

**TRAINING STRATEGIES AND THEIR INFLUENCE ON ORGANIZATIONAL
PERFORMANCE IN WATOTO CHILDCARE MINISTRIES**

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DECLARATION

I, Joselyn Amany declare that this research report is my original work and has to the best of my knowledge, never been submitted for the award of a degree or any other award in a University or other institutions of higher learning All the work is original unless otherwise stated..

Signature

Date

APPROVAL

This report has been submitted to Uganda Management Institute for examination with my approval as supervisor

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Sign.....

Uganda Management Institute

Date

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Sign

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Date

DEDICATION

This book is dedicated to my family that is my mum, my sister Justine, Jurvass and my brother Joel who believed in me to accomplish this study and allowed me to be better in this ever changing world. It would be rather un-reasonable for me not to mention the support of my aunties Rosa and Joyce for their financial support during the time of this ambitious education research project.

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List of Abbreviation

WCCM Watoto Child Care Ministries

HOD Head of Department

KPC Kampala Pentecostal Church

NGO Non-Government Organization

SMEs Small Medium Enterprises

ABSTRACT

The purpose of the study was to investigate the extent to which training strategies influence organizational performance in Watoto Childcare Ministries. The following specific objectives guided the study namely: To investigate the influence of formal training as a training strategy on organizational performance in Watoto ChildCare Ministries. To investigate the extent to which informal training as training strategy influences organizational performance. The study used a cross section survey and utilized both qualitative and quantitative methods to achieve its intended objectives. The sample included 132 respondents from the different Watoto branches. The study established that training strategies influences organisational performance in Watoto Child Care Ministries. In the findings there was a positive weak relationship between formal training strategies and organisational performance whereby improvement in formal training related to improvement in organisational performance and vice versa. Formal training accounted for 5.1% variance on organizational performance while Informal training strategies accounted for 74.1% variance. Findings generally revealed that formal training for most WCCM employees had a small significance on performance while informal training strategies had a strong influence on performance. It was therefore concluded after these study findings that actually lack of training strategies influences organisational performance. With such revelation and identified knowledge there is need for WCCM to pay heed to formal and informal training strategies in order to improve their organization's performance. This will enable management to professionally develop their employee's skills for a better future. Finally basing on the findings of the study WCCM should focus on implementing both formal and informal training strategies to improve organisational performance.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Globally, organizations are constantly changing to new technologies; productivity and jobs. Employees switch from one job to another, inflations increase and productivity fluctuates. As a result of such trends, development of managers and non managers is a continuous process in most of the successful firms across the world (Ivancevich, 2010) hence the need for continuously training of employees which helps to enhance organizational performance.

This study analyzed and focused on investigating the influence of training strategies on organizational performance of Watoto Child Care Ministries Uganda. Training strategies were the independent variable, organizational performance the dependent variable and leadership style was examined as the moderating variable of the study. This chapter shows the background to the study, the statement of the problem, research objectives, research questions, hypotheses, scope of the study, the significance, justification and operational definition of terms and concepts.

1.2 Background to the Study

1.2.1 Historical Background

Watoto Child Care Ministries is a holistic care programme that was initiated as a response to the overwhelming number of orphaned children and vulnerable women in Uganda. As an organization it started in 1994 under KPC then, to look after vulnerable children below the ages of 12 years.

It started with one village with a few employees and gradually they have grown from one village to three villages and 3 babies' homes which require more people to manage. New employees have been taken on gradually too however their performance started to decline. Due to dynamic changes, new developments in the world many organizations are constantly training employees to upgrade to be on the same level with the changing technologies. However, most of the employees that are taken on by WCCM lack continued training by the organization. Training must be aligned to organizational strategy in order to result in high performance (Delery and Doty 1996). Training is the systematic modification of behavior through learning which occurs through education, instruction and development (Bass & Vaughan, 2002). With the evolvement of training there are many approaches to address it which are either formal approaches like training and education courses or informal approaches like action learning, coaching, job rotation, mentoring, secondment and career development (Mankind, 2009). However since Watoto started training strategies haven't been fully implemented for all employees. It is therefore to this expansion as an organisation, their need to improve its performance and see whether training strategies ultimate influence their performance that this study desires to investigate.

1.2.2 Theoretical background

The study was guided by the Human Capital Theory by Becker (1964). This theory shows that developing of leaders and supporting individuals to attain better performance termed as productivity will result into better organizational performance. This theory was used to identify the gap for this study and also their applicability of training strategies and organizational performance. The human capital theory based on Becker further emphasized that training and education are the most important investment in human capital. The theory suggests that due to

training and education, workers' productivity is improved hence leading to improved performance of the company as a whole.

This theory showed that when employees are trained formally or informally they will be motivated to perform hence leading to better organizational performance. However it has been criticised by scholars like Block (1990). Since human capital development through education can improve productivity only if complementary inputs such as training, management practices and contract terms as asserted by Levin & Kelley (1994), in this study the researcher argue that due to high demand of learning at work place that exists in the modern era and fast changing economy of Uganda, training strategies through formal and informal training would be a strategy to improve organizational performance. This theory was therefore relevant to this study because it elaborated on the idea of developing employees and that this development leads to organizational performance. Thus the researcher will use it to support the major variables of the study.

1.2.3 Conceptual background

Training has been defined differently by different authors. It has been defined as the systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment (Tharenou et al., 2007). Others regard employee training and development as any attempt to impart new knowledge and skills based on employee and organizational needs which should result in improved job performance, reflected in organizational outcomes such as high productivity, improved quality and service (Salas et al. 1999). Other scholars view training as the planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in any activity or range of activities.

Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization (Beardwell and Holden, 2001).

Agochiyu (2002) states that training not apparently targets an individual but increases the organizational effectiveness through its growth and enhances of its competences. This concurs with Decenzo & Robins (2000) who defines training as a learning experience. Training strategies is used to mean any training in which there is formal and informal instruction geared towards performance. This study will focus on formal and informal training strategies and their influence on organizational performance.

The definition of organizational performance is a surprisingly open question with few studies using consistent definitions and measures (Kirby 2005). According to Daft (2000), organizational performance is the organization's ability to attain its goals by using resources in an efficient and effective manner. Quite similar to Daft (2000), Richardo (2001) defined organizational performance as the ability of the organization to achieve its goals and objectives.

Performance of an organization includes both efficiency related measures, which relate to output/input and effectiveness related measures, which deal with issues like growth and employee satisfaction/commitment (IJBSS, 2010). Fey concludes it by outlining indicators of Organizational performance as firm productivity, quality and absenteeism rate. As such organization performance is dependent on training strategies through training employees. This study is focusing on the number of children, increase in sponsorship, timely reporting and turn over in WCCM.

1.2.4 Contextual background

Too often the organization provides no training programs for its new staff and no "refresher" training for existing employees .New employees joins the organization, of which the majorities

enter from other occupations. Majority of the new entrants too are assumed to be meeting the growth in the organization and the other entrants are replacing those that have retired and others that left. Employee training has been defined as a management strategy in providing opportunities to employees so as to advance their potential and abilities to excellent performance leading to individual and Organizational holistic and substantial growth (Andrews 2009; Sullivan 2005).

Though WCCM has tailored to support through informal approaches like indication and mentoring this has not improved the organization's performance. For instance From the Human Resource annual ratings data base for the last two years; 2010, 55% performed below what was expected and in 2011, 65%. The impact of this state of affairs has come with a number of issues ranging from low work motivation, compromised performance and inefficient management of resources hence affecting services offered by the organization to the community.

1.3 Statement of the Problem

Managing an organization requires superior skills to attain organizational goals. In order to do this, they need to have people (human resources) who are innovative, flexible to market demands and are knowledgeable compared to other organizations and this cannot be satisfied unless they invest in developing skills and competencies (Armstrong, 2001).

In Watoto, new employees take up positions with the assumption that they are good at their work without any training.

Many come from other professions within the organization while others join the organisation straight from the university. This in a way has affected the general performance of the organisation which was reflected in the HR Annual Report (2010). The impact of this state of affairs has come with a cocktail of issues for the organization's performance ranging from low work motivation, delays in reporting to donors, reduction in sponsors and discontented staff to

resignation. Despite tremendous efforts in trying to train the employees through induction and encouraging team leaders to mentor their staff this has not helped to improve the situation. If no training for new employees and the existing staff are organized, Watoto will fail to achieve its objectives and this will negatively affect the organization's dream. Although organizational performance may be attributed to many factors, this study set out to examine the influence of training strategies on organisational performance.

1.4 Purpose of the Study

The purpose of the study was to investigate the extent to which training strategies influence organizational performance in Watoto Child Care Ministries.

1.5 Specific Objectives

The following specific objectives guided the study:

1. To investigate the influence of formal training as a training strategy on organizational performance in Watoto Child Care Ministries
2. To investigate the extent to which informal training as a training strategy influences organizational performance

1.6 Research Questions

The following research questions were answered:

1. What influence do formal training strategies have on organizational performance in Watoto Child Care Ministries?
2. What influence do informal training strategies have on organizational performance in Watoto Child Care Ministries?

1.7 Hypotheses of the Study

The following hypotheses were tested:

1. There is a significant relationship between formal training strategies and organizational performance in Watoto Child Care Ministries.
2. Informal training strategies affect organizational performance in Watoto Child Care Ministries.

1.8 Conceptual Framework

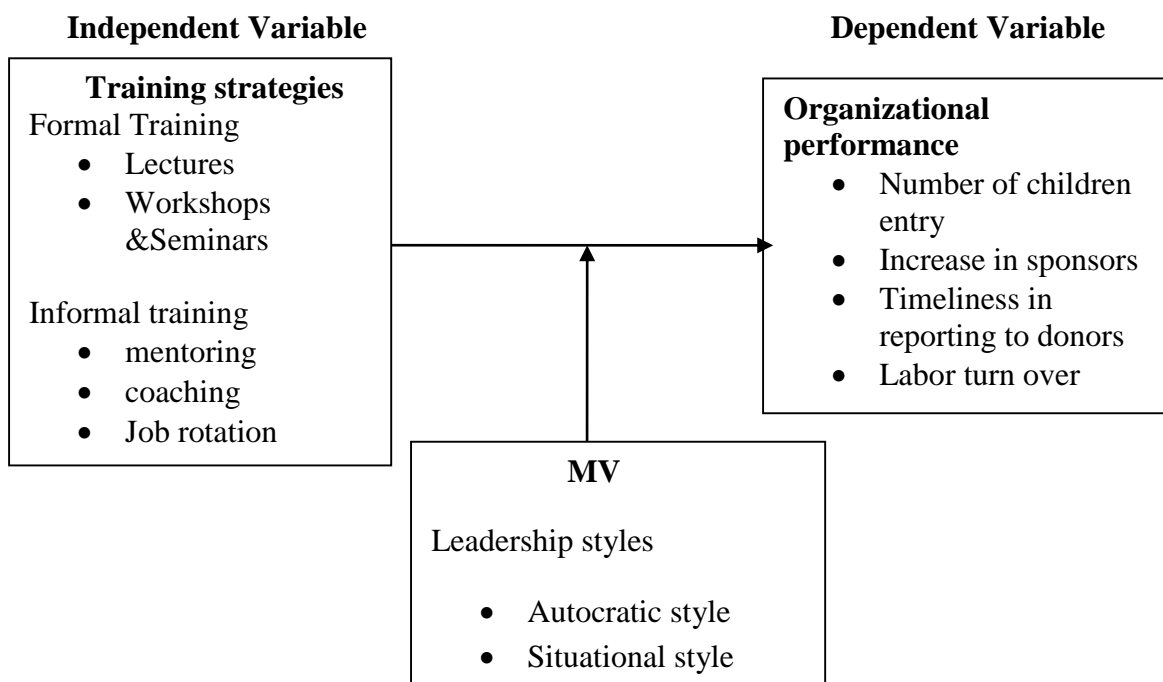


Figure 1: A conceptual framework to illustrate the possible relationship of Training Strategies' influence on Organizational performance

Adopted from; Edwards (2005), Kempton (1995), Draft (2000), Storey (2004), Mabey (2002), Fey et al. (2000), Jurkiewicz, C.L, (2003)

Figure one above is a conceptual frame work showing the possible relationship of training strategies and organisational performance, having formal and informal training strategies as the major influence for organisational performance. The formal training strategies included lecture, workshops and seminars while the informal strategies included mentoring, coaching and job rotation. These were the independent variable and the dependent variable was

Organisational performance that entailed number of children entries, timeliness in reporting, labor turnover and increase in sponsors. The conceptual frame work importance was to give a clear picture on what the research is about. It's also to help Watoto Child Care Ministries management identify the current problem on training strategies and also device means on how to go about the persistent problem

1.9 Significance of the Study

This study will be used by management of WCCM as evidence of a gap hence the need to enrich training strategies as to enhance organizational performance. To the researchers it will be used by those interested in training strategies and its influence on organizational performance. To the policy makers and human resource practitioners to give insight and appreciate training strategies as one of the means to improve organizational performance. Non-Governmental Organisation will also take a leaf from the findings of this study in the way they design training strategies for Non-governmental Organisation. Finally this study will add new knowledge (Armstrong 2011) from primary sources to academicians and researchers in Uganda and elsewhere.

