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Examining the Impact of Employee Training on Organizational Performance A Case Study of Mukono District Local Government

Shadrack Natamba [1], Godfrey Kasirye [2],Twesigye Nduhura [3] , Luckious Ainebyona[4], Collins Nduhuura [5]

Correspondence:

[1] Shadrack Natamba –Department of Development Studies, Faculty of Arts and Social Sciences, Kyambogo University, Email:snatamba@kyu.ac.ug Tel No.+256782- 843010

[2] Godfrey Kasirye - Senior Pastor- +256782564249, Email: godfreykasirye@gmail.com

[3] Twesigye Nduhura - Ntuula A, Ntuula Ward, Katovu town Council, Lwengo district, Uganda, Email:twesigye.nduhura@kiu.ac.ug , Tel . No :+256786388199

[4] Luckious Ainebyona- Metroporitan International University, Email: luckiousainebyona@gmail.com, Tel: +256755512634

5 Collins Nduhuura, Ntuula A, Ntuula Ward, Katovu town Council, lwengo district, Uganda, Tel: +256754807119

Abstract*: The study examined the impact of employee training on organizational performance done at Mukono District Local Government. It was carried out using an explanatory research design where both qualitative and quantitative research approaches were used. The data were collected using questionnaires and interviews and during the data collection, stratified sampling method was used. A sample size of 92 respondents who were management and staff of MDLG was also used in the study. From the findings, the results highlighted the importance of training needs assessment in aligning training objectives, Job rotation and formal training courses were identified as effective training methods, while coaching and mentoring also contributed positively. Furthermore, conducting assessments, giving tests, and monitoring employee progress through training evaluation were found to enhance organizational performance. These findings underscore the significance of a comprehensive and well-structured training and evaluation process in fostering growth and success within MDLG. In conclusion, implementing these practices can lead to continued improvement in organizational performance and ultimately contribute to the success of the district. Finally, the study recommends that MDLG should prioritize and strengthen training needs assessment to align training programs with organizational goals and employee development needs. Additionally, MDLG should invest in effective training methods such as job rotation and formal training courses, while promoting coaching and mentoring for skill development. Establishing a comprehensive training evaluation process, fostering a learning culture, encouraging collaboration and knowledge sharing, and conducting long-term impact assessments will contribute to continuous improvement and enhance organizational performance in MDLG.*

Keywords : Employee Training ; Organizational Performance ; Mukono ; District Local Government; Employees ; Organizations

1.0 Introduction

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans et al., 2012) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance. It is important to not ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade. This growth has not only been brought about by improvements in technology or a combination of factors of production but increased efforts towards development of organizational human resources (Businge, 2015). It is therefore in every organizations responsibility to enhance the job performance of the employees and certainly implementation of training and development is one of the major steps that most companies need to achieve this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Afshan et al., 2012).

Employee training has the distinct role in the achievement of an organizational goal by incorporating the interests of the business and the workforce (Aguinis, 2009). Today training and development is the most important factor in the business world because it increases the efficiency and the effectiveness of both employees and the business (Khan, 2011). Small and medium enterprise performance depends on the employee performance because human resource capital of organization plays an important role in the growth and the organizational performance. So to improve the organizational performance and the employee performance, training is given to the employee of the organization (Chang Associates 2004).

Nassazi, (2013) has demonstrated the influence of training workers, on the functioning of any organization, where in this regard organizational functioning has been signified by how appropriately managers have used organization resources to achieve organizational goals. Other 5 researchers including Okereke & Nnema, (2011) have also explained how imperative it is for training

to be aligned to the organization strategy if the outcomes of the training are to lead to high performance. Therefore, creating worth and building talent for sustained organizational functioning is the motive for every training program. Ideally, any additional resources an organization spends on its employees means that the employees are motivated, and will put more effort to enhance the functioning of the organization.

It is very necessary for the organization to design the training very carefully (Armstrong, 2006), according to the needs of the employees (Ginsberg, 2008). Organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Partlow, 2001). It seems that training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Tsaur & Lin, 2004). On the job training helps employees to get the knowledge of their job in a better way (Deming 2006), is Cost effective and time saving (Ruth 2004). It is good for organization to give their employees on the job training so that their employees learn in a practical way (Beach, 2005). Delivery style is a very important part of Training and Development (Carlos, 1995). Employees are very conscious about the delivery style (Armstrong, 2006).

