UGANDA MANAGEMENT INSTITUTE

EMPLOYEE TRAINING AND ORGANIZATION PERFORMANCE IN THE PARLIAMENTARY SERVICE OF UGANDA

BY:

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A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTERS DEGREE IN BUSINESS ADMINISTRATION, OF UGANDA MANAGEMENT INSTITUTE

JANUARY, 2018

DECLARATION

I, **Kyomuhendo Christine,** declare that this thesis is my own original work and that it has not been presented and will not be presented to any other University for similar or any other degree award.

Sign……………………………………….

Date……………………………………….

APPROVAL

This is to certify that we have read and hereby recommend for acceptance by Uganda Management Institute the Dissertation titled *"Employee Training and Organization Performance in the Parliamentary Service of Uganda"* in fulfillment of the requirements for the award of the Degree of Masters in Business Administration.

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DEDICATION

I do dedicate this work to my husband Opolot Francis, who has supported me through this tough path of education, my children Robert, Emma, Kenneth, Robina, Fatuma, Faith and Timothy who have all sacrificed their need for my attention, to allow me concentrate; my father Sam Ssalongo who laid my education foundation upon which I am continuing to build, and finally my brothers and sisters who find pride in any achievements.

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ACRONYMS

DV   **-**   Dependent Variable

HR   -   Human Resource

HRD   -   Human Resource Department

HRDP   -   Human Resource Development Plan

HRM   -   Human Resource Management

IBEACO   -   Imperial British East African Company

IV   **-**   Independent Variable

LEGCO   -   Legislative Council

MOPS   -   Ministry of Public Service

MPs   -   Members of Parliament

PS   -   Parliamentary Service

PSC   -   Parliamentary Service Commission

RBV   -   Resource Based View

SPSS   -   Statistical Packages for Social Scientists

ABSTRACT

The study examined the relationship between employee training and organization performance in the Parliamentary Service of Uganda. The objectives were; to establish the relationship between training regulations and organization performance, to examine the relationship between types of training and organization performance, and to determine the relationship between training resources and organization performance in the Parliamentary Service of Uganda. The study adopted a correlation research design where quantitative and qualitative approaches were used. A total of 253 questionnaires were distributed to respondents and 216 fully filled and returned; 14 interviews were conducted, and the overall response rate was 85%. Simple random and purposive samplings were used as sampling techniques. Analysis was done using both descriptive, and inferential statistics of Spearman' correlation coefficient (rho). Qualitative data was examined and categorized into themes, while quantitative data was coded and entered into SPSS package. Findings were done per objective; objective 1 showed a correlation coefficient of 0.538, objective 2 revealed a correlation coefficient of 0.549, and objective 3 showed a coefficient of 0.595. All findings in the three objectives indicated a moderate positive significant relationship between organization performance and the training concepts of regulations, types and resources. The researcher therefore concluded that training regulations, types of training, and training resources all have a relationship with organizational performance in the Parliamentary Service of Uganda. Basing on the findings, the study recommended that the Parliamentary Service should conduct training needs assessments before recommending trainings for its employees, front a transparent training policy which provides for equal opportunities in training, promote off-the-job training as staff consider it more motivating, and further uphold its investment on training and development. It should also conduct

training evaluations to determine the effectiveness of the trainings obtained by staff, and

provide adequate guidance to staff so as to perform much better.

CHAPTER ONE

1.1 Introduction

Because of the growing competition in today's businesses, many firms are promoting the fact that a skilled workforce is the major source of competitive advantage for businesses, and not just the availability of capital or use of technology (Nassazi, 2013). Indeed Boxall and Steeneveld, (1999) argue that the link between firm performance and labour productivity does not need a debate, as it is manifest that a well trained workforce is decisive on the intensity of functioning of any firm. It is therefore reasonable to say that, consideration be paid to the kind and quality of human resource, as this has a bearing on its conduct and operations, and consequently on the performance of the organization (Maicibi, 2007).

This chapter presents the background, problem statement, purpose, objectives, research questions, hypotheses, conceptual framework, significance, justification, and scope of the study.

1.2 Background to the Study

1.2.1 Historical Background

Uganda's first elements of Legislation started as far as 1888, when the Imperial British East African Company (IBEACO) started some kind of Administration (Foster, 2011). In the year 1902, an Order of Council was passed, and new provisions for the Administration of Parliament were made. In 1920, another Order of Council was promulgated, creating a legislative body known as the Legislative Council (LEGCO) with an initial 7 Members. In 1962, general elections were held, ushering in the Uganda People's Congress (UPC) party in government, which received the instrument of independence in 1962, thus the beginning of Uganda's 1st Parliament - the National Assembly, (Foster, 2011). In 1967, a Republican Constitution came into force, starting the 2nd Parliament, until the overthrow of the UPC leadership by the military junta in 1971. In 1979, an

interim Parliament was established to be the supreme legislative body (3rd Parliament) until 1980 when general elections brought back the Uganda People's Congress (UPC) Party, marking the beginning of the 4thParliament (Kawesa, H, 2013). The UPC government was then overthrown by another short-lived military junta in 1985. In 1986, the National Resistance Army (NRA) took over power and started the 5th Parliament which re-introduced Parliamentary Democratic Governance. In 1996, general elections were again held, bringing in the present day National Resistance Movement (NRM), which ushered in the 6th Parliament; and following a national referendum, embraced a multi-party system of governance.

With a multi-party system in place, Parliamentary dispensation had to change to a pluralist system of governance, and the 8th and 9th Parliaments therefore, became the first and second Parliaments respectively to operate under a pluralist system since the 80s. The number of MPs increased and new offices were created within the organization structure. Pressure was exerted on Parliament and as such, the leadership of Parliament had to take steps to transform the Institution to meet the requirements of a pluralist system. It was during this period that the Administration of Parliament Act (1997) was enacted, establishing an autonomous Parliamentary Service Commission, to be responsible for organizing and providing strategic guidance to the Parliament of Uganda; and a Parliamentary Service, separate but forming part of the main Public Service, to manage administrative business under the supervision of the Parliamentary Service Commission (Kawesa H, 2013). The Parliamentary Service then developed its first Strategic Plan to embrace the new changes. The Rules of Procedure were revised to make way for the new system to operate smoothly, and a code of conduct was incorporated to guide MPs and staff in the discharge of their duties. Consequently, Parliament had to conform to the requirements of the new system and staff

training and development was given priority so as to guarantee that staffs are knowledgeable and skilled enough to provide services to MPs and the public with impartiality and objectivity.

1.2.2 Theoretical Background

This study was directed by the Human Capital theory, developed to appraise the connection between training workers (employees) and organization effectiveness. The theory was proposed by Schultz (1961) and advanced by Becker (1964).

This theory supposes that education and/or training transmit useful information and talent to workers, which information and abilities can be used to increase firm productivity, and consequently employee incomes (Becker, 1964). Becker emphasized the communal and business significance of human capital and remarked that the most cherished of all capital asset is investment in employees. The theory focuses on the information, talent, abilities and qualities possessed by individuals, which enhance individual value and cause the attainment of organizational goals (Becker, 1964). Boxall and Steeneveld, (1999) confirm that the value of human resources, like any other capital, is positioned in their abilities to influence organization productivity both directly and indirectly; thus organizations should make strategic choices about investing in, and managing people just as they make choices about their other economic assets such as land and machineries (Becker, 1964; Wright et al., 1994). This theory relates human capital to the tangible means of production where the rate of return will depend much on the quality and quantity of investment made.

Marimuthu et al. (2009) define human capital development in the context of information and capabilities required of an employee to increase his/her potential to perform activities of economic value. Therefore, employees should be considered a resource in the production process, in which added input will generate added output (Strober, 1990). A review of this theory gives an

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understanding of the link between training and organizational performance, and suggests that, the way an organization manages its resources has a significant relationship with achievement of its goals. Thus, employee training performs a significant function in perfecting the quality of employees, and encouraging organization productivity through human resource outcomes (Thang, Quang and Buyens, 2010).

The theory was relevant for this study because it offers a structure on which to probe the role of human resources in the achievement of organization goals; and forces organizations to reflect more on investing in employees so as to attain the best quality of workforce required at various levels.

1.2.3 Conceptual Background

Training is a way of learning and to remain competitive, organizations must ensure that their workforce is continuously learning and developing. Training is a business undertaking in which any firm must venture in and like all other ventures, the aim is to receive a benefit from the venture. It is a responsibility not only of the organization but also the individual employee, and is linked to the overall goals and strategies of both the individual and the organization (Okoton & Erero, 2005). Although a number of researches in employee productivity and firm performance have revealed that adequate staffing improves firm performance, training these employees greatly increases and sustains organizational performance (Huselid & Becker, 1997). According to the Uganda Public Service Standing Orders (2010), training includes all activities undertaken to furnish staff with the information, abilities, talent and the right way of thinking so as to enable them accomplish timely delivery and high quality work output.

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

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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.

Armstrong, (2009) supposes that training is the preparation of employees to enhance their performance towards achievement of the organization goals. In his understanding of training, he emphasizes that for training to impact on performance, it should be organized in a way as to appreciate learning theories and approaches. Behavior modification which to him is an outcome of training, contributes to organizational performance. He advocates for new approaches to training like use of automated commands, processor games, and audio-visual techniques which have currently become more effective and used extensively. Combining these new approaches with the traditional methods of mentoring, coaching, teaching sessions, discussions, and consultations provides an effective means of training to organizations (Armstrong, 2010). Therefore, employee training has its calculated location in organization performance which directly stimulates the attainment of organizational goals and objectives. Whichever method of training firms may wish to use, there is a bearing on an organization's performance.

1.2.4 Contextual Background

Parliament of Uganda is the Legislative Arm of Government, and is a creation of the 1995 Constitution of Uganda. For purposes of its organization and strategic guidance, a Parliamentary Service was established, subject to the supervision and jurisdiction of a Parliamentary Service Commission (1997 Constitution, Art 87). This Service is part of the main Public Service, and is

headed by the Clerk to Parliament who is directly answerable to the Speaker of Parliament for the overall functioning and efficient handling of business in Parliament (Administration of Parliament Act, 1997). Clerk leads the technical team (PS employees) which provide technical and administrative support including objective and timely reporting, analysis and research, timely planning and provision of quality data and information, to the Parliament and its clientele.

The need for competition has encouraged organizations to pay much attention to employee development through training (Huselid, 1995), the core purpose of which is to cause enhanced organization performance. Ubeku (1975) puts it that possessions spent on training and development are possessions well invested because, an employee needs to be helped to grow into managing more responsibilities. The Parliamentary Service of Uganda, like any other organization has continuously invested in training and development activities to ensure sustainability of a properly equipped, knowledgeable, motivated and committed staff for effective and efficient service delivery (The PC Human Resource Policy Manual, 2000). The Service has well established policies in place, including the Parliamentary Performance Management Policy, and the Training & Development Policy, both of which are used to estimate the training needs of employees.

The training policy provides that staff be supported for training on a need to learn, skills and competence enhancement basis (Training & Development Policy, 2007). Both in and outdoor trainings categorized into individual and group trainings like academic programs, short-term skills enhancement courses, attachments, job rotations, as well as study visits are designed to enable staff improve on their skills and knowledge. The Service has implemented these programs, with a motive to develop staff and improve their performance (Training Audit Reports, 2011-2013). Through the department of human resource, a number of employees at levels PC4 and above have benefited from both long and short term trainings, with an aim of improving knowledge and skills

(Training Reports 2011-2014) for their current jobs and for career development, as well as for succession planning purposes.

A summary of the training programs undertaken by staff from the different departments between 2011 & 2015 is provided in Appendix V. It is however worthy to note that even with such a picture in place, the Parliamentary Service has continued to experience a number of work-related challenges. For instance, between 2013 & 2015, overall employee performance levels stagnated at 62%, the rate of submitting reports was only 60% and persistent poor time management and absenteeism were evident (clock-in report, 2015).

1.3   Statement of the Problem

Much as it is well recognized that one of the strategies necessary for firms to foster employee performance and productivity is investing in training, many organizations do not reflect the benefits of training (Torrington & Hall, 2008). The Parliamentary Service has since the inception of the multi-party system, invested in training and development. It has a policy supporting training on skills and competence enhancement basis; departmental training plans designed to develop and motivate staff for performance improvement (Training Audit Reports, 2011 – 2013); it also has an open participatory performance management system designed to encourage involvement and enhance promotions from within (Performance Management Policy, 2005). To further motivate its staff, the service has a reward and recognition scheme aimed at rewarding efforts and achievements of teams and individuals who meet expected targets (Reward & Recognition Reports 2013 - 2015). However, in-spite of all these, the Parliamentary Service has over the years observed unwelcoming employee behaviors towards work, including non-compliance to performance policies, poor compilation and submission of reports as well as delays in submission of departmental plans and budgets. Ratings in performance appraisals are wanting; appraisal ratings based on set targets, time

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frame and quality of output indicate a stagnant performance level of between 55% - 65% (Performance Appraisal Report, 2011/12-2014/15). To make the situation worse, the rate of absenteeism has been high for the last few years (clock-in reports, 2013-2015). It is against this background that the researcher carried out the study, to discover the link between employee training and organization performance in the Parliamentary Service of Uganda, and to analyze whether indeed investment made in training pays off in organizational effectiveness.

