

**HUMAN RESOURCE TRAINING AND EMPLOYEE PERFORMANCE IN NON  
GOVERNMENTAL ORGANISATIONS IN UGANDA: A CASE OF HABITAT FOR  
HUMANITY UGANDA**

**BY**

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**A DISSERTATION TO THE SCHOOL OF BUSINESS AND MANAGEMENT IN  
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## DECLARATION

I, **Hildah Ngabirano**, hereby declare that this dissertation is my original work and has never been submitted to any university or institution for an academic award. Any similarity to any other project is therefore a coincidence of ideas.

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**APPROVAL**

This dissertation has been completed under our supervision and guidance and is ready for submission.

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## **DEDICATION**

This dissertation is dedicated to my parents for providing me with a firm education foundation. To my husband and children for tolerating many hours of my absence from home during the period of this study.

## **ACKNOWLEDGEMENT**

I thank the almighty God for his grace in taking me through this stressful process to a satisfactory conclusion. I wish to acknowledge all those who helped and enabled me to succeed in this work. I am very grateful to my supervisors Dr. Sebastian Bigabwenkya and Mr. Fred Wahitu for their diligent efforts towards the transformation of this report from the draft stage to completion. They gave me much confidence even when the going got difficult and offered practical suggestions for improvement.

GOD BLESS YOU

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## **LIST OF ACRONYMS**

HFHU	Habitat For Humanity Uganda
SPSS	Statistical Package for Social Sciences
BC	Before Christ
HRM	Human Resource Management
HRT	Human Resource Training

## **ABSTRACT**

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

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The study investigated the effect of Human Resource Training on employee performance, taking Human Resource Training as an independent variable whereas Employee performance is a dependent variable. This chapter presents the background of the study, statement of the research problem, purpose of the study, conceptual framework as well as the scope of the study.

### **1.2 Background of the study**

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

#### **1.2.1 Historical background**

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

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

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

During the last decades of the 20<sup>th</sup> century, supervisors began to focus on bringing organizational and individual employee goals closer together. To do this, managers strove to make work meaningful. Upper management gave human resources professionals the responsibility of optimizing employee skills through training and development to create a more valuable and skilled workforce. This trend has prevailed into the 21<sup>st</sup> century with human resource departments emphasizing skill development and training for employees (Borman, 1993).

Organizations in the United States spent more on employee training in 2005, provided more hours of training and used technology in varying ways to deliver training more than ever before, according to the American Society for Training & Development's 2006 State of the Industry Report. This data shows that despite the economic challenges and a weaker U.S. dollar

organizations faced in 2005 and 2006, they continued to invest in their greatest asset, their staff (Rotundo, 2008).

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

Moreover, it is also important for organizations to assist their workforce in obtaining the necessary skills needed and increase commitment. The management of human resources in Africa in general and Uganda in particular is rather challenging as most organizations have difficulties finding proper human resources. This may partly be a result of the different kinds of problems, for example, political instability, corruption, bureaucracy, poor infrastructure, low levels of education and purchasing power, diseases and famine known to prevail in the African business context (Kamoche, 2002).

### **1.2.2 Theoretical background**

The study was guided by two theories namely, human capital theory stated by various scholars who include, Ehrenberg and Smith (cited in Armstrong, 1999) as well as the Vroom's expectancy employee performance theory (Vroom, 1970). Human Capital Theorists hold a notion that the knowledge and skills that workers possess comes from education and training and they speculate



that this knowledge creates a certain stock of productive capital.

According to Becker (1964), the human capital theory postulates that expenditure on training and education is costly and should be considered as an investment since it is undertaken with a view to increasing personal incomes. He adds that human capital can be viewed in general terms, such as the ability to read and write, or in specific terms, such as the acquisition of a particular skill with a limited industrial application. Critics of the theory argue that it is difficult to separate human capital investment from personal consumption. However, this study will focus on human resource training programs and how they influence staff performance in Habitat for Humanity Uganda.

The human capital theory also postulates that the economic prosperity and functioning of a nation depend on its physical and human capital stock. Whereas the former has traditionally been the focus of economic research, factors affecting the enhancement of human skills and talent are increasingly featuring in the research of social and behavioral sciences. In general terms, human capital represents the investment people make in themselves that enhance their economic productivity. In the context of this study, the human resource training is given in terms of orientation, on-job training and workshops (Becker, 1964).