Despite the increased emphasis on the importance of employee training in achieving organisational performance, research into employee training in government institutions has been relatively neglected in the literature. The majority of the research studies that have previously been conducted focused on the importance of managerial training and Strategic Human Resource Management development, mostly focusing on SMEs and private organizations (Fuller-Love, 2016; Lange, Ottens & Taylor, 2010; Jones, 2014). It is largely implied that employee training is a worthy initiative for local government institutions and that it will boost organizational performance (Loan-Clarke et al., 2009).

The Mukono District Local Government is responsibility of providing standards and operating methods for structures as well as overall human resource management to deliver an effective and unified service. This is accomplished with the aid of a highly qualified and driven human resource, which offers prompt, efficient, and inexpensive services that are tailored to the needs of the community (Mukono district local government Annual Report, 2022). The local administration of the Mukono district has taken measures to guarantee that its human resources are trained in several ways, such as orientation, coaching, delegating, and so forth (Mukono district local government Annual Report, 2022).

MDLG, like many other organizations also satisfy their training demands in an ad hoc and unplanned manner. In these organizations, training is largely ad hoc and non-systematic (MDLG, 2022). However, other businesses start by determining their training needs, then plan and carry out their training initiatives in a logical manner, and lastly evaluate the results of their training. It is important to note that Uganda has a sizable public sector that employs the greatest number of people with a variety of talents. The Mukono District Local Government is one such public sector entity. The budget for employee training has been reduced from 10% to 3.5% over the past ten years, from 2012 to 2021, in order to fund other district projects. Due to their lack of technical knowledge to complete the jobs assigned to them, this has significantly hampered the ability of the personnel to deliver on those tasks (MDLG, 2022). Consequently, this study examined the impact of employee training on staff performance in the local government of Mukono district in Uganda.

2.0 Literature Review

2.1 Theoretical review

2.1.1 Human Capital Theory

This was based on the human capital theory by Garrick (2009) which states that people are worth investing in as a form of capital. People's performance and the results achieved can then be considered as a return on investment and assessed in terms of costs and benefits(cited in Bratton 2017). It is a theory that can explain workplace learning. As Sen (2017) explains, human capital concentrates on the agency of human beings through skill knowledge, effort in augmenting production, possibilities. Marsick and Watkins cited by Bratton (2017) state that training and development attempts to close the gap by bringing employees up to, but not beyond, the desired standard or competence.

Human capital theory rests on the assumption that formal education is highly is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital (Woodhall, 2017).

Human Capital Theory (HCT) concludes that investment in human capital will lead to greater economic outputs however the validity of the theory is sometimes hard to prove and contradictory. In the past, economic strength was largely dependent on tangible physical assets such as land, factories and equipment. Labor was a necessary component, but increases in the value of the business came from investment in capital equipment. Modern economists seem to concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation (Becker 2013).

In the new global economy, hard tangible assets may not be as important as investing in human capital. Thomas Friedman, in his wildly successful book, *The World is Flat* 2007, wrote extensively about the importance of education in the new global knowledge economy. Friedman, not to be confused with the famous economist Milton Friedman, is a journalist. His popular book has exposed

millions of people to human capital theory. The term itself is not introduced, but evidence as to why people and education (human capital) are vital to a nation's economic success, is a common reoccurring theme in the book.

The theory is relevant to the study since employees performance in small and medium enterprises is expected to be determined through training and development, which requires funding as an investment. As managers and employees in SMEs upgrade their skills, they maintain the mastery in a specific field to bear fruit. Employee‘s value is determined from their levels of delivery and competence hence making their businesses gain a competitive advantage over others because human capital gained through training and development can be source of competitive advantage. Lucas (Bryan 2006) who argues that at the micro level, human capital of employees contributes to competitive advantage supports this.

2.2 Training needs assessment and organizational performance

Today’s work environment requires employees to be skilled in performing complex tasks in an efficient, cost-effective, and safe manner. Training (a performance improvement tool) is needed when employees are not performing up to a certain standard or at an expected level of performance (Milkovic& Bordereau 2013). The difference between actual the actual level of job performance and the expected level of job performance indicates a need for training. The identification of training needs is the first step in a uniform method of instructional design.A successful training needs analysis will identify those who need training and what kind of training is needed. It is counter-productive to offer training to individuals who do not need it or to offer the wrong kind of training. A Training Needs Analysis helps to put the training resources to good use.

According to Wognum (2011), training needs may occur at three organizational levels namely; (1) strategic level where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed (2) tactical level where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and (3) operational level where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject. In order to enable an organization formulate human resource training goals that will enable both formal and informal human resource training methods and programmes create a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels.