1.4   Purpose of the Study

The purpose of the study was to explore the relationship between employee training and organizational performance in the Parliamentary Service of Uganda.

1.5   Objectives of the Study

1) To ascertain the relationship between the training regulations, and organizational performance, in the Parliamentary Service of Uganda.

2) To examine the relationship between the types of training and organizational performance, in the Parliamentary Service of Uganda.

3) To determine the relationship between the training resources and organizational performance, in the Parliamentary Service of Uganda.

1.6   Research Questions

1) What is the relationship between the training regulations and organizational performance, in the Parliamentary Service of Uganda?

2) What is the relationship between the types of training and organizational performance, in the Parliamentary Service of Uganda?

3) What is the relationship between the training resources and organizational performance, in the Parliamentary Service of Uganda?

1.7   Hypotheses

1) There is a positive relationship between training regulations and organization performance in the Parliamentary Service of Uganda

2) There is a positive relationship between the types of training and organizational performance in the Parliamentary Service of Uganda.

3) There is a positive relationship between the training resources and organizational performance in the Parliamentary Service of Uganda.

1.8   Conceptual Framework

This is an illustration showing the link between the Dependent (DV) and Independent (IV) variables (Young, 2009). In the study, the framework shows the link between employee training and organization performance in the Parliamentary Service of Uganda, as indicated by the arrow from the IV to the DV. The framework is based on the model in Figure 1.1 below.

IV (Employee Training)   **DV (Organizational Performance)**

Training Regulations
- Training Policy
- Training Program

Types of Training
- Off-the-job
- On-the-job

Training Resources
- Training Funds
- Training Aids

- Timely Reporting
- Timely Planning
- Quality Work
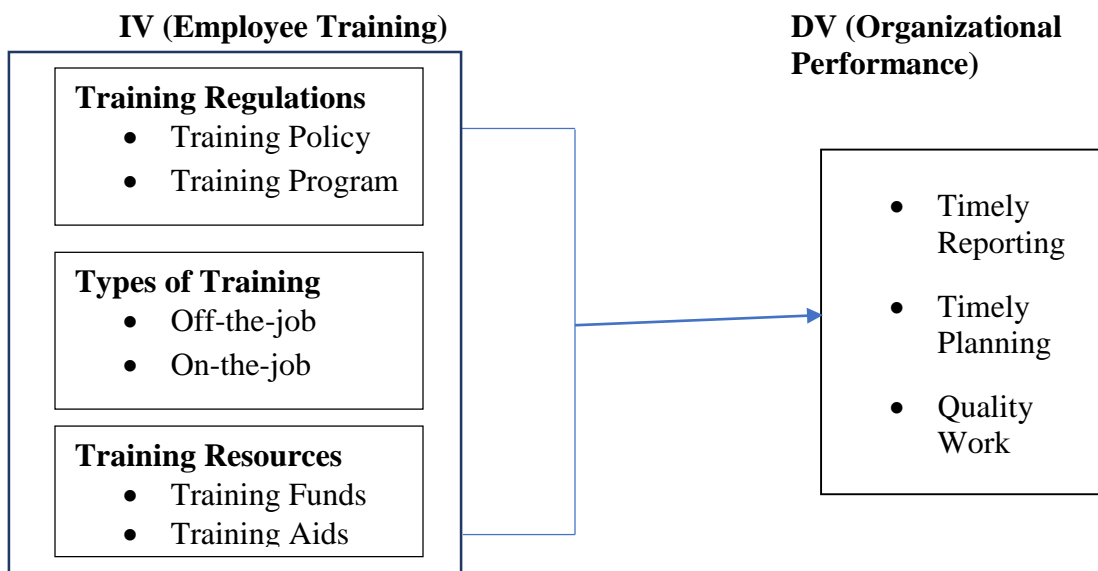
Source: Adapted from Becker (1964).

Fig. 1.1: Conceptual framework illustrating the relationship between employees training and organization performance.

1.9 Justification of the Study

Although numerous findings lately have supported the linkage between training and firm performance, including the works of David, (2014), Nassazi, (2013), and Thang et al., (2010), a large amount of these findings only reflect improvement and development of employees, fundamental for an organization's success, and do not respect dilemmas associated with these training opportunities. Literature on these findings also stresses the fact that employee training and firm performance have a strong link but do not bring out the appreciation of the link between training and the organization strategy yet scholars like Okereke & Nnema, (2011) point it out that for training to reap value in any organization, it must be aligned to its strategy. It is therefore paramount that training is one important channel for employee learning but, a lot needs to be done to explore the learning-investment indication in order to understand the magnitude to which training essentially leads to organization effectiveness.

The study was meant to bridge the gap, by stressing the reality that heightened investment on people education and guidance is linked to the existing prospects for skills enhancement, which in turn could increase the employees' zeal to perform. As a result, it also becomes crucial to exceptionally look into the correlation between training and organization performance with an intention to exclusively strengthen the understanding that investment in training actually contributes to organization success and sustainability.

1.10 Significance of the Study

The suggestions from the study shall steer decision makers in devising appropriate policies in human resource development. The Parliamentary Commission will be guided on how to acquire and exploit its human resources effectively, and also design policies that are in line with the organization's strategy so as to enable the organization achieve its mandate. Furthermore, the

researcher hopes that, the proposed study will contribute to the literature linking employee training to organization performance and expand on the knowledge to be tapped by academicians and researchers. This study will explore this link from the public service perspective in Uganda.

It is further anticipated that the study will guide the HR practitioners to indicate to top management the importance of training staff and therefore, encourage them to give closer attention to employee training. It could also create awareness to the concerned stakeholders to demand for accountability and ensure value for money for training since the Parliamentary Service is a public institution which draws its funding from the Consolidated Fund. Finally, it will enable the researcher accomplish her Master's Degree Program in Business Administration and hence a basis for career development.

1.11   The Scope of the Study

1.11.1 Geographical scope

The researcher analyzed the relationship between employee training and organizational performance in the Parliamentary Service of Uganda, located at the Parliament Buildings on Parliament Avenue – Kampala City. The study was conducted among the employees of the Service, taking into consideration the levels of employment and length of service. The area of study was preferred due to ease of obtaining the required information.

1.11.2 Content Scope

The study was limited to only variables of the study i.e. employee training and organizational performance. The focus was on examining the link between employee training and firm productivity. Under the dimension of employee training, the researcher considered the training policy and programs; on-the-job and off-the-job types; and, funds and aids for training. To

understand organizational performance, the constructs of timely reporting, timely planning, and the quality of work were critically studied.

1.11.3 Time Scope

The study encompassed the period 2011 to 2015; an era of interest which depicts a dilemma in the Parliamentary Service of Uganda as it was then that numerous staff were subjected to intensive training. The motive of the training was to improve performance to meet the demands of a multi-party system, however performance appraisals later revealed a no significant improvement as expected (Appraisal Reports, 2012, 2013 & 2014).

1.12   OPERATIONAL DEFINITION OF TERMS AND CONCEPTS

Human Resource(s): Refers to a person (s) (physical and/or mental effort in organizations/institution so as to facilitate the organization's s) who provide productivity.

Organization Performance: The ability of a firm to accomplish its goals and objectives against a set standard of accuracy, completeness, cost, and speed.

Training: An organized procedure in which people assemble to learn and unlearn proficiencies and manners required to accomplish a task.

Capabilities: Information based potentials and abilities that enable a firm to deploy its other resources more efficiently and enhance the productivity.

On-the-job Training: The procedure of imparting knowledge and skills to employees while at the same time performing their regular tasks at the work station e.g job rotation and mentoring.

Off-the-job Training: The process of acquiring knowledge and skills while at a location different from the office environment e.g lectures and attachments.

Training Resources: Wealth/Assets available for imparting knowledge and skills to employees.

Training Policy: Guidelines formulated/adopted by the organization to attempt to provide an environment that facilitates continuous learning with a view to transform the works force.

Employee Training: Programs that provide/facilitate learning by workers/employees in order to improve performance in their current roles.

Training Program: An activity with a budget, designed for training employees in specific skills.

Training Aids: Means through which knowledge is imparted to leaners.

Timely Planning: Setting up strategies to achieve the organization objectives within the agreed upon time limits.

Timely Reporting: Providing reliable data and information as and when required**.**

Quality Work: Output that conforms to the pre-determined standards.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter portrays a revision of the associated literature on employee training, and organization functioning as presented in books, journals and articles. It contains a review of the theory that guided the study, actual literature review, and a summary of the literature review.

2.2   Theoretical Review

The review was directed by the human capital theory advanced by Becker (1964), which regards training as a means of human capital investment. The theory suggests that employees are valuable human capital which needs to be invested in, on condition that the benefit from their output outweighs the cost of the investment. It holds that, organizations should put attention on human capital investment; developing the human capital and reward strategies so as to influence the attainment of organizational goals (Becker, 1964). The implication of the theory is that human capital is a resource in the production process, in which extra input generates extra output. The theory focuses on education and argues that education develops certain qualities in a person, which qualities can be transformed into work, which in turn enhances individual value and causes the attainment of organization goals.

The researchers understanding of the theory is that organizations should treat employees as an exceptional resource that generates performance transformations and heightens not only organization productivity, but also individual earnings. Organizations could develop their current employees' knowledge and know-how, by encouraging them to learn and act out what they have learnt, and also attract new talent from the external world by creating a conducive working environment. Marimuthu et al. (2009) define human capital development as the knowledge and

proficiencies necessary for an employee to increase his/her potential to execute activities of economic value. The researcher agrees with the extensive research generated by the theory intimating that heightened amounts of training is connected with better earnings and progress in output. On-the-job training for example is an investment just like many other investments in education which enhance knowledge in workers and in turn increase the employee's value and productivity (Becker and Gerhard, 1996).

A thorough review of the theory proposes that organizations should develop and prepare their employees to understand what the organization wants, give it their whole, and ensure that it attains its goals and objectives, Thus, training offers an important function in advancing the essential characteristics required of both individuals and groups, which can cause a change in the operations of any organization (Strober, 1990). One major force of the theory is that it helps human resource practitioners to evaluate the value of education and learning as inputs; and the benefits from production as outputs in the firm production process. Therefore, the theory presents a benchmark onto which public reserves can be assessed particularly so in promoting programs that encourage more education and learning. It also provides an insight to policy makers including members of parliament, to value education and training as they are the route to achieving desired outcomes in any organization.

Important to note though is that, much as the theory promotes human capital development for effective firm productivity, firms may either through poor work designs, or mismanagement of the people, fail to adequately achieve strategic impact (Wright & McMahan, 1992). Also, much as the theory advocates for human capital investment, it over assumes education to increase productivity of the workforce and subsequently lead to higher wages. It does not explain more of what happens in order for training and education to transform into higher wages. The theory simply takes

education levels of individuals as evidence of their ability to produce, whereas in-fact education and productivity could not necessarily have a direct relationship. Such treatment of education is challenging because developments in people performance vary from individual to individual and from group to group. Humans have different absorbing capacities; superior education levels in one environment may disappoint in another. None the less, the fundamental assumption of the human capital theory is the purported contribution of employee training, as an investment that leads to positive outcomes for organizations. The researcher therefore believes that, in a strict economic and sociological interpretation, the theory was the most appropriate in guiding the study because, it addresses questions such as whether investment in employee training and education can result in greater productivity and higher income for organizations and employees. Accordingly, it also helps to understand and explain the influence of society and their contribution to any business.

2.3 Employee Training and Organization Performance

Employees are the blood stream of any organization. They can affect the firm's reputation and manipulate productivity. The information and abilities that workers acquire after they have undergone training are an important endowment that drives diverse metrics of corporate well-being and success in the modern economies (Thang et al, 2010). Therefore, for organizations to prepare their workforce to suit the modern economies, investments in training and education should be stepped up. Investment in employee skills and capabilities enables employees to overcome challenges that may face them in the future that could affect their performance (Ndibe, 2014). Thus, training facilitates them to better their presentation through enhanced levels of inspiration and commitment. When employees realize that the organization values their efforts, they in turn respond by applying their best efforts to achieve organization goals and objectives (Thang et al,

2010). Without proper training, employees do not receive information, nor develop skills necessary for accomplishing tasks and achieving the set goals for the organization.

The Parliamentary Service like any other organization has continuously invested in training and development activities to ensure sustainability of a properly equipped, knowledgeable, motivated and committed staff for effective and efficient service delivery (The PC Human Resource Policy Manual, 2000). It has well established policies in place to guide in the determination of training needs for employees.