The theoretical framework most responsible for the wholesome adoption of human resource training policies has come to be known as human capital theory. Based upon the work of Schultz (1971), Sakamota and Powers (1995), Psacharopoulos and Woodhall (1997), Human Capital Theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population. In short, the human capital theorists argue that an educated population is a productive population and in the context of this study, human

resource training programs are assumed to be the form of training which is considered in this study and how it contributes to organizational performance.

Armstrong (1999) holds another notion that human capital is treating people as assets to be invested in, and this can be achieved through training which aligns skills to organizational needs. He further speculates that knowledge management should ensure that organizations identify the information required to meet their goals. In the context of this study, its therefore important that steps should be taken to acquire and develop this intellectual capital which when passed on to the employees, it will help them to perform better in their respective assignments.

The study also utilized Vroom's expectancy employee performance theory (Vroom, 1970). Vroom's expectancy theory assumes that behavior results from conscious choices among alternatives whose purpose it is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities. He stated that effort, performance and motivation are linked in a person's motivation. He uses the variables Expectancy, Instrumentality and Valence to account for this.

Expectancy is the belief that increased effort will lead to increased performance, that is, if I work harder than this will be better (Vroom, 1970). This is affected by such things as having the right resources available (raw materials, time), having the right skills to do the job and having the necessary support to get the job done (supervisor support, or correct information on the job). Instrumentality is the belief that if you perform well that a valued outcome will be received. The degree to which a first level outcome will lead to the second level outcome. This is affected by such things as clear understanding of the relationship between performance and outcomes, trust in the people who will take the decisions on who gets what outcome as well as transparency of

the process that decides who gets what outcome. Valence is the importance that the individual places upon the expected outcome. For the valence to be positive, the person must prefer attaining the outcome to not attaining it. For example, if someone is mainly motivated by money, he or she might not value offers of additional time off.

The Vroom's expectancy theory plays an important role in motivating employees unto higher or increased performance (Vroom, 1970). The Vroom expectancy theory is considered relevant in this study because in Habitat for Humanity Uganda staff go for trainings expecting monetary incentives such as salary increment, allowances, gifts among others and non-monetary incentives such as promotion, transfers, job rotation among others which should ideally make the staff perform. The above theories were adopted because they aid in avoids making assumptions and instead adopts a more neutral view of human action in a social context and also provide a methodology to develop an understanding of human capital perspectives that are not pre-formed or pre-theoretically developed with existing theories and paradigms.

### **1.2.3 Conceptual background**

Human resource training is a joint, on-going effort on the part of an employee and the organization for which he or she works to upgrade the employee's knowledge, skills, and abilities. Employee training programs make positive contributions to organizational performance. A more highly-skilled workforce can accomplish more and a supervisor's group can accomplish more as employees gain in experience and knowledge (Feldman, 2000).

Dessler (2003) defines human resource training as the process through which employee capacity is developed to improve on their current and future performance skills by imparting knowledge and changing attitudes and increasing skills. Saari (2006) defines employee performance as a pattern and measure of output from employee production process per unit output. He further

argues that employee performance is the outcome of employee effort in an organization so without well trained employees, organization is likely to have less output compared to the input.

Maicibi and Nkata (2005) also define Human Resource training as systematically developing the business as a learning organization by providing employees with learning opportunities to develop their capabilities, providing for career growth and enhancing employability. In the field of Human Resource Management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development (Harrison, 2005). Employee training hence is a way of improving performance through raising ability levels. It can include programmes run by the organization itself, performed in the organization by outside consultants or conducted independent of the organization.

Employee performance is defined as the outcome or contribution of employees to make them attain goals (Lee 2000) while performance refer to what an organization has accomplished with respect to the process, results, relevance and success (Uganda National Development Program, 1995). Afshan, Sobia, Kamran and Nasir (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

#### **1.2.4 Contextual background**

Habitat for Humanity Uganda offers training opportunities to all staff. Some of these trainings are done within the organization such as orientation, coaching, mentoring and job rotations while

others are done outside the organization and these include workshops, conferences and short courses and all of them are tailored to enhance employee performance within the organization.

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

More so, Habitat for Humanity Uganda has done several trainings. This has been mostly on-the-job training where employees have been trained on the best way to do their tasks at work as well as sponsoring some employees for external trainings such as certificates in computer applications, customer care as well as through workshops aimed at sharpening employees' skills for better employee performance. However much as these trainings have been undertaken, employee performance seems not to be changing. This differs from general training in that it is typically the company and not the individual worker that bears the cost of the training. The thought is that because training is specific to the individual company and nontransferable, the productivity of the worker increases for that particular company, but would remain the same for any other organization within the labor market.