The first issue is to identify the needs relevant to the organizations objectives. According to Wognum (2011) and Torrington et al. (2015), there are three 23 categories of identifying training needs. These include: resolving problems, this focuses on workers’ performance, improving certain working practices, this focuses on improvement regardless of the performance problems and changing or renewing the organization situation, which may arise because of innovations or changes in strategy. It is worth putting in mind that during the identification of training needs, there is need to create, develop, maintain and improve any systems relevant in contributing to the availability of people with required skills. Moreover, training programmes should be designed to carter for the different needs. Further still, the training programme, content and the trainees' chosen depend on the objectives of the training programme (Milkovic& Bordereau 2013).

A number of approaches have been highlighted in previous literature for identifying needs (Edmond & Noon 2011; Torrington et al. 2015). These are the problem-centred (performance gap) and profile comparison (changes and skills) approaches. Similarly, a number of approaches for analyzing training needs depending or either new or current employees have been pointed out by earlier studies (Torrington et al. 2015). The two most traditional approaches being the problem centered approach and the profile comparison approach. The problem centred approach focuses on any performance difficulties and the corporation analyses if the problems are due to insufficient skills, which then need to be developed if the problem is to be solved. Profile comparison approach on the other hand focuses on matching the competencies with the job filled, whether new position or existing position. Some changes in strategy and technology may also bring the need for new or additional skills.

Training is, undoubtedly, a costly investment which will yield rich dividends in the long run (Ashish Kumar Saxena 2008). A review of the T&D literature shows that in majority of Medium enterprises in India, training needs identification is still not considered as an important organizational function, which contributes to the organization’s success. Instead, it is viewed as a vacation activity or leisure time pursuit, which is given to some people, normally to the managers’ relatives and friends. Moreover, the literature suggests that in Medium enterprises training evaluation is rarely undertaken, because training is being seen as an overhead and not an investment to be evaluated (Al-Athari&Zairi 2012). In a few Medium enterprises, even though T&D evaluation is conducted, it is not conducted in a professional manner.

To identify training needs, the outcomes of the training in terms of how trainees actually behave back on their jobs and the relevance of that behavior to the objectives of the organization should be systematically documented (Kraiger et al., 2013). There are various frameworks of training evaluation that have been suggested (Brinkerhoff, 2017).By far, the most widely used evaluation approach to date has been the framework laid out by Donald Kirkpatrick (Desimone et al., 2002). Kirkpatrick (2016) argues that in the evaluation of training needs programs, it is possible to measure change in terms of four levels of rigour: reaction, learning, behavior and results.

In the United States, Bishop (2014), after studying information on 2594 companies, found that there was a marginal rate of return on the initial 3 months of training from the 2-year increase in employee productivity. After 100 hours of training, productivity increased between 11% and 38%. Bartel (2000) also found that training courses in 495 companies increased productivity by

approximately 18% over 3 years. Ballot et al. (2006) found that training increased value added per worker in France by 17.3% and in Sweden by 7.3%. In the United Kingdom, based on British industry data for 1983–1996, Dearden et al. (2006) discovered that a 1% rise in work- related training increased added value per hour by roughly 0.6% and hourly wages by approximately 0.3%.

2.3 Training methods and organizational performance

Nadler (2014) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the- job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail. Armstrong (2015) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (2) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

Job rotation and transfers: Job rotation and transfers (McCourt & Eldridge 2003, 356) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

Coaching and/or mentoring: This involves having the more experienced employees coach the less experienced employees (Devanna, Fombrun&Tichy 2014; McCourt & Eldridge 2003; Torrington et al. 2015). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al., 2015). The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training method but it is mainly emphasized for the newly employed persons within the organization.

Orientation: This is yet another training method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization (Torrington et al., 2015). They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures (Kulkarni, 2013).

Conferences: A as a training method involves presentations by more than one person to a wide audience (Cant &Wiid, 2013). It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals (De Vos&Willemse, 2011).

Role playing: Involves training techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios (Khan, Khan & Khan, 2011). It involves the presentation of problems and solutions for example in an organization setting for discussion. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are there after required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees (Kulkarni, 2013).

Formal training courses and development programmes: These are a number of methods which may be used to develop the skills required within an organization. These course and programmes are usually a set of defined and known programmes where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained (Ongori&Nzonzo, 2011). Unlike informal trainings and programmes, formal training and programmes can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programmes while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programmes can be held within the organization (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed, organization's structure and policies, the trainers too may be coming within the corporation or outside the organization (Cant &Wiid, 2013).

2.4 Training evaluation of training and organizational performance

Monitoring and evaluation (M&E) is an important part of the policy process as it measures the consequences of government actions and provides important feedback on the extent to which policy aims are being achieved. It provides evidence for the decision-makers on the policy process (Metz, 2015).