1.10 Justification of the Study

Increasingly, NGOs locally and internationally are looking at the idea of improving its management procedures from the ministry perspective to world class basis and this study was conducted at a time when Watoto as a ministry was expanding to other countries like Sudan in Juba and Zimbabwe to implement this vision. However despite the informal training methods used it has not achieved the expected result. From the literature and current available information no conclusive investigations has been done to conclude that training strategies are key to organizational performance. There is need to carry out research to investigate the

influence of training strategies on organizational performance and the findings from the research will add to the existing literature and provide new ideas for WCCM management to improve organisational performance through training.

1.11 Scope of the Study

1.11.1 Content scope

The study focused on the training strategies in WCCM which include formal and informal training. It was geared towards investigating the influence of training strategies on organizational performance of WCCM.

1.11.2 Time scope

The study covered a period of 2 years from 2009 to September, 2012: The period with in which the organization expanded and new employees were appointed.

1.11.3 Geographical scope

Geographically, this research was conducted in all the Watoto childcare ministries locations with in Uganda. It has several branches of which there three children's homes, three babies' homes and head office in Kampala. There offices in Suubi Watoto Village and school in Nsangi, Biira village and school on Mityana road, in Gulu Watoto village and school.

This study focused on the employees who have been in the organization for the period of more than 2 years and the new entries. These locations have been chosen because that's where Watoto has most of its employees.

1.12 Definitions of Operational Terms and Key Concepts

Formal training is defined as initiatives which can be identified by both recipients and deliverers as an intervention which has a structured mode of delivery, where the aim is to impart new awareness or knowledge of a workplace process or activity (Patton and Marlow, 2002).

Formal training indicates that the training content has been predetermined by an instructor, or follows a curriculum or training package, and is monitored and recorded by the training provider or educational institution. It consists of periods of instruction, or a combination of instruction and monitored practical work. The instruction can take the form of workshops, lectures, tutorials, training seminars, audio visual presentations, demonstration sessions or monitored self-paced training packages. It can also include structured on-the-job training. (ABS 1998b, p.65)

Informal training can be define as every form of knowledge transfer, as a normal part of day-to-day work, non systematic and non goal-oriented. This study looked at training strategies and their influence on organizational performance. In contrast to formal training, informal, or non-formal, training activities are instigated by the individual or occur in an ad hoc fashion (as the need arises or depending on the circumstances).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter looked at the introduction of training strategies and their influence on organisational performance especially in Watoto Child Care Ministries. This chapter reviews

literature on this study and covers the theoretical, conceptual, literature review and the summary of the literature review.

2.2 Theoretical Review

A number of theories have been developed by a number of scholars to explain the training strategies and their influence on organisational performance. However for purposes of this study the current researcher choose the Human Capital Theory by Becker that is most suitable for this study.

2.2.1 The human capital theory

The Human Capital Theory is rooted in the field of macro-economic theory by Theodore Schultz whose research was based on returns-on-investment. The theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills. Levin and Kelly (1994) suggested that human capital development through education can improve productivity only if complementary inputs exist, which include training, contract terms and management practices. Becker (1993) further asserts that learning in a work place in organization through training is a strategy of improving performance in a fast growing economy characterized by new evolving technologies thus human capital is a means of production, into which additional investment yields additional output.

Other theorists also argue that an organization's human capital is an important source of sustainable competitive advantage as an aspect of organizational performance and that in creating and building management would accumulate value and renationalize capital as a core to organizational performance (Barney, 1994). Skill development would lead to long-term competitive advantage as an indicator of organizational performance (Ordonez de Pablo, 2003). Therefore just as argued by Afiouni (2007), organizations have to rethink and redefine their

business strategies by developing skill based human capital as a core to organizational performance.

In this study basing on this theory, the large the demand of training in a workplace in NGO's through formal and informal training is a strategy to improving organizational performance in a fast growing economy characterized by new evolving technologies. However critics like Block (1990) argued that the assumptions on training and education in fact improve productivity but the notion is more ideal and questionable because they are other factors that influence performance of the organization.

The theory also suggests that human capital accumulation can lead to employee-led innovation but ignores the fact that returns to education and trainings are highly uncertain. From the critical analysis of this theory, the researcher also finds some gaps which the study intends to address. The theory does not elaborate the nature of training that is needed in order to become effective and how they will reciprocate this skill to influence organizational performance. This study is attempting to address this gap by looking at both formal and informal training that may be used to develop employees and how they may reciprocate the skill to improve organizational performance.

Human capital theory is vital despite the criticisms because it points out that education or training is the most important human capital given to workers and it raises the productivity of workers by imparting useful knowledge and skill which enhances their performance which later increases organizational performance. It's also important to note that the situation in WCCM is not in line with the assumptions of this theory hence making it a worthwhile theory to ascertain its applicability to provide a solution to improving organizational performance in WCCM. This theory helped the researcher to conceptualize the key variables of this study.

2.3 Related Literature

2.3.1 Organizational performance

It's argued that organizational performance goes beyond reporting financial metrics to include non-financial predictors of financial performance such as customer satisfaction, organizational output such as quality, process, employee commitment and growth (Jurkiewicz,C.L, 2003). Rami Schayek (2008) however urges that organizational performance are in terms of three hierarchically construct such as organizational effectiveness, operational performance and financial performance which reflect the writings on organizational effectiveness. Extension by Kaplan & Norton (1996) indicates that of these performance categories, employee commitment is the central and leading indicator of the other performance categories.

2.3.2 Relationship between training and performance

Training is designed to provide learners with the knowledge and skills needed for their present job because few people come to the job with the complete knowledge and experience necessary to perform the job. Performance orientation was included as an important association in training, in a number of studies (Aycan 2003; House et al. 2004; Javidan 2004). The main task of assessing the training need of employees is to determine what the job entails and break it down into sub-tasks which will help in designing training programmes. If this is done, it will enable training to be correlated to performance (Dessler 2003) Training must be aligned to organizational strategy in order to result in high performance. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010). Training is effective to the extent that

it directly contributes to the strategy, objectives, or outcomes central to organisational effectiveness.

The findings of studies on the possible impact of learning on productivity OECD (2011) showed that a skilled workforce enables innovation through its capacity to: generate new knowledge; adopt and adapt existing ideas; develop a capacity to learn; complement other inputs to innovation; generate 'spillovers', and add to social capital. This means that training actually affects negatively or positively the performance of employees and the general organisation, yet if well done it should take a positive trend. These challenges make up what actually intrigued the researcher to carry out this study

Training clearly defines vision/mission statements and organizational strategies which are part of the strategic planning process which contributes towards the development of specific functional strategies needed to achieve business objectives. The link between firm-provided training and organizational performance is now recognized as essential by most organizations (Garcia, 2005; Khatri, 2000). Sang (2005) concluded that workforce planning; staffing; compensation, and incentives, teamwork, training, and employee security had a positive and significant influence on non-financial and financial dimensions of organizational performance.

When training does result in improvements in relevant knowledge and the acquisition of relevant skills, employee job performance should improve, provided that the skills learned in training transfer to the job. Improvement in job performance should be reflected in organizational outcomes or results criteria such as productivity, quality, and service, if the job is strategically aligned to the organization's needs. The knowledge and skills of employees through training activities have become important to firm performance. Accordingly, firms spending on training activities are expecting that it is instrumental for organizations to remain

and enhance their employee's skills and knowledge in order to create sustainable competitive advantage and improve firm performance (Kozlowski et al., 2000; Salas & Cannon-Bowers, 2001). Apospori et al. (2008) had deduced that there is a considerable impact of training on organizational performance.

However, differently from these studies, Cunha, Morgado and Brewster (2003) were the only ones who could not determine the impact of training on organizational performance, and suggested that another study on analysis of this relationship was needed. In fact, in the start of the twenty-first century Human Resource Managers have opined that one of the main challenges they are to confront had involved issues related to training and development (Stavrou, Brewster and Charalambous 2004).

2.3.3 Influence of training strategies on organizational performance

Training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in any activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization (Beardwell and Holden 2001). Flamholtz et al, (2003) assert that organizations today spend more resources on training employees with a view to enhance performance and corporate productivity. It's urged that the aim of training is to enhance future performance of the organization and individual, motivate and improve employee performance and productivity (Dessler, 2003). Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and those of the workforce (Stone R J. Human Resource Management, 2002). So the study finds out that actually training influences organisational performance. For example in WCCM there is training but rarely

involves employees in the process. While on the other hand the study shows that employers do not provide sufficient quality funds and time to the employees to be involved in training.

Rivera and Paradise (2006) in their study says that enterprise learning is seen as a way to improve organizational performance and to demonstrate that investments in people, learning resources, and IT really can have a direct Positive impact on company success metrics, such as profitability, revenue, and employee retention. Further, Hogan (2002) noted that 60% to 75% of the employees in any organization report the worst or most stressful aspect of their job is the relationship with their immediate supervisor. Unsatisfactory supervisor-employee relationships often result in low employee morale, high absenteeism, rapid turnover rates, insubordination, and industrial sabotage. All this is due to lack of training hence when both employees and supervisors are trained this helps in their relationship hence improving the organization's overall performance. Bartel (2000) concludes that econometric analysis of a large sample of firms provides little guidance on the question of the employer's rate of return on training. From the different views of authors presented above justified the urgent need to examine and test the same in WCCM staff training strategies and performance, hence the study.

A study by Dearden et al. (2000) suggests that company-sponsored training generates substantial gains for employers in terms of increased productivity. Different methods of training were used their estimates consistently showed that the impact of training on productivity is about twice as large as the impact on wages. Devins and Johnson (2003) in their study suggested that the general assumption of the businesses that pay more attention to training and development is to be more successful in the long run of the business, and this premise underpins a significant investment in small firm training through European Social Funds and by national governments in many OECD countries (Storey, 2004). Although this claim is

widely established, concluding evidence to show that training and management development enhances small firm performance is equivocal (Storey, 2004) hence the need for this study to verify whether training influences organisational performance.

Several recent reviews, however, have shown that the empirical evidence for training influence on firm performance is generally inconsistent and inconclusive (see for example, Heraty and Morley, 2003; Storey, 2004). Research by the Corporate Executive Board in Charles Jennings article (June, 2013) suggested that ‘enterprise contributors’ (as it calls the small cadre of high performers) can increase organisational revenue and profits by as much as 12%. That often means the difference between success and failure. The missing factor in most cases in organisational performance. According to Adeniji (2002) is the lack of adequate skills, and knowledge, which are acquired through training and manpower development. Adeniji further stated that training reduces employee turnover and promotes goal congruency, while lack of training increases absenteeism rate, low output, poor quality and results in high unit cost Baldwin et al (1995), in a broad survey of Canadian SMEs, found that business success is not associated with training alone as most successful firms tend to train less staff than less successful ones. Storey (2004) also noted that ‘there appeared to be little evidence that small firms which invest in training perform better than those which do not. On the other hand, those who provide a positive link to the relationship found that training could facilitate a firm’s expansion and competitive advantage (Huang, 2001). Training can, and should be a powerful agent of change, facilitating and enabling a company to grow, expand and develop its capabilities thus enhancing profitability and in this case which is organizational performance.

Huang (2001) suggest that firms with sophisticated training systems and strong management support for training have effective training programmes and are more successful in delivering

training. Their study results further noted that failure to exploit training opportunities can put a firm at a competitive disadvantage hence the need for this study to prove whether training strategies influences organizational performance.

Misko (2008) notes that where learning becomes integrated into workplace practices, organizations are more likely to be innovative, extend learning and reward employees.

Today training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. The employee performance depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees. Oribabor (2000) submitted that training and development aim at developing Competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth, also Isyaku (2000) postulated that the process of training and development is a continuous one. Mabey (2002) sums it up that successful companies use a variety of approaches like formal, informal and external approaches to develop managers or employees in order to improve organizational performance. In light of the above discourse the researcher does agree with the arguments from the different authors. However it's encouraging to note that the study findings do confirm that WCCM does have good policies about training which the respondents do agree with but that they are never implemented as it shall be discussed later in details.

In this ever changing and competitive era, some researchers consider that organizations must consider and plan strategically to have an edge over their competitors. In order to do this, they need to have managers and employees who are innovative, flexible to market demands and are knowledgeable compared to other organizations and this cannot be satisfied unless they invest

in developing skills and competencies (Armstrong 2001). Through these trainings the managers or employees will be able to inspire subordinates' potential and enhance efficiency in the process of achieving organizational goals (Lee and Chuang, 2009)

Different researchers empirically linked training to organizational performance (Akhtar & Ding 2008, Whitney, 2005). Glaveli and Kufidu (2005) further suggested that the role of training was to maintain and raise the core competencies for a strategic positioning of the firm in the industry and its performance in general. Kozlowski et al, (2000) adds that most organizations invest in training because they believe that higher performance will be the result of their investment. Bae and Lawler (2000) concluded that training and development practices significantly affect organizational performance. Kozlowski et al. (2000) further suggests an approach to organization improvement and development based on enhancing the knowledge, skills, and attitudes or abilities of the workforce. This may be accomplished through training activities. From this perspective, training is effective to the extent that it directly contributes to the strategy, objectives, or outcomes central to organisational effectiveness.