HFHU annual reports (2014) state that through its planned training activities, staff have attained the knowledge and skills to better their clients' needs and demands. HFHU is committed to

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

### **1.3 Problem statement**

Human resource training plays a significant role in improving staff performance in Non-Governmental Organizations (NGOs) (Harrison, 2005). There has been a deliberate effort in Habitat for Humanity Uganda to enhance staff skills and knowledge through training to improve employee efficiency and productivity at work.

Habitat for Humanity Uganda has done several trainings as evidenced in the Human Resource Report (2014) including on-job training programmes for new employees such as orientation, coaching and mentoring which takes 100% of the employees and job rotation takes 20% of the employees for among others. Off-job training programs such as conferences, workshops and short courses are done quarterly in an effort to improve skills and enhance employee performance.

Habitat for Humanity Uganda allocates 15% of its budget for periodic staff training programs each year (HFHU Strategic Plan, 2010/14). For example, in 2012, HFHU organized a one week

workshop in computer and information technology applications since much of the work is computerized. More so, in early 2014, customer care training was organized for all staff in order to improve customer care handling skills. Given that the project requires effective monitoring, staffs were enrolled for a certificate course in monitoring and evaluation in 2013. Despite these efforts to enhance employee skills, HFHU employees still exhibit a low level of performance (HR Evaluation Report, 2014). For example, according to the HR report (2014), some employees had low levels of productivity hence failed to achieve the set targets. In addition, there had been a drop in number of customers in 2013 which was attributed to poor customer care. These scenarios indicate signs of poor employee performance. It should be noted from the above analysis that unless something is done, the organization is likely to continue spending money into irrelevant trainings that cannot cause impact on employee performance. This situation however required a proper investigation to find out how training was affecting performance. It was against this background that the researcher sought to analyse the effect of Human Resource training on Employee performance in HFHU.

#### **1.4 Purpose of the study**

The purpose of the study was to analyze the effect of training on employee performance in Habitat for Humanity Uganda.

##### **1.4.1 Objectives**

- i. To find out the relationship between On-Job training and employee performance in Habitat for Humanity Uganda.
- ii. To establish the effect of Off-Job training on employee performance in Habitat for Humanity Uganda.

### 1.4.2 Research questions

- i. What is the relationship between on job training and employee performance in Habitat for Humanity Uganda?
- ii. What is the effect of off job training on employee performance in Habitat for Humanity Uganda?

### 1.4.3 Hypotheses

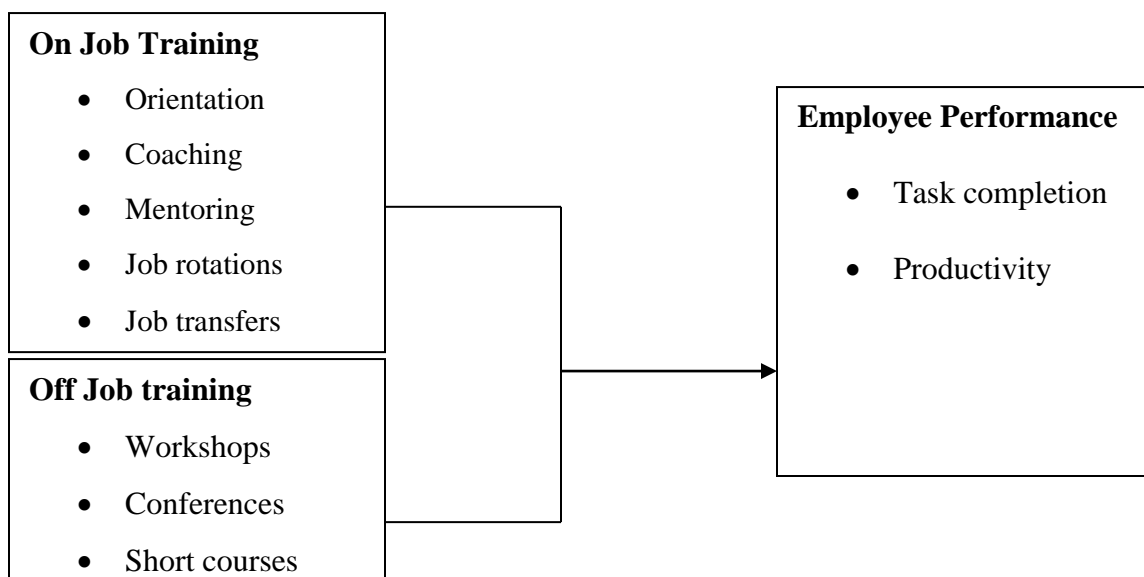
- i. There is a negative relationship between on job training and employee performance
- ii. Off job training has a negative effect on employee performance

