

Relationship between Human Resource Training and Employee Performance: Empirical Studies from Habitat for Humanity in Uganda

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Abstract: *The study sought to analyze the impact of human resource training on employee performance in Habitat for Humanity Uganda. Specifically establishing the relationship between On-Job and off-the-job training and employee performance in Habitat for Humanity Uganda. The cross sectional study design was adopted which used both quantitative and qualitative research methods. The study population was 85 people but 70 respondents were selected for the study using purposive and simple random sampling techniques. Data was collected using questionnaires survey method and interviews method in order to get more reliable and accurate information about the study. Data from the questionnaires was coded, entered, edited for consistency and easiness in and later analyzed quantitatively using Statistical Package for Social Sciences (SPSS) where correlation was used to analyze the relationship between human resource training and employee performance. The study concluded that both On-the-job and off-the-job training significantly and positively affect employee performance at Habitat for Humanity Uganda. This therefore implies that if both training programs are improved, employee performance will consequently improve. Therefore there is need for improvement in human resource training to enhance employee performance. The study recommends the need for a well-planned, competency-based approach in carrying out some of the on-the-job training programs. Habitat for Humanity Uganda needs to dedicate more funds to human resource training since it was found out to be beneficial to the organization*

Keywords: Human Resource ; Training; Employee Performance ; Habitat For Humanity; Uganda

1.1 INTRODUCTION

The study investigated the effect of Human Resource Training on employee performance, taking Human Resource Training as an independent variable whereas Employee performance is a dependent variable.

Training refers to a planned effort by an organization to facilitate employees' learning of job related competences such as knowledge, skills or behavior that are critical for job performance (McNamara 2008). The background was in the following terms; Historical background, theoretical background, conceptual background, contextual background.

As human civilization continued to develop, so did the desire to improve employee performance and knowledge. Historians have found evidence of employment screening exams dating back to 1115 B.C. in China (Campbell, 1970). The ancient Greeks and Babylonians created the apprenticeship system, which trained entry level employees in a particular trade. Apprenticeships continued well into the Middle Ages because the earliest human beings placed high importance on passing down necessary knowledge. Human resource training relies on education, which involves transmitting essential materials to employees so they can do their jobs better (Campbell, 1970).

In the late 18th century, Europe and America's economies shifted from agriculture to manufacturing and inventors developed mechanisms to speed up production. However, mechanization led to injuries, a monotonous work environment and low wages in favour of more efficient production. Some employers realized productivity correlated strongly to worker satisfaction and attempted to improve training and salary (Campbell, 1970).

By the 1960s, managers and researchers realized that just because an employee has better working conditions does not mean he will work harder. Instead, a new theory emerged. Both bosses and social scientists concluded that each worker has individual needs and requires a more personalized form of training in order to produce more. Businesses began treating employees as assets or resources, which needed cultivation and encouragement in order for the company to succeed (Campbell, 1988).

In Nigeria, training and development represent significant if not the pivot components in building an effective human capital in an organization like the community bank (Iwarere, 2004). A research carried out by Carlson (1994) on banks in developing countries reveal that many banks have a severely under resourced training and development infrastructure and that skill shortages are still one of their most serious obstacles to improving banking performance. Both the management and staff have poor attitude to training and trainees do not take the training seriously, managers are unwilling to release staff for training and trainers cannot be attracted to the function.

Habitat for Humanity Uganda offers training opportunities to all staff. Some of these trainings are done within the organization such as orientation, coaching, mentoring and job rotations while others are done outside the organization and these include workshops, conferences and short courses and all of them are tailored to enhance employee performance within the organization.

In Habitat for Humanity Uganda, the importance of ensuring employee retention following training may lie in the strategic approach that is utilized. Habitat for Humanity seeks to achieve organizational goals through a variety of human resource strategies and approaches. In an attempt to ensure that the employee remains with the company following training, Habitat for Humanity implements a strategy to training that fosters commitment but this training has proved to counter the numerous direct and indirect costs associated with turnover since after training, most of the beneficiaries exit the organization meaning that it fails to achieve its purpose for which the organization invested in it.

HFHU annual reports (2014) state that through its planned training activities, staff have attained the knowledge and skills to better their clients' needs and demands. HFHU is committed to providing learning opportunities for the entire staff to promote their development which will lead to a higher level of performance and self-supervision by individuals. In HFHU, individual targets are given out to all employees in the organization, trained on how these should be achieved so that it is the responsibly of all employees in the organization to help it become productive and successful. However the organization is continuously losing its potential clients, the organization has failed to achieve its targets in portfolio volumes and number of houses constructed (Annual report, 2013). Thus this study conceptualized the problem that it might be linked to training policy, inadequate training needs assessment, lack of qualified trainers, poor selection of trainers, lack of assessing the impact of training on the job performance and lack of application of skills to the job.