2.3.1 Training Regulations

2.3.1.1 Training Policy

Policies are a set of decisions with a common long term purpose; they lay out what should be done, why, when and by who; they also delineate how certain prerequisites and issues must be handled, (Okereke & Nnenna, 2011). The free encyclopedia defines policy as a principled guide to action. In today's competing environments, organizations design various policies for diverse aims or goals; there are policies on health & safety, training & development, performance management, recruitment, and reward management among others. Such policies are expressed in booklets, or learnt from the culture of the organization; at times they are a foundation of the traditional practices over years. Mwesigwa, (2010) informs that a training policy is a plan and procedure used by those responsible for organizing and effecting training. He further discloses that one major attribute of a good training policy is that, it should guide the users and call for continuous engagement of the learners. Different firms or departments have different training policies designed to suit the training needs of the organization or department. Armstrong (2000), points out that most human resource development approaches are designed to encourage programs that exploit policies which promote knowledge/talent management, and generally create a conducive working environment.

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In Government Institutions, policies are designed to ensure that staff enhancement is offered in an organized way across the board (Crown Agents report, 1998). In the Uganda Government, the Public Service Standing Orders, (2010) stipulate the training requirements for public servants, their career path, and professional development, with an objective to promote effective and efficient service to the public among public officers. Such provisions are designed to encourage public organizations to invest in human capital and reap from the proficiency of employees since they are more productive when they become proficient. Goldstein & Ford (2002), flaunted that training is a vital means for the successful attainment of an organization's goals, and the consequent increase in the productivity and performance of the organization; It is a contrivance for filling the performance gap, and firms therefore ought to use it wisely to cause accelerated productivity. Armstrong (2000) insists that a proficient workforce functions better as team especially when each and every one is aware of the organization's objectives.

In the Parliamentary Service, it is provided that employees are the most important asset and the Commission shall ensure sustainability of a properly equipped, motivated and trained staff for effective and efficient service delivery (HR Policy Manual, 2006)). It is further provided that training and development in the Parliamentary Service shall include career development with emphasis on professionalism. Also Section 2.18 (ii) states that, "The PC shall support a member of staff who initiates a training need as long as it fits within the overall development and career plans of the individual". This is a big encouragement to the employees to perform since one cannot be afraid of any changes in the work place or inadequacies in knowledge and skill.

It is however disappointing that many government institutions do not value training as stipulated in the Standing Orders and in some cases, training is considered occasional, (Crown Agents Report, 1998). This leaves a big gap on understanding the vital role played by training, in-spite of

the several researches on the power of employee training on firm performance. Nevertheless the benefits of training cannot be under looked by any organization under today's competitive era. Armstrong (2009), maintained that, employees are the most vibrant of all resources in any organization and consequently, need to be given enormous consideration by managers to permit them realize their full potential in their work.

2.3.1.2 Training Programs

Training programs play a vital role in every organization. According to Cole (2004), developing suitable training programs and embracing the right training strategy and type, enables employees to understand what management wants them to do, and how to do it. It is suggested that the means through which knowledge is imparted onto the trainees, in combination with the trainees' abilities can manipulate the training outcome.

McGhee, (1996) maintains that education programs should be designed as per the needs of the organization with emphasis on the changes that might have taken place in the organization. Designing an active employee training program presents numerous advantages for workers and the business, but on condition that it is conscientiously organized and appropriately executed. Cole (2004), suggests that the success of a training program is the responsibility of the organization to ably identify training needs and appropriately prepare the program. Research on training clearly shows that the two things that matter in training are the training mechanisms used, and the way the training is designed, delivered and implemented. In spite of the fact that training less experienced workers is essential, studies have revealed that training programs at all job levels have a direct impact on employees' long-term performance and their monetary benefit to an organization.

Okoton & Erero, (2005) in their study put it that, if personnel are trained and they do not learn, then probably it is because some significant study principle was disregarded; if they return and

cannot demonstrate what they have learnt, it could also be that much as the institution may have done all it can, to ensure a fruitful training schedule, an erroneous candidate might have been preferred for the training. Therefore, evaluation of the program is mandatory to gauge the effectiveness of the training (Wright et al..1994; Mc Ghee, 1996).

2.3.2 Types of Employee Training and Organizational Performance

2.3.2.1 On-the-job Training

Ndibe (2014) asserts that on-the-job training is that training where an experienced employee is assigned the task of imparting knowledge to the trainee while they perform their regular jobs. Employees acquire the required competencies while performing his/her routine tasks at the work station, and not on an imaginative scenario. The experienced worker teaches and advises the trainee on specific methods and techniques of doing the job (Flynn et al, 1995). In some cases the trainee is expected to learn by watching the experienced worker. As such, employees are able to practically acquire information and skills while on the training, thus saving time and costs. This type of training benefits workers as they have an on spot understanding of their jobs because, they learn from their practical experience much better than they would via book knowledge (Deming, 1982). Armstrong (2009) puts it that on-the-job training may entail instruction or tutoring by more proficient persons or instructors at the desk or work environment. Examples of on-the job training include orientation, job instructions, apprenticeship, internship, job rotation, coaching and assistantship.

2.3.2.2 Off-the-job Training

Off-the Job training types on the other hand are designed to ensure that employees acquire both practical talents and information necessary for improving performance while working on the job, and also other knowledge and expertise, while in a location away from the office environment

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(Bretz & Thompsett, 1993). The purpose of these trainings is to enable employees acquire new ideas, learn from the exposure, as well as improve on their innovativeness. The types of training under this category are costly as they require a lot of time, but present a profound added advantage of networking and drawing from others' experiences. They also increase the participants' awareness and acceptance, allow for concentration, and offer the trainee a more favorable self-perception (Bretz & Thompsett, 1993). This is because, most times such trainings permit employees to act out work scenarios and acquaint themselves with the challenges faced in the different work settings. The service providers of such trainings are also often well versed with the techniques required, unlike those for in-house training. Trainings under this type include role playing, conferences, case studies, simulations and academic courses.

2.3.3   Training Resources

The resources available to an organization and its training department affect the type and depth of training needed. The available budget for example will determine the number of workers to benefit, and nature of training an employee is to go for; the space available in the training area is another issue that could affect the training, as well as the training materials needed to facilitate the training. According to Swanson (2007), availability of resources influences the effectiveness of the training attained by any firm. Inadequate resources can easily limit the effectiveness of the training acquired because, resources are fundamental in determining the levels of motivation and commitment derived for performance. The scarce resource theory enlightens us that in all situations, there are resource limitations which may include monetary limitations, raw materials, time and others which require that firms make choices as to how to efficiently allocate the available resources for maximum utilization and successive gain in returns.

A lot of debate fronting talent through training discloses that training is of little importance if the proficiencies that have been attained by the trainee are not consistently applied to the job scenery over time (Kozlowski and Salas, 1997). In other words, there is no need for organizations to invest in training if the trainees do not appreciate and value it, irrespective of whether the organization has adequate resources to facilitate training for its entire staff. An organization having limited resources could see more value in training if it is able to acquaint its employees to handle sophisticated functions and the basics of the newly advanced technology. It is paramount for all organizations to therefore understand how to efficiently and effectively utilize the available resources so as to maximally reap from the benefits of employee training. Ndibe (2014) deduces that if the right procedures are used to select and send the workforce for skills development, then there would be corresponding developments in individual behavior and consequently organization functioning. He proposes that a means be put in place for every organization to properly assess and evaluate its employee's individual outputs in consideration to the training, so as to guarantee value for money.

2.4   Summary of the Literature Review

A review of the literature indicated that the thought of employee training is a platform on which to develop ones' understanding of the fact that employees are a valuable resource which deserves to be invested, if an organization is to gain competitive advantage. Furthermore, that the information and capabilities developed during training are significant in the face of the rapid variations in todays' rivalling economies (Thang et al, 2010). The literature also shows that many studies including those by Nassazi (2013), Strobber, (1990), Thang et al (2010) and Ndibe (2014), maintain that employee training is vital and crucial for performance and that when aspects of employee training are effectively documented and implemented, staff performance will improve

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and this will automatically lead to the general improvement in organization performance. The studies however do not specifically expound on the extent to which training actually pays off in terms of organization effectiveness.

The study was meant to bridge the gap by disclosing that mounted investment on employee training is linked to enhanced employee performance, which in turn leads to greater organization functioning and accelerated returns to both the employees and the organization at large. The study also communicates to firms to strongly embrace the fact that putting training benefits into use is a fundamental issue in acknowledging the link between individual performance and the requirements of the organization.

CHAPTER THREE

RESEARCH METHOODOLOGY

3.1   Introduction

This chapter examines the study design, the area and population of study, sample size and selection, specimen procedure and techniques, data collection methods and instruments, quality control measures, procedure of data collection, analysis of data, and measurement of the variables of study. It also points out the ethical issues to be observed in the study.

3.2   Research Design

A correlation research design was used to carry out the study. Kothari, (2005) contends that the function of a research design/strategy is to arrange for the gathering of relevant proof with least effort and time. A correlation research design was employed to carry out the study because it does not require manipulation of behavior, and yet allows for evaluation of relationships amongst a considerable quantity of variables under a single study (Mugenda, 2003). A triangulation method involving both measurable and non-measureable approaches was employed in the study. The choice for a triangulation is because it provides for proper and extensive examination of issues, which minimizes on the element of bias and subjectivity; it also enables the researcher to ascertain and explore existing conditions on the variables of study by considering responses from different subjects in the area of study, hence describing the phenomenon (Ogula, 2005).

3.3   Study Population and Area of Study

The study was conducted on 400 employees of the Parliamentary Service located at Parliament Buildings housing the Parliament of Uganda. Of the 400 employees, 20 were at top level (heads of departments and deputy heads), 220 middle level employees (principal and senior officers), and 160 were lower level employees (junior officers).

3.4   Sample Size Selection

Because it was not possible to study the entire population, it was necessary to make general

findings based on a sample. A sample is a small portion of a given populace, chosen for observation

and analysis (Amin, 2005). The sample for the study was determined according to the table

provided by Krejcie & Morgan (1970).

Table 1: Determining of Sample Size

No.	Category	Population	Sample Size	Sampling Technique	Data Collection Tools
1.	Top level	20	19	Purposive sampling	Interview Guide
2.	Middle level	220	140	Simple random sampling	Questionnaire
3.	Lower level	160	113	Simple random sampling	Questionnaire
	Total	**400**	**272**		

Source: Researchers' construct using PC Staff Records (2013/14).

In table 1 above, a sample sum of 272 derived from different categories of respondents drawn from

the same target population was used. The researcher preferred to use the sum of the sample sizes

because it provided a bigger sample which is preferred for purposes of accuracy in the findings,

especially when the difference in results from the findings is expected to be small. Isaac & Michael

(1995), advice that a large sample size is needed when a sizeable amount of variables are thought

to be relating unsystematically and it is necessary to reduce their separate effects.

3.5   Sampling Procedure and Technique

In this study, the researcher used simple random sampling and purposive sampling**.**

3.5.1   Simple Random Sampling

This is a probability sampling technique where all members of the population have even chances

of representing the population (Amin, 2005). This technique was applied to lower and middle level

employees. The researcher preferred the method because it provides for higher levels of

impartiality as members are equally recognized. It also allows easy selection of respondents within a short period of time.

3.5.2 Purposive Sampling

Purposive sampling is a non-probability sampling practice whereby the researcher trusts his/her own opinion while selecting participants for the study (Mugenda, 1999). This technique was used on top level employees because it permitted the researcher to select respondents who have the knowledge and experience in the variables of study. It also allowed for concentration on top management, where all participants were alike, thereby allowing the researcher to study the group with much consideration.

3.6   Data Collection Methods

Three (3) approaches were used collect data; the questionnaire method, interviews and document review for collecting both primary and secondary data.

3.6.1 The Questionnaire

A questionnaire is a written array of queries in which respondents are required to write their responses, usually within closely defined alternatives (Sekaran, 2003). For this inquiry, a sum of 253 forms were printed in a defined order and delivered to middle and lower level employees. 216 of them were fully filled with responses and returned to the researcher. The researcher preferred this method because it was convenient for the research assistants to hand deliver the questionnaires to respondents, and because it offered greater assurance of anonymity to respondents.

3.6.2 Interviews

This is a kind of interrogation in which the researcher seeks for information verbally from the respondents. Interviews can be pre-arranged, using ordinary questions for each respondent, or they may be colloquial unstructured conversations (Saunders et al, 2012).

The researcher targeted 19 interviewees, but was only able to fully conduct 14 interviews using standard questions for each respondent. All the 19 respondents were from top level employees because the researcher saw it vital to gather in-depth data from them, which was not possible to get using questionnaires. This is because the researcher believed that top level employees were more knowledgeable about the training issues in the organization and so, wanted to probe answers from them, and seek clarity on the responses received via the questionnaires.

3.6.3 Documentary Review

The researcher carried out a careful study on written documents including policy manuals, regulations like the Administration of Parliament Act, textbooks, reports, magazines and newspapers. Visual information was also gathered from the internet with an aim of enriching the data collected by use of the questionnaire and interviews. The choice for this method was because the researcher wanted to access data at his own convenient time, and also obtain obscure information relevant for analysis.

3.7 Data Collection Instruments

A self-administered questionnaire, an interview guide and a documentary checklist were used to collect data.