However, training is often criticized for being faddish, too expensive, not transferring to the job, and not improving the bottom line (Caudron, 2002; Kraiger, McLinden, & Casper, 2004; Wright & Geroy, 2001). Training is often viewed as a cost center to be controlled or downsized during lean times (Kraiger, 2003). Indeed, training programs are implemented for reasons other than improving performance such as legal compliance, rewarding and retaining employees, or because of training fads. There is skepticism about the link between training and results criteria. Geroy (2001), referred to the belief that training leads to improved organizational performance as a myth—"that equates training with 'goodness'. Despite the critics from the different researchers training employees is an important aspect in the organization's performance which

is a gap in WCCM and the need for this study to investigate the influence of training on the organization's performance.

Way (2002) added formal training to his high performance work system. Batt (2002) applies training as practice but the scholar distinguishes between formal training and on-the-job training. Although both represent a process by which employees acquire knowledge and skills related to their work requirements, the difference is how the acquisition of knowledge and skills takes place: during the job, or during an external, in-house training. The high performance work system which includes training can create employees that will have the required characteristics to satisfy the conditions of the resource-based view in order to become a sustained competitive advantage. In fact, there is an increasing awareness in organisations that the investment in training could improve organisational performance in terms of increased sales and productivity, enhanced quality and market share, reduced turnover, absence and conflict (Salas et al 2000) which are being looked at in this study.

Armstrong asserts that training is done to help the organisation achieve its purpose by adding value to its key resource- the people it employs (Armstrong 1996). To this end he is alluding to the view that an investment in human resource is one of the most important investments for organisations. Kozlowski et al, (2000) concludes that the specific form of the relationship between training and firm performance is still open to debate and it is difficult to find strong evidence of this in the human resource literature because most models and research have focused on the individual level of analysis. In However, there are few studies on the comparative relationship between training and firm performance in the different countries in general and in the different emerging economies in particular. Therefore, this dissertation attempts to make a contribution to fill the missing research gaps in the existing literature

2.3.4 Formal training and organizational performance

In formal training managers or employees are removed from day to day work to engage in lectures, role play and other instructional activities, it occurs in the absence of action and it more on the mode of instruction. Storey (2004) proposes that training evolves the following strategies/methods which include traditional classroom/lecture, workshops and development courses for the individuals being trained.

The substantial outlay that organizations spend each year on formal training and development programs is made with the expectation that their training investments will lead to improvements in organizational performance or results (Dolezalek, 2005; Salas & Cannon-Bowers, 2001). Formal training enables managers to focus more on the learning experience without work disruptions (Bulunywa, 2005).

Devins & Johnson (2003) did research in the relationship between a formal training and development supportive program, and the extent of activities in training and development in SMEs. The authors suggest that the program gives especially to small businesses the opportunity to expand training and development activities. Not doing training decreases significantly with firm size, although most small firms participating in the program already seem to have commitment to formal training and development activities. Kempton (1995), states that if training is conducted in an organized and systematic way it should be able to develop new attitudes and experiences that contribute to the success of the organisation, improve employee morale which would lead to better performance and greater productivity and create a psychological climate which orients the activities of each employee towards achieving the goals of the organisation. However some researchers assert that most learning takes place informally and the empirical evidence for training influence on firm performance

is generally inconsistent and inconclusive (Morgan et al, 2002; Heraty and Morley, 2003; Storey, 2004).

Hartely (2000) too criticizes that formal training does not prepare manager or employees to keep pace with the constant change that occurs in today's work place and it doesn't provide them with sufficient real-world experience to develop proficiency. It should however be noted that some researchers point out that formal training permits individuals to leave the day-to-day demands of their jobs behind so that they can concentrate on analyzing past behaviors' and reflecting on what has been successful and what has not hence be able to improve the organization's performance thus the need for this study to investigate the influence of formal training on organizational performance. Formal training can be done using three major forms which are important for every training. These include lectures, workshops and seminars. The researcher focused on them because an effective employee needs all of them to be able to improve the organization's performance.

Lectures are defined as a formal presentation of content by trainer/educator for the subsequent learning, recall for the person being trained and it involves analysis of case reports and problem-solving exercise which engages the managers' senses to improve the way they view things (Vella, 1992). It's through these lectures that employees are equipped with skills to improve their performance hence improving the organizations' performance. However it is noted by Edlich (1993) that people who attend lectures tend to prefer to read the notes rather than attending the classes or participating in the exercise given thus the need for this research to find the influence of formal training strategies on organisational performance.

Seminars are a smaller version of a conference which offers opportunities for panel discussion, dialogue and debate while workshops involve exchange of views, solving problems and exercises by a smaller group of people. Through these formal methods employees are able to get views from other employees' ideas and debate about them. Literature on formal training shows that training should be used to meet career needs of employees which will motivate them to perform effectively (Jucious, 2001). Cole (1993) emphasizes that training is mainly activity directed towards the acquisition of specific knowledge and skills for the purpose of a task. However some researchers assert that over reliance on formal training may deemphasize the value of harnessing informal learning opportunities to promote managerial proficiency (Michael Enos, Marijke and Alexandra Bell, 2003).

From the researcher's analysis the biggest challenge is that today's employees receive little or no formal training and in turn they don't have the capabilities to guide their teams which hinders organizational development. In WCCM for example, employees hardly receive any formal training. It's assumed that they already know what is expected of them and training them may not directly influence organizational performance and productivity. Thus making this research worth the value of studying to investigate the influence of formal training on organizational performance in WCCM.

2.3.5 Informal training and organizational performance

Informal training approaches include job enrichment, job rotation, coaching, mentoring and planned experience. The effectiveness of the informal training depends mainly upon immediate supervisors and qualified trainers.

Merriam and others (2007) state: "studies of informal learning, especially those asking about adults' self-directed learning projects, reveal that upwards of 90 percent of adults are engaged in hundreds of hours of informal learning. It has also been estimated that the great majority

(upwards of 70 percent) of learning in the workplace is informal (Kim, Collins, Hagedorn, Williamson, & Chapman, 2004), although billions of dollars each year are spent by business and industry on formal training programs. Both formal and informal learning are considered integral processes for Virtual Human Resource Development (Bennett, 2009), with informal learning the stronger form. So in regard to WCCM informal training strategies have been encouraged but haven't been implemented hence the need for this study to find out whether informal training strategies influence organisational performance.

Interest in informal learning is tangible and growing and the 2008 ASTD State of the Industry report contained a special survey section on informal learning, and concluded that not only did survey participants acknowledge that informal learning plays a role in today's workplaces, they also predicted that it would grow in the next three years. More than half of respondents reported that informal learning would increase during that time period. Informal learning/training always has and always will be occurring in organizations. We are natural learners and experience is a natural teacher which improves the organization's performance through training hence the need for this study.

Informal learning is frequently the best route for people who have already structured the way they see the world or an area of expertise. They aren't looking for courses or the big picture; they just want to learn what they need to plug a hole in their mental tapestry just what it takes to get something accomplished (Cross, 2007). Cross is not alone in his view that informal learning may be the conceptual glue that holds a high-performing enterprise together IDC's McStravick notes that one of the key findings from research on the training industry was that chief learning officers want to see more attention given to informal learning, measurement, and alignment in 2007 (McStravick 2007). Without good informal training strategies employees will never know their shortcomings so as to make necessary and professional adjustments for

better performance and achieving desirable employee improvement along the way. The study findings actually show that up to sixty percent of the respondents confirmed that they have never received informal training.

Mentoring has been described as “providing guidance, advice, and encouragement through an ongoing one-on-one work relationship” (Certo, 2003). Typically, this is accomplished by assigning a senior employee to an employee when he or she enters an organization. Armstrong (1999) defined mentoring as the process of using specially selected and trained individuals to provide guidance and advice which will help to develop the careers of the protégés allocated to them. Sweeney (2003) also identifies a significant result of mentoring as the passing of organisational values and beliefs from one generation to the next. Mentoring is a process to help and support people to manage their own learning in order to maximize their potential, develop their skills, improve their performance, and become the person they want to be (Parsloe, 1992, cited in Simkins et al., 2006). So this study had come up with concrete evidence that actually WCCM does reasonably need informal training to improve its performance as an organisation.

Coaching increases effectiveness of the links between management development and organizational effectiveness (Suzy Wales, 2002). Coaching as an informal training strategy has been the buzzword for some years among employees as well as managers and it’s incorporated in major executive training programmes (Dissertation on corporate coaching, 2006). Coaching is facilitation of the performance, learning and development of another (Parsloe, 2002). Coaching has the potential to provide a flexible responsive development approach that can be used to support an increasing number of individuals within the organisation than traditional forms of training (Jarvis, 2004). Currently the ICF defines professional coaching as the ongoing professional relationship that helps people produce extraordinary results in their lives, careers,

businesses or organizations and through the process of coaching, clients deepen their learning, improve their performance and enhance their quality of life (ICF, 2005, Code of Ethics).

Coaching is defined as the process of providing one-on-one guidance and instruction to improve knowledge, skills, and work performance (Blanchard & Thacker, 2007). Renshaw, (2008) explains Coaching as the process aimed at enhancing learning and development with the intention of improving performance in a specific aspect of practice. It has a short-term focus with an emphasis on immediate micro issues e.g. How can I improve my performance in this particular area? How can I strengthen my workshop practice? What are the most appropriate ways of making my team work together more effectively? Lowman (2005) added that effective coaching within an organization appears to integrate the dynamics of individual psychology approaches with the needs of the organization on individual and system levels, taking into account the environmental context of each intervention. Though according to Stone (2007), challenges related to the coaching method of employee development consist of undermining employee's self-esteem, failing to follow up, not recognizing improvement, failing to give direction, making unrealistic demands, and being impatient. However some literature accuses Coaching of being an executive's privilege and reward, with no linkage to organizational performance (Bolch, 2001)

Job rotation is the process of switching a person from job to job which increases an employee's capability and value to an organization (Edwards, 2005). Rohr (2000) reported that job rotation provides an organizational overview, encourages interdepartmental cooperation, brings fresh view points and promotes flexibility within an organization. Cappelli & Neumark (2001) had job rotation as an aspect of HPWS in their research study. Job rotation implies that employees develop by rotating across jobs or tasks within teams, production processes and/or the complete organisation. Way (2002) in his study too utilizing job rotation in his high performance work

system and discovered that it helped the employees' skills, and broaden their knowledge and experience. These authors brings out the idea that informal training strategy which we are looking at in this study, increases learning of a variety of specific skills and employee understanding of other aspects of a firm's operations (Cappelli & Neumark, 2001).

Organizations in the past would recruit young people with that they would spend their entire career inside that single organization, employers would provide training but this has long undergone decay (Robbin, 2001). Today's employees receive very little or no informal development and in turn this hinders their effectiveness, efficiency and quality of service they provide hence affecting the organization's performance. It should however be noted that most organizations that use informal training as a training strategy has its challenges if not well handled. Ivancevich (2010) argues that coaching many fail if there is no adequate time for both the coach and coachee. Informal training if not understood by managers and employees can be misused which will create resentment from managers and consequently, it will negatively the organization's performance.

2.4 Summary of Literature

From the literature reviewed in this chapter, employees can be able to take on the responsibility if they are well developed through formal and informal training strategies. The gaps highlighted in the literature review both in the current literature and the theory which revealed the need for both formal and informal training strategies for improved organizational performance. Kozlowski et al. (2000) concluded that there is a levels gap in the training literature on organizational performance hence the need for this research to investigate the extent to which training strategies influences organizational performance of WCCM.

The literature also shows that employers' constant pressure to increase productivity and services overshadowing the importance of training employees. If employees are handled effectively the results can lead to improved organizational performance. Not many studies have been made in this area so this study intends to make findings and investigate training strategies and their influences on organizational performance in Watoto Child Care Ministries Uganda

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology deployed in the study. The research methodology used included the research design, study population, determination of the sample size, sampling techniques and procedure, data collection methods, data collection instruments, validity and reliability, procedure of data collection, data analysis, measurements of variables.

3.2 Research Design

The study used a cross sectional survey research design; this survey design was chosen because of its flexibility in data collection as it allows collection of both qualitative and quantitative data at the same time (Ahunji, 2005). Also according to Pinsonneault and Kraemer (2001) they urge that it help to generate quantitative descriptions of aspects of a study phenomenon and guides the researcher in using standard information by asking predefined questions about the study variables.

This method was appropriate because it involved collecting data from a relatively large number of respondents in its natural setting, cheaply and in a short time (Creswell, 2003, p. 153). It emphasizes the covering the different categories of staff (Dole, 2001) which suited WCCM where different employee work in different departments.

The qualitative data is narrative and descriptive information that explains and gives deeper understanding and insight into a problem (Amin, 2005). The quantitative method was used because of its flexibility form of multiple scale and indices focused on the same construct allowing different responses from the many respondents (Ahunji, 2005). The qualitative technique was particularly used to supplement quantitative techniques. Both approaches were therefore used in this study.

The methodological triangulation method was used since both qualitative and quantitative method supplements each other. In that qualitative method provides detailed explanation while quantitative method provides practical data to meet the objectives (Mugenda, 1999) as well as to enhance validity findings.

3.3 Study Population

Population of the study referred to the people in the study area and it is from these people that data was collected in order to establish whether training strategies influence organizational performance. The target population was all employees in Watoto Childcare Ministries which is 210 as per WCCM HR database, 2012, comprising of: administrators, social workers, teachers, Finance, caregivers, homes, medical, guest relations, living hope, sponsorship, procurement and logistics staff.