2.0 LITERATURE REVIEW

2.2 Theoretical perspective

Studies that base on theories offer concrete evidence that what is being investigated rotates around a wide range of theoretical knowledge (Armstrong, 1999). The study therefore adopted Human Capital Theory as well as Vroom's expectancy employee performance theory.

2.2.1 Expectancy theory

The study utilized Vroom's expectancy employee performance theory. Vroom's expectancy theory assumes that behavior results from conscious choices among alternatives whose purpose it is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities. He stated that effort, performance and motivation are linked in a person's motivation. He uses the variables Expectancy, Instrumentality and Valence to account for this. Expectancy is the belief that increased effort will lead to increased performance that is if I work harder, then this will be better. This is affected by such things as having the right resources available (for example raw materials, time), having the right skills to do the job and having the necessary support to get the job done (for example supervisor support, or correct information on the job). Instrumentality is the belief that if you perform well that a valued outcome will be received, which is also the degree to which a first level outcome will lead to the second level outcome. This is affected by such things as clear understanding of the relationship between performance and outcomes, trust in the people who will take the decisions on who gets what outcome as well as transparency of the process that decides who gets what outcome. Valence is the importance that the individual places upon the expected outcome. For the valence to be positive, the person must prefer attaining the outcome to not attaining it. For example, if someone is mainly motivated by money, he or she might not value offers of additional time off.

2.2.2 Human Capital Theory

The study also based on the Human Capital Theory as stated by various scholars who include, Ehrenberg and Smith (cited in Armstrong 1999). They hold a notion that the knowledge and skills that workers possess comes from education and training, including the informal training that experience generates they speculate that this knowledge creates a certain stock of productive capital. Armstrong hold another notion that human capital is treating people as assets to be invested in, and this can be achieved through training which aligns skills to organizational needs. He further speculates that knowledge management should ensure that organizations identify the information required to meet their goals. In the context of this study, it is therefore important that steps should be taken to acquire and develop this intellectual capital, which when passed on to the tutors it will help them to perform better in teaching.

The Human Capital Theory also postulates that the economic prosperity and functioning of a nation depend on its physical and human capital stock. Whereas the former has traditionally been the focus of economic research, factors affecting the enhancement

of human skills and talent are increasingly figuring in the research of social and behavioral sciences. In general terms, human capital represents the investment people make in themselves that enhance their economic productivity. In the context of this study, the human resource training is given in terms of on-job training and off-job training.

The Human Capital Theory is relevant to the study since employee performance in HFHU is expected to be determined through a systematic training process which requires funding and top management support as an investment. Therefore, this study will rely on the Human Capital Theory.

2.3 Employee Performance

Employee performance is defined as whether a person executes their job duties and responsibilities well. Employee Performance refers to the job related activities expected of a worker and how well those activities were executed. Many companies assess their employee's performance on an annual or quarterly basis in order to define certain areas that need improvement. Performance is a critical factor in organizational success (Bradford, 2005). Employee Performance is a process for establishing a shared workforce understanding about what is to be achieved at an organization level. It is about aligning the organizational objectives with the employees' agreed measures, skills, competency requirements, development plans and the delivery of results (Garavan, 2000).

2.4 Human Resource Training

According to Montana and Charnov (2000), Human Resource Training is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including "human resource development", and "learning and development". This training is either on-job or off-the-job training. The name of the discipline has been debated, with the Chartered Institute of Personnel and Development in 2000 arguing that "human resource training" is too evocative of the master-slave relationship between employer and employee for those who refer to their employees as "partners" or "associates" to feel comfortable with. Eventually, the CIPD settled upon "learning and development", although that was itself not free from problems, "learning" being an over-general and ambiguous name, and most organizations referring to it as "training and development" (Harrison, 2005).

2.5 On- job- training and Employee performance

On-the-job training (OJT) is a form of training taking place in a normal working situation (Stern, 2004). Employee training at the place of work while he or she is doing the actual job. Usually a professional trainer (or sometimes an experienced employee) serves as the course instructor using hands-on training often supported by formal classroom training. This section emphasised literature regarding on job training and employee performance and specific emphasis was put on orientation, coaching, mentoring and job rotation.