3.7.1 Self-Administered Questionnaire (SAQ)

This is a form designed for collecting data related to the research inquiries and assumptions (Amin, 2005). Because the inquiry involved collecting information of variables which could not be observed (respondents' views, opinions, perceptions and feelings), the researcher divided the questionnaire into sections comprising of the respondent's profile, and questions concerning the variables under study to collect both qualitative and quantitative data. Both closed and open ended questions were designed. The instrument was preferred because of its ease to manage on a sizeable

sample within a short period of time, and also because it allows participants to define and describe extensively situations/events as freely as they wish.

3.7.2   Interview Guide

This is a tool that guides the investigation during an interactive interview sessions, designed to capture non-numeric detailed data from participants (Mugenda & Mugenda, 2003). The researcher used this tool to capture in-depth information from knowledgeable and experienced respondents. The captured data was used to supplement and obtain appropriateness from data gathered via the self-administered questionnaire. The tool was preferred because it allows for probing, which helped the researcher gather deeper information which would not be got through the use of questionnaires. The tool also encouraged personal contact where the researcher was able to access respondents' true feelings.

3.7.3   Document Review Checklist

A document review checklist was used to review both major and subsequent sources of data. Documentary facts on published plus unpublished minutes, journals, magazines, regulations and reports was examined to obtain meaningful information used during the study. Using this tool helped the researcher make comparisons on existing literature, to understand whether actually investment on employee training pays off for organizations. Check lists help provide baseline information, to which collected primary data results can be compared (Amin, 2005).

3.8.   Data Quality Control

To arrive at accuracy, the researcher ensured validity and reliability of the instruments by pre-testing them before the beginning of the research. Mugenda & Mugenda (2003), inform that the worth of a research study is largely contingent on the accuracy of the data tools & methods used.

3.8.1 Validity

This is the extent to which a tool gauges the construct under study (Mugenda, 1999). It reflects the appropriateness of the instrument. To establish validity, the researcher used the expert judgment method by involving experts to assess the relevance of the interviews and questionnaire. The researcher did this by pre-testing the instruments in a pilot study to detect any errors. The researcher then used the formula for Content Validity Index (CVI) to establish the authenticity of the research instrument and to ensure that only variables scoring 0.70 are considered:-

$$\text{CVI} = \frac{\text{Number of Valid Items}}{\text{Total Number of Items}} = 35/31 = 0.886$$

With a CVI of 0.886, the study instrument was found to be valid as recommended by Amin (2005), that for the instrument to be valid, the C.V.I should be at least 0.7.

3.8.2 Reliability

Refers to consistency of a tool in measuring whatever it is expected to measure (Amin, 2005). To ensure reliability, the tools were administered to another sample in a different area to determine the constancy of the results. The researcher used Cronbach's Coefficient Alpha to compute the consistency of tools, and the results were computed using Software Package for Social Sciences. The range of 0.7 and above indicates a reliable research instrument as asserted by Amin (2005).

Table 2: Reliability Analysis

Variable	Cronbach's Coefficient Alpha	No. items retained
Training Regulations	0.808	9
Types/forms of training	0.764	8
Training resources	0.837	8
Organizational Performance	0.901	6
Whole data collection tool	0.925	31

Source: Primary Data

In the table 2 above, the cronbach coefficient alpha for training regulations is 0.808 under 9 items; for types of training is 0.764 under 8 items, and for training resources is 0.837 under 8 items. Organizational performance had a cronbach coefficient alpha of 0.901 under 6 items, and all the constructs for study had a cronbach coefficient of 0.925, under a total of 31 items. The instrument was approved as suitable for the test of consistency for each variable, and for all the variables of study as they all tested above 0.7; given that the level of Cronbach that is sufficient, is any value equal to, or greater than 0.7 (Amin, 2005).

3.9   Procedure of data collection

Upon a successful proposal defense, the researcher obtained an introductory letter from the School of Civil Service, Public Administration and Governance which was used to seek consent from the Clerk to Parliament for access to the information required for the study. With assistance from two research helpers, questionnaires were hand delivered to respondents, assuring them of confidentiality and anonymity. Completed questionnaires were then collected after a period of two weeks. The researcher also conducted interviews with top level employees to gather in-depth data.

3.10   Data Analysis and Presentation

3.10.1 Analysis of Quantitative Data

Quantitative data was analyzed using SPSS package. The data collected from questionnaires was translated, coded, cleaned and entered into the SPSS package. Descriptive statistics was then generated to describe and summarize the data, in order to respond to the research questions and support the hypotheses tested. The spearman's correlation coefficient was used to test the relationship between the variables of study, thereby drawing conclusions. Descriptive statistics was used because it is ideal in giving meaning when describing a distribution of scores using a few indices or statistics (Mugenda & Mugenda, 2003).

3.10.2 Analysis of Qualitative Data

Analysis of qualitative data involved examining and categorizing the data into themes in accordance with the study objectives; and then tabulating and recombining the data for implications, inferences and conclusions based on the narratives presented by the interviewees. The researcher described the data in non-numerical terms, for purposes of attaching meaning. Inferential statistics of Spearman's correlation coefficient (rho) was generated to test the hypotheses so as to draw conclusions.

3.11 Measurement of Variables

The researcher measured the variables using a Likert scale with a five category responses continuum; strongly agree, agree, undecided, disagree, or strongly disagree with the statement on the 5 point scale. The scale was used because it is flexible to respondents, easy to construct and because it is the most commonly used scale in the study of social attitude. According to Taylor & Hearth (1996), the Likert scale can measure perceptions, attitudes, values and behaviors of individuals under a given phenomenon.

3.12 Ethical Considerations

Ethics is an honest thinking which deals with one's behavior and provides a guide to one's actions (Mugenda, 2003). The most sensitive ethical issues in this study were informed consent, and objectivity in analysis, report writing and publishing of the research. The researcher ensured that all information provided by respondents was kept confidential thus avoiding harm and deception to participants. No attempt was made to coerce or apply pressure to participants in order to gain access to the required information (Sekaran, 2003). The researcher also made sure not to criticize or elude negative effects on any respondent but to observe integrity. Above all, the researcher observed objectivity by collecting data accurately and fully.

PRESENTATION, ANALYSIS AND INTEPRETATION OF FINDINGS

4.1. Introduction

The chapter presents, scrutinizes, and interprets the study findings arising from data collected from the respondents. The first section presents the response rate, the second presents the profile/background information and the third section is a presentation and analysis of the study findings in relation to specific objectives.

4.2. Response Rate

Nineteen (19) respondents were targeted for interviews, of which fourteen (14) were successfully interviewed; while a total of 253 questionnaires were given out and 216 were completed and returned. This gave a response rate of 74 and 85 percent respectively as seen below.

Table 3: Response Rate Source

Category	Sample Size	Actual number of Respondents	Response rate (in %)
Interview guide respondents			
Top level	19	14	73.7
Questionnaire respondents			
Middle level	140	111	79.3
Lower level	113	105	92.9
Total	**272**	**230**	**84.6**

Source: Primary Data

A summary of the response rate in table 3 above shows the level of diversity which was involved while collecting the data. A sufficient number of employees participated in providing the required information thereby giving an assurance that the data can be relied on. This is because, Mugenda (2009), recommends any response rate above 50 percent as adequate for analysis and reporting.

4.3.   Profile of the Sample

A brief background information was presented on the 216 respondents that filled the questionnaire. Age, tenure of service, education levels and gender of the respondent are presented to assist the researcher understand whether they have a bearing on organizational performance in the Parliamentary Service of Uganda.

4.3.1. Age of the Respondents

Respondents were to show their age, so as to establish their eligibility to participate in the research study. The findings are provided below.

Table 4: Age of Respondents

Age	Frequency	Percent (%)
20 - 30 years	17	7.9
31 - 40 years	103	47.7
41 - 50 years	67	31.0
51 years and above	29	13.4
Total	216	100.0

Source: Primary Data

The table 4 reveals that 103 (47.7 percent) respondents were aged 31-40 years, 67 (31.0 percent) were aged 41-50 years, 29 (13.4 percent), were aged 51 years and above and 17 (7.9 percent) were aged 20-30 years. This implies that majority 92.1 percent are mature enough to understand and appreciate the study interest. Such people, therefore, could be relied on for valid information.

4.3.2. Tenure of Service

Information was also collected on tenure of service of the respondents, to establish whether respondents had been in the service for a reasonable period that could enable them comment on the connection between the variables of study, and the findings are shown in table 5 below.

Table 5: Tenure of Service

Tenure of service	Frequency	Percent (%)
1 - 5 years	23	10.6
6 - 10 years	101	46.8
11 - 15 years	66	30.6
Above 15 years	26	12.0
Total	216	100.0

Source: Primary Data

The results showed the highest respondents 101 (46.8 percent) having a tenure of 6-10 years, whereas 66 (30.6 percent) had 11-15 years, 26 (12.0 percent) had above 15 years and 23 (10.6 percent) had 1-5 years of tenure. This implies that a majority 89.4 percent had over 5 years of tenure at the Parliamentary Service; a period sufficient enough for one to understand any connection between employee training and organizational performance.

4.3.3. Education level of the Respondents

Education levels of the respondents were considered; the intention being to ascertain their level of understanding. The findings are presented below.

Table 6: Education Level of Respondents

Education level	Frequency	Percent (%)
Master's degree	78	36.1
Bachelors' degree	122	56.5
Diploma	12	5.6
Advanced level	4	1.9
Total	216	100.0

Source: Primary Data

In table 6 above, majority 122 (56.5 percent) respondents hold a bachelors' degree qualification. 78 (36.1 percent) hold a master's degree, 12 (5.6 percent) are diploma holders and only 4 (1.9

percent) have advanced level education. The results insinuate that all the respondents were knowledgeable enough to give independent answers to the queries raised during the study.

4.3.4 Sex of Respondents

The study collected information on gender so as to ascertain the spread across the sample. The findings are presented in table 7 below:-

Table 7: Sex of Respondents

Gender	Frequency	Percent (%)
Female	97	44.9
Male	119	55.1
Total	216	100.0

Source: Primary data

The table shows both male and female respondents participating in the study, with the males forming majority 119 (55.1 percent) whereas the females constituted 97 (44.9 percent). This is a true gender balance representation of the workforce at the Parliamentary Service, where males are the majority constituting 56 percent as compared to females who constitute 44%.

4.4. Findings on the Key Study Variables

Descriptive statistics were used to portray the investigation findings so as to illustrate and condense the data to get meaning out of it; and using inferential statistics of Spearman's Correlation Coefficient (rho) to ascertain the extent and direction of correlation among the variables of study, and to check the assumptions.

4.4.1 Descriptive Statistics on Organization Performance

Institutional performance was measured using 6 assertions which required the respondents to indicate their level of conformity or nonconformity using the Likert Scale. The findings are

presented in table 8 below. Qualitative findings from interview guides were used to validate the quantitative findings presented in the questionnaires.

Table 8:   Organization Performance

Statements	SA	A	UD	D	SD	Mean	S.D
	(%)	(%)	(%)	(%)	(%)		
Staff in the service have often provided timely reports to mag'nt and committees	10.4	25.4	3.7	38.2	22.3	3.5	1.2
The organization has achieved its targets because reports are submitted on time	10.2	43.5	9.7	32.4	4.2	3.2	1.1
The PS ensures timely planning so as to achieve the organization objectives	21.8	44.9	5.6	24.1	3.7	3.6	1.1
All PS departments have adequate plans that have enhanced organization performance	19.4	44.4	7.4	22.2	6.5	3.5	1.2
Quality work has led to organizational success in the PS	38.0	43.1	1.9	14.8	2.3	4.0	1.1
Staff in the PS are committed to delivering quality output in order to enhance organizational performance	25.9	57.4	0.0	16.7	0.0	3.9	0.9

Source: Primary Data

Key: SA-Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD-Strongly Disagree, S.D.- Standard Deviation

In the above table, means between 1.0 & 2.4 indicate that the respondents were in contrast with the assertions for measuring organization performance; means ranging from 2.5 - 3.4 reveal the undecided respondents and means between 3.5 - 5.0 reveal those in agreement. A standard deviation less than 1 is an indication that the responses were close to the mean, while that exceeding 1 is an indication that the responses deviated much from the mean. Generally, the table

disclosed that majority of the respondents backed the assertions used to measure firm performance. A few disagreed though and very few were undecided.

Details of the results show that 10.4 percent of the respondents strongly agreed to the statement that "*staffs in the service have often provided timely reports to management and committees";* 25.4 percent agreed, 3.7 percent were undecided, 38.2 percent disagreed and 22.3 percent strongly disagreed. The implication is that majority 60.5 per cent of respondents are not in support of the statement "*staffs in the service have often provided timely reports to management and committees"*. On the assertion *"the organization has achieved its targets because reports are submitted on time;* 10.2 percent strongly agreed, 43.5 percent agreed, 9.7 percent were undecided, whereas 32.4 percent disagreed and only 4.2 per cent strongly disagreed. On this statement, a fair 53.7 percent of the respondents were of the view that the organization has achieved its targets because reports are submitted on time. The responses to these assertions were further in conformity with a key respondent who said: *"Reporting in time has sometimes helped staffs identify mistakes and consequently make amendments, thus shielding both management and the committees of Parliament from public criticism. PS staff however are just like any other public servants who do not produce work in time. Reports take long to be tabled"*.