3.4 Determination of the Sample Size

The sample size of the employees was determined using statistical table of Morgan & Krejcie (1970) adopted by Barifaijo & et al (2010) where the given total target population (N) of 210 gives a sample size of 132. The breakdown of the sample size per category of employees was selected by the researcher according to their importance to the study. Employees that were interviewed and given questionnaires were picked from each department which included

administrators, social workers, teachers, Finance, caregivers, and homes, medical, guest relations, living hope, sponsorship, procurement and logistics staff as shown in the table below:

Table 1: Sample size of each category of respondents from WCCM

Title	Population Size(N)	Sample size	Techniques
Administrators	28	12	Simple random Sampling
Social workers	10	7	Purposive sampling
Finance staff	12	9	Purposive sampling
Teachers	42	34	Simple random sampling
Care givers	35	20	Simple random sampling
Homes staff	28	24	Purposive sampling
medical staff	14	7	Purposive sampling
Guest relations staff	12	4	Purposive sampling
Living hope staff	8	3	Purposive sampling
Sponsorship staff	7	3	Simple random Sampling
Procurement staff	11	6	Purposive sampling
Logistics staff	3	3	Purposive sampling
Total	210	132	

Source: Watoto Childcare Ministries in reference to Krejcie and Morgan (1970) & How to write a good dissertation/Thesis: (Barifaijo, Basheka, & Oonyu, 2010)

3.4 Sampling Techniques and Procedure

The researcher used both non-probability and probability methods. Under probability method simple random sampling was used in which the sample frame is selected (Amin, 2005). The formula used was N/n (where N is the population size and n is the sample size) $210/132$, two people were skipped in between the counting. This method helped to avoid biases and the procedure was extracted from the branch staff list from HR database.

Under the non-probability techniques, purposive or judgmental sampling was used. The researcher used the purposive technique to select key informants among the respondents. It was used on Social workers, Homes, finance staff, medical staff, guest relations staff, living Hope, procurement and logistics. Despite the potential inaccuracy of this method it's authentic and informative.

3.5 Data Collection Methods

Data was collected by using questionnaire survey, documentary review and interviews

3.5.1 Interviews

In-depth face to face interviews was conducted with the key informants 12 in number to obtain accurate and reliable information. Interviews allow the interviewer to elaborate the purpose of the study and to convince the respondents effectively on the importance of the study. It also allows probing which leads to generation of critical issues under investigation which the questionnaires may not have obtained. Through the interaction between the interviewer and respondent sensitive information is extracted from the respondents. Semi-structured interviews (Friedman & Wallace 2005) will be used so as to collect data from key informants.

3.5.2 Questionnaire survey

The questionnaire survey method of collecting data was used. Every question was developed to address a specific objective, hypothesis and research question. Open –ended questions were used to give respondents freedom to respond and give in-depth responses and give an insight into feelings, interest, motivation and background while closed-ended were used in order to save time for busy respondents.

Questioning method helped in the generation of constructive data and enable the coverage of large samples in addition to making the results more dependable and reliable (Sekaran,2000).

The researcher administered the questionnaires herself and gave a maximum of two weeks to pick them from respondents.

3.5.3 Documentary reviews

Secondary data was collected from HR annual reports and minutes of meetings of the organization which the researcher was allowed to access. This helped the researcher to identify their strengths, weaknesses and gaps thus enabling the researcher to make informed decisions.

3.6 Data Collection Instruments

3.6.1 Interview guide

An interview guide was administered to the key respondents to generate important data for the study. The interview guide was structured according to the variables and the objectives of the study. The use of interview guide helped the researcher to generate more information with greater in-depth on the various questions asked. The respondents in this category were the team leaders. Through this the researcher was able to obtain person to person verbal communication and also keep the respondents focused.

3.6.2 Questionnaire

For quantitative data the researcher used self administering structured questionnaires where structured open ended and closed-ended questions were used and filled in by the rest of the employees. This method saved time, covered more respondents, allowed respondents to analyze the questions to be interpreted and was non- biased on the side of the respondent and researcher.

3.6.3 Documentary review checklist

A documentary review checklist was used to generate data from the different documents, such as newsletters, annual reports and minutes. This was structured in line with the objectives of the study. The documentary review checklist enabled the researcher to appreciate the information and decisions from different views and contexts of the several writers on the subject at hand (Mugenda, 2003).

3.7 Data Quality Control

3.7.1 Validity

The researcher tested the validity of the data collection instruments to ascertain how appropriate the instruments are to address the variables under study (Muís, Sakran, & Biaggi, 2002). According to Amin (2005), validity refers to the extent to which the instruments solicit information they were intended. For the instruments to yield relevant and correct data, they were given to two experts conversant with the study area to comment on the difficulty, content and relevancy of questions. It was computed and found to be 0.76 above the 0.7 recommended by Nunnally (cited by Kent 2001). Thus, the questionnaire was considered suitable for collecting data

The formula being; $CVI = \frac{\text{Number of Items rated relevant}}{\text{Total number of Items}} \times 100$

3.7.2 Reliability

Reliability is the consistency with which an instrument measures whatever it is intended to measure. Therefore all data collection instruments were tried and tested to assess their reliability and dependability. Wherever errors and flows were identified necessary adjustments were made as soon as possible to avoid diluted findings. An instrument is reliable if it produces the same results whenever it is repeatedly used to measure concept from the same respondent

(Nantege, 2009). In order to ensure the degree to which questionnaires produce consistent results, they were pilot tested on 30 respondents in the organization who were picked randomly and the results were subjected to Cronbach's alpha reliability. This was done using a formula

$$\alpha = \frac{K[1 - \sum \sigma^2_k]}{(K-1) \sum \sigma^2}$$

Where α = reliability Alpha coefficient (Cronbach)

K = number of items in the instrument

$\sum \sigma^2_k$ = variance individual items

$\sum \sigma^2$ = variance of the total instrument

\sum = summation.

The Cronbach's Alpha coefficient for the questions in the questionnaire was 0.73 above 0.70 recommended by Nunnally (1967) cited by Kent (2001). Thus, the questionnaire was considered reliable for collecting data.

By the adoption of a questionnaire, reliability of results were enhanced by triangulation. In addition questionnaires too were pre-tested before the commencement of data collection to ensure construct and content validity. Prior to the pre-test the reliability coefficient for all the variables was determined from the pre-test results before commencement of the actual data collection. For quality assurance and control, questionnaires were examined by two supervisors for corrections and adjustments. I also found it profitable to ask other knowledgeable and qualified people to do the same. This gave face validity and content validity, since supervisors are experts in this field of study. Construct validity was estimated by use of SPSS software to calculate the Cronbach's Alpha of the pre-test results. In the study reliability was obtained through use of simple descriptors for internal reliability while external reliability was achieved by clearly specifying the researchers' position in the cover letter so that readers knew exactly

what point of view prompted the data collection justified by Amin (2005). The results from both pre-test and post-test Cronbach's α coefficients done on the questionnaire are presented as follows:-

Table 2: Pre-test and Post- test Cronbach's α - coefficients

Variables	Pre-test		Post- test	
	N	A	N	A
Formal training	10	0.945	10	0.855
Informal training	10	0.910	10	0.852
Organizational performance	10	0.932	10	0.884

Source: Data from the field (2012)

Following the pre-test, the returned questionnaires were edited coded and analyzed using SPSS software. It was found that all the variables were reliable during the pre-test and post test given that cronbach alphas were above 0.70.

3.8 Procedure of Data Collection

The researcher obtained an introduction letter from UMI in order to gain access to the organization. A covering letter accompanied the data collection instruments explaining the purpose of the study. Due to professional ethics in modern research, consent was sought from potential respondents before they responded to the study questions. Holding all other factors constant the researcher collected data in all its intended forms in a space of two months. Just like all researches, some respondents lost questionnaires given, so replacements were done so that compromises on data collection are mitigated as much as possible (Amin, 2005, Yudof, Levin and Moran,2002). Given the nature of the research, the information needed was very

confidential and sensitive, so the researcher guaranteed that the findings will be handled with care.

3.9 Data Analysis

3.9.1 Quantitative

The analysis mainly consisted of descriptive statistics (frequencies and percentages). The frequencies and percentages were used to determine the respondents' views on study variables. Spearman correlation and coefficient of determination were used to test the hypotheses. The correlation coefficient (rho) was used to determine the strength of the relationship between the variables. The sign of the correlation coefficient (+ or -) was used to determine the direction of the relationship between the variables. Partial correlation (rp) was used to control the effect of the moderating variable (Leadership style) test the hypotheses.

The variables of the study were correlated using Pearson's Correlation Coefficient technique.

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}}$$

3.9.2 Qualitative

Qualitative data, which was gathered from key informants using an interview guide which was continually analyzed to capture the key informants' expressions. This was done by comparing verbal recordings with the general responses from survey questionnaires and made informed conclusions. Qualitative data obtained through the use observation and document review were thoroughly reviewed, sorted, classified and categorized into themes (Leech NL and Onwuegbuzie A J, 2007). The presentation of the above qualitative results was made in verbatim statements to support findings from the quantitative analysis, which formed the basis for drawing conclusions.

3.10 Measurements of Variables

The measurement scale that was used is the ratio scale because it is the most precise method of measuring the variables of this study. The rating scale that was used in the questionnaire is the Likert scale which consists of numbers and descriptions used to rate the subjects in research (Mugenda, 2003). The scale comprised of a maximum of 5 response categories as represented as follows; 1=strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree.

3.11 Ethical Issues in Relation to Research

The researcher during the research process will come across very sensitive information and some topics are more sensitive than others therefore objectivity, confidentiality with independence but without bias has to be carefully put in consideration. The ethics of an organization suggest that the researcher should look for ways of presenting this information but without causing any legal damages for both the company and the researcher. In case the researcher has observed or has come to know about something illegal being carried out, you should be truthful but vague and imprecise, the researcher will exercise due ethical responsibility by not publicizing information that's likely to harm the respondents involved.

Furthermore the researcher used abstract terms to prevent serious cases of abuse or slander and the researcher will have to put themselves in the position of the respondent and imagine if it were them, would they want to answer very hard questions about the ethics of their research because its only from there that the researcher can indeed deliver but protecting the interests of the organization and of their own findings and research (Institute, 2011).

3.11 Research Limitation

The researcher found difficulty in obtaining data. The respondents were not willing to share information especially on questions that demanded the organizations' evaluation like

performance. She explained and encouraged the respondents to feel free and respond since the study was for academic purposes and the information provided was to be treated with absolute confidentiality.

The sample size being in different locations it was hard to follow up every questionnaire. Also document review was not an easy method because the organisation wasn't willing to give out reviewed documents like minutes of meetings but I followed up the individuals I had given questionnaires plus I convinced management the information was for study purpose only

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents, analyzes and interprets the results. It is divided into three major sections. The first section presents results about the response rate. The second and third sections address the objectives of the study namely;

To investigate the influence of formal training strategies on organizational performance in Watoto Child Care Ministries

To investigate the extent to which informal training as training strategy influences organizational performance

4.1 Response Rate

Response rate (also known as completion rate or return rate) in survey research refers to the number of people who answered the survey divided by the number of people in the sample. It is usually expressed in the form of a percentage. A low response rate can give rise to sampling bias if the non-response is unequal among the participants regarding exposure and/or outcome. In this study, the sample was 132 respondents but the study managed to get 119 respondents. The break down is shown in the following table.

Table 3: Response rate

Title	Sampled size	Responses received	Percentage %
Administrators	12	10	83.3%
Social workers	7	6	85.7%
Finance staff	9	9	100%
Teachers	34	33	97%
Care givers	20	16	80%
Homes staff	24	23	95.8%
medical staff	9	8	88.8%
Guest relations staff	4	4	100%
Living hope staff	3	1	33.3%
Sponsorship staff	3	3	100%
Procurement staff	6	5	83.3%
Logistics staff	1	1	100%
Total	132	119	

Source: Data from field

According to Amin, (2005) and Mugenda and Mugenda (1999) the response should be a minimum of 50%, the response rates were above the recommended two-thirds (67%) response rate (Amin, 2005). Therefore, the results were considered representative of what would have been obtained from the population since they are above the minimum were computed and interpreted.

4.2 Category of Respondents

To study whether training strategies influences organizational performance; it was important to look at the categories of respondents. Also it shows their demographic characteristics i.e. their positions, branch location, working experience and specific areas of operations.

4.2.1 Department of respondents

The questionnaires took into account each respondent's department, for instance the education department had the highest respondents compared to all the other WCCM departments put together. This means that most of the views given in this study originated from this particular department as a representative of the others.

However the education department consists of three different schools hence the large number and an equal representation of each school. The break down is shown in the following table.

Table 4: Findings about department of respondents

Department	Frequency	Percent
Administration	10	8.4
Finance	9	7.6
Living hope	1	.8
Homes	23	19.3
Child welfare/social work	6	5.0
Medical	8	6.7
Education	33	27.7
Guest relations	4	3.4
Sponsorship	3	2.5
Procurement	5	4.2
Logistics	1	.8
Choir	16	13.4
Total	119	100.0

Source; Data from the field (2012)

On the whole, the results from fig 4 above indicate that majority 33 (27.7 %) of the WCCM staffs surveyed were from the Education Department. Therefore the education department shoulders this humongous responsibility and hence their bigger numbers as employees hence as respondents too in this study. Yet with the other departments they are fewer numbers of respondents. This means that the education department had a bigger voice in this research compared to its sister department because of its vast number of staff. Since they make the majority respondents and also employees in WCCM this proves the study findings in this study objective.