2.5.1 Orientation

Orientation refers to an introductory stage in the process of new employee assimilation, and a part of his or her continuous socialization process in an organization. Major objectives of orientation are to gain employee commitment, reduce his or her anxiety, help him or her understand organization's expectations, and convey what he or she can expect from the job and the organization (Bryans, 2000). Orientation is especially important for new starters. Good orientation ensures new starters are retained, and then settled in quickly and happily to a productive role. Orientation is more than skills training. It's about the basics that seasoned employees all take for granted: what the shifts are; where the notice-board is; where the canteen is; what the dress code is; where the toilets are. New employees also need to understand the organization's mission, goals and philosophy; personnel practices, health and safety rules, and of course the job they are required to do, with clear methods, timescales and expectations (Bryans, 2000).

2.5.2 Coaching

According to Harrison, (2002), coaching is training or development in which a person called a coach supports a learner in achieving a specific personal or professional goal. The learner is sometimes called a coachee. Occasionally, coaching may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns and what the coachee learns helps him or her to achieve certain level of performance. Coaching is a one-to-one training. It helps employees in quickly identifying the weak areas and tries to focus on them to better performance. It also offers the benefit of transferring theory learning to practice. He however noted that the biggest problem is that it perpetrates the existing practices and styles (Passmore, 2010). The findings by Passmore were carried out in the banking sector but this study is specific to Non-Governmental Organizations hence making this study inevitable.

2.5.3 Job Rotation

Serban (2002) defines job rotation as the practice of moving employees between different tasks to promote experience and variety. Job Rotation teaches current employees how to do various jobs over time. The employee will rotate around to different jobs within the organization, performing different tasks unrelated to his original job. According to Serban (2002), training and education of employees is a major investment among businesses, especially now that technology is constantly discovering new methods of doing things. The views by Serban seem convincing but no study has particularly been done in Ugandan Non-Governmental organizations to this effect, a gap a study in Habitat for Humanity Uganda intends to fill. According to Garavan (2000), various companies invest more than 100 billion dollars on employee training and coaching inclusive. New employees are getting much benefit from these

intensified employee development programs. These programs are focused on providing them more than adequate knowledge and skills about the jobs they will soon assume and the company that hired them. All that money is well spent, it seems, as the same research studies reveal that these companies enjoy considerable increases in productivity.

2.5.4 Mentoring

Brann (2015) defines job mentoring as providing an employee with an experienced coach to oversee his or her learning experience. The mentor provides advice and instruction, but is not performing the job with the employee. The trainee employee learns the job firsthand and may consult the mentor at any time for assistance. The focus in this training is on the development of attitude to foster efficiency in performance. Cole (2002) adds that mentoring is training that helps the employee learn the job by doing it with guidance from a supervisor or experienced coworker. In mentoring, trainees learn in a scaled-down version or stimulated work environment to increase on productivity. Although the views of Cole are clearly stated, he does not indicate the impact of training programmes in performance of Habitat for Humanity Uganda, a gap which this study intends to cover.

2.6 Off-Job training and Employee performance

Off the job training occurs when employees are taken away from their place of work to be trained (Montana, 2000). This section reviews literature regarding off job training and employee performance but specific emphasis is put on workshops, conferences and short courses.

2.6.1 Workshops

A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation (Wiley, 2002). Studies by Wiley and Yoon (1995) reveals that workshops offer educators a free opportunity to participate in high-quality professional development programmes designed to provide work support, technical assistance, and the increased collaboration needed to ensure organizational success for all employees. In support of Wiley and Yoon, Hannagan (2002) wrote that through workshops, employees can learn that they are the single most important factor in raising achievement and the employee initiative can be enhanced to strengthen their support for employees. In addition, workshops can also provide a basis for professional standards that provide the backdrop to discussions about performance and future development. The standards define the professional attributes, knowledge, understanding and skills for teachers at each career stage.

2.6.2 Short courses

Jones (2015) defines a short course is defined as an educational endeavor, typically of lecture format, generally in which up to four prominent instructors introduce both the fundamental tenants and state-of-the-art practice of a particular or technique in a short period of time (preferably one day or less). According to Jones (2015), short courses enhance employee performance. These are trainings which are provided away from the actual working condition especially in form of certificate courses and diploma courses. Instances of short course training method makes employees achieve more knowledge and skills within a short period of time to complement the already existing skills. Such method is costly to the trainee or the organization sponsoring it but it is effective if and only if a large number of employees have to be trained within a short time period.

2.6.3 Conferences

Lewis (2004) defines a conference as a verbal presentation for a large audience and for employees, it is also meant to change their mind set. Lewis (2004) argues that conferences are the traditional and direct method of instruction. Every training programme starts with a conference. However, the lectures have to be motivating and creating interest among trainees. In NGO's conferences and seminars are the most common methods used for employee training.