On the assertion that *"PS ensures timely planning so as to achieve the organization objectives"*, 21.8 percent strongly agreed, 44.9 percent agreed, 5.6 percent were undecided, whereas 24.1 per cent disagreed and only 3.7 percent strongly disagreed. The reflection is that majority 66.7 percent of the respondents were in harmony with the statement. This substantiates the reaction from one key respondent who said: *"Timely planning by management at the PS has helped in scheduling the available resources, programming, and allocating tasks to staffs. It has also enhanced timely delivery of reports; when management plans on time, decision making not only by the PC, but also*

MPs especially during committee work is effected on time". The responses also confirm to the assertion by Bassam M, (2015) who put it that *"any comprehensive performance management program requires timely planning and measurement of data in order to produce desired results"*. Respondents were also expected to indicate their level of agreement or disagreement on the assentation that *"all PS departments have adequate plans that have enhanced organization performance"*. 19.4 percent strongly agreed, 44.4 percent agreed, only 7.4 percent were undecided, whereas 22.2 per cent disagreed and 6.5 percent strongly disagreed. The implication is that majority 63.8 percent were of the view that all PS departments have adequate plans that have enhanced organization performance. This coincided with Bassam M, (2015) who also said that: "*Failure to sufficiently plan can lead to ill-defined and ineffective goal measurement and hence unsuccessful organization performance"*. To substantiate the above author, one key respondent said: *"A majority of the PS departments have fairly adequate plans that have guided managers and supervisors in the achievement of the organization goals. Some of the departmental plans may be considered inadequate in terms of quality but they are still available as inputs to the entire PS plan"*.

On the statement that *"quality work has led to organizational success in the PS",* 38.0 percent strongly agreed, 43.1 percent agreed, only 1.9 percent were undecided, whereas 14.8 percent opposed and 2.3 percent strongly disagreed. This implied that majority 81.1 percent concurred with the statement - quality work has led to organization success. One key respondent had this to say when asked how he as part of the management team ensured that staff produce quality outputs: *"As management, we encourage staff to own up to the tasks allocated to them, and personally account for the results. In fact even our reward and recognition scheme is aimed at rewarding efforts & achievements for exemplary performance and behavior"*

Furthermore, on the assertion that *"staffs in the PS are committed to delivering quality output in order to enhance organizational performance";* 25.9 percent sturdily concurred with the assertion, 57.4 percent concurred, and only 16.7 percent opposed. None were strongly in disagreement nor undecided. This implied that majority 83.3 percent were of the view that staffs in the PS are committed to delivering quality output in order to enhance organizational performance. The verdicts on this assertion were also in conformity with a key respondent who said "*Quality service delivery motivates employees because they feel delighted; it inspires them to work better as it becomes the benchmark for the next level. Quality services also promote the image of the organization. So, majority of the PS staffs look forward to producing quality outputs*".

4.4.2. Descriptive Statistics on Training Regulations and Organization Performance

Training regulations were evaluated using nine statements spread over two dimensions of training policy, and training programs. Respondents were required to indicate their opinions, which were measured using the Likert scale. Qualitative findings from the interview guide were used to validate the quantitative findings from the 216 respondents that answered the questionnaire.

Table 9: Training Regulations

Statements	SA	A	UD	D	SD	Mean	S.D.
	(%)	(%)	(%)	(%)	(%)		
Training Policy:							
All staff in the PS have a good understanding of the training policy in the service	9.7	28.7	0.0	51.4	10.2	3.2	1.2
The training policy is operational & effective as it benefits all staff across the board	12.2	19.6	1.9	43.6	25.0	3.2	1.3

	SA	A	UD	D	SD		S.D.
The trainings I have so far received are very relevant to my work	37.0	42.1	1.9	14.8	4.2	3.9	1.2
The Training policy provides for equal opportunities in training.	6.0	28.9	0.0	38.9	26.2	2.9	1.2
Selection of employees for training is most influenced by HR personnel and supervisors	24.5	38.4	1.9	27.3	7.9	3.4	1.3
Training Program:							
PS Training programs are geared towards improving employee performance	39.8	44.0	1.9	14.4	0.0	4.2	0.9
Proper designing of training programs contributes to increased productivity	42.1	44.0	1.9	9.7	2.3	4.1	1.0
The training content that I have received so far is adequate to enable me perform better	26.9	45.8	3.7	19.4	4.2	3.7	1.2
The PS conducts an evaluation of the trainings to determine their effectiveness	7.9	25.9	0.0	41.2	25.3	2.8	1.3

Source: Primary Data

Key: SA-Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD-Strongly Disagree, S.D.-Standard Deviation

Likewise, the table also shows that means between 1.0 & 2.4 signify respondents with a dissimilarity on the statements; whereas means amid 2.5 & 3.4 indicate undecided respondents and means within 3.5 & 5.0 indicate that respondents are in conformity with the statements. A standard deviation below 1 is a sign that responses were close to the mean, while a S.D above 1 signify a much more deviation from the mean.

4.4.2.1 Training Policy

The table generally shows a greater number of the respondents concurring with four of the five assertions used to measure training policy under the training regulations dimension, although some were undecided and just a few disagreed. More details are presented and discussed below.

The results show 9.7 percent of the respondents powerfully in support of the statement: *"all staff in the PS have a good understanding of the training policy in the service"*. 28.7 supported while 51.4% percent opposed and 10.2 percent strongly opposed. This implies that a majority 61.6 percent did not agree to the assertion that all staffs in the PS have a good understanding of the training policy in the service.

Respondents were also asked to indicate their stance on: *"the training policy being operational and effective as it benefited all staff across the board"*. 12.2 percent sturdily agreed, 19.2 percent conformed, while 43.6 percent opposed and 25.6 percent were extremely opposed. The connotation here is that only 31.4 percent were in support that the training policy is operational and effective as it benefits all staffs across the board. Overall (68.6 percent) were opposed to the statement. This strengthened the opinion of one key respondent who said that: *"The training policy is confined to the HR department; most staffs do not understand nor have enough information about the policy. Many of us seek for guidance on how to benefit from training through our fellow staffs who are well positioned, instead of the HR department, which should be the ideal to provide the right information. Even when the training plan is drafted and sent to the HR department, the procedure is not disclosed as staff end at knowing that there exists a training plan for us to follow, but the truth is that it is never followed"*.

On whether the trainings received so far are very relevant to their work; 37.0 percent strongly agreed, 42.1 percent agreed, only 1.9 percent were undecided, whereas 14.8 percent disputed and 4.2 percent strongly disputed the assertion. This implies that a big 79.1 percent acknowledged the statement that *"the trainings received in the PS are very relevant to their work"*. A key respondent explained how the PS recommends training for staffs to ensure that such training is relevant to both the trainee and the organization. She had this to say: *"All employees are required to fill*

appraisal forms from which performance gaps are identified and training and development program recommended. It is because of this that staff in the Audio and transcribing section have perfected in drafting their reports". Staffs in the transport department have also been recommended for defensive driving, clerks recommended for short courses in handling parliamentary procedures etc".* Also the PC Training and Development Policy (2007) provides that: *"staff be supported for training on a need to learn, skills and competence enhancement basis".* This means that any training recommended must be geared at improving the skills and competencies of the beneficiary.

Further, on whether *"the training policy provides for equal opportunities in training",* 6.0 percent strongly supported the statement, 28.9 percent concurred; whereas 38.9 percent disagreed and 26.2 percent strongly disagreed. This indicated a majority 65.1 percent in disagreement that the training policy provides for equal opportunities in training, and only 34.9 percent in agreement. To round it all up, a key informant in disagreement said: *"Most of the external trainings usually come through the supervisors, clerk or even the speaker directly nominating an individual or a group of individuals to benefit from a particular training".* Another key informant added*:- "Moreover the same staffs may be picked time and again whenever there is an opportunity say to attend an international conference, and the criteria that led to their selection can never be known. This does not concur with the laid down procedures of identifying training needs".*

To affirm the responses, a review of the PC Training Audit Reports, (2012-2014) also indicated that the same staffs from particular departments have traveled for trainings abroad sometimes more than once on a yearly basis, while others have traveled only once in 3 – 5 years.

Furthermore on whether "*superiors and HR personnel influence the selection of employees for training*", 24.5 percent strongly agreed, 38.4 percent agreed, only 1.9 percent was undecided,

whereas 27.3 percent disagreed and 7.9 percent strongly disagreed. This shows majority 62.9 percent agreeing that supervisors and HR most influence the selection of employees for training. As revealed earlier by some key respondents, the supervisors and/or heads of departments recommend employees to the Clerk for training, through the HR department. One other respondent had this to say:- "*Many staffs who benefit from trainings abroad or academic courses are recommended direct by their supervisors and not the human resource department. Such staffs have preferred to create good relationships with their superiors instead of seeking to understand the policy and how it can be effected. In such situations, Training Needs Assessment is not done and many times the programs are identified by staffs themselves who only forward their requests for facilitation through their supervisors and heads of departments*".

4.4.2.2 Training Programs

Table 9 also shows majority respondents agreeing with three out of the four statements used to evaluate the training programs. The details of the results indicate that 39.8 percent of the respondents strongly agreed to the assertion that *"the PS training programs are geared towards improving employee performance"*. 44.0 percent agreed, only 1.9 percent was undecided and 14.4 percent disagreed. This implies that a majority 83.8 percent were of the view that PS training programs are geared towards improving employee performance. This was in agreement with a key respondent when asked how PS ensures that training programs are geared towards improving employee performance. He replied; "*All training programs are recommended by superiors and scrutinized by the human resource department which is responsible for recommending the course selected. The HR department has occasionally advised both the intended trainee and his or her department to change a training program if it finds out that what staff prefers is not beneficial to both the employee and the organization*".

On the statement that: *"proper designing of training programs contributes to increased productivity"*, findings revealed that 42.1 percent strongly agreed, 44.0 percent agreed, only 1.9 percent was undecided, whereas 9.7 percent disagreed and only 2.3 percent strongly disagreed. In this case, 86.1 per cent supported the view that proper designing of training programs contributes to increased productivity. When a key respondent was asked whether he was satisfied with the performance of employees who have attended training, he noted; *"Most of the trainees have exhibited satisfactory performance on their return from training in their respective jobs. This is because the training programs are designed to benefit specific areas in the respective jobs. A majority of the staff have so far improved on their knowledge and skills. However due to fast changing technological improvements, there is need to have continuous trainings to keep pace with the global adjustments"*. The above responses on the training programs indicate that the PS concurs with McGhee, (1996) who informs that for training programs to lead to quality performance, they should be designed as per the organizations needs and variations that might have taken place in the organization.

On whether *"the training content received by employees was adequate to enable them perform better"*; feedback indicated that 26.9 percent were strongly in agreement, 45.8 percent accepted, 3.7 percent were undecided, whereas 19.4 percent differed and 4.2 percent strongly differed. Therefore, majority 72.7 percent were of the view that the training content that they have received so far is adequate to enable them perform better. A key respondent explained how the PS ensures that its staff go for quality trainings with adequate content to enable them perform better; *"Before the HR department recommends a particular training a number of issues are considered. For example the reputation of the training institution, benefits to the employee and the organization,*

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e.g allowances, skills enhancement, knowledge acquisition, exposure to other parliaments, co-ordination with staffs from different parliaments, etc are all considered".

Further, on whether *"PS conducts an evaluation of the trainings to determine their effectiveness"*, the analysis conveyed that 7.9 percent strongly agreed, 25.9 percent agreed, 41.2 percent disagreed and 25.3 percent strongly disagreed. This implies that the majority 66.5 percent were of the view that the PS does not conduct an evaluation of the trainings to determine their effectiveness. This was in agreement with a key respondent when asked about the evaluation of the trainings after they have been conducted; *"The PS does not conduct proper evaluations of the trainings undertaken by its staffs. The service highly depends on the reports and/or certificates (if any) submitted by the service providers to the trainees as a way of assessing the training effectiveness".*

4.4.2.3 Relationship between Training Regulations and Organizational Performance

The researcher went ahead to statistically establish whether there is a relationship between training regulations and firm performance, as guided by the following hypothesis:

Hypothesis*: "There is a positive relationship between training regulations and organizational performance in the Parliamentary Service of Uganda".*

4.4.2.4.   Correlation Analysis

The assumption was tested at a 95 percent level of significance (two-tailed) using spearman's correlation coefficient (rho), which evaluated the degree and direction of relationship between training regulations and organizational performance. The results are presented in table10.

Table 10: Correlation Coefficient for Training Regulations and Organization Performance

	Variables		Training regulations	Organization performance
Spearman's rho	Training regulations	Correlation Coefficient	1.000	.538[*]
		Sig. (2-tailed)	.	.000
		N	216	216
	Organization performance	Correlation Coefficient	.538[*]	1.000
		Sig. (2-tailed)	.000	.
		N	216	216

*. Correlation is significant at the 0.05 level (2-tailed).