4.2.2 Position held by the respondents

Respondents were asked about positions held. This was because positions held of the respondents were important in determining whether the sample that participated in the study

was representative of the composition of population and a representation of each position held in the organization. Findings are presented in Table 5.

Table 5: Findings about position held by the respondents

Position held	Frequency	Percent
Caregivers	14	11.8
Guest relations asst	1	.8
Social worker	6	5.0
Program coordinator	3	2.5
Homes assistant	3	2.5
Teacher	32	26.9
Nanny	11	9.2
Team host	11	9.2
Admin assistant	8	6.7
Driver	1	.8
Security guard	4	3.4
International volunteer host	1	.8
Sponsorship assistant	4	3.4
Nurse	4	3.4
Procurement officer	3	2.5
Accounts assistant	4	3.4
Senior procurement officer	1	.8
Senior accountant	1	.8
Accounts team leader	1	.8
Cashier	1	.8
Accounts operations officer	1	.8
Acct. Administrator	1	.8
Primary health Manager	1	.8
Children's co-ordinator	1	.8
Logistics officer	1	.8
Total	119	100.0

Source: Data from the field (2012)

The results from fig 5 above indicate that majority 32 (26.9 %) of the WCCM staff surveyed was from the Education Department. Therefore the education department shoulders this humongous responsibility and hence their bigger numbers as employees hence as respondents too in this study. Yet with the other departments they are all most in the same range and number of respondents. This highly demonstrates the notion and justifies the bigger level of respondents ((Armstrong & Rogers, 1997).

Thus meaning that the education department had a bigger voice in this research compared to its sister department because of its vast number of staff and this is because it represents three different schools hence a right representation of each position held within the organization. In this case the education department is also the worst affected by lack of training in the organization which has influenced their performance as employee. Also their voice in regard to the variables in the study has been loud and clear since they make the majority respondents.

4.2.3 Branch of the respondents

Respondents were asked about their branch location. This was because location of the respondents was important in determining whether the sample that participated in the study was representative of the composition of population. Findings are presented in Table 5.

Table 6: Findings about branch of the respondent

Branch	Frequency	Percent
Kampala	59	49.6
Wakiso	21	17.6
Mpigi	27	22.7
Gulu	12	10.1
Total	119	100.0

Source: Data from field

Findings show that most respondents 59 (49.6%) that participated in the study were from Kampala compared to the proportion of other branch respondents. This is attributed to the fact that the head office has more employees compared to other branches. Thus, the implication of these findings is that information obtained was not branch biased.

4.2.4 Level of education of respondents

Respondents were asked about their education. Education of the respondents was important in that it helped determine whether the sample that participated in this study represented the education distribution of the respondents.

Findings are presented in Table 7.

Table 7: Level of education of respondents

Education level	Frequency	Percent
Masters	10	8.4
Bachelors	61	51.3
Diploma	36	30.3
Certificate	12	10.1
Total	119	100.0

Source: Data from field

Findings show that most respondents 61 (51.3%) that participated had a Bachelor's degree followed by 36 (30.3%) with a diploma. This is a proper representation on education level at WCCM. The information obtained was not biased due to the different education levels indicated. The study revealed the fact that it has more degree employees who are dominant at WCCM. Thus, the implication of these findings is when most employee come into the work place they aren't encouraged to upgrade as the majority remain at the level at which they joined the organization and this is proven by the number of employees at the master's level which is (8.4) and it's the lowest.

4.2.5 Duration of service on the job of respondent

Respondents were asked about their duration of service at WCCM. Service of the respondents was important in that it helped determine whether the sample that participated in this study had been around for sometimes to provide reliable information. Findings are presented in

Table 8: Findings about duration of service on the job of respondents

Duration of service on the job	Frequency	Percent
Less than 1 year	21	17.6
1-3 years	53	44.5
4-5 years	34	28.6
6 years	10	8.4
7-8 years and above	1	.8
Total	119	100.0

Source: Data from the field (2012)

As indicated above in the above Table, a relatively large proportion of employees 53 (44.5%) have worked for 1- 3 years and less than half 1 (.8%) having worked 7-8years. This revealed that most employees had worked for the organization for a short time hence indicating that most people leave the organisation. It should also be noted that for an Organization to be able to keep its employees for long is a good sign of management efforts of employee retention and training (Li, 2003) which isn't the case in WCCM as proven by the research.

4.2 Training strategies and organizational performance in Watoto Child Care Ministries

It is recommended that when presenting the results of statistical tests, the researcher should give descriptive statistics before the corresponding inferential statistics (Plonsky, 2007). Thus, this approach was adopted in this study and the descriptive statistics that were used were frequencies and percentages. After presenting the descriptive statistics for each of the objectives, inferential statistics in form of Spearman correlation, coefficient of determination and partial correlation will be used.

4.2.1 Descriptive results about formal training in Watoto Child Care Ministries

Respondents were requested to respond to 18 items about formal training by indicating their agreement using a five-point Likert scale as shown in Table 9. The items are presented in the first column of Table 9 and the proportion of respondents to the responses on each of the items is presented in form of frequencies and percentages in columns 2 to 6.

The last column presents the total percentage of respondents on each of the items. The analysis and interpretation of the findings about formal training follows the presentation of findings in Table 9.

Table 9: Findings about formal training

Items about formal training	SA	A	N	D	SD	Total
1. Induction training is given adequate importance in the organisation	30 (25%)	42 (35%)	26 (22%)	16 (13%)	5 (4%)	119 (100%)
2. Heads of departments are eager to help their staff acquire off work training skills	19 (16%)	36 (30%)	30 (25%)	27 (23%)	7 (6%)	119 (100%)
3. During my stay with the company I have received formal training	26 (22%)	46 (39%)	20 (17%)	19 (16%)	8 (7%)	119 (100%)
4. Employees are sponsored for formal training programmes	8 (7%)	36 (30%)	29 (24%)	27 (23%)	19 (16%)	119 (100%)
5. Time off is given to employees to attend external training lectures	13 (11%)	25 (21%)	29 (24%)	35 (29%)	17 (14%)	119 (100%)
6. Lectures and seminars have been used to equip us in decision making skills to perform effectively	15 (13%)	28 (24%)	30 (25%)	33 (28%)	13 (11%)	119 (100%)
7. My skills as an individual have improved and my performance due to formal training	15 (13%)	10 (8%)	37 (31%)	41 (34%)	16 (13%)	119 (100%)
8. As a new employee I was trained on the organization's expectations through formal training	14 (12%)	11 (9%)	22 (18%)	52 (44%)	20 (17%)	119 (100%)
9. Formal training has helped and challenged employees to develop full potential	8 (7%)	17 (14%)	12 (10%)	53 (45%)	29 (24%)	119 (100%)
10. Employees returning from formal training are given adequate free time to reflect and plan improvements in the organisation	3 (3%)	7 (6%)	22 (18%)	60 (50%)	27 (23%)	119 (100%)
11. External training programmes are carefully chosen after assessing the needs of those to be trained	2 (2%)	12 (10%)	23 (19%)	62 (52%)	20 (17%)	119 (100%)
12. Seminars have significant contribution to organisational performance	12 (10%)	28 (24%)	18 (15%)	37 (31%)	23 (19%)	118 (100%)
13. My organisation encourages workshops for employees	4 (3%)	10 (8%)	20 (17%)	54 (45%)	31 (26%)	119 (100%)
14. Formal training has helped employees to relate personal goals to organisational goals	10 (8%)	16 (13%)	21 (18%)	51 (43%)	21 (18%)	119 (100%)
15. I have attended seminars in the last 2 months period to improve on my skills as an employee	6 (5%)	9 (8%)	5 (4%)	36 (30%)	63 (53%)	119 (100%)
16. My attending seminars and lectures has significantly contributed to my improvement in performance	4 (3%)	10 (8%)	15 (13%)	51 (43%)	39 (33%)	119 (100%)
17. My organisation encourages employees to attend seminars	9 (8%)	9 (8%)	19 (16%)	43 (37%)	37 (32%)	117 (100%)
18. There is a provision in my organisation to participate in performance related workshops	1 (1%)	10 (8%)	14 (12%)	51 (43%)	43 (36%)	119 (100%)

Source: Data from field (2012)

Key: SA = strongly agree, A = Agree, N = Neutral, D = Disagree, SD = strongly disagree

Table 8 above presents results on formal training strategies in WCCM. To analyze the findings, respondents who strongly agreed and those who agreed were combined into one category of respondents who “concurred” to the items. In addition, respondents who strongly disagreed and those who disagreed were combined into another category of respondents who “opposed” the items. Thus, three categories of respondents were compared, these included respondents that “concurred with the items”, respondents who were not sure about the items” and “respondents who opposed the items”. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

Regarding formal training, findings in Table 1 show that most respondents were opposed to items 6 compared to respondents who opposed to this item while few respondents were not sure with these items. For example, it is shown that most respondents (72%) were opposed to item 6 that Lectures and seminars have been used to equip them in decision making skills to perform effectively, 43% of the respondents concurred while 4% of the respondents were not sure. While in question 4 Employees are sponsored for formal training programmes those who were in affirmation of it were (44%) respondents(29%) were neutral and 46% of the respondents were opposed. However, findings show that the difference between percentage of respondents concurred and percentage of respondents who were for item 4 was not big. From the analysis, it can be interpreted that in Watoto, most employees don’t get formal training and they are not sponsored for formal trainings.

Therefore, through this research it has been proven that formal training strategies haven’t been used in WCCM to motivate its employees to work hence affecting the performance of the organisation.

During the interview sessions with some of the team leaders who were Key informants, they revealed that employees in Watoto Child Care were not adequately trained formally which in turn has affected their performance.

They opined that formal training strategies like lectures and seminars administered to employees were inadequate. Indeed, emphasizing the inadequacy of the formal trainings, one of them said;

Formal training strategies are not given priority it is not even budgeted for or its one of the items cut off the budget in case of financial budgeting short comes. Most employees are not satisfied with organization's decisions on the training policy which is on paper and never practiced. Their morale to perform has been affected hence affecting the organization's performance (Interview with a procurement Officer).

In as much as there is substance in the 'lack of funds' point of view, it's likely to discourage some workers in their career development pursuit hence affecting their general performance in the organisation. Pfeiffer (1998) asserts that employees can add lots of value to Organization growth but up to the level they are also growing in the same environment. Possibly this might explain why WCCM employee could have lost some of the "would be" great achievers leading to fall in sponsors. Huselid (1995) adds that attracting the right employees is not just something that is achieved by only a good pay system. Rather a combination of other factors not excluding employee promotion, training and other non-financial means of elevating staff to perform. It may also be critical to note that today's generation of workers is so dynamic; it's no longer a good job or title and pensionable but career development in the 'shortest' time possible so when they feel they aren't supported they are demotivated to perform to their full potential.

It is also of great concern to note that, 79 % of the employees saw no provision in the organisation to participate in performance related workshops, a matter the study considers absurd. While External training programmes aren't carefully chosen after assessing the needs of those to be trained is considered not straight forward at WCCM accounting for sixty nine percent. This negative trend goes on for items eight, nine, ten, thirteen and fifteen. For whatever

reasons there is great need for management required to formally train employees in order to improve the organization's performance. Training must be aligned to organizational strategy in order to result in high performance (Delery and Doty 1996).

However, despite the negative view on formal training in WCCM, key informants also held positive views. In an interview with one of logistics manager, the study discovered that when employees are formally trained like sponsoring them financially to upgrade it motivates them to perform better in their area of specialization in a sense of fairness that their efforts are paid for and reward the organisation by performing better in their work. The logistics manager remarked, "...when employees are given such trainings, they feel their efforts are compensated for and they are considered useful to the functioning of Watoto hence improving their performance which results into performance for the organisation... (Interview with logistics manager, 10th, January 2013).

Another Head of Department (HOD) whose subordinate had undergone formal training said;

"Some of these trainings are really good. I have observed that one of my team members is now more serious when it comes to her work. These days, I do not have to remind her of her roles. I have seen that she now has a positive attitude to work. In fact our relations within and outside the department have greatly improved, her output is good and she meets her targets. I think the training really helped her a lot. I am very happy."

From what this HOD observed about the staff, it is evident that the training helped to improve the skills and attitudes of the employee. It also boosted her morale in as far as she felt valued by the organisation to send her for training and as such it can be argued that this motivated her to perform better. Basing on the observation of the HOD I can conclude that by feeling valued by the organisation the employee's motivation to perform better is enhanced. If this is so, then it corresponds to the implication that actually formal training influences individual performance which further improves the organization's performance

This further agrees with the Human Capital Theory which suggests that due to training and education, workers' productivity is improved hence leading to improved performance of the

company as a whole. This means that Watoto ChildCare Ministries has done some training for some of the employee however the bigger task is that they need to be sustained to all levels of employees not only to a few leaders.