## 1.5 Conceptual Frame work

This frame work shows that there are a number of factors that generally affect performance in NGOs but the role of training can never be under estimated. In this study, the researcher attempts to conceptualize how the different components of employee training programs influence performance in an organization. The output (DV) in this case is Employee performance and the input (IV) being Human Resource training. This relationship is illustrated in the Figure below.

### IV (Human Resource Training)

### DV (Employee Performance)



Source: Developed basing on Armstrong (2007) and modified by Researcher



## **Figure 1.1: The conceptual framework explaining the relationship between Training and Employee performance in an Organization**

The conceptual framework above stresses the relationship between training and employee performance. When the staff is trained they are expected to improve in performance because the process acts as a motivator giving the staff greater sense of loyalty, feeling of belonging and commitment. It means that if employees are undertaken through orientation, coaching job rotation and mentoring, they are most likely to gain knowledge and skills which help them perform. On the other hand, conferences, workshops and short courses are meant to impart new skills and knowledge regarding how to perform their assignments efficiently. It should be noted however that when employees are not trained, they lack some skills a factor that hinders their effectiveness in performance.

### **1.6 Justification of the study**

Despite the increasing effects on training of organizational employees by organizations, there is still limited literature on human resource training issues in developing countries (Debrah & Ofori 2006, 440) and increasing concerns from organizational customers towards low quality services in Non-Governmental Organizations (NGO's). It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Harvey 2002; Harvey, Matt & Milord 2002; Jackson 2002; Kamoche 2002; Kamoche, Debrah, Hortwiz & Muuka 2004; Kraak 2005) have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of training on employee performance.

### **1.7 Scope of the study**

The study was carried out in Habitat for Humanity Uganda. Plot 91, Kira Road Kampala. Habitat for Humanity Uganda (HFHU), affiliated to Habitat for Humanity International (HFHI) welcomes to its work all people dedicated to the cause of eliminating housing poverty. Since its founding in 1982, HFHU has built, rehabilitated, repaired or improved more than 8,100 housing units in Uganda, providing simple, financial literacy and affordable shelter for over 60,000 individuals in 20 districts.

The study established the effect of human resource training on the organizational performance with specific emphasis on the effect of orientation on organizational performance; establish the relationship between on job training on organizational performance and to establish the effect of off job training on organizational performance.

The study covered a seven year period from 2008 to 2014. This was because it is during this period especially in 2012 that the training budget was increased from 8% to 15%.Therefore, it was important to analyze how the budget increment helped HFHU achieve its purpose.

### **1.8 Significance of the study**

The study is significant in the following ways;

The study may help directors, managers, and staff to identify training gaps and recommend them for specific training in order to increase productivity in HFHU. This is because there is a rising global competition, the influence of advances in information technology as well as re-engineering of business processes are some of the reasons why organizations train employees to be relevant to the market.

The study may help other scholars because it will act as a source literature for scholars who

intend to research on the same subject matter of human resource programs and organizational performance.

The study may also help other organizations especially those which underestimate the power of human resource development through training. Habitat for humanity will act as their reference point.

### **1.9 Definition of terms and concepts**

**Human resource** is the set of individuals who make up the workforce of an organization, business sector, or economy.

**Training** is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively.

**Employee training** is a set of activities in human resource management aimed at bringing an employee up to another threshold of performance often to perform some job or a new role in the future.

**Employee** is a person employed for wages either on a daily, weekly, monthly or annual basis.

**Employee performance** is an outcome or the contribution of employees made to make them attain goals of the organisation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In the fast changing world of business and environmental uncertainty, organizations realize its limitations of dealing with new challenges (Tai, 2006). However, he further states that firms should invest in training programs to make their employees competent enough to face uncertainties and take effective decision in time in order to remain in the market. Most managers around the world are creating and enhancing the roles in providing extensive training with the aim of achieving defined goals of organization. It can not only lift the position of employees but also the image of the organization to outside world, (Jia-Fang, 2010).

This chapter presents a theoretical review and general literature review on human resource training programs and the Employee performance. This chapter deals with what other scholars have written about human resource training programs and Employee performance and it's organized according to the objectives of the study.