The table indicates a moderate positive relationship between training regulations and organizational performance, (r=0.538, p=0.000 N=216). The link is statistically significant at 95 percent confidence level since p-value (Sig.) is less than 0.050 (=0.000). The implications of the test reveal that improvements in training regulations shall be related to improvements in organizational performance. Similarly decline in training regulations shall be related to decline in organizational performance.

Findings from the relationship analysis established that there is a significant positive relationship between training regulations and organizational performance. Qualitative findings from key informants further confirmed the existence of such a relationship. Therefore the hypothesis that was stated: "*There is a positive relationship between training regulations and organizational performance in the Uganda Parliamentary Service"* was accepted.

4.4.3. Descriptive Statistics on Types of Training and Organization Performance

Types of training was measured using eight statements spread over two dimensions of off-the-job and on-the-job training, to which the respondents were expected to indicate their level of agreement or disagreement. Qualitative findings from the interview guide were used to validate the quantitative findings as presented in the table below.

Table 11: Types of Training

Statements	SA	A	UD	D	SD	Mean	S.D.
	(%)	(%)	(%)	(%)	(%)		
Off-the-job training:							
Off-the-job training in the PS is linked to career development	14.8	38.9	9.3	35.0	2.0	3.2	1.2
Off-the-job trainings are more motivating to employees.	14.8	61.1	3.7	18.1	2.3	3.7	1.0
Staff who have attended off-the job training have better skills compared to those who have not.	36.7	34.7	7.4	17.0	4.2	3.2	1.2
Off-the-job trainings are offered to top level employees only.	12.0	7.4	5.6	66.2	8.8	2.5	1.1
On-job training:							
On-the-job trainings used during orientations impact positively on performance	22.7	53.2	0.0	22.2	1.9	3.7	1.1
All training forms used to develop staff on-the-job are flexible.	7.4	35.7	3.7	42.6	10.6	2.9	1.2
Transparency is exercised when determining the kind of training for employees	1.9	28.2	7.4	54.2	8.3	2.6	1.0
Staff are highly satisfied with on-the-job training as compared to off-the-job trainings	6.0	17.6	7.9	62.5	6.0	2.6	1.0

Source: Primary Data

Key: SA-Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD-Strongly Disagree, S.D.-Standard Deviation

In the table above, means between 1.0 & 2.4 indicate that respondents were in disagreement on that statement; means between 2.5 & 3.4 shows the respondents who were undecided, and means between 3.5 & 5.0 indicate respondents in agreement. A standard deviation less than 1 shows that responses were close to the mean, while that exceeding 1 shows that responses deviated much from the mean. Further details are presented and discussed below.

4.4.3.1 Off-the-job training:

The table shows that largely, respondents agreed on three of the four statements used to measure off-the-job training under the dimension of types of training. A reasonable number of respondents disagreed and a few were undecided. Details of the results indicated that 14.8 percent of the respondents strongly agreed to the statement that *"off-the-job training in the PS is linked to career development";* 38.9 percent agreed, 9.3 percent were undecided, whereas 35.0 percent disagreed and only 2.0 percent strongly disagreed. The analysis showed that 53.7 percent conformed to the view that *"off-the-job training in the PS is linked to career developmen*t". This affirms the opinion from two responses who stated that: *"Off-the-job training has helped many staffs move on to different positions in the PS. This is because off-the-job trainings like post graduate and graduate qualifications have enabled a number of employees acquire requisite qualification to be eligible for promotions".*

Asked whether "*off-the-job trainings are more motivating to employees",* responses were as follows*:-* 14.8 percent strongly agreeing, 61.1 percent agreeing, 3.7 percent undecided, 18.1 percent deviating, and only 2.3 percent strongly deviating. This showed majority 75.9 percent agreeing that off-the-job trainings are more motivating to employees. A key respondent enlightened that:- *"Off-the-job trainings are more motivating because staffs enjoy the benefits of facilitation which cannot be gotten with on-the-job trainings. On-the-job trainings also have the*

problem of apportioning time between work and study. Sometimes the two collide and most often

the staff may have to miss out on one of the two".

Respondents were again asked to give their pinion on the assertion that *"staffs who have attended*

off-the job training have better skills compared to those who have not". The responses disclosed

that 36.7 percent strongly concurred with the statement, 34.7 percent agreed, 7.4 percent were

undecided, whereas 17.0 percent disagreed and 4.2 percent strongly disagreed. This means that

majority 71.4 percent were in support of the statement. The analysis concurred with a respondent

who explained the difference in skills acquisition between on-job and off-job trainings as follows:

"Staffs who have attended off-the-job trainings perform their tasks with self-esteem and have talent

than their counter parts who have attended on-the-job trainings. Moreover most off-the-job-

trainings that the service sponsors are for long durations which are rich in content". This is linked

to Bretz & Thompsett (1993), who regard off-the-job trainings as a means of making employees

more aware of new ideas, gain from exposure, allow for concentration and improve on their

innovativeness.

Similarly, on the statement: *"off-the-job trainings are offered to top level employees only"* 12.0

percent strongly agreed, 7.4 percent agreed, 5.6 percent were undecided, whereas 66.2 percent

disagreed and 8.8 percent strongly disagreed. The implication is that majority 75 percent were of

the view that off-the-job trainings are not offered to top level employees only. As revealed earlier

by a key respondent, selection of the staffs to attend different trainings is based on identification

of training gaps amongst staffs and also nomination by the supervisors, irrespective of the level of

the employee. The study however ascertained that the PS Human Resource Development Plan

(2000), provides that sponsored trainings be reserved for only staff at the levels of PC 4 and above.

Therefore, much as the findings revealed that not only top level employees are trained, documents have it that there is a limit as to what level of employee should benefit from training.

4.4.3.2 On-the-job training:

In addition, the table reveals that majority of the respondents agreed on three out of four statements used to measure on-the-job training under the types of training dimension, with a reasonable number of respondents disagreeing and a few being undecided. The analysis showed majority 75.9 percent agreeing to the statement that *"on-the-job trainings used during orientations impact positively on the performance of the employees"*. The results indicated that 22.7 percent of the respondents strongly agreed to the statement that on-the-job trainings used during orientations impact positively on performance, 53.2 percent agreed, while 22.2 percent disagreed and only 1.9 percent strongly disagreed. The statement complied with a key respondent who had this to say:

"On-the-job trainings used during orientations are good for the new staffs because they impart knowledge and enable them understand the institution as they get along with their tasks. The methods also permit sharing of views, and enable people from different backgrounds to mix and get to know each other".

Asked further whether *"all training forms used to develop staff on-the-job are flexible",* 7.4 percent strongly agreed, 35.6 percent agreed, 3.7 percent were undecided, while 42.6 percent denied and 10.6 percent strongly denied the statement. This implies that a majority 53.2 percent differed with the view that all training forms used to develop staff on-the-job are flexible. This is because literature has it that the form used to train employees by a particular organization, depends on a number of reflections; the nature of the job, resources available, the organizations strategy, the skills gap to be filled and the like. Inadequate resources for example may not allow the institution to be flexible in deciding the choice of training for its staff.

On whether *"transparency is exercised when determining the kind of training for employees"*; only 1,9 percent strongly agreed, 28.2 percent agreed, 7.4 percent were undecided, whereas 54.2 percent disagreed and 8.3 per cent strongly disagreed. This implies that the majority 62.5 per cent were of the view that transparency is not exercised when determining the kind of training for employees. Lack of transparency depicts dishonesty and lack of trust amongst employees which could promote poor relationships and thus disrupting commitment to work.

Further, on whether staffs are highly satisfied with on-the-job training as compared to off-the-job trainings; 6.0 percent strongly agreed, 17.6 percent agreed, 7.9 percent were undecided, whereas 62.5 percent disagreed and only 6.0 percent strongly disagreed. This implies that the majority 68.5 per cent were of the view that staffs are not satisfied with on-the-job training as compared to off-the-job trainings. As discussed earlier, off-the-job trainings are preferred by staffs because most of them have longer durations and have benefits as compared to on-the-job training. Besides, on-the-job trainings tend to clash with the office work and trainees end up missing some sessions.

4.4.3.3. The relationship between Types of Training and Organizational Performance

The researcher proceeded to statistically assess the existence of a relationship between types of training and organizational performance. The assessment was directed by the hypothesis below.

Hypothesis*: "There is a positive relationship between the types of training and organizational performance in the Parliamentary Service of Uganda".*

4.4.3.4. Correlation Analysis

The hypothesis was verified at a 95 percent level of significance (two-tailed) using spearman's correlation coefficient (rho), which assessed the extent of relationship between types of training and organizational performance. The results are presented in table12.

Table 12: Correlation Coefficient for Types of Training and Organization Performance

	Variables		Types of training	Organization performance
Spearman's rho	Types of Training	Correlation Coefficient	1.000	.549[*]
		Sig. (2-tailed)	.	.000
		N	216	216
	Organization performance	Correlation Coefficient	.549[*]	1.000
		Sig. (2-tailed)	.000	.
		N	216	216

*. Correlation is significant at the 0.05 level (2-tailed).

Table 12 shows a moderate positive relationship between types of training and organizational performance, (r=0.549, p=0.000 N=216). The relationship is statistically significant at 95 percent confidence level since p-value (Sig.) is less 0.050 (=0.000). This implies that improvements in types of training shall be related to improvements in organizational performance. Similarly declining types of training shall be related to declining organizational performance.

The findings from correlation analysis established a statistically significant positive relationship between types of training and organizational performance. Qualitative findings from key informants further proved the actuality of a relationship between types of training and organizational performance. Therefore the hypothesis that was stated: "*There is a positive relationship between the types of training and organizational performance in the Parliamentary Service of Uganda*" was accepted.

4.4.4. Descriptive Statistics on Training Resources and Organization Performance

Training resources were measured on questionnaire using eight statements spread over two dimensions of training funds and training aids and respondents were required to indicate their level of agreement or disagreement. Qualitative results from interview guide were used to validate the

quantitative findings. The quantitative results from the 216 respondents that answered the questionnaires are presented in table 13 below.

Table 13: Training Resources

Statements	SA	A	UD	D	SD	Mean	S.D.
	(%)	(%)	(%)	(%)	(%)		
Training Funds:							
PS allocates adequate resources for staff training to enhances organizational performance	16.7	49.1	1.9	26.3	6.0	3.4	1.2
The PS continuously invests in training and development activities for its staff	16.7	61.1	0.0	18.5	3.7	3.7	1.1
All PS staff are well equipped and committed to effective organization performance	16.7	24.4	3.7	32.9	22.3	3.4	1.2
All employees are scheduled for skills development training at least twice a year	6.0	25.4	5.6	46.8	16.2	2.6	1.2
Training Aids:							
Training delivery style affects organization productivity	14.4	49.1	5.5	25.0	6.0	3.4	1.2
The service has equipped its staff using modern training aids	14.4	38.0	5.4	40.3	1.9	3.2	1.1
Training delivery style determines the effectiveness of the training offered	16.2	57.8	5.6	13.9	6.5	3.6	1.1
The institution has enough training aids to support employee training	12.0	42.6	5.6	35.6	4.2	3.2	1.2

Source: Primary Data

Key: SA-Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD-Strongly Disagree, S.D.-Standard Deviation

In the table above, means between 1.0 & 2.4 indicate that the respondents were in disagreement on that statement, whereas means between 2.5 & 3.4 indicate that the respondents were undecided; while means between 3.5 & 5.0 indicate that they were in agreement. A standard deviation less than 1 is an indication that the responses were close to the mean, while that exceeding 1 is an indication that the responses deviated much from the mean. Further details are presented and discussed below.

4.4.4.1 Training Funds

Table 13 shows conformity on three of the four statements used to assess training funds under the dimension of training resources. A reasonable number of respondents however disagreed and a few were undecided to some of them. The results indicated that 16.7 percent of the respondents strongly accepted the statement that *"PS allocates adequate resources for staff training to enhance organizational performance"*. 49.1 percent agreed, only 1.9 percent was undecided, whereas 26.3 percent disagreed and 6.0 percent strongly disagreed. This implies that the majority 65.8 per cent were in agreement with the view that PS allocates adequate resources for staffs training to enhance organizational performance.