Monitoring is a continuing function that informs where an on-going policy intervention stands at a certain point of time in relation to its targets (The World Bank Group, 2013). Therefore, it defines clear objectives and performance indicators for policies to keep track of their developments. It collects data on the performance indicators of a specific objective on a regular basis and compares them with the declared targets. In other words, monitoring compares routinely the progress of an on-going intervention against the plan. It tracks the input, such as the allocated budget or costs for the implementation, the output for the beneficiaries and the impact on the policy issue. Managers and decision-makers receive crucial information about the progress being made and be warned about potential problems (Metz, 2015).

Evaluation assesses on-going, planned or completed activities, policies or programmes and thereby focuses on potential causes behind developments. It aims to analyze why certain outcomes have been achieved (OECD, 2012). Therefore, the results of the monitoring process can be crucial for evaluation. Evaluation provides information that helps determining the quality of policies and provides decision-makers the opportunity to bring new findings into the process. That is why evaluation should not be conducted at the end of the policy implementation process, but as a part of an implementation cycle. In that way, policymakers might use the evidence of evaluation to modify and adjust their measures to achieve the best possible outcome (Metz, 2015).

Training is, undoubtedly, a costly investment which will yield rich dividends in the long run (Ashish Kumar Saxena 2008). A review of the T&D literature shows that in majority of Medium enterprises in India, training is still not considered as an important organizational function, which contributes to the organization's success. Instead, it is viewed as a vacation activity or leisure time pursuit, which is given to some people, normally to the managers' relatives and friends. Moreover, the literature suggests that in Medium enterprises training evaluation and monitoring is rarely undertaken, because training is being seen as an overhead and not an investment to be evaluated (Al-Athari&Zairi 2012). In a few Medium enterprises, even though T&D evaluation is conducted, it is not conducted in a professional manner.

To monitor and evaluate training, the outcomes of the training in terms of how trainees actually behave back on their jobs and the relevance of that behavior to the objectives of the organization should be systematically documented (Kraiger et al., 2013). There are various frameworks of training evaluation that have been suggested (Brinkerhoff, 2017; Bushnell, 2010).By far, the most widely used evaluation approach to date has been the framework laid out by Donald Kirkpatrick (Desimone et al., 2012). Kirkpatrick (2018) argues that in the evaluation of training programmes, it is possible to measure change in terms of four levels of rigour: reaction, learning, behavior and results.

Monitoring involves making observations and keeping records of progress of activities with periodic discussion/analysis to determine the implementation process, thereby, enabling to take corrective action in a timely manner, whereas evaluation is a part of the total developmental process. The main purpose of M&E is to control the quality and effectiveness of the training procedures and determine how well it can meet the MEDIUM ENTERPRISE performance objectives. This system contributes to the success of economic development programs and it is essential to retain it as an integral part of the system. To enable organizations to develop focused M&E systems, ICECD offers this program for integrating the M&E in theirtraining procedures.

Monitoring and evaluation of trainingprogrammes in Medium enterprises illustrates how and the extent to which the objectives for which training programmes have been spent were achieved. Therefore, it gives a foundation for scrutiny of training activities in Medium enterprises. Consequently, the use of monitoring and evaluation allows a greater degree of public scrutiny and may enhance the transparency and accountability of policy action.

In conclusion, the monitoring and evaluation of trainingprogrammes can be at a specified time(s) after the end of training, to determine the extent to which the skills, knowledge, and attitudes gained by them are actually being used on the job. Usage data are collected for two major purposes: (1) to find ways to increase the use of the skills, knowledge, and attitudes on the job and (2) to provide information with which to make decisions about learning in the organization (Dixon, 2015). Multiple-point evaluation data answer the questions like how does the training itself need to change?, what kinds of assistance do participants need after they return to work?, and what constrains participants on the job from implementing what they learnt (Dixon, 2015).

3.0 Research Methodology

3.1 Research design

According to Fisher (2007), a research design is defined as a detailed outline of how an investigation took place. The research design typically includes how data was collected, what instruments were employed, how the instruments were used and the intended means for analyzing data collected. The research design was important in that it reduced time wastage and costs since all the activities in the research were well planned. This study used an explanatory research design which is developed to explore a phenomenon that had not been studied before or had not been well explained previously in a proper manner. Its main intention is to provide details about where to find a small amount of information (Aspers & Corte, 2019). It also helped in ascertain how and why a particular phenomenon was occurring and further predict future occurrences. Lastly, it helped in investigating patterns and trends in existing data that haven't been previously investigated.