#### **2.2 Theoretical perspective**

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

##### **2.2.1 Expectancy theory**

The study utilized Vroom's expectancy employee performance theory. Vroom's expectancy theory assumes that behavior results from conscious choices among alternatives whose purpose it

is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities. He stated that effort, performance and motivation are linked in a person's motivation. He uses the variables Expectancy, Instrumentality and Valence to account for this.

Expectancy is the belief that increased effort will lead to increased performance that is if I work harder, then this will be better. This is affected by such things as having the right resources available (for example raw materials, time), having the right skills to do the job and having the necessary support to get the job done (for example supervisor support, or correct information on the job). Instrumentality is the belief that if you perform well that a valued outcome will be received, which is also the degree to which a first level outcome will lead to the second level outcome. This is affected by such things as clear understanding of the relationship between performance and outcomes, trust in the people who will take the decisions on who gets what outcome as well as transparency of the process that decides who gets what outcome. Valence is the importance that the individual places upon the expected outcome. For the valence to be positive, the person must prefer attaining the outcome to not attaining it. For example, if someone is mainly motivated by money, he or she might not value offers of additional time off.

### **2.2.2 Human Capital Theory**

The study also based on the Human Capital Theory as stated by various scholars who include, Ehrenberg and Smith (cited in Armstrong 1999). They hold a notion that the knowledge and skills that workers possess comes from education and training, including the informal training that experience generates they speculate that this knowledge creates a certain stock of productive capital. Armstrong hold another notion that human capital is treating people as assets to be invested in, and this can be achieved through training which aligns skills to organizational needs.

He further speculates that knowledge management should ensure that organizations identify the information required to meet their goals. In the context of this study, it is therefore important that steps should be taken to acquire and develop this intellectual capital, which when passed on to the tutors it will help them to perform better in teaching.

According to Becker (1964), the Human Capital Theory postulates that expenditure on training and education is costly, and should be considered an investment since it is undertaken with a view to increasing personal incomes. He adds that human capital can be viewed in general terms, such as the ability to read and write, or in specific terms, such as the acquisition of a particular skill with a limited industrial application. Critics of the theory argue that it is difficult to separate human capital investment from personal consumption. However, this study will focus on human resource training programs and how they influence staff performance in Habitat for Humanity Uganda.

The Human Capital Theory also postulates that the economic prosperity and functioning of a nation depend on its physical and human capital stock. Whereas the former has traditionally been the focus of economic research, factors affecting the enhancement of human skills and talent are increasingly figuring in the research of social and behavioral sciences. In general terms, human capital represents the investment people make in themselves that enhance their economic productivity. In the context of this study, the human resource training is given in terms of on-job training and off-job training.

The theoretical framework most responsible for the wholesome adoption of human resource development policies has come to be known as human capital theory. Based upon the work of Schultz (1971), Sakamota and Powers (1995), Psacharopoulos and Woodhall (1997), human capital theory rests on the assumption that formal education is highly instrumental and even

necessary to improve the production capacity of a population. In short, the human capital theorists argue that an educated population is a productive population and in the context of this study, human resource training programs are assumed to be the form of training which is considered in this study and how it contributes to Employee performance.

Babalola (2003) further adds that human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings. The provision of formal education is seen as a productive investment in human capital, which the proponents of the theory have considered as equally or even more equally worthwhile than that of physical capital. In this study, we shall find out if more educated people are productive than the less educated in the NGOs sector.

According to Babalola (2003), the rationality behind investment in human capital is based on three arguments, that is; that the new generation( employees) must be given the appropriate parts of the knowledge which has already been accumulated by previous generations, that new generation (employees) should be taught how existing knowledge should be used to develop new products to introduce new processes and production methods and social services; and that people must be encouraged to develop entirely new ideas, products, processes and methods through creative approaches.

According to Fagerlind and Saha, (1997) human capital theory provides a basic justification for large public expenditure on education both in developing and developed nations. The theory was consistent with the ideologies of democracy and liberal progression found in most Western societies. Its appeal was based upon the presumed economic return of investment in education both at the macro and micro levels. Efforts to promote investment in human capital were seen to

result in rapid economic growth for society. For individuals, such investment was seen to provide returns in the form of individual economic success and achievement. Most economists agree that it is human resources of nation, not its capital nor its material resources, which ultimately determine the character and pace of its economic and social development, this is a necessity for the Ugandan society. The Human Capital Theory is relevant to the study since employee performance in HFHU is expected to be determined through a systematic training process which requires funding and top management support as an investment. Therefore, this study will rely on the Human Capital Theory.