Asked further whether the *"organization continuously invests in training and development activities for its staff,* 16.7 percent strongly agreed, 61.1 percent agreed, 18.5 percent disagreed and 3.7 percent strongly disagreed. This implies that majority 77.8 per cent were of the view that the PS continuously invests in training and development activities for its staff. A key respondent had this to say about resources for staffs training and development: *"The PS annually allocates adequate resources to staff trainings and development activities for purposes of improved organizational performance. In fact training is one of the biggest budget items for most departments. The increased funding on training has led to increased organizational performance,*

although there is still a lot to be done". The responses from both the questionnaire and interviews match with the provisions in the PC Human Resource Policy Manual, (2000) where it is stipulated that the service will continuously invest in training & development activities so as to ensure sustainability of a properly equipped, knowledgeable, motivated and committed staff for effective service delivery"

Whether "*all PS staffs are well equipped and committed to effective organization performance*"; 16.7 percent strongly agreed, 24.4 percent agreed, 3.7 percent were undecided, whereas 32.9 percent disagreed and 22.3 per cent strongly disagreed. This implies that the majority 55.2 per cent were not in agreement with the assertion *"PS staffs are well equipped and committed to effective organization performance"*. In collaboration with the above findings a key respondent noted: *"The PS staffs are equipped but not committed to their work; most need to be pushed to perform while others are most of the time not available for work. Many times they end up producing sub-standard work for MPs which is criticized by the public, even then, limited volumes of work is produced and department plans and budgets take long to be produced ; most clerk assistants will take 2 – several months to produce a committee report". They however need to continue improving on their skills due to the ever changing technology.*

Furthermore on whether all employees are scheduled for skills development training at least twice a year; 6.0 percent strongly agreed, 25.5 percent agreed, 5.6 percent were undecided, whereas 46.8 percent disagreed and 16.2 percent strongly disagreed. This implies that the majority 63.0 per cent were of the view that not all employees are scheduled for skills development training at least twice a year. This was in agreement with a key respondent who said; *"Although there are adequate resources for staffs training and development, they are still not enough to facilitate each staff to*

attend training. Moreover some supervisors have taken it upon themselves to make staff beg for training, and yet this should ideally be a motivating factor".

4.4.4.2 Training Aids

The table further shows that a larger number of the respondents agreed on all the four statements used to measure training aids under the training resources dimension. A few were however either undecided or disagreed to some of the statements. Results indicated that 14.4 percent of the respondents strongly supported the statement *"training delivery style affects organization productivity"*; 49.1 percent agreed, 5.5 percent were undecided, whereas 25.0 percent disagreed and 6.0 percent strongly disagreed. This implies that majority 63.5 percent were of the view that training delivery style affects organization productivity. *On whether "training delivery style determines the effectiveness of the training offered"*; 16.2 percent strongly agreed, 57.8 percent agreed, 5.6 percent were undecided, whereas 13.9 percent disagreed and 6.5 percent strongly denied the claim. This implies that the majority 74 percent were of the view that training delivery style determines the effectiveness of the training offered. In support of the above findings a key respondent said: *"The training styles used are good and spot on thereby making the training sessions more effective. For example sometimes the materials are shared in advance for the trainees to go through before the training sessions and some of the materials are very interactive because they are 3D graphics".*

Asked whether the service has equipped its staff using modern training aids; 14.4 percent strongly agreed, 38.0 percent agreed, 5.4 percent were undecided, whereas 40.3 percent disagreed and only 1.9 percent strongly disagreed. This implication is that majority 52.4 percent were of the view that the service has equipped its staff using modern training aids. In line with the above findings a key respondent noted that: *"The delivery style and materials used are very effective and assist in*

organization productivity. Most trainees selected are well informed and masters their areas of work. Brain storming sessions and case studies using state of the art technology create lively discussions and improve a lot on organization productivity".

On whether the institution has enough training aids to support employee training; 12.0 percent strongly agreed, 42.6 percent agreed, 5.6 percent were undecided, whereas 35.6 percent disagreed and 4.2 percent strongly disagreed. This implies that the majority 54.6 percent were of the view that the institution has enough training aids to support employee training. This was in agreement with a key respondent who said: *"There are quite a number of training aids at the PS specifically to help in the facilitation of on-the-job training. The PS is actually going digital with the acquisition of Ipads and other such new technologies".*

According to Swanson (2007), availability of resources influences the effectiveness of the training attained by any firm. Inadequate resources can easily limit the effectiveness of the training acquired because, resources are fundamental in determining the levels of motivation and commitment derived for performance

4.4.4.3. The Relationship between Training Resources and Organizational Performance

The researcher went ahead to statistically determine the relationship between training resources and organizational performance and was guided by the following hypothesis:

Hypothesis*: There is a positive relationship between training resources and organizational performance in the Parliamentary Service of Uganda.*

4.4.4.4. Correlation Analysis

The hypothesis was tested at a 95 percent level of significance (two-tailed) using spearman's correlation coefficient (rho), which measured the degree and direction of relationship between training resources and organizational performance. The results are presented in table 14.

Table 14: Correlation Coefficient for Training Resources and Organization Performance

	Variables		Training resources	Organization performance
Spearman's rho	Training resources	Correlation Coefficient	1.000	.595[*]
		Sig. (2-tailed)	.	.000
		N	216	216
	Organization performance	Correlation Coefficient	.595[*]	1.000
		Sig. (2-tailed)	.000	.
		N	216	216

 *. Correlation is significant at the 0.05 level (2-tailed).

The table displays a moderate positive relationship between training resources and organizational performance, (r=0.595, p=0.000 N=216). The relationship is statistically significant at 95 percent confidence level since p-value (Sig.) is less 0.050 (=0.000). This implies that improvements in training resources shall be related to improvements in organizational performance. Similarly declined training resources shall be related to declined organizational performance.

Research findings from correlation analysis established that there is a statistically significant positive relation between training resources and organizational performance. Qualitative findings from key informants further confirmed the connection between training resources and organizational performance. Therefore the hypothesis "*There is a positive relationship between training resources and organizational performance in the Parliamentary Service of Uganda*", was accepted.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter submits the summary findings, discussions, conclusions, recommendations, limitations of the study and areas for further research on the relationship between employee training and organizational performance in the Parliamentary Service of Uganda.

5.2   Summary of the Study Findings

The sub section portrays a recap of the study findings per objective, on the link between employee training and organizational performance in the PS as found in the previous Chapter.

5.2.1   Training Regulations and Organizational Performance in the Parliamentary Service

The findings revealed that most PS staff don't have a good understanding of the training policy in the service, and that the policy is not operational and effective to benefit all staff across the board. It does not provide for equal opportunities, as supervisors and the human resource team have an upper hand on selecting who benefits from a training opportunity. Most of these supervisors hide relevant information on training from staff.

However further findings revealed that staffs in the service were of the view that the trainings offered were very relevant to their work and that training programs were geared towards improving employee performance. They also informed that proper designing of the training programs is essential during planning as it contributes to increased productivity. The findings further revealed that the training content received so far by the PS staff is adequate enough to enable them perform better. However they were of the view that training needs analysis is not given enough attention while determining the type of training an employee should attend; and to make matters worse, even after training, no evaluation is done to ascertain the effectiveness of the training attended.

The investigation consequently ascertained that there was a moderate positive significant relationship between training regulations and organizational performance in the Parliamentary Service (r = 0.538, p<0.050 (=0.000)).

5.2.2 Types of Training and Organizational Performance in the Service

The findings portrayed that PS uses off-the job as well as on-the job types of training to train its staff. That staffs were largely of the view that off-job training is more linked to career development, and inspires employees to perform much better than on-the-job training. Also that staffs who have attended off-the job training have better skills compared to those who have not. They were also of the view that this type of trainings was not exceptional to top level employees only.

Likewise, the findings of the investigation further revealed that staffs were of the view that on-the-job trainings used during orientations impact positively on performance, but that not all training forms used to develop staff on-the-job are flexible. There is lack of transparency by supervisors while determining training for employees, and that a big number of staffs preferred off-the-job trainings as compared to on-the-job training.

The investigation also demonstrated that there was a moderate positive significant relationship between the types of training and organizational performance in the Parliamentary Service (r = 0.549, p<0.050 (=0.000)).

5.2.3 Training Resources and Organizational Performance in the Parliamentary Service

Findings here exposed that the PS generally allocates adequate resources for staff training with a view to enhance the working style of its employees and also that of the organization. The organization is also committed to investing in training and development activities for its staff; however staffs reflection was that many of them were not equivalently committed to their jobs in

spite of being well equipped for the job. The findings also informed that only a few employees could benefit from skills development more than once a year.

Furthermore, the opinion of staffs was that the delivery styles used for training staff affected the organization productivity because these styles highly influence the rate at which information and skills are transferred to the learners.

Likewise, the investigation further ascertained that there was a moderate positive significant relationship between Training Resources and Organizational Performance in the Parliamentary Service (r = 0.595, p<0.050 (=0.000)).

5.3 Discussion

The discussions of the research findings were also considered as per objective.

5.3.1 The findings on Training Regulations and Organizational Performance in the Parliamentary Service.

Under objective one, the study findings revealed that Parliamentary Service training regulations have a moderate positive significant relationship with organizational performance. The study findings are in agreement with Mwesigwa, (2010) who informs that a training policy is a plan and procedure used by those responsible for organizing and effecting training. He further discloses that one major attribute of a good training policy is that, it should guide the users and call for continuous engagement of the learners. Different firms or departments have different training policies designed to suit the training needs of the organization or department. Armstrong (2000), points out that most human resource development approaches are designed to encourage programs that exploit policies which promote knowledge/talent management, and generally create a conducive working environment.

Further, Cole (2004) informs that developing suitable training programs and embracing the right training strategy and type, enables employees to understand what management wants them to do, and how to do it. It is suggested that the means through which knowledge is imparted onto the trainees, in combination with the trainees' abilities can manipulate the training outcome.

McGhee, (1996) posits that training programs should be designed as per the organization's needs and changes that might have taken place in the organization, with an aim of enabling employees to cope with their deficiencies. This is affirmed by Cole (2004), who expressly indicates that the success of a training program depends more on the organization's ability to identify training needs and the care with which it prepares the program in that, if trainees do not learn what they are supposed to learn, then the training has not been successful. Sherman et al (2010) also stress that, if trainees do not learn, it is probably because some important learning principle has been overlooked; if trainees return empty, with nothing to contribute, it can mean that even though the organization might have done all that is necessary to ensure a successful training program, the wrong candidate might have been selected for the training program, hence any training program selected should have relevance to the job. Evaluation of a training program is mandatory to gauge the effectiveness of the training provided.

5.3.2 Findings on the Types of Training and Organizational Performance in the Parliamentary Service.

In regards to objective two, the study findings revealed that the types of training in the Parliamentary Service have a moderate positive statistically significant relationship with organizational performance. The findings were in agreement with (Flynn et al, 1995) who say that on-the-job trainings help workers to get knowledge of their jobs in a better way because, they learn from their practical experience much better than they would via book knowledge. Deming, (1982)

further says that examples of on-the job training include orientation, job instructions, apprenticeship, internship, job rotation, coaching and assistantship. Off-the Job training types on the other hand are designed for acquiring knowledge and skills from a location away from the office environment. They include role playing, conferences, case studies, simulations and lab trainings. Further Bretz & Thompsett, (1993) assert that of-the-job trainings are advantageous in that they allow employees to concentrate, giving them an opportunity to fully acquire the skills and knowledge that can be learnt and practiced in a safe and conducive environment. This is because most times, the service providers for off-the-job trainings are well versed with the techniques required, unlike those for in-house training.

5.3.3 Findings on the Training Resources and Organizational Performance in the Parliamentary Service.

Findings from the study revealed that training resources have a moderate positive significant relationship with Organizational Performance. The study findings are in agreement with Bretz & Thompsett, (1993) who say that the resources available to an organization and its training department affect the type and depth of training needed. Any training that an organization may wish to pursue will depend on the amount of resources available, the type of company and the priority the company places on training. The available budget for example will determine the number of workers to benefit, and nature of training an employee is to go for; the space available in the training area is another issue that may affect the training, as well as the training materials needed to facilitate the training. Inadequate resources limit possibilities for training. Further Barney & Wright, (1998); Boxall, (1996) advocate that resources that are rare, inimitable and non-substitutable can provide competitive advantage for a firm. Their suggestions are that an organization can gain competitive advantage by attracting and retaining unique and competent

human resources, and as well identify relevant training for them. This will keep improving their capacity for optimal performance. In addition, Bandura, (1997) also posits that training and leaning are influenced by a person's self-efficacy and his ability to successfully learn new skills which can be influenced by encouragement, persuasion and observation of others thus enhancing organizational performance. According to Ndibe (2014), he concludes that for efficient and effective resource use for trainings, systematic procedures should be followed while identifying and selecting staffs for training as this would significantly lead to improvement in organizational performance.

5.4   Conclusions

The conclusions are presented following objective by objective on findings of each of the independent variables.

5.4.1   Training Regulations and Organizational Performance in the Parliamentary Service.

The findings revealed that there was a moderate positive significant relationship between training regulations and organizational performance in the Parliamentary Service. The relationship was statistically significant at 95 percent confidence level since p-value (Sig.) was less 0.050 (=0.000). This implies that improvements in training regulations shall be related to improvements in organizational performance. The study established some key lessons which included; ensuring policies that enhance equal opportunities in training; ensuring that all staff are aware and understand the training policy, conducting a needs assessment to ensure that the right trainings are recommended for the right staff, proper designing of training programs as this contributes to increased productivity, a need for conducting evaluations of the trainings to determine their effectiveness, and a need to uphold the training content since it enhances employee performance.

5.4.2 Types of Training and Organizational Performance in the Parliamentary Service.

The findings revealed that there was a moderate positive significant relationship between types of training and Organizational Performance in the Parliamentary Service. The relationship was statistically significant at 95 per cent confidence level since p-value (Sig.) was less 0.050 (=0.000). This implies that improvements in the types of training shall be related to improvements in organizational performance. The study findings also established some key lessons which included; a need to ensure that off-the-job trainings are not only offered to top level employees but also other staff members, ensuring that all forms of training are flexible to allow for proper skills development for employees at all levels, exercising transparency when determining trainings to employees, and lastly a need to promote more off-the-job training as compared to on-the-job trainings because off-the-job trainings raise staff satisfaction levels much better.