Mele (2010) further adds that conferences usually comprise of a range of activities which demand equal participation of all the group members. This is in the belief that, these activities can help each of the group members know and bond with each other properly. Such workshops are known to accelerate the team spirit, mutual trust, respect, good coordination and finally a high performance delivery. Like mentioned earlier, Group dynamics here, plays an important role in fostering the team members relationship. And a properly designed workshop effectively dispenses it.

3.0 METHODOLOGY

3.1 Research design

The research design adopted in this study was a cross sectional study design. A cross sectional study is the procedure of gathering information from a large number of people by considering only a few of them (Black, & Champman, as cited by Ahuja 2005). The design was chosen because of flexibility in data collection as it allows collection of both qualitative and quantitative data at the same time (Ahuja, 2005). This study emphasizes detailed contextual analysis of a limited number of events or conditions and their relationships. The researcher also adopted both quantitative and qualitative research methods.

3.2 Study population

Population refers to the entire group of people, events or things of interest that the researcher wishes to investigate (Sekaran, 2003). The full set of cases from which a sample is taken is called the population and in sampling it can be anything not necessarily people (Saunders et al, 2000). The study population included the managers, supervisors and staff of Habitat for Humanity Uganda. All these totaled up to 85 people.

3.3 Sample size selection

A sample is a collection of some elements of a population (Amin, 2005). Sampling techniques provide a range of methods that enable one to reduce the amount of data needed to be collected, by considering only data from a sub-group rather than all possible cases or elements (Saunders, 2000). Sample size was determined using Krejcie and Morgan (1970) technique of sample size determination and a total of 70 respondents out of 85 were selected for the study.

Table 3.1 Sample size determination

Category	Total population	Sample size	Sampling technique
Managers	5	5	Purposive sampling
Supervisors	11	6	Purposive sampling
Staff	69	59	Simple random sampling
Total	85	70	

Source: HFHU Human Resource Report, 2014

The Table 3.1 above summarizes the sample size for each category and method of sample selection. The presentation shows the number of staff from HFHU and from where the sample size is retrieved using Krejcie & Morgan (1970) sampling table. The

3.4 Sampling techniques

Sampling techniques refer to the processes of identification of the specific method by which the entities of the sample have been selected (Amin, 2005). The following sampling procedures were used by the researcher to select the sample while in the field:

Purposive sampling

Purposive sampling is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study (Saunders, 2012). In this method, the researcher targeted specific group of employees in Habitat for Humanity Uganda since they were believed to be reliable and knowledgeable about the effect of training programs on Employee performance so they were in position to give dependable and detailed information about the topic of investigation.

Simple random sampling

Simple random sampling is a sampling technique in which a subset of a statistical population is randomly selected and each member of the subset has an equal probability of being chosen (Sekeran, 2003). After selecting the respondents with the knowledge regarding training and employee performance using purposive sampling, the researcher applied simple random sampling technique to all the employees who have been chosen working in Habitat for Humanity Uganda. The study adopted simple random sampling because it is easy to use and its accurate representation of the larger population and every member of the larger population has an equal chance of being selected.

3.6 Data collection methods

Data was collected using two key methods: questionnaires survey method and interviews method in order to get reliable information about the study. These methods were taken to be suitable given the nature of the study as it was meant to collect both qualitative and quantitative information from the respondents.

3.7 Data collection instruments

The data collection tools which were used for the study included questionnaires and interview guide. These methods were chosen such that they can be used hand in hand to collect quality data from the respondents.

3.8 Validity and Reliability of Instruments

This study first pre-tested the data collection tools to establish the extent to which they are valid and reliable for quality findings. Pre-testing involved testing the questionnaire and interview guide in order to check for correctness in wording of questions, lack of clarity of instructions and thereafter deleting anything that could impede the instrument's ability to collect data in an economical and systematic fashion.

3.9 Data Processing and Analysis

Data analysis refers to examining what has been collected in a survey and making deductions and inferences. It involves uncovering and underlining structures, extracting important variables, detecting any anomalies and testing any underlying assumptions (Kompo & Tromp, 2006). Both qualitative and quantitative analysis were used in the study.

4.0 PRESENTATION, DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Response rate

A total of 70 questionnaires were distributed and 67 questionnaires were returned giving an overall response rate of 95.7% (as shown in the table 4.1 below), which is an acceptable response rate since it is over and above the 50% rate. Mugenda and Mugenda, (2003) recommends that a response rate of over 50% is suitable for the study to generate reasonable and reliable findings.