4.2.2 Descriptive results about organizational performance in Watoto Child Care Ministries

Respondents responded to 14 items about organizational performance in Watoto Child Care Ministries by indicating their agreement using a five-point Likert scale as shown in Table 10. The items are presented in the first column of Table 10 and the proportion of respondents to the responses on each of the items is presented in form of percentages in columns 2 to 6. The last column presents the total percentage of respondents on each of the items. The analysis and interpretation of the findings follows the presentation of findings in Table 10.

Table 10: Findings about organizational performance in Watoto Child Care Ministries

Items about organizational performance	SA	A	N	D	SD	Total
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1. Due to employee trainings we have been able to increase in our sponsorship numbers	2 (2%)	10 (8%)	28 (24%)	64 (54%)	14 (12%)	118 (100%)
2. Training has helped me to make efficient decisions with my team members in order to achieve the organizational goals	6 (5%)	21 (18%)	20 (17%)	47 (40%)	23 (20%)	117 (100%)
3. There is an increase in the number of children because employees' skills have been improved to allocate resources efficiently through training	7 (6%)	11 (9%)	27 (23%)	41 (35%)	32 (27%)	118 (100%)
4. Am more committed to the vision and mission of the organization because of training	12 (10%)	19 (16%)	13 (11%)	40 (34%)	34 (29%)	118 (100%)
5. Timely and competent services are offered to clients	19 (16%)	30 (25%)	16 (14%)	20 (17%)	33 (28%)	118 (100%)
6. Employees have the necessary training and qualification to serve others	4 (3%)	37 (31%)	19 (16%)	30 (25%)	28 (24%)	118 (100%)
7. There is a policy in WCCM to guide training programmes	6 (5%)	16 (14%)	15 (13%)	34 (29%)	45 (39%)	116 (100%)
8. The company's output in terms of service have generally improved due to training	6 (5%)	15 (13%)	28 (24%)	33 (28%)	36 (31%)	118 (100%)
9. Employees are satisfied with their jobs and management	4 (3%)	21 (18%)	29 (25%)	45 (38%)	19 (16%)	118 (100%)
10. Work between departments is poor and lacks coordination	12 (10%)	20 (17%)	30 (25%)	38 (32%)	18 (15%)	118 (100%)
11. Line managers encourage employees to commit to the vision and help them to understand how their role fits into the big picture	20 (17%)	30 (25%)	12 (10%)	39 (33%)	17 (14%)	118 (100%)
12. I was able to realize the improvement in my work performance as a result of training	11 (9%)	16 (14%)	16 (14%)	44 (38%)	30 (26%)	117 (100%)
13. Employees understand how their work specifically contribute to the mission and goals of the organization	11 (9%)	38 (32%)	18 (15%)	25 (21%)	26 (22%)	118 (100%)
14. There is a promotion policy based on performance	5 (4%)	11 (9%)	23 (20%)	40 (34%)	37 (32%)	116 (100%)

Source: Data from field

Key: SA = Strongly agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly disagree

Results from Table 10 above indicate that the respondents disagreed or strongly disagreed with items one to three with corresponding percentages of sixty six, sixty and sixty two. Findings on number of children entry and increase in sponsors show the percentage of respondents who were opposed to item 1- 3 was more compared to those who were not sure and those who strongly agreed or agreed. For example, 66% of the respondents did oppose that due to employee trainings there has been an increase in our sponsorship numbers compared to 24% of the respondents who were not sure and 10% of the respondents who concurred.

Findings reveal that more respondents on item 2 (60%) opposed that training has helped them to make efficient decisions with their team members in order to achieve the organizational

goals compared to 17% of the respondents who were not sure with and 23% of the respondents who were concurring. Most respondents were opposed to item 3 compared to respondents who were not sure with or concurred to the item. It is shown that most respondents (62%) opposed that there is an increase in the number of children because employees' skills have been improved to allocate resources efficiently through training compared to 22% of the respondents who were not sure with and 18% of the respondents who concurred. The implication of the analysis of findings is that at WCCM, most employees thought that training has not been offered and hence has affected the number of children's entries in to the organisation and it has affected the increase in sponsors. This shows that training is actually a big issue in WCCM and need to be addressed to actually improve the organization's performance.

Furthermore as indicated in the table above findings on timeliness in reporting show respondents were opposed to items 5 and 8 compared to respondents who were not sure with or concurred to the item. It is revealed that more respondents (45%) were opposed that timely and competent services are offered to clients or donors compared to 14% of the respondents who were not sure with and 41% of the respondents who were concurring. In addition, few respondents (18%) concurred that the company's output in terms of service have generally improved due to training compared to 14% of the respondents who were not sure with and 59% of the respondents who were opposed. The implication of the analysis of findings is that at WCCM, most employees felt that there was no timely and competent services offered to clients and the company's output in terms of service have generally not improved due to lack of training. This shows that services offered have surely been affected due to lack of training hence influencing organisational performance of WCCM.

Lastly as indicated in the table above, item 9 asked if employees are satisfied with their jobs and management. The score was 54% who opposed. While 25% said were not sure and 21% concurred. Findings reveal that on item 14 more respondents (66%) were opposed to the fact that there is a promotion policy based on performance compared to 20% of the respondents who were not sure with and 13% of the respondents who occurred. The implication of the analysis of findings is that at WCCM, most employees agree that promotion is not based on performance and that employees aren't satisfied with management. This shows that labor turnover was often which has influenced organisational performance in WCCM.

After establishing respondents' views on formal training and organizational performance, the next step was to test the first hypothesis using inferential statistics. Findings are presented in section 4.3.3.

4.2.3 Testing first hypothesis

The first hypothesis stated, *“There is a significant relationship between formal training strategies and organizational performance in Watoto Child Care Ministries”*.

The Spearman rank order correlation was used because the scale (that is strongly agree, agree, not sure, disagree and strongly disagree) that accompanied the questionnaire was ordinal. The responses were merely arranged in order whereby one could not exactly determine how much one disagreed or agreed and as such adding or subtracting the responses such as strongly disagree from disagree does not make sense. It is recommended that with an ordinal scale, Spearman rank order correlation is suitable for determining relationships because it does not involve means and standard deviations, which are meaningless with ordinal data. In addition, the partial correlation (r_p) was used to control the effect of the moderating variable, which in this study was leadership style. The sign of the coefficient (positive or negative sign) was used

to determine the change in direction in the influence of training strategies to organisational performance. The significance of the coefficient (p) was used to test the findings by comparing p to the critical significance level at (0.05). This procedure was applied in testing the second hypothesis and thus, a length introduction is not repeated in the subsequent section of hypothesis testing. Table 11 presents the test results for the first hypothesis.

Table 11: Correlation between formal training and organizational performance in Watoto Child Care Ministries

	Formal training
Organizational performance in Watoto Child Care Ministries	$\rho = .227$ $\rho^2 = .051$ $p = .002$ $n = 118$

Source: Data from field

Findings show that there was a positive weak correlation ($\rho = .227$) between formal training and organizational performance in Watoto Child Care Ministries. Since the correlation does imply causal-effect as stated in the objective, the coefficient of determination, which is a square of the correlation coefficient ($\rho^2 = .051$), was computed and expressed as a percentage to determine the variance of organizational performance in Watoto Child Care Ministries due to formal training. The coefficient of determination shows that formal training accounted for 5.1% variance in organizational performance in Watoto Child Care Ministries. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .002$) is less than the recommended critical significance at 0.05. Thus, the effect was significant which makes us to accept the hypothesis. In other words, the training strategies influence organisational performance on a small basis. Because of this, the hypothesis “*There is a significant relationship between formal training strategies and organizational performance in Watoto Child Care Ministries*” was accepted.

The implication of these findings is that the weak correlation implied that a change in formal training was related to a small change in organizational performance in Watoto Child Care Ministries. The positive nature of the correlation implied that the change in formal training and organizational performance in Watoto Child Care Ministries was in the opposite direction whereby a better formal training was related to better organizational performance in Watoto Child Care Ministries and vice versa.

4.3 Informal training and Organizational performance in Watoto Child Care Ministries

Before testing the second hypothesis, descriptive results relating to informal training were presented, analyzed and interpreted. Findings are presented in the following subsection.

4.3.1 Descriptive results about informal training

Respondents were requested to respond to 16 items about informal training by indicating their agreement using a five-point Likert scale as shown in Table 12. The items are presented in the first column of Table 12 and the proportion of respondents to the responses on each of the items is presented in form of percentages in columns 2 to 6. The last column presents the total percentage of respondents on each of the items. The analysis and interpretation of the findings about informal training follows the presentation of findings in Table 12.

Table 12: Findings about informal training

Items about informal training	SA	A	N	D	SD	Total
1. There are programmed sessions for skills improvement	14 (12%)	24 (21%)	20 (17%)	43 (37%)	14 (12%)	115 (100%)
2. There is an internal training programme in place	9 (8%)	14 (12%)	15 (13%)	54 (46%)	26 (22%)	118 (100%)
3. My company is committed to coaching and mentoring it's new employees	10 (9%)	21 (18%)	21 (18%)	46 (39%)	19 (16%)	117 (100%)

4. Informal training has helped me think strategically in improving the people I have in my department	9 (8%)	25 (21%)	23 (20%)	40 (34%)	20 (17%)	117 (100%)
5. My department has mentoring program	12 (10%)	15 (13%)	15 (13%)	52 (44%)	23 (20%)	117 (100%)
6. I have my own mentor who is senior with more knowledge	10 (9%)	18 (16%)	15 (13%)	52 (45%)	21 (18%)	116 (100%)
7. Mentoring is for those employees who are regarded as the key players in the organization	21 (18%)	18 (15%)	17 (14%)	22 (19%)	40 (34%)	118 (100%)
8. Employees are given chance to strengthen their knowledge and capabilities through job rotation	9 (8%)	10 (8%)	6 (5%)	40 (34%)	53 (45%)	118 (100%)
9. There is a high level of expectation placed on employees with regards of being coached	11 (9%)	18 (15%)	17 (15%)	39 (33%)	32 (27%)	117 (100%)
10. Usually we receive coaching sessions from our leaders	10 (9%)	17 (15%)	21 (18%)	43 (37%)	25 (22%)	116 (100%)
11. Coaching has contributed to organizational performance	14 (12%)	17 (15%)	24 (21%)	37 (32%)	24 (21%)	116 (100%)
12. As an employee training has helped me to balance work and life outside work	7 (6%)	17 (14%)	22 (19%)	42 (36%)	30 (25%)	118 (100%)
13. Coaching is focused on creating opportunities for career progression	14 (12%)	26 (22%)	17 (15%)	36 (31%)	24 (21%)	117 (100%)
14. The norms and values of the organization are clearly explained to new employees	25 (21%)	42 (36%)	13 (11%)	36 (31%)	1 (1%)	117 (100%)
15. The head of section spends some time with their juniors to show them how to do their work correctly	13 (11%)	19 (16%)	24 (20%)	52 (44%)	10 (8%)	118 (100%)
16. There are programmed sessions for skills improvement	3 (3%)	16 (14%)	16 (14%)	54 (46%)	29 (25%)	118 (100%)

Source: Data from field

Key: SA = Strongly agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly disagree

Findings in Table 12 about mentoring show that most respondents were opposed to item 5, 6 and 7 compared to respondents who concurred to these items while few respondents were not sure with the items. It is shown that most respondents (64%) were opposed to item 5 that their department had mentoring program compared to 23% of the respondents who concurred while 13% of the respondents who were not sure.

Findings revealed on item 6 that few respondents (24%) concurred that they have their own mentor who is senior with more knowledge compared to 63% of the respondents who were opposed while 13% of the respondents who were not sure with. Lastly, few respondents (33%) concurred that Mentoring is for those employees who are regarded as the key players in the organization compared 53% of the respondents who were opposed while 14% of the

respondents who were not sure. From the analysis, the implication is that at WCCM, although mentoring is provided to some of the employees, approximately half of the employees did not know about it and had no mentors.

Relating to coaching, it is shown in Table 11 that most respondents were opposed to items 10 and 11 compared to respondents who concurred to these items while few respondents were not sure with the items. Findings reveal that most respondents (63%) were opposed to item 10 that Usually they receive coaching sessions from their leaders compared to 24% of the respondents who concurred while 13% of the respondents who were not sure. Most respondents (53%) were opposed to item 11 that Coaching has contributed to organizational performance compared to 27% of the respondents who concurred while 21% of the respondents were not sure. However, findings show that few respondents concurred to item 13 compared to respondents who were not sure with or were opposed to the item. Findings reveal that few respondents (34%) concurred that Coaching is focused on creating opportunities for career progression compared to 52% of the respondents who were opposed while 15% of the respondents who were not sure. Findings from the analysis imply that at WCCM, employees don't receive coaching sessions from their leaders, and it hasn't contributed to organisational performance and their career progression.

Lastly, on Job rotation, few respondents (19%) concurred that Employees are given chance to strengthen their knowledge and capabilities through job rotation compared to 79% of the respondents who opposed while 5% of the respondents were not sure. Thus, the implication from the analysis is that at most of the employees have not been trained though job rotation. Approximately half of the employees have not received informal training to improve the employee's skill hence affecting the organisational performance. . Currently organization's

Performance studies indicated that there are ‘huge’ gaps in their training strategies. This response demands corrective action to those responsible otherwise if this continues as the study indicates may be the is little or no training of staff implemented which will cost greatly and compromise the future of Watoto. The importance of training employees can never be over emphasized therefore WCCM needs to ensure that their employees are trained during the critical stages for better results.

