational issues that constrain training in organizations. 25% of the total respondents, performance appraisal 16.7%, analysis of job difficulties and job description had 15%, customer complaints had 15% response, Organization and developmental plans had 10%, Views of the training manager had 5%, , Technological inventions that dictates the need for training had 6.7% of the respondents in support and Introduction of new policies had 8.3%.

On whether training content was relevant to achieving personal needs, goals and self development, thirty-one respondents had 51.6% indicated that the training content was relevant to achieving their personal needs, goals and self development. Twenty five percent (25%) said content was very relevant, 15% indicated content was not relevant and 8.4% could not tell.

It was found out that training needs of employees are determined in organizations. Performance appraisal, analysis of job difficulties and job description, customer complaints, Organization and developmental plans, Views of the training manager had 5%, technological inventions that dictate the need for training had 6.7% of the respondents in support and Introduction of new policies had 8.3%. On whether training content was relevant to achieving personal needs, goals and self development, thirty-one respondents (31) representing 51.6% indicated that the training content was relevant to achieving their personal needs, goals and self development. Twenty five percent (25%) said content was very relevant, 15% indicated content was not relevant and 8.4% could not tell.
5.3 Recommendations

Based on the findings and conclusions, the following recommendations are outlined for addressing challenges identified as well as ways of improving training at Roofing’s Uganda limited.

- Training and development should be seen not only as the thread that ties together all human resource practices, but also as the instrument for establishing and signaling when and how work practices should change. In other words, employees of Roofing’s Uganda limited should take on the role of organizational change agents. To be effective in this role, the HR manager will need to create a framework for making HR decisions based on strategic plan.

- Some key examples of how departments can plan for the future training and development must be outlined in a document and should be used to help mitigate any negative impacts as a result of demographics; Roofing’s Uganda limited need to priorities and competency requirements. The documents can also help ensure that the company has what they need to get the job done, and that there is efficient matching of skills and competencies to departmental tasks, requirements and outcomes.

- To better compete in the global market, Roofing’s Uganda limited need to create and implement corporate strategies to promote itself as a “preferred employer” investing in progressive HR policies and programs with the goal of building a high performing organization of engaged people, and fostering and creating a work environment where people want to work, not where they have to work.

- Retention and attraction in today’s changing labour market requires Roofing’s Uganda limited need to look at the key drivers that are important to it and potential employees. Examples of these include offering employees: Diversified and Challenging Work, Attractive Compensation Package (not just salary), Advancement Opportunities, Access to Continuous Learning and Opportunities for Personal and Professional Growth.

- In order to position for success, management of Roofing’s Uganda limited must empower departments in the various branches to engage in training and development. Corporately,
three key directions have been identified to assist management in managing the workforce changes. They include: Building Our Potential, Strengthening Our Competitiveness, and Renewing Our Workplace.

5.4 Area of further research

The research suggested that further research should be done on:

1) Human Resource Practices and employees performance
2) Intrinsic motivation and employee performance
3) Employee orientation and performance
REFERENCES


Delhi, India.


Jorge Daniel Taillant, (2002), World Social Forum Seminar on Globalization and Human


APPENDICES: APPENDIX A: RESEARCH QUESTIONNAIRE

I a student of Kampala international University Uganda pursuing bachelors of human resource management carrying out the research on the topic "training and employee performance. This questionnaire is mainly for data collection and has been designed for academic reasons and as a partial fulfillment for an academic award. The researcher will hold confidential any information given and under no circumstance will any one's name appear as an individual.

Please tick the appropriate box or write in the space provided.

SECTION A: Face Sheet- Demographics of Respondents

1. What is your gender? Male () Female ()

2. What is your age?
   - 20 - 30  ()
   - 30 - 40  ()
   - 40 - 50  ()
   - 50+     ()

3. What is your educational background?
   - a) A’ Level ()
   - b) Certificate ()
   - c) Diploma ()
   - d) Degree ()
   - e) Postgraduate ()

4. What is your current position?
   - a) Administrator ()
   - b) Finance officer ()
   - c) Office assistant ()
   - d) Other(s)........................................................................................................
PART B: effect of training on performance of the employees under study.

5. Are you aware of the training policy of your organization?
   Yes ( )   No ( )   Not Sure ( )

6. Does training affect the performance of employees?
   Yes ( )   No ( )

7. How did the training impact on your work performance?
   a) Excellent ( )
   b) Very good ( )
   c) Better than before training ( )

8. How does training contribute to the employee performance?

..........................................................
SECTION C: how training needs of employees are determined in organizations.

7. Have you ever been involved in training needs assessment of your organization?
   Yes () No ()

8. If yes, mention how the needs of training are determined in your organization


10. Was the training content relevant to achieving your personal needs, goals and self development?
   a. Totally relevant  ()
   b. Very relevant  ()
   c. Not relevant  ()
   d. Cannot tell  ()

SECTION D: Whether there are organizational issues that constrain training in organizations

12. Are there organizational issues that constrain training?
   a) Yes  ()
   b) No  ()
   c) Not Sure  ()

13. If yes, indicate organizational issues


14. Do you agree that training has traditionally been used to ensure that the right person is in the right job at the right time?

   Strongly Agree  ()
   Agree  ()
   Disagree  ()
   Strongly disagree  ()
### Appendix B: Time frame of the study

<table>
<thead>
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<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>January- February 2015</td>
<td>Proposal writing</td>
</tr>
<tr>
<td>Feb- March 2015</td>
<td>Literature collection</td>
</tr>
<tr>
<td>April 2015</td>
<td>Data analysis</td>
</tr>
<tr>
<td>April to May 2015</td>
<td>Submission of final report</td>
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## Appendix C: Budget of the study

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount in Uganda shillings</th>
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</thead>
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<td>Typing and printing</td>
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<tr>
<td>Literature collection</td>
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<td>Internet service</td>
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<td>Travel</td>
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<td>Binding</td>
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<td><strong>Grant Total</strong></td>
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