Table 4.1: Response rate for the study

Category	Total population	Sample size	Responses	Response rate
Managers	5	5	5	100%
Supervisors	11	6	6	100%
Staff	69	59	56	94.9%
Total	85	70	67	95.7%

Source: Primary data

Table 4.1 indicates that the data gathered through questionnaires, also collected qualitative data from a number of knowledgeable respondents including the Heads of department among others. This response rate indicates that data was collected from a reasonable number of respondents compared to the target population; hence this data and findings from it can be relied on. According to Mugenda and Mugenda, (1999), a response rate of over and above 50% indicates that the data collected is reasonable enough to provide dependable findings. The high response rate was because of good data collection strategies that were used by the researcher especially given that the research was done in one geographical area of Habitat for Humanity Uganda and instruments would be left for the respondent's to fill at ample times of convenience.

4.2 Employee Performance at Habitat for Humanity Uganda

Respondents were asked to rate the employee performance in Habitat for Humanity Uganda in order to show how they complete tasks, determine their productivity and show how they execute the responsibilities among others. This provided a clear picture of how employees were performing in relation to human resource training in the organization. The findings are shown in Table 4.2 below.

Table 4.2: Employee Performance at HFHU

Employee Performance	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
I complete my tasks on time	13(19.4%)	29(43.3%)	10(14.5%)	12(17.9%)	3(4.5%)
I complete my tasks accurately	16(23.9%)	29(43.3%)	15(22.4%)	6(9%)	1(1.5%)
My productivity is high	7(10.4%)	28(41.8%)	27(40.3%)	5(7.5%)	-
I feel am good at handling customers at HFHU	26(38.8%)	20(29.9%)	6(9%)	11(16.4%)	4(6%)
I reach the targeted clientele as stipulated by HFHU	15(22.4%)	29(43.3%)	16(23.9%)	7(10.4%)	-
I execute my job duties and responsibilities well	16(23.9%)	29(43.3%)	15(22.4%)	7(10.4%)	-

Source: Primary data

Table 4.2 shows the level of employee performance and 62.7% of the respondents agreed that they completed tasks on time but 32.4% disagreed with 4.5% not sure about the idea. Majority of the respondents (67.2%) agreed that they complete tasks accurately with 31.4% disagreeing and 1.5% unsure. The findings are supported by one supervisor who revealed; *"task completion is crucial at Habitat as pending work may put us on pressure and that is why I complete my tasks accurately to avoid complaints from our departmental head and on time and the same applies to my subordinates"*. (SP 01). The findings above implied that majority of employees at Habitat for Humanity Uganda endeavor to complete their tasks in time and very accurately which are among the main aspects of employee performance in any organization.

Furthermore, 52.2% noted that their productivity was high with 47.8% noting that their productivity was not high. Majority (68.7%) revealed that they feel they are good at handling customers but 25.4% disagreed and 6% were not decided about the idea. One supervisor said; *"we endeavor to encourage our subordinates to give their best for higher productivity results and that is what many of us to achieve always"*. (SP 02). The findings mean that at Habitat for Humanity Uganda, majority of the employees do their best to achieve high productivity levels which therefore means that they put in a lot in ensuring customers are handled appropriately.

More so, 65.7% of the respondents agreed to the idea that they reach the targeted clientele as stipulated by Habitat for Humanity Uganda whereas 34.3% disagreed with idea. Worth noting is that 67.2% agreed and stated that they execute their job duties and responsibilities well. These findings above confirm that majority of the staffs at Habitat for Humanity Uganda perform well as per the minimum the organization stipulates. One manager was quoted saying; *"at HFHU, high productivity is the bottom line for all the employees and me in particular, I ensure that I accomplish a given amount of work in a specific amount of time, such as a workday or week in addition to fulfilling my duties and responsibilities at all times"*. (MN 01). Therefore the findings from the interview above confirm that employees at Habitat for Humanity Uganda endeavor to perform to the expectations set by the organization through achieving higher productivity and fulfilling their duties and obligations as employees.

4.3 On Job Training and Employee Performance at HFHU

Respondents were asked to show their level of agreement on statements regarding effect of on job training on employee performance

in Habitat for Humanity Uganda and the findings are shown in Table 4.3 below.

Orientation and Employee Performance at HFHU

The study was interested in determining how orientation affects employee performance at HFHU. This was meant to show how introduction of new employees to the organization helped them to achieve job targets.