Interview findings were supportive of the findings from the questionnaire. For example, during an interview with one of the employees below is her response when asked about employee informal trains at WCCM.

Informal training strategies are used within the organisation however; they don't target employees at all levels a few a chosen especially team leaders and their assistants neglecting the rest of the staff body. Informal training strategies if practiced would be good for the employees to feel appreciate and improve their skills to perform better for the organisation (Interview with an accounts assistant 10th Jan 2013).

From the quotation, it can be observed that although WCCM does recognize the importance of training employees through coaching, mentoring and job rotation the process was not transparent because some of the employees are trained and the others neglected leading to poor performance and de-motivation of employees.

All the key informants revealed that WCCM has informal training strategies for workers and the main criteria are job performance, personal skills and experience. A good level of education may help someone to enter the organization but employees cannot remain on one level or degree they entered the organisation with they need continuous training. One interviewee, for example, said:

I have been working with this organization for four years. I have never received any informal training since I joined the organisation. So it really discourages me and other workers who also have been in the organisation for this long (Interview with one of the employees 10th Jan 2013).

Regarding Job rotation of employee, it was learnt that workers have never heard about it and those who do emphasized that it doesn't exist in WCCM as one of the interviewee responded:

We have never practiced it here, even though we have heard about it, its something that would be good for our department because we would get to see what the other branches do and also change of environment would give us skills on how to deal with the changes in work hence help us perform better and break the routine work (Interview with admin Asst 10th Jan 2013).

After establishing respondents' views on informal training, the next step was to test the second hypothesis using inferential statistics. Findings are presented in section 4.3.2.

4.3.2 Testing second hypothesis

The second null hypothesis stated, “*Informal training strategies affect organizational performance in Watoto Child Care Ministries*”. Spearman rank order correlation coefficient (*rho*) was used to test the hypothesis. The coefficient of determination was used to determine the influence of formal training strategy on organisational performance in WCCM. The significance of the coefficient (*p*) was used to test the hypothesis by comparing *p* to the critical significance level at (0.05). Table 12 presents the test results.

Table 13: Correlation between informal training and organizational performance in Watoto Child Care Ministries

	Informal training
Organizational performance in Watoto Child Care Ministries	$rho = .861$ $rho^2 = .741$ $p = .000$ $n = 117$

Source: Data from field

Findings show that there was a very strong positive correlation ($r = .861$) between informal training and organizational performance in Watoto Child Care Ministries. Since the correlation does imply causal-effect as stated in the second objective, the coefficient of determination,

which is a square of the correlation coefficient ($\rho^2 = .741$), was computed and expressed as a percentage to determine the variance in organizational performance in Watoto Child Care Ministries due to informal training. The coefficient of determination shows that informal training accounted for 74.1% variance in organizational performance in Watoto Child Care Ministries. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .000$) is less than the recommended critical significance at 0.05. Thus, the effect was significant. Because of this, the hypothesis “*Informal training strategies affect organizational performance in Watoto Child Care Ministries*” was accepted.

Thus, the implication of the findings was that the very strong correlation implied that a change in informal training was related to a very big change in organizational performance in Watoto Child Care Ministries.

The positive nature of the correlation implied that the change in informal training and organizational performance in Watoto Child Care Ministries was in the same direction whereby better informal training was related to better organizational performance in Watoto Child Care Ministries and vice versa.

4.5 Summary

In this chapter analysis was done objective by objective Quantitative data analysis was done with the help of SPSS and qualitative analysis was done by content analysis furthermore the findings were also explained in detail. Training strategies had a significant effect on organisational performance at WCCM, findings in this chapter showed that formal and informal training strategies that is seminars, lectures, workshops, mentoring, coaching and Job rotation influence organisational performance this is evidenced by the table above as well as

the quotations from the various key informant that were in agreement with the questionnaire respondents.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study investigated the extent to which training strategies influence organisational performance in WCCM. This chapter therefore presents the summary, discussion, conclusions and recommendations. It is divided into four major sections. The first section presents the summary. The second section presents the discussion. The third section presents the conclusions. The fourth section presents the recommendations. All the data in this study was based on information gathered from the respondents via structured Questionnaires and formal interviews and of course from secondary sources the researcher was able to access. 132 respondents were reached via questionnaires method and 119 were returned representing eighty two percent response rate. This is in agreement of the fact that, in research environment overall, the *best response rates* among mixed-mode surveys can be achieved (Griffith, Cook, Guyatt, and Charles, 1999).

5.2 Summary of Findings

The purpose of the study was to investigate the extent to which training strategies influence organisational performance at WCCM. At the same time identify possible discrepancies there in, but based on a scientific study (*Mugenda, 1999*) of the above variables then be qualified to propose meaningful, relevant and practical recommendations. Below is the summary of the research findings based on the objectives of this research.

5.2.1 Formal training strategies and organisational performance at WCCM

There was a positive weak relationship between formal training strategies and organisational performance whereby improvement in formal training related to improvement in organisational performance and vice versa. Formal training accounted for 5.1% variance on organizational performance. Findings generally revealed that formal training for most WCCM employees was somehow significant. In this study the formal training strategies were lectures, seminars and workshops which significantly influenced the organization's performance and vice versa.

5.2.2 Informal training strategies and organisational performance at WCCM

Informal training strategies had a significant effect on organisational performance, whereby lack of training was related to low organisational performance and provision of informal training would lead to high performance by employee for the organisation. Informal training strategies accounted for 74.1% variance in performance of employees in the organization. The strength of the relationship between training strategies and organisational performance was very strong. Job rotation had the highest influence on organisational performance, followed by mentoring and, coaching respectively.

5.3 Discussion

In the discussion, the study will interpret and bring meaning to the study results. Also look at the Theory that was for and against the research findings as well as what some authors had to say about these particular study findings. Finally as much as possible relate the same findings to the literature review of chapter two above.

5.3.1 Formal training strategies and organizational performance at WCCM

The first hypothesis stated, "Formal training strategies have a significant influence on organisational performance. Formal training strategies studied in this hypothesis included lectures, seminars and workshops. Spearman correlation index indicated a significant negative

correlation between formal training strategies and organisational performance. This means that formal training strategies influence organisational performance.

Findings of this study support other findings that also established that lack of formal training contributes to low organisational performance while formal training contributes to high organisational performance. Bulunywa (2005), for example, established that formal training enables employees to focus more on the learning experience without disruptions. Similarly, Dolezalek (2005) opined that organizations that spend on formal trainings will benefit from the trainings investments which lead to improvements in organisational performance.

In this study, lectures, workshops and seminars significantly influence organisational performance. The finding of this study revealed that employees were dissatisfied with the lack of formal training which has affected their performance. Vella (1999) is in agreement with the finding in the study and he emphasized the value of lectures as a form of training that equips employees especially managers to equip them with skills to improve their performance. Lack of training in this study was found to contribute to delays in reporting, entries of new children and high employee turnover. Cole (1993) cited that employees need training which mainly an activity is directed towards the acquisition of specific knowledge and skills for the purpose of a task. Jucious (2001) affirmed that formal training should be used to meet needs of employees which will motivate them to perform effectively hence improve the organization's performance.

The findings of this study concur with Hendry (1991) and Mabey and Thompson (1994) who agreed that the owner-manager may be too busy to devote time to informal training, but when recognizing a development need will utilize a formal approach/training that is cost effective in terms of their own time. Naturally many employees bring creativity and unknown ideas from the training they receive and this is meant to improve on their skills. As the study revealed the importance of training and up grading the employee's skills in order to perform effectively can

never be overestimated. With this kind of strong relationship between employee formal training strategies and organisational performance it would be good therefore for WCCM to implement formal training strategies in the organisation. This means that those responsible need to invest quality time, innovation and even learn from others to polish up this critical area in pursuit of the formal training strategies in WCCM.

The finding of the study revealed that there is need to invest in formal training which in this study are lectures, workshops and seminars in order to improve the organization's performance and employee's performance too. More recent studies of training practices in organisations (Kearns & Papadopoulos 2000; Johnston & Hawke 2002; Dawe 2002) also highlighted the importance of change and innovation as major factors driving workplace training. However, for any organization to succeed, training and re-training of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory which was found to be true in this study.

This finding lends weight to Cassell et al (2002) findings that training is undertaken as tactical solutions to problems, and the demand for training is explicitly related to improving the way the business is operated (Patton and Marlow, 2002). It is also interesting to note that the formal training strategies are moderated by human capital theory. In particular, this study highlights the influence of formal training strategies on organisational performance. Similar to findings by Reid and Harris (2002), we also noted that business ownership was significantly influential, with non-owner managed companies significantly more likely to engage in formal training.

This study agrees with Thompson and Mabey's studies (1997) which suggested that the modest increase in formal training/ development provision by employers increases productivity. Hence concluded in their study of over a ten year period that 'the priority given by organisations to development in this case which is formal training has increased significantly compared to ten

years ago, and is expected to increase further in the foreseeable future. Adeniyi (1995) further observed that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. Oribabor (2000) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth, also Isyaku (2000) postulated that the process of training and development is a continuous one. In conclusion, of the above, the researcher concludes that formal training strategies positively and significantly influence organisational performance of WCCM.

However, the findings of this study differed with studies, which indicated that formal training influence on firm performance or organisational performance is generally inconsistent and inconclusive. For example, this study's findings do not support Lowy, Keller and Finestone (1986) who in their study suggest that training is only done or takes place informally and while working from the study people need time off to actually concentrate on the new innovations and think beyond their work areas.

5.3.2 Informal training strategies and organisational performance at WCCM

The second hypothesis stated, "Informal training as a training strategy affects organizational performance in Watoto Child Care Ministries". Informal training strategies were conceptualized as mentoring, coaching and job rotation. Spearman correlation index indicated that a positive correlation between informal training strategies and organisational performance. Marsick and Watkins, (2001) addressed informal learning/training to include "self-directed learning, networking, coaching, mentoring, and performance planning that includes opportunities to review learning needs"

The findings are supported by Armstrong who asserts that training is done to help the organisation achieve its purpose by adding value to its key resource- the people it employs (Armstrong 1996). To this end he is alluding to the view that an investment in human resource is one of the most important investments for organizations. In this study we are looking at informal training strategies. further this study is supported by the 2008 ASTD State of the Industry report which contained a special survey section on informal learning/ training, and concluded that: “Not only did survey participants acknowledge that informal learning/training plays a role in today’s workplaces, they also predicted that it would grow in the next three years and has and always will be “occurring” in organizations as employees are natural learners and experience is a natural teacher.

According to the study coaching this is one of the informal training strategies that are growing fast in influencing organisational performance. Potter (1994) asserted that coaching is about developing individuals by increasing their self-esteem through improved performance which was found in this study. Further, are 2005 Training and Development survey, conducted by the Chartered Institute for Personnel and Development in the U.K too agrees with this study. It reported that 88% of the organizations were using coaching as a technique in their organization for employee development which leads to better performance of the organisation. Wang and Wentling (2001) in their report concurred that providing distance based coaching, in fact, positively impacted transfer of training and coaching practices into being implemented into a variety of business situations including managers seeking to improve the performance of employees, senior level successful executives attempting to mentor promising stars, or even team leaders seeking to develop high performing work teams The findings in this study agree that Coaching Individuals/employees allows them to take the responsibility. They are treated as a partner to achieve personal and organizational goals. As goals are achieved, the performance is enhanced (Agarwal, 2006).

The findings of this study that coaching as a non formal training strategy influences organisational performance is aired by Toit (2007) who asserted that coaching addresses the behavior that hinders performance and Starr (2004) adds that coaching helps someone to improve performance hence bringing out the fact that coaching influences Organisational performance. In addition, Agarwal, (2006) concludes that coaching helps or enables employees to achieve organisational goals. In the study however it was established that coaching exists within the organisation (WCCM) but was not available to all employees. This explains therefore, that lack motivation of employees which leads to labor turnover and also contributed to late reporting, low numbers of sponsors and late entries of new children because employees aren't coached on how to relate their work to the organisational goals.

Sweeney (2003) suggested that the enthusiasm for mentoring in education was to support new staff and inexperienced staff as a support function for their performance which is true for this study. McKinley (as cited in Boswell, 2004) builds on this further as he talks of the mentor role "encompassing active leadership in addition to confirmation of classroom skills and academic responsibilities. Kanuka (2005) reflects this, stating that mentoring programmes can help develop more collegial and compassionate departments and institutions. An additional perspective offered by Sweeney (1994) is that mentoring can also be a tool for retaining excellent experienced staff [acting as mentors] as they are involved in an environment where their contributions are valued and responded to which agrees with this study that pointed out the need for mentoring so that employee with experience can be retained hence reduce labor turnover in the organisation.

This study established that job rotation is the most un- tapped resource in the organisation as a training strategy. This finding shows that an important goal of rotating employees improves their performance and it break the monotony of being at one desk hence equip them with different skills which improves how they view work. In agreement with the research study

Edwards (2005) described job rotation as the process of switching a person from job to job which increases an employee's capability and value to an organisation. Job rotation involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs. Erkişon & Ortega (2004) further suggested that the more an employee moves the more they learn which is indicated in this study leading to better performance of the organisation. The employee learns a little about everything. According to the U.S. Small Business Administration (SBA), small businesses stand to receive a variety of benefits from effective training and development of employees, including reduced turnover, a decreased need for supervision, increased efficiency, and improved employee morale.