### **2.3 Employee Performance**

Employee performance is defined as whether a person executes their job duties and responsibilities well. Employee Performance refers to the job related activities expected of a worker and how well those activities were executed. Many companies assess their employee's performance on an annual or quarterly basis in order to define certain areas that need improvement. Performance is a critical factor in organizational success (Bradford, 2005).

Employee Performance is a process for establishing a shared workforce understanding about what is to be achieved at an organization level. It is about aligning the organizational objectives with the employees' agreed measures, skills, competency requirements, development plans and the delivery of results (Garavan, 2000).

Employee performance assesses whether a person performs a job well. Job performance, studied academically as part of industrial and organizational psychology (the branch of psychology that deals with the workplace), also forms a part of human resources management. Performance is an important criterion for organizational outcomes and success. Campbell (2001) describes



employee performance as an individual-level variable, or something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance, which are higher-level variables.

There are several key features to Campbell's conceptualization of employee performance which help clarify what job performance means. First, Campbell (2001) defines performance as behavior which is something done by the employee. In other words, there are more factors that determine outcomes than just an employee's behaviors and actions. However, he noted that performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioral.

Secondly, he noted that another construct of employee performance is productivity. This can be thought of as a comparison of the amount of effectiveness that results from a certain level of cost associated with that effectiveness. He therefore concluded that effectiveness is the ratio of outputs to inputs those inputs being effort, monetary costs, and resources. Utility is another related construct which is defined as the value of a particular level of performance, effectiveness, or productivity. Utilities of performance, effectiveness, and productivity are value judgments (Campbell, 2001).

## **2.4 Human Resource Training**

According to Montana and Charnov (2000), Human Resource Training is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including "human resource development", and "learning and development". This training is either on-job or off-the-job training.

The name of the discipline has been debated, with the Chartered Institute of Personnel and Development in 2000 arguing that "human resource training" is too evocative of the master-slave relationship between employer and employee for those who refer to their employees as "partners" or "associates" to feel comfortable with. Eventually, the CIPD settled upon "learning and development", although that was itself not free from problems, "learning" being an over-general and ambiguous name, and most organizations referring to it as "training and development" (Harrison, 2005).

Human resource training encompasses three main activities, namely training, education, and development. Training as an activity is both focused upon, and evaluated against the job that an individual currently holds whereas education as an activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs and development focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate. Human resource training can be on job or off job training (Garavan, 2000).

## **2.5 On- job- training and Employee performance**

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

### **2.5.1 Orientation**

Orientation refers to an introductory stage in the process of new employee assimilation, and a

part of his or her continuous socialization process in an organization. Major objectives of orientation are to gain employee commitment, reduce his or her anxiety, help him or her understand organization's expectations, and convey what he or she can expect from the job and the organization (Bryans, 2000).

Orientation is especially important for new starters. Good orientation ensures new starters are retained, and then settled in quickly and happily to a productive role. Orientation is more than skills training. It's about the basics that seasoned employees all take for granted: what the shifts are; where the notice-board is; where the canteen is; what the dress code is; where the toilets are. New employees also need to understand the organization's mission, goals and philosophy; personnel practices, health and safety rules, and of course the job they are required to do, with clear methods, timescales and expectations (Bryans, 2000).

Orientation encourages the growth of teams and individuals. The provision of challenging learning and growth opportunities can encourage creativity and innovation which in turn stimulates growth. Employee training through increased knowledge can improve performance by, keeping knowledge of trends and technologies current, introducing new areas of knowledge which lead to a diversity of experiences and provide new perspectives, and engaging and challenging staff making them less likely to look for other opportunities (Harrison, 2002). The views by Harrison may be true but it should be noted that no study of this kind has been carried out in Habitat for Humanity a gap this study intends to fill.

According to Mullins, (2005), employee orientation initiatives along with a strong organizational learning culture have the following benefits. Employee orientation help to create a shared vision because it creates a clearly defined and well understood organizational vision needs to be personally delivered to employees. Comments and suggestions concerning an organization's

vision or mission statements should be elicited for example at employee orientation sessions, during re-engagement activities, and as part of training activities. A shared vision can ensure that employees understand both where the organization has come from, and where it is heading.