Table 4.3: Effect of Orientation on Employee Performance at HFHU

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
I was taken through orientation at HFHU	7(10.4%)	53(79.1%)	7(10.4%)	-	-
Orientation helped me to know organizational operations which makes me achieve my targets	11(16.4%)	35(52.2%)	14(20.9%)	7(10.4%)	-
Orientation introduced to new areas which made it easy to do my tasks	15(22.4%)	35(52.2%)	14(20.9%)	3(4.5%)	-
Orientation provides new perspectives at my work	10(14.9%)	32(47.8%)	20(29.9%)	4(6%)	1(1.5%)

Source: Primary data

Table 4.3 shows how orientation affects employee performance and majority of the respondents (89.5%) agreed that they were taken through orientation at Habitat for Humanity Uganda whereas 10.4% were not oriented. More so, 68.6% revealed that orientation helped them to know organizational operations which make them achieve their targets but 31.4% disagreed to the idea. The findings above mean that orientation is carried out on majority of new employees at Habitat for humanity given that it helps them know how the organizational operates which makes them achieve at work.

This is supported by an interview with one of the respondents who said;

We do employee orientation to send a message that we value our employees as well as their services. It is something done on almost all the new employees at Habitat for Humanity Uganda. It helps employees to mix in very fast with the rest of the staff, get to know the different places in the organization, get to know what, where and how to carry out their assignments. This keeps them interested in the company and they easily bond with it which is a big determinant to performance and productivity. (MN 03)

More so, a supervisor was also quoted;

“Orientation has clearly shown that it helps new employees joining Habitat for Humanity for it gives them a clear picture of what the organization is all about. This is evident especially with the new comers who join my team as I find them very well acquainted with what they are expected to do within their first days of work which shows how important orientation has become when it comes to helping employees perform”. (SP 06).

The findings in the above interview implied that orientation makes employees realize how their integration within the organization is very vital to get them settled quickly into the system of how everything works in order to achieve the required performance. Hence, this has proved to be very beneficial to them in terms of offering their best to the organization.

Furthermore, 74.6% revealed that orientation introduced to new areas which made it easy to do their tasks with 25.4% disagreeing. A good number of respondents also agreed to the idea that Orientation provides new perspectives at my work as shown by 62.7% response however much 35.2% were in disagreement. In an interview with a supervisor, it was observed;

Orientation plays a crucial role in eliminating initial confusion and increasing the speed to perform the job as per expectations. Since you make it clear in the very beginning what you expect of the employees, they start working towards that goal from the beginning and it will be easy to evaluate their performances and reward them accordingly. (SP 03)

The response above meant that orientation helps employees to quickly settle in and avoid loneliness and immediately start off their assignments to achieve success because they are briefed of what is expected of them right from the beginning of life within the organization. This is an indication that orientation is very much needed by the new employees for it makes them fit in easily and know their working environment in their first days of work.

4.4 Off Job Training and Employee Performance at HFHU

Respondents were asked to show their level of agreement on statements regarding effect of off job training on employee performance in Habitat for Humanity Uganda. These were sub divided into workshops, conferences as well as short courses

Workshops and Employee Performance at HFHU

The study was interested in establishing how workshops impact employee performance at Habitat for Humanity Uganda and the findings are shown in Table 4.4 below.

Table 4.4: Effect of workshops on Employee Performance at HFHU

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
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Participation in workshops helps me acquire more knowledge and skills to do my work excellently	17(25.4%)	31(46.3%)	13(19.4%)	3(4.5%)	3(4.5%)
Workshops expose me to the rest of the employees which makes better to work next day	3(4.5%)	36(53.4%)	20(29.9%)	7(10.4%)	1(1.5%)
Workshops help me to share work related knowledge and experiences which are later applied to my own work	8(11.9%)	40(59.7%)	10(14.9%)	9(13.4%)	-

Source: Primary data

Table 4.4 shows how workshops affect employee performance at Habitat for Humanity Uganda and majority of the respondents (71.7%) agreed to the idea that participation in workshops helped them acquire more knowledge and skills to do their work excellently with 23.9% disagreeing and 4.5% not sure. More so, 57.9% of the respondents agreed that workshops expose them to the rest of the employees which makes better to work next day though 40.3% disagreed with this view. The findings implied that workshops play a key role in equipping employees with certain skills and knowledge to better their performance at work which translates into higher task completion. One of the administrators said;

Workshops offer employees the opportunity to gain knowledge from attending training sessions and eventually become better at how they perform. At Habitat for Humanity, we recognize the value of employees doing their jobs more effectively and efficiently and that is why we organize workshops to cater for their performance gaps. (MN 04)

The findings above implied that workshops help to polish employee’s skills as a result of sharing experiences both at organization level and outside the organization. This is vital because employees acquire new knowledge on how to efficiently do their job.