Several mechanisms can be applied to help employees grow and improve their skills in their career and performance and training in most case is one of the top avenues. It builds loyalty, a sense of trust and belonging but when it's wrongfully denied or un-necessarily denied it communicates a very negative message to the particular employee and his or her colleagues. In the dynamic work environment today new methods of improving efficiency and proper use of resources are being up dated on a daily basis hence the need to solidify the need for the training in WCCM.

5.4 Conclusions

As already indicated above and based on both the objectives of study and the hypothesis in Chapter one, training strategies cannot be divorced from organisational performance. The study looked at Training strategies and emphasis was on both formal and informal training strategies. Per the study outcomes each strategy of training was found to be very significant in influencing the dependent variable (organisational performance). Since the two hypotheses have proved positive, it clearly indicates a strong relationship between the independent and dependent

variables in the study. Such a position needs to be appreciated and responded too with the most appropriate means possible. So in view of the study findings and in light of the literature review on the subject matter clearly discussed in Chapter two, the researcher made the following conclusions;

5.4.1 Formal training strategies and organisational performance at Watoto Child Care Ministries

The findings of this study showed the importance of training strategies and their influence to improve organisational performance in WCCM. This means that for any meaningful organisational to perform effectively they need to train their employees formally. Also meaningful training needs all stake holders involved because each may have a unique input from this experience especially management. This is bound to bring in the very best that will be beneficial for all employees being trained which leads to better performance. Needless to say that various aspects as indicated in the results from the questionnaires show there is great need for WCCM to adopt the lectures, workshops and seminars as training strategies for better organisational performance this shouldn't be ignored; for the reason that various blends can build a good case for good training strategies .

5.4.2 Informal training and organisational performance at WCCM

The role of informal training to organisational performance cannot be underestimated just as the research findings have proclaimed. It's unaffordable to ignore or pay lip service to this critical stage in accessing the organization's general performance leading management in making decisions of each employee to be development by being trained informally. This is also based on the premise that when the employee is well attended too, chances are high for that worker to achieve greater performance. Practical attention is when management takes the

bother and all that is within its power to offer informal training for its employees in a consistent way. This is inclusive of whether the employee is a good performer or not and at the same time all done respectfully because there is no substitute to the Human Resource factor in the World today. In a study of leadership and coaching behaviors in Kenya (cited by P McCormack – 2007) concluded that leaders and coaches with high capacity to mentor their juniors help greatly to multiply their productivity (Starr, 2003).

5.5 Recommendations

The recommendations for this study took into account all the views and options of the respondents in the study that are summed up in the findings of the study.

5.5.1 Formal training strategies and organisational performance at WCCM

WCCM management should improve formal training strategies in order to improve organisational performance. Management should focus on increasing lectures that train employees on how to improve the number of sponsors rather than expect them to know how to do it or take it for granted that they know it all. It should also increase workshop and seminars to encourage employees to improve their reporting systems and sponsorship methods for children increase hence increase organisational performance as the findings in this study suggest.

A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge.

5.5.2 Informal training and organisational performance at WCCM

Watoto Child Care Ministries management should improve informal training strategies to reduce employee turnover, increase number of children sponsored and improve timely reporting. This even needs involvement for financially budgeting in advance for a smooth flow of the training in the course of the year. So the study recommends that for meaningful training

strategies, continuous training to all employees is a must. While It will be good for management to seriously reconsider a better use of training strategies to improve performance of employees and the general performance of the organisation. Regular training of the work force in using this critical tool too needs to be strengthened.

Recent Australian research on returns to investment in training found that returns for enterprises can be very high and may include improved productivity, improved workplace performance or improved profitability (NCVER 2001).

5.6 Area for Further Research

Although the study was primarily based on training, many other variables such as leadership styles, appraisal mechanism, retention and communication that also influence the level of organisational performance. A research on the entire organization on each department could also be done so as to find out what should be done to increase organisational performance at WCCM because there seems to be high levels of recruitment in this Organization.

This study directly focuses on formal and informal training strategies and its influence on organisational performance. However, the design and implementation are not studied therefore this study can be further enhanced to explore that how training strategies can be strategically designed and aligned with organizational goals to meet the desired performance. As training/development is a form of investment towards the employees to improve productivity, therefore this study can also be performed keeping in view the details of each variable which can be further explored in terms of Return on investment on human capital increase in commitment, or impact on intellectual skills of employees.

Employee training/development and its influence on organisational performance can be measured. Organizations can also understand the importance of training strategies by developing a training system as well. Another aspect of future study is that this study can be

performed in terms of employee training style and performance appraisal using 360 degree feedback.

Finally concluding the whole research conducted it is found that training strategies are highly effective program which should be planned and implemented by organization to run a cycle of increasing skills in employees to increase performance in turn this increases their collective performance, and this further result as organization productivity growth and performance.

Re-visit the Human Resource Policy on staff training in light of the current trends of employee development and training in related Organizations

5.7 Limitations and Suggestions for Future Research

Although our study provides interesting insights about the relationship between training, organizational performance, several limitations of this study should be emphasized and provide recommendations for future research. First, we used human capital theory to examine the interactions between training and organizational performance. The results found support for the human capital theory. More specifically, training will enhance organizational effectiveness when it is used in conjunction with other human resource practices in order to maximize horizontal fit, and then link these human resource practices to organizational performance to maximize vertical fit. Thus, we strong recommend that future research need to identify configurations of training and organizational performance and test the interactions under different organizations.

Second, this study was limited to use formal and informal training strategies – organizational performance of companies looking at NGO setting. However, several other organizational characteristics have effects on the relationship between training and firm performance, such as industry, technology, or company structure. Therefore, the interactions between training and other organizational characteristics might result in high performance. Future research needs to

test moderating effects of other organizational characteristics on the training- performance link in order to show more insight into the relationship between training and firm performance.

Third, the concept of organizational performance is sufficiently diverse that it is difficult to measure it. This is the reason why measures of organizational performance in this study have tended to be general rather than specific. Thus, future research should provide a theoretical basis for the choice of a strategy measure and consider the organizational strategy constructs that are being measured

Despite the limitations discussed above, this study provides several important contributions to both theoretical literature and practices. We found that organizational performance is influenced by training strategies. So rather than choose among perspectives, we encourage more future research in the relationship in order to gain a full understanding of how firms can provide training for their employees to enhance a firm's performance. Strong belief that training is frequently acknowledged to play an important role in improving organizations performance

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APPENDICES

Appendix 1: Questionnaire

Dear Respondent,

This questionnaire is for obtaining your views on how training employees may influence the organization's performance in Watoto Child Care Ministries. You are kindly requested to respond to the questions as objectively as possible. Please note that this questionnaire is purely for academic purposes and your responses shall be treated with maximum confidentiality. The researcher will only use the obtained data for her Master's degree dissertation of Uganda Management Institute (UMI)

Yours Sincerely,

Amanya Joselyn

Section A: Personal Profile

For this particular section please simply write the most appropriate response that applies to you

Your current Department.....

Position Held.....

Your branch location

Kampala:

Wakiso:

Mpigi:

Gulu:

Education level:

Masters:

Bachelors:

Diploma:

Certificate:

Duration of service in your current Job:

Less than 1 year *1 - 3 years* *4- 5 years* *6 years* *8 years and above*

Section B:

From questions below please tick (√) on the scales of 1-5 how strongly you agree or disagree with the statements given

Scale	1	2	3	4	5
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree

FORMAL TRAINING

		1	2	3	4	5
1.	Induction training is given adequate importance in the organization					
2.	Head of Departments are eager to help their staff acquire off work training skills					
3.	During my stay with the company I have received formal training					
4.	Employees are sponsored for formal training programmes					
5.	Time off is given to employees to attend external training lectures					
6.	lectures and seminars have been used to equip us in decision making skills to perform effectively					
7.	My skills as an individual have improved and my performance due to formal training					
8.	As a new employee I was trained on the organization's expectations through formal training					
9.	Formal training has helped & challenged employees to develop full potential					
10.	Employees returning from formal training are given adequate free time to reflect and plan improvements in the Organization					
11.	External training programmes are carefully chosen after assessing the needs of those to be trained					
12.	Seminars have significant contribution to organizational performance					
13.	My organization encourages workshops for employees					
14.	Formal training has helped employees to relate personal goals to organizational goal					

15.	I have attended seminars in the last 2 month period to improve on my skills as an employee					
16.	My attending seminars and lectures has significantly contributed to my improvement in performance					
17.	My organization encourages employees to attend seminars					
18.	There is a provision in my organization to participate in performance related workshops					

INFORMAL TRAINING

		1	2	3	4	5
1.	There are programmed sessions for skills improvement					
2.	There is an internal training programme in place					
3.	My company is committed to coaching and mentoring its new employees					
4.	Informal training has helped me think strategically in improving the people I have in my department					
5.	My department has a mentoring program					
6.	I have my own mentor who is senior with more knowledge					
7.	Mentoring is for those employees who are regarded as the key players in the organization					
8.	Employees are given chance to strengthen their knowledge and capabilities through Job rotation					
9.	There is a high level of expectation placed on employees with regards of being coached					
10.	Usually we receive coaching sessions from our leader					
11.	Coaching has contributed to organizational performance					
12.	As an employee training has helped me to balance work and life outside work					
13.	Coaching is focused on creating opportunities for career progression					
14.	The norms and values of the Organization are clearly explained to new employees.					
15.	The Head of Section spends some time with their Juniors to show them how to do their work correctly					

16.	There are programmed sessions for skills improvement					
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ORGANIZATIONAL PERFORMANCE

		1	2	3	4	5
1.	Due to employee trainings we have been able to increase in our sponsorship numbers					
2.	Training has helped me to make efficient decisions with my team members in order to achieve the organizational goals					
3.	There is an increase in the number of children because of improving managers' skills to allocate resources efficiently through trainings					
4.	Am more committed to the vision and mission of the organization because of training					
5.	Timely and competent services are offered to clients					
6.	employees have the necessary training and qualification to serve others					
7.	There is a policy in WCCM to guide training programmes					
8.	The company's output in terms of service have generally improved due to training					
9.	Employees are satisfied with their jobs and management					
10.	Work relationships between departments is poor and lacks coordination					
11.	Line managers encourage employees to commit to the vision and help them to understand how their role fits into the big picture					
12.	I was able to realize the improvement in my work performance as a result of training					
13.	Employees understand how their work specifically contribute to the mission and goals of the organization					
14.	There is a promotion policy based on performance					

DEFINITIONS OF KEY CONCEPTS USED IN THIS QUESTIONNAIRE

Formal training refers to the strategy of removing employees from day to day work to engage in lectures, workshops and seminars in order to develop on their skills

Informal training refers to the strategy of developing, facilitating and engaging employees in job rotation, coaching and mentoring to improve their performance

Organizational performance refers to the ability of the organization to efficiently achieve its goals and objectives through increase in the number of children entry, timeliness of reporting, labor turn over and increase in sponsor.

An employee is a person who works with in the organization or for the organization on behalf of the employer

Appendix 2: Interview Guide for the Selected Team:

The researcher shall be guided by the following questions while interviewing employees about training strategies and organizational performance in WCCM.

SECTION A: Background Information

Your Job title:

Department:

Duration of service in current Job: less than a year (), 1-2yrs (), 3-4 (), 5- above yrs ()

Section B:

Questions:

1. What would be your assessment of the organizational performance in WCCM under the following dimensions?
 - a) Number of children entry
 - b) Timeliness in reporting
 - c) Labor turn over
 - d) Increase in sponsor
2. What is your opinion when it comes to organizational performance in WCCM with focus in your department?
3. In your view, how would you comment on the informal training strategies that WCCM offers to employees? What would you recommend?
4. Does WCCM offer any formal training programmes to employee in WCCM?
5. In your view, how would you assess the availability of formal and informal training strategies for the new employees?
6. As a senior manager, how do you use formal and informal training strategies to develop your employees?
7. In your view, do you think WCCM is doing enough to ensure effective development of employees as a means to positively improve organizational performance? If your answer is yes or no, what would you recommend?
8. In your view, if WCCM employees were developed through formal and informal training, what impact would it have on the organization's overall performance?
9. Do you think training is relevant to the needs of your organization?

Appendix 3: Research Budget

Item	Quantity	Unit Cost (UGX)	Costs (UGX)
Air time		40,000/=	40,000/=
Transport costs		3500/=	450,000/=
Stationary	13 Realms of printing paper	5,000/-	65,000/=
Internet Renewals		25,000/=	150,000/=
Hire of research assistants	2	150,000/=	300,000/=
Printing & binding	4	10,000/=	40,000/=
Data analysis & entry		500,000/=	500,000/=
TOTALS			1,545,000

Appendix 4: Work Plan

Activity	Duration	Month 2012						
		June	July	Aug	Sept	Oct	Nov- April '13	May
Reading about the topic	2 months							
Proposal writing& defense	2 months							
Pre-testing of instruments (validity &Reliability	1 month							
Data collection, analysis & final Report compilation	1 month							
VIVA	1 Month							