Orientation engages employees and engaged employees have a feeling of greater connection with their organization and its leadership and they have confidence in the organization's future direction. In essence, when staff feel that they are truly valued they tend to produce better results. Employees also feel more engaged when their employer demonstrates a willingness to provide greater opportunities for development, whether through job rotations, training programs or simply via greater management involvement (Walton, 1999). However, Bryans, (2000) has a different view as he noted that orientations are existent in organizations but they don't heavily affect the performance of employees in terms of completion of tasks and efficiency at work.

A well run orientation programme can provide long-term benefits for organizations. Orientations give the new employees an opportunity to learn valuable skills which can often translate into full-time employment; in addition they also provide employers with an ideal opportunity to test each participant's contribution to the workplace. As well as being able to identify top performers many employers report that higher retention rates are found among employees who began as interns. For organizations to achieve a successful orientation programme it is wise to commence with careful planning for all the new entrants in the company (Dervaraj, et al, 2001).

### **2.5.2 Coaching**

According to Harrison, (2002), coaching is training or development in which a person called a coach supports a learner in achieving a specific personal or professional goal. The learner is sometimes called a coachee. Occasionally, coaching may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and

guidance as the latter learns and what the coachee learns helps him or her to achieve certain level of performance.

Coaching is a one-to-one training. It helps employees in quickly identifying the weak areas and tries to focus on them to better performance. It also offers the benefit of transferring theory learning to practice. He however noted that the biggest problem is that it perpetrates the existing practices and styles (Passmore, 2010). The findings by Passmore were carried out in the banking sector but this study is specific to Non-Governmental Organizations hence making this study inevitable.

Dyer and William (1994), states that coaching is an important tool of a business to develop commitment and loyalty and to create a culture of cooperation among employees. Although monetary compensation plays a crucial role in this, a culture that develops a sense of belonging among employees not only motivates them to do their best, but also makes them hesitate to leave the company, even with more lucrative job offers. The study by Dyer and Williams was carried out twenty year back and therefore, their findings may not be applicable due to environmental, political and technological changes, a gap this study intends to fill.

### **2.5.3 Job Rotation**

Serban (2002) defines job rotation as the practice of moving employees between different tasks to promote experience and variety. Job Rotation teaches current employees how to do various jobs over time. The employee will rotate around to different jobs within the organization, performing different tasks unrelated to his original job. According to Serban (2002), training and education of employees is a major investment among businesses, especially now that technology is constantly discovering new methods of doing things. The views by Serban seem convincing

but no study has particularly been done in Ugandan Non-Governmental organizations to this effect, a gap a study in Habitat for Humanity Uganda intends to fill.

According to Garavan (2000), various companies invest more than 100 billion dollars on employee training and coaching inclusive. New employees are getting much benefit from these intensified employee development programs. These programs are focused on providing them more than adequate knowledge and skills about the jobs they will soon assume and the company that hired them. All that money is well spent, it seems, as the same research studies reveal that these companies enjoy considerable increases in productivity.

Job rotation is the process of training employees by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people. Rotation which is logical helps employees to change attitudes and improve their rates of task completion and productivity (Parker, 2010).

In the view of Cole (2002), training programs are designed to increase employees' knowledge, skills, and abilities in order to foster job performance improvements. Development programs prepare employees to assume positions of increasing authority and responsibility. Job rotation, executive education programs, mentoring, and special project assignments are examples of employee development programs.

#### **2.5.4 Mentoring**

Brann (2015) defines job mentoring as providing an employee with an experienced coach to oversee his or her learning experience. The mentor provides advice and instruction, but is not performing the job with the employee. The trainee employee learns the job firsthand and may

consult the mentor at any time for assistance. The focus in this training is on the development of attitude to foster efficiency in performance.

Cole (2002) adds that mentoring is training that helps the employee learn the job by doing it with guidance from a supervisor or experienced coworker. In mentoring, trainees learn in a scaled-down version or stimulated work environment to increase on productivity. Although the views of Cole are clearly stated, he does not indicate the impact of training programmes in performance of Habitat for Humanity Uganda, a gap which this study intends to cover.

## **2.6 Off-Job training and Employee performance**

Off the job training occurs when employees are taken away from their place of work to be trained (Montana, 2000).

This section reviews literature regarding off job training and employee performance but specific emphasis is put on workshops, conferences and short courses.

### **2.6.1 Workshops**

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

provide the backdrop to discussions about performance and future development. The standards define the professional attributes, knowledge, understanding and skills for teachers at each career stage. Nevertheless, although Wiley, Yoon and Hannagan have got convincing views on workshops, they do not specifically point out how they affect Employee performance in Habitat for Humanity Uganda a gap which this study intends to fill.