Conferences and Employee Performance at HFHU

Conferences were part of the off the job training offered by Habitat for Humanity Uganda and thus respondents were given a chance to give their verdict regarding how they impact employee performance as shown Table 4.5 below.

Table 4.5: Effect of Conferences on Employee Performance at HFHU

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Conferences enable me to compare workplace environments which I later translate to my own to improve performance	21(31.3%)	19(28.4%)	7(10.4%)	14(20.9%)	6(9%)
Conferences help me to bond with group members in a range of activities	8(11.9%)	38(56.7%)	13(19.4%)	8(11.9%)	-

Source: Primary data

Table 4.5 shows that 71.6% of the respondents agreed that workshops help them to share work related knowledge and experiences which are later applied to their own work but 28.6% disagreed with the idea. In addition to the above, 59.7% agreed that conferences enable them to compare workplace environments which they later translate to their own to improve performance. This also means that off-the-job training in terms of workshops and conferences help employees to improve performance through attained experiences and knowledge and this later leads to innovativeness, thus enriching employee performance in the long run. One of the managers, said;

Sometimes, we organize conferences for our employees to identify their knowledge, skills and attitudes which we later use in determining who needs to improve or upgrade his or her skills in order to perform better. This helps us to analyze training and development needs of employees so that they can produce more output. We have always witnessed a change in behavior and performance after attending conferences both on site and off site. (MN 01)

The interview above implied that conferences impart knowledge that moulds the thinking of employees and leads to quality performance of employees, hence, it is fruitful to both employers and employees of an organization given that an employee becomes more efficient and productive.

5.0 DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussions, conclusions and recommendations got from the research findings guided by the research general objective and specific objectives

5.2 Discussion of findings

The discussion focuses on the major findings vis-a-vis the scholars who also investigated the effect of human resource training on employee performance. It shows those scholars who are in agreement or contradicting the study findings. The sub section is arranged

according to the study objectives.

5.2.1 Employee Performance at Habitat for Humanity Uganda

Regarding the level of employee performance at Habitat for Humanity Uganda, majority of the respondents revealed that they completed their tasks on time and accurately. Findings from the interviews with managers and supervisors also revealed that completion of tasks is inevitable in the organization as all the employees are meant to achieve it timely and accurately. The findings are consistent with McIlree (2009) who noted that completion of all assignments on a specific task accurately renders the task completed.

Furthermore, a greater number of respondents noted that their productivity was high and 68.7% revealed that they were good at handling customers. An interview with one manager also confirmed that productivity is a bottom line of employee performance as employees ensure that they accomplish given amount of work and assignments in a specified period of time which depicts higher employee performance. These findings are complemented by Jones (2008) who noted that employee productivity is an assessment of the efficiency of a worker or group of workers and may be evaluated in terms of the output of an employee in a specific period of time.

More so, 65.7% of the respondents agreed to the idea that they reach the targeted clientele as stipulated by Habitat for Humanity Uganda. Worth noting is that 67.2% agreed and stated that they execute their job duties and responsibilities well. These findings above confirm that majority of the staffs at Habitat for Humanity Uganda perform well as per the minimum the organization stipulates.

5.2.2 On Job Training and Employee Performance

Regarding on the job training and employee performance, majority of the respondents (89.5%) agreed that they were taken through orientation at Habitat for Humanity Uganda whereas 68.6% revealed that orientation helped them to know organizational operations which makes them achieve their targets which is in agreement with Bryans, (2000) orientation is an introductory stage which allows the new employee to assimilate and a part of his or her continuous socialization process in an organization. Interviews from managers and supervisors who also argued that orientation makes employees mix very fast with the rest of the staff, get to know different places hence able to execute their assignments excellently. The findings above mean that orientation is carried out on majority of new employees at Habitat for humanity given that it helps them know how the organization operates which makes them achieve at work.

Furthermore, majority of the respondents revealed that orientation introduced to new areas which made it easy to do their tasks and received new perspectives at my work. Interviews also complemented the findings since they also revealed that orientation gives employees an age in acquainting with the organization which makes them easily mix within the organization to start work immediately. This concurs with to Harrison, (2002) who argued that orientation gives the new employees a chance to exhaust new places as well as interact freely in their new environment. Mullins (2005) also shares the same view as he noted that employee orientation help new staff to get a strong organizational learning culture which created a shared vision for all the employees.