The mixed-method research combining quantitative and qualitative research approaches were also used during the study. The quantitative study was conducted using questionnaires with the employees from the different departments in Mukono District Local Government. Qualitative study was conducted using interviews with the head of human resource and the top management like the CAO who participated in the study as key informants in order to get an in-depth analysis about the topic and these were also considered as key informants since they had the relevant knowledge about the topic understudy. The quantitative approach was used with the objective of examining the impact of employee training on organizational performance.

3.2 Study area

The study was conducted in Mukono District Local Government located in Kauga, Mukono Municipality, Mukono district, Central Uganda. Mukono District Local Government was chosen because it is one of the government entities which have seen challenges in its overall performance which could be as a result of failure to conduct effective employee training.

3.3 Study population

A population refers to all people or items with the characteristic one wish to understand which may be tangible or intangible. Mukono District Local Government is comprised of 120 employees from different departments which include; Management & Support, Finance, Education, Health, Natural Resources, Community Based, Works & Technical plus Production and Marketing departments. The study population also included 5 key informants who are the Human Resource Manager of MDLG and his assistant plus three top administrators like the CAO.

3.4 Sample size determination

A sample is a section of the wider population that will be engaged in the survey (Stuart, 2016). According to Creswell (2012), a sample is a subgroup which is representative of the target population from whom findings can be generalized about the population. Therefore, sample size will be determined by the sample calculation formula by Slovin's (1960) formula as follows;

$$n = \frac{N}{1 + N(e)^2}$$

"n" is sample size, "N" is population, "e" is error (0.05) or level of confidence 95%

"N" (population) = 120 employees of MDLG

$$n = \frac{120}{1 + 120(0.05)^2}$$

$$n = \frac{120}{1 + 120(0.0025)}$$

$$n = \frac{120}{1 + 0.3}$$

$$n = \frac{120}{1.3}$$

n = 92employees from MDLG

Therefore from the table above, the sample size was 92 respondents got from a total population of 120 employees from the different departments in MDLG. The study also included a sample of 5 key informants who were; the Human Resource Manager of MDLG and his assistant plus three top administrators like the CAO.

3.5 Sampling method

The sampling methods provide information required about the selection of the samples. It also provides a detailed foundation where the research sample can be drawn, and for a population that is enough for a high quality selection of the participants (Lewis and Ritchie, 2003). The researcher used stratified sampling method. Stratified sampling method was also used whereby samples were selected from the departments of Mukono District Local Government which include; Management & Support, Finance, Education, Health, Natural Resources, Community Based, Works & Technical plus Production and Marketing departments. This was due to their convenience about the topic and area under study hence they were expected to represent each element in the population. This method helped in reducing on the costs of collecting and analyzing data.

3.6 Sources of data

While carrying out the research study, both primary and secondary data were used by the researcher.

3.7 Data collection methods and instruments

The researcher collected data from respondents by use of questionnaires and interviews as the data collection methods.

3.8 Quality and error control

According to Oso and Onen (2009), controlling quality is about ensuring acceptable levels of validity and reliability of the study through proper control of extraneous variables. The researcher therefore used a systematic approach to check the quality of the information collected in order to avoid double counting.

3.8.1 Validity of the research instrument

According to Cohen, Manion and Keith (2007), Validity is ensured by; choosing an appropriate scale, ensuring that there are adequate resources for the required research to be undertaken, selecting an appropriate methodology for ensuring the research questions,

avoiding having too long or too short an interval between pre-test and post-test, ensuring standardized procedures for gathering data or for information administering tests, and tailoring the instruments to the concentration span of the respondents.

Validity was done in order to find out whether the questions were capable of capturing the intended data. Experts in research reviewed the questions to see whether they were capable of capturing the intended response. A Content Validity Index (CVI) was calculated in order to establish the validity of the research instrument. The researcher used the following formula to establish validity of the research instruments as seen below.

$$\text{Content validity Index (CVI)} = \frac{\text{Relevant items by all judges as suitable}}{\text{Total number of items judged.}}$$

The CVI was 0.81 which was greater than the recommended 0.70 (Kent, 2001) implying that the questionnaire was valid for data collection.

3.8.2 Reliability of the research instrument

Mugenda and Mugenda (2003) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability of the questionnaire instrument was assessed using Cronbach's coefficient alpha. A pilot study was carried out on 10 respondents and the reliability results were computed using the Statistical Package for the Social Sciences (SPSS). The following formula was used to calculate the Cronbach's coefficient alpha

$$\alpha = \frac{k}{K-1}\left(1 - \frac{\sum SDi^2}{\sum SDt^2}\right)$$

Where α = coefficient alpha

$\sum SDi^2$ = sum variance of items

$\sum SDt^2$ = sum variance of scale

The coefficient was 0.83 which was above the recommended .70 (Amin, 2005) implying that the questionnaire was suitable for data collection.