5.4.3 Training Resources and Organizational Performance in the Parliamentary Service

Findings from the analysis indicated that there was a moderate positive significant relationship between training resources and organizational performance. The relationship was statistically significant at 95 per cent confidence level since p-value (Sig.) was less 0.050 (=0.000). This implies that improvements in training resources shall be related to improvements in organizational performance. Like all the other findings, there were some key lessons which must be taken on by PS, namely; the need to have training resources allocated for the right persons for the right cause, a need to motivate and encourage staffs to commit to their jobs so as to achieve the organization objectives, to continuously invest in training and development activities as staff need to cope with the ever changing technological environment, and to consistently ensure that training aids used for on-the-job trainings are up-to date and effective.

5.5   Recommendations by Objective

The recommendations were made basing on the conclusions drawn in the previous sector of this study.

5.5.1   Training Regulations and Organizational Performance in the Parliamentary Service.

The conclusions revealed that the Parliamentary Service training policy did not provide for equal opportunities to employees, thereby demotivating some and affecting their commitment. The study therefore recommends the Service to ensure that its training policy is revised to embrace equal opportunities in training, as this builds morale and motivation of staff thus enhancing performance. From the descriptive statistics, the study conclusions also revealed that a noticeable number of employees were not aware of, neither had a good understanding of the training policy. The study recommends that the Parliamentary Service leadership should put efforts to ensure that management puts into place avenues to create awareness to all staff on the existing training policy so that staff can understand the value of training, not only to the employee, but also the entire organization.

The study also concluded that most trainings were recommended on "a know-who" basis rather than on "a needs basis" by the supervisors. It is recommended that management takes steps to be objective and conduct training needs assessments to ensure that the right persons are identified and recommended for the right training which will benefit both the individual and also the organization. This is because the study findings revealed that a reasonable number of staff attend trainings that do not benefit the organization hence wasting resources.

Further conclusions revealed the inadequate evaluation on the trainings by the responsible supervisors in the service. Findings revealed that the service relied much on the reports provided by the service providers about the trainings, yet this would not give an objective judgement on the

benefits of training to both the employee and the institution. The study recommends that the Parliamentary Service labours to carryout evaluations of all trainings attended by employees so as to independently determine the value of the trainings to the organization, and also provide feedback to employees on their performance and areas of improvement.

5.5.2   Types of Training and Organizational Performance in the Parliamentary Service.

The study recommends that the Parliamentary Service trails a flexible and transparent procedure while selecting trainings for its staff so that staffs are able appreciate the types of training recommended for them. This recommendation is based on the fact that conclusions revealed that supervisors do not openly conceal information on trainings to all employees. This was deduced when one respondent said that "sometimes supervisors identify staffs to attend International Conferences but the criteria that led to their selection is not known by staff".

The study also recommends for flexible types of training which can embrace the ever emerging needs of employees at all levels, both while at the job and away from the job. This would promote skills development for employees at all levels motivate them to work harder so as to achieve the organization objectives.

Further still, the Parliamentary Service should increase on the training budget to embrace more off-the-job trainings as they are seen to be more motivating to staff than on-the-job trainings.

5.5.3   Training Resources and Organizational Performance in the Parliamentary Service.

The study recommends the Parliamentary Service to consistently uphold its investments in training and development activities for its staff, and ensure that training resources are allocated for the right persons for the right cause, as this is a key predictor of organizational performance. This is based on the fact that the descriptive statistics revealed that PS has continuously allocated funds for

training and therefore, this practice if embraced further, would highly boost organization performance.

The organization should equip its staff with modern training aids as this will boost the employees' zeal towards training and enhance their performance. Some respondents revealed that the trainings aids at the Parliamentary Service were of ancient times, ineffective and the systems were bureaucratic and causing delays.

5.6 Limitations of the Study

The study was guided by a correlation research design, a correlation design does not explain the cause-effect relationship between variables, and the association between the variables could be potentially explained by a third variable. This implies that the relationship between the two variables studied does not express the causes of the relationship; how employee training leads to organization performance at PS.

In terms of the content scope, the study focused on employee training and organization performance. It did not allow for an investigation onto other factors responsible for organization performance at PS which could include for example;- management system, organization culture, leadership style, budgeting process, and working conditions among others. This means that the findings cannot entirely be generalized to reflect the overall performance of the Parliamentary Service.

5.7 Areas for further Research

Focusing on the narrow scope in which the research was conducted, the researcher recommends that a similar research be carried out that incorporates other aspects like leadership and working conditions, management systems, budgeting, culture and practices of the organization among

others. It would critically look at these areas to derive a holistic picture of ways and avenues affecting organizational performance. Particular topics to consider would include:-

- The effect of training regulations on firm performance.

- The influence of types of training on organizational performance.

- The contribution of training resources on organizational functioning.

- The influence of program management on employee effectiveness.

- The contribution of budgeting on organizational performance

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APPENDIX I: SELF ADMINISTERED QUESTIONAIRE FOR STAFF

Dear Respondents, I am Kyomuhendo Christine, a student at Uganda Management Institute pursuing a Master's Degree in Business Administration. I am conducting a study on the Relationship between Employee Training and Organization Performance; a case of the Parliamentary Service.

I am here to seek for information that will guide the study. Your responses are very important and valuable for the successful completion of this study. I would therefore, appreciate that you spend a few minutes of your time to carefully read the instructions at the beginning of each section and answer all questions to the best of your knowledge. All information will be treated with utmost confidentiality and shall strictly be used for academic purposes. I shall greatly appreciate your prompt response.

Thank you.

SECTION I: DEMOGRAPHIC DATA (Please tick where appropriate)

1.   Age:
        ☐ 20-30years   ☐ 31- 40 years   ☐ 41- 50 years   ☐ 51 years- above

2.   Level of employment:
        ☐ Lower level   ☐ Middle level   ☐ Upper level

3.   Tenure of service:
        ☐ 1-5 years   ☐ 6-10 years   ☐ 10-15 years   ☐ above 15 years

4.   Highest Academic qualifications:
        ☐ Bachelor's Degree   ☐ Master's Degree   ☐ Diploma   ☐ Others (specify)

5.   Gender:
        ☐ Male   ☐ Female

SECTION II: **TICK THE APPROPRIATE STATEMENT USING THE SCALES PROVIDED**

Relationship between Training Regulations and Organization Performance	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Training Policy:					
All staff in the PS have a good understanding of the training policy in the service	1	2	3	4	5
The training policy is operational and effective as it benefits all staff across the board	1	2	3	4	5
The trainings I have so far received are very relevant to my work	1	2	3	4	5
The Training policy provides for equal opportunities in training.	1	2	3	4	5
Immediate supervisors and HR have a strong influence on selecting employees for training	1	2	3	4	5
Training Program:					
PS Training programs are geared towards improving employee performance	1	2	3	4	5
Proper designing of training programs contributes to increased productivity	1	2	3	4	5
The training content that I have received so far is adequate to enable me perform better	1	2	3	4	5
The PS conducts an evaluation of the trainings to determine their effectiveness	1	2	3	4	5

Relationship between Training Forms/Types and Organization Performance	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Off-job:					
Off-job training in the PS is linked to career development	1	2	3	4	5
Off-the-job trainings are more motivating to employees.	1	2	3	4	5
Staff who have attended off-the job training have better skills compared to those who have not.	1	2	3	4	5
Off-the-job trainings are offered to top level employees only.	1	2	3	4	5
On-job:					
On-the-job trainings used during orientations impact positively on performance	1	2	3	4	5

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
All training forms used to develop staff on-the-job are flexible.	1	2	3	4	5
Transparency is exercised when determining the kind of training for employees	1	2	3	4	5
Staff are highly satisfied with on-the-job training as compared to off-the-job trainings	1	2	3	4	5
Relationship between Training Resources and Organization Performance	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
Training Funds:					
PS allocates adequate resources for staff training to enhances organizational performance	1	2	3	4	5
The PS continuously invests in training and development activities for its staff	1	2	3	4	5
All PS staff are well equipped and committed to effective organization performance	1	2	3	4	5
All employees are scheduled for skills development training at least twice a year	1	2	3	4	5
Training Aids:					
Training delivery style affects organization productivity	1	2	3	4	5
The service has equipped its staff using modern training aids	1	2	3	4	5
Training delivery style determines the effectiveness of the training offered	1	2	3	4	5
The institution has enough training aids to support employee training	1	2	3	4	5
Organization Performance	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
Staff in the service have often provided timely reports to management and committees	1	2	3	4	5
The organization has achieved its targets because reports are submitted on time	1	2	3	4	5
The PS ensures timely planning so as to achieve the organization objectives	1	2	3	4	5
All PS departments have adequate plans that have enhanced organization performance	1	2	3	4	5
Quality work has led to organizational success	1	2	3	4	5
Staff in the PS are committed to delivering quality output in order to enhance organizational performance	1	2	3	4	5

SECTION III: **Open Ended Questions**

1. As an employee of the service, have you undergone any kind of training? If so, how relevant was the training to your job performance?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

2. What kind of training does the organization give to employees, and what impact do you think these trainings have on organizational performance?

    …………………………………………………………………………………………....

    …………………………………………………………………………………………....

3. What problems do you face in regards to training and development in your organization?

    ………………………………………………………………………………………..

    ………………………………………………………………………………………..

4. As an employee of the PS, do you think employee training is relevant? How do you evaluate the training effectiveness in the service?

    ……………………………………………………………………………………….

    ……………………………………………………………………………………….

5. In what ways has employee training affected organization performance in the PS?

    ………………………………………………………………………………………..

    ………………………………………………………………………………………..

THANK YOU FOR YOUR TIME AND EFFORT

APPENDIX II: INTERVIEW GUIDE FOR TOP LEVEL TEAM

Dear Respondents, I am Kyomuhendo Christine, a final year student at Uganda Management Institute, pursuing a Master's Degree in Business Administration. I am conducting a study on the Relationship between Employee Training and Organization Performance.

I am here to seek for information that will guide the study. Your responses are very important and valuable for the successful completion of this study. I therefore, appreciate that you spare a few minutes of your time and answer a few questions to the best of your knowledge. All information provided will be treated with utmost confidentiality and shall strictly be used for academic purposes. I shall greatly appreciate your prompt response.

Thank you.

1. To what extent do you think staff understand the training policy in your organization, and how effective is the policy?

2. What procedures does the organization use while recommending employees for training?

3. How have you ensured that training programs are geared towards improving employee performance?

4. How satisfied are you with the performance of employees who have attended training?

5. What are the benefits of employee training to both the employee and the employer?

6. To what extent is off-the-job training linked to career development in your organization?

7. What methods of training does you organization use most and why?

8. Between on-the-job and off-the-job training, which ones are more motivating to employees? Explain your responses.

9. What is your take on the training methods used during orientation of new employees?

10. As management, how can you explain the relationship between training expenditure and organization success in the service?

11. As senior member in the organization, how equipped do you think PS staff are, towards contributing to organization performance?

12. What is your view regarding the delivery style, and training materials used for training?

13. How have timely planning and reporting contributed to organization performance in the service?

14. In what ways has quality service delivery enhanced organization performance?

15. In your opinion, what organization issues do you think constrain training and development in the organization? What has management done about the same?

THANK YOU FOR YOUR TIME AND EFFORT

APPENDIX III: DOCUMENTARY REVIEW CHECKLIST

The researcher anticipates to review related literature available on employee training and organization performance. Documents related to employee performance, client feedback, training expenditures, staff development, management decisions and public image will be will be reviewed.

- Scholarly Journals

- Quarterly Reports

- Publications

- Policy Manuals

- Articles and Papers

- Minutes of Meetings

- Training Manuals

- Annual Reports

APPENDIX IV: TABLE FOR DETERMINING SAMPLE SIZE OF A KNOWN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size, S is Sample Size   *Source: Krejcie& Morgan, 1970*

APPENDIX V: SUMMARY OF PARLIAMENTARY STAFF TRAINING AND DEVELOPMENT ACTIVITES

Programme Category	FY 2011			FY 2012			FY 2013			FY 2014			FY 2015		
	Planned	Imple mented	%	Planned	Imple mented	%	Planned	Imple mented	%	Planned	Imple Mented	%	Planned	Imple mented	%
Academic	14	13	92.8	15	11	73	20	14	73	20	18	75	40	37	93
Conferences	16	11	68.7	25	17	68	25	18	72	30	27	90	40	35	88
W/Shops	19	13	68.4	33	20	67	40	22	55	40	50	125	65	52	80
Short Courses	68	60	88.2	115	98	85	115	80	67	150	120	80	150	112	75
Study visits	20	11	55	30	14	47	40	25	63	35	15	43	35	25	72
Attachments	50	33	66	20	18	90	30	22	73	40	47	118	40	38	95