Majority of the respondents (73.2%) agreed to the idea that on job mentoring improves their efficiency on task completion. An interview with one manager also revealed that mentoring helps employees to share expertise and knowledge that is vital in shaping their productivity and performance which is supported by Cole (2002) who also acknowledged that mentoring programs to increase employees' knowledge, skills, and abilities in order to foster job efficiency, task completion and high performance. More so, 58.2% also revealed that mentoring helps them to foster efficiency in my performance. The findings above mean that mentoring generally helps increase employee morale and engagement which is an ingredient for high productivity and performance.

5.2.3 Off the Job Training and Employee Performance

Regarding the effect of Off Job Training and Employee Performance at Habitat for Humanity Uganda, majority of the respondents (71.7%) agreed to the idea that participation in workshops helped them acquire more knowledge and skills to do their work excellently. An interview with one manager also supports the findings as he argued that workshops are an opportunity for the employees to gain knowledge that makes them better at performing their tasks and assignments in the organization. The findings are in agreement with Wiley, (2002) revealed that workshops offer high-quality development programmes designed to provide work support, technical assistance and the increased collaboration needed to ensure organizational success for all employees.

Furthermore, 71.6% of the respondents revealed that workshops help them to share work related knowledge and experiences which are later applied to their own work which is similar to the findings by Lyndon (2008) who noted that workshops are designed to give participants an opportunity to enhance performance of work related activities and learning. In addition to the above, 59.7% agreed that conferences enable them to compare workplace environments which they later translate to their own to improve performance. Interviews from managers and supervisors also confirmed conferences help employees acquire new work knowledge which improves their level of task completion and job productivity. This also means that off-the-job training in terms of workshops and conferences help employees to improve performance through attained experiences and knowledge and this later leads to innovativeness, thus

enriching employee performance in the long run.

Majority of the respondents revealed that conferences help them to bond with group members in a range of activities as supported by Mele (2010) who noted that conferences usually comprise of a range of activities which demand equal participation of all the group members, thus increasing teamwork. More so, a greater number of respondents (89.6%) agreed that short courses give skills in handling office assignments to improve performance. This is in agreement with Jones (2015) who found out that short courses enhance employee performance. In addition to the above, most of the respondents revealed that short courses motivate them to add more effort in handling work related assignments as argued by Gordon, (2010) who said that short courses enable employees to easily handle situations and other work related assignments.

Correlation and regression analysis also depicted a moderate positive relationship between Off-the-job training and Employee performance implying that Off-the-job training positively and significantly impact employee performance. The findings are in line with Evans (2002) who also found out that off-the-job training positively impact employee productivity in the telecom industry.

5.3 Conclusions

Based on study findings, several conclusions were made;

5.3.1 On-the-job training and Employee performance

The study concluded that On-the-job training significantly and positively affects employee performance at Habitat for Humanity Uganda. This therefore implies that if On-the-job training programs are improved, employee performance will consequently improve. Therefore, there is need for improvement in human resource training to enhance employee performance.

5.3.2 Off-the-job training and Employee performance

The study also concluded that off-the-job training significantly and positively affects employee performance in Habitat for Humanity Uganda. This therefore implies that if off-the-job training programs are improved, employee performance will consequently improve. Therefore there is need for improvement in human resource training to enhance employee performance.

5.4 Recommendations

In light with the study conclusions, a number of recommendations were made;

5.4.1 On-the-job training and Employee performance

It is recommended that after completing a mentoring or even job rotation sessions, employees need to carry out a complete self-evaluation, which is reviewed by the mentor or other administrators. This will help the mentor to determine whether the training offered has benefited the trainee or not to achieve high performance levels in the long run.

Since it was revealed that the on the job training positively impact employee performance, Habitat for Humanity Uganda needs to dedicate more funds to human resource training. This will enable the organization to achieve high level performance from all their employees.

5.4.2 Off-the-job training and Employee performance

It is recommended that assessment of the participants' needs be done before the training for effectiveness of the program on both the side of an employee and the employer. This is because assessment determines the learning objectives, job performance gaps that require improvement before the training is done. This will reduce on the wastage of resources on training in fields which do not impact employee job performance.

More so, the organization must ensure that the training to be undertaken is aligned to its objectives as well as its strategic goals to ensure that this particular program helps employees develop the skills that the organization needs to succeed.

There is also need for job evaluation after completion of the trainings. This can be in form of manager evaluation. Once employees are back on the job, ask managers about their employees' performance to determine whether the off-the-job training was effective. This can be manifested in a difference in behavior among others.

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