3.9 Data analysis

3.9.1 Quantitative data analysis

This was done through classification of respondents into categories called codes. It involved sorting, editing questionnaires and coding responses after which data was tabulated and analyzed using a computer program known as Statistical Package for Social Sciences (SPSS) version 20. It was used because it provides a wide range of tools from basic tabulation to sophisticated multivariate analysis. It is wildly used to analyze quantitative data, meaning that data in form of tables and figures. It is also commonly used in both academic and commercial spheres (Mubazi 2008). This software was also used by the researcher because it saves time of analyzing and it interprets complicated figures. The process of data processing involved editing in order to check for errors and omissions, coding was employed to reduce the data to a meaningful pattern of responses and tabulation of the findings were done in order to prepare data, analyze and compile the research report.

Data editing: This requires the researcher to edit the data by examining the collected raw data to detect errors and omissions. Therefore, the researcher undertook careful scrutiny of the completed questionnaires. Editing was of help to ensure that the data was accurate, consistent with other facts gathered, uniformly entered, and well arranged to facilitate coding and tabulation.

Coding refers to the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes. The researcher ensured exhaustiveness and mutual exclusiveness (a specific answer is placed in only one one cell in a given category set). Coding was necessary for the efficient analysis, as several replies were reduced to a small number of classes, which contained critical information required for analysis.

3.9.2 Analysis of qualitative data

This involved content analysis. Thus, qualitative data was edited and reorganized into meaningful phrases. In other words, a thematic approach was used to analyze qualitative data where themes, categories and patterns were identified. The recurrent themes, which emerged in relation to each guiding question from the interviews, were presented in the results, with selected direct quotations from participants presented as illustrations.

3.10 Ethical considerations

The researcher took into consideration a number of ethical issues including:

Confidentiality of respondents was kept: Respondents were not required to reveal their names nor their contacts on the questionnaires. Identification numbers were used instead of names to avoid information given being traced to a respondent.

All data gathered was used only for the purpose of this study and nothing else.

The research procedures were explained to all the respondents before they took part in the research and their informed consent obtained.

All the sources of literature were acknowledged throughout the whole study through proper citations and referencing.

Personal bias was avoided during the entire study that is to say during interviews, data analysis and reporting.

4.0 Presentation and Analysis of Results

Effect of training needs assessment on organizational performance in MDLG

Table summarizes respondents' responses on the effect of training needs assessment on organizational performance in Mukono District Local Government by using a Likert scale where SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree) and SD (Strongly Disagree).

Table 1:Effect of training needs assessment on training practice

Statements	Extent of agreement and disagreement				
	SA	A	NS	D	SDA
	F (%)	F (%)	F (%)	F (%)	F (%)
In MDLG, we always identify the objectives meant for training	34 37.0%	47 51.1%	3 3.3%	8 8.7%	00
In MDLG, the employees who have competencies in a particular field required by the organization are given guidance	44 47.8%	29 31.5%	16 17.4%	3 3.3%	00
The human resource manager always makes sure he determines how to carry out the process of training in the organization	40 43.5%	41 44.6%	4 4.3%	7 7.6%	00
The performance gaps in the training process are determined in the organization	41 44.6%	40 43.5%	8 8.7%	3 3.3%	00
The human resource management links the organization's desired outcomes with behaviors of employees to be prepared	31 33.7%	46 50.0%	4 4.3%	11 12.0%	00
Cost benefit analysis is usually carried out in the organization when engaging in the process of training	44 47.8%	29 31.5%	16 17.4%	3 3.3%	00

Source: *Primary data*

Table above represents the descriptive statistics on the effect of training needs assessment on organizational performance in Mukono District Local Government. According to study, 37% strongly agreed and 51.1% of the respondents agreed that in MDLG, they always identify the objectives meant for training, 3.3% were not sure whereas a total of 8.7% of the respondents disagreed with the statement put across. The study also revealed that 47.8% and 31.5% of the respondents strongly agreed and agreed respectively that in MDLG, the employees who have competencies in a particular field required by the organization are given guidance, 17.4% were not sure whereas 3.3% of the respondents disagreed with the statement put across.

The study further established that 43.5% and 44.6% of the respondents strongly agreed and agreed respectively that the human resource manager always makes sure he determines how to carry out the process of training in the organization, 4.3% of the respondents were not sure whereas 7.6% disagreed with the statement put across.The findings illustrated that44.6% strongly agreed, 43.5% of the respondents agreed that the performance gaps in the training process are determined in the organization, 8.7% were not sure while 3.3% of the respondents disagreed with the statement put across.

The study also revealed that 33.7% strongly agreed and 50% of the respondents agreed that the human resource management links the organization's desired outcomes with behaviors of employees to be prepared, 4.3% of the respondents were not sure whereas 12% of the respondents disagreed with the statement put across. Finally, the study found out that 47.8% and 31.5% of the respondents strongly agreed and agreed respectively that cost benefit analysis is usually carried out in the organization when engaging in the process of training, 17.4% were not sure whereas 3.3% of the respondents disagreed with the statement put across.

From the study findings, it can therefore be noted that majorly, the performance gaps in the training process are determined in MDLG and that they always identify the objectives meant for training which has helped in achieving organizational performance in the long run which were all represented by 88.1% of the respondents who agreed.

Effect of training methods on organizational performance in MDLG

Table summarizes respondents' responses on the effect of training methods on organizational performance in Mukono District Local Governmentby using a Likert scale where SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree) and SD (Strongly Disagree).

Table:Effect of training methods on organizational performance in MDLG

Statements	Extent of agreement and disagreement				
	SA	A	NS	D	SDA
	F	F	F	F	F

	(%)	(%)	(%)	(%)	(%)
Job rotation where employees are switched to different positions is done in the organization	35 38.0%	31 33.7%	18 19.6%	4 4.3%	4 4.3%
Coaching and mentoring especially of the new staff in conducted in the organization	20 21.7%	35 38.0%	19 20.7%	11 12.0%	7 7.6%
Conferences and workshops where experts are called to impart different skills to employees are organized	17 18.5%	34 37.0%	37 40.2%	4 4.3%	00
Formal training courses and development programs are offered to employees in the organization	16 17.4%	54 58.7%	8 8.7%	14 15.2%	00
Practical work for gaining more skills is usually given to the employees in the organization	36 39.1%	49 53.3%	7 7.6%	00	00

Source: *Primary data*

Table represents the descriptive statistics ontheeffect of training methods on organizational performance in Mukono District Local Government. According to study, 38% strongly agreed and 33.7% of the respondents agreed that job rotation where employees are switched to different positions is done in the organization, 19.6% were not sure whereas a total of 8.6% of the respondents disagreed and strongly disagreed with the statement. The study also found out that 21.7% and 38% of the respondents strongly agreed and agreed respectively that coaching and mentoring especially of the new staff in conducted in the organization, 20.7% were not sure whereas 12% and 7.6% of the respondents disagreed and strongly disagreed respectively with the statement put across.

The study further established that 18.5% and 37% of the respondents strongly agreed and agreed respectively that conferences and workshops where experts are called to impart different skills to employees are organized, 40.2% of the respondents were not sure whereas 4.3% disagreed with the statement put across.The study found out that 17.4% and 58.7% of the respondents strongly agreed and agreed respectively thatformal training courses and development programs are offered to employees in the organization, 8.7% of the respondents were not sure whereas 15.2% disagreed with the statement put across. Finally, the study also illustrated that 39.1% strongly agreed and 53.3% of the respondents agreed that practical work for gaining more skills is usually given to the employees in the organization, whereas 7.6% of the respondents were not sure of the statement put across.

From the study findings, it can therefore be noted that the major training methods used in MDLG are job rotation and formal training courses and development programs which have helped in achieving organizational performance in the long run which were represented by 92.4% and 88.1% of the respondents who agreed respectively.

Effect of training evaluation on training practices in MDLG

Table summarizes respondents' responses on the effect of training evaluation on organizational performance in Mukono District Local Government by using a Likert scale where SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree) and SD (Strongly Disagree).

Table:Effect of training evaluation on training practice in MDLG

Statements	Extent of agreement and disagreement				
	SA	A	NS	D	SDA
	F (%)	F (%)	F (%)	F (%)	F (%)
Employees always make sure that the skills gotten from training are effectively applied in the day to day institutional activities	34 37.0%	47 51.1%	3 3.3%	8 8.7%	00
The organization usually carries out an assessment of the training process carried out	44 47.8%	29 31.5%	16 17.4%	3 3.3%	00
Tests are always given to the employees in the organization that have attained training	40 43.5%	41 44.6%	4 4.3%	7 7.6%	00
Positions are always given to the trained employees in the organization to check their progress	41 44.6%	40 43.5%	8 8.7%	3 3.3%	00
Attitudes of the employees that have been trained in the organization are usually checked to ensure their progress	31 33.7%	46 50.0%	4 4.3%	11 12.0%	00

Source: *Primary data*

Table represents the descriptive statistics onthe effect of training evaluation on organizational performance in Mukono District Local Government. According to study, 37% strongly agreed and 51.1% of the respondents agreed that employees always make sure that the skills gotten from training are effectively applied in the day to day institutional activities, 3.3% were not sure whereas a total of 8.7% of the respondents disagreed with the statement put across. The study also revealed that 47.8% and 31.5% of the respondents strongly agreed and agreed respectively that the organization usually carries out an assessment of the training process carried out, 17.4% were not sure whereas 3.3% of the respondents disagreed with the statement put across.

The study further established that 43.5% and 44.6% of the respondents strongly agreed and agreed respectively that tests are always given to the employees in the organization that have attained training, 4.3% of the respondents were not sure whereas 7.6% disagreed

with the statement put across.The findings illustrated that44.6% strongly agreed, 43.5% of the respondents agreed that positions are always given to the trained employees in the organization to check their progress, 8.7% were not sure while 3.3% of the respondents disagreed with the statement put across.Finally, the study also revealed that 33.7% strongly agreed and 50% of the respondents agreed that attitudes of the employees that have been trained in the organization are usually checked to ensure their progress, 4.3% of the respondents were not sure whereas 12% of the respondents disagreed with the statement put across.

From the study findings, it can therefore be noted that majorly, the organization usually carries out an assessment of the training process carried out and also give tests to the employees in the organization that have attained training which has helped in achieving organizational performance in the long run which were all represented by 88.1% of the respondents who agreed.

5.0 Conclusion and Recommendations Of The Findings

5.1 Conclusion

In conclusion, the study findings provide valuable insights intothe impact of employee training on organizational performance: a case of Mukono District Local Government (MDLG). The results highlight the importance of training needs assessment in aligning organizational objectives and employee behaviors, leading to improved performance. Job rotation and formal training courses were identified as effective training methods, while coaching and mentoring also contributed positively. Furthermore, conducting assessments, giving tests, and monitoring employee progress through training evaluation were found to enhance organizational performance. These findings underscore the significance of a comprehensive and well-structured training and evaluation process in fostering growth and success within MDLG. Implementing these practices can lead to continued improvement in organizational performance and ultimately contribute to the success of the district government.

5.2 Recommendations

The study provides the following recommendations on the impact of employee training on organizational performance: a case of Mukono District Local Government (MDLG):

Strengthen training needs assessment: The study recommends that MDLG should continue to prioritize and strengthen the process of training needs assessment. Regularly identifying and understanding the specific objectives and competencies required for training will enable the organization to tailor its training programs more effectively, aligning them with organizational goals and employee development needs.

Emphasize effective training methods: Job rotation and formal training courses have been identified as effective training methods with a positive impact on organizational performance. Therefore the study recommends that MDLG should invest in these methods and explore ways to enhance their implementation further. Additionally, coaching and mentoring programs should be promoted to provide valuable support to new staff and employees seeking skill development.

Implement comprehensive training evaluation: The study highlights the importance of thorough training evaluation practices, including conducting assessments, giving tests, and monitoring employee progress. The study therefore recommends that MDLG should establish a well-structured and systematic training evaluation process to assess the effectiveness of training initiatives and measure their impact on employee performance and overall organizational success.

Continuous improvement and innovation: The study emphasizes the significance of continuous improvement in training and evaluation practices. Therefore the study recommends that MDLG should regularly review and update its training programs, methods, and evaluation strategies based on feedback and performance outcomes. Embracing innovative approaches to training delivery, such as incorporating technology-based learning solutions, can also enhance the effectiveness of training initiatives.

Foster a learning culture: To ensure the sustainability of positive outcomes, MDLG should foster a learning culture within the organization. Encourage employees to actively engage in training opportunities, share knowledge, and apply newly acquired skills in their day-to-day activities. Recognize and reward employees who demonstrate a commitment to continuous learning and performance improvement.

Collaboration and knowledge sharing: The study also recommends the need to encourage collaboration and knowledge sharing among departments and employees. Promote cross-functional training and peer-to-peer learning opportunities to facilitate the dissemination of best practices and skills throughout the organization.

Long-term impact assessment: Finally, the study recommends the need to conduct periodic long-term impact assessments of training initiatives on organizational performance. Track key performance indicators over time to measure the effectiveness of training programs and identify areas for further improvement.

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