Renet (2009) indicates that workshops can enhance brain compatible instruction, differentiated instruction, response to intervention, and many other professional development topics which are in demand today. According to Lyndon (2008), workshops can be designed to give participants an opportunity to enhance performance of work related activities and learning. With workshops, employees can work directly with their trainers and can provide varied program of lectures, demonstrations, analysis of documents, independent research, and group work that introduces teachers to new knowledge and skills.

Workshops enhance team building among employees since people are compelled to work together and according to Mele (2010), team building workshop serves as a platform for the group members to understand the importance of working together. These workshops employ a variety of tools and techniques which adds to the knowledge of all the team members so that they can use the resources provided to them, effectively and intelligently. Another important aspect a person can inculcate from such workshops is to efficiently convert the ideas and enthusiasm into inspiration and delivery.

However, since workshops are useful for the employees, it is important to determine its effects on the trainees and even measure its effectiveness. To measure the training effectively, the organization head need to think what to measure and when to measure the training efforts and



how to approach it (Cole, 2002). Once the system of evaluation has been organized and planned, then the content of the program / training is developed and its purpose is determined. However, Cole's study was not done in Non-Governmental Organizations which makes this study inevitable in Habitat for Humanity Uganda.

### **2.6.2 Short courses**

Jones (2015) defines a short course is defined as an educational endeavor, typically of lecture format, generally in which up to four prominent instructors introduce both the fundamental tenants and state-of the-art practice of a particular or technique in a short period of time (preferably one day or less).

According to Jones (2015), short courses enhance employee performance. These are trainings which are provided away from the actual working condition especially in form of certificate courses and diploma courses. Instances of short course training method makes employees achieve more knowledge and skills within a short period of time to complement the already existing skills. Such method is costly to the trainee or the organization sponsoring it but it is effective if and only if a large number of employees have to be trained within a short time period.

Short courses are crucial for the growth and prosperity of any business as employees are one of the determining factors for the success of the company. The more capable and qualified the employees the better the performance of the company. When they are well trained, they can s Short courses are essential to improve morale as well as to motivate the employees to perform well. Through short courses, employees learn new skills and meet challenges and they are more motivated when they feel there is great potential for personal growth.

### **2.6.3 Conferences**

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

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

Evans (2002) argues that organizations are facing increased competition due to globalization, changes in technology, political and economic environments and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance and conferences have been found worth investing in.

### **2.7 Summary of the literature**

Several scholars have contributed greatly by assessing how on job training and off job training affect the performance of employees. Some like Bryans (2000), Harrisson (2002) and Mullins (2005) found out that on the job training positively affect employee performance whereas Renet

(2009), Mele (2010) and Lyndon (2008) among others found out that off job training also positively impacts employee performance. It should be noted however that most of these scholar's views may be correct but they don't represent the situation that exists in HFHU. More so, most of these studies were carried out in developed countries which have far different human resource environments from Uganda, and this therefore makes the study in HFHU inevitable.

More so, the literature reveals that generally when an organization has training methods in place and they are effectively implemented, the trained staff will automatically improve their performance as a result of the training they have attained. Although research seems to give a connection between training and employee performance in a number of countries and situations, no practical evidence has been found in the literature about the relationship between training and employee performance in Non-governmental organizations, hence the need for a comprehensive study on the topic; Human Resource training and Employee Performance in Non-governmental organizations; a case study Habitat for Humanity Uganda.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the approaches the researcher used to get information on the research problem and includes the research design, study population, sample size and selection, sampling techniques and procedure, data collection methods and instruments, procedure of data collection, data analysis and measurement of variables. It also indicates the limitations encountered in the study.

#### **3.2 Research design**

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

The researcher also adopted both quantitative and qualitative research methods. Quantitative data is numerical data that is collected and statistically analyzed so as to explain, predict and control phenomenon of interest. Qualitative data on the other hand is narrative and descriptive information that explains and gives deeper insight into a problem (Amin, 2005). Qualitative techniques helped the researcher to come up with conclusions on variables that could not be measured quantitatively while quantitative techniques will facilitate establishing values attached to numerical variables. The combination of two techniques increased the quality of research because results from each technique reinforced each other for consistency. This also offers

deeper insight into the study that any single method could not achieve leading to more reliable information (Cook & Riechard, 1979).

### 3.3 Study population

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

### 3.4 Sample size selection

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

**Table 3.1 Sample size determination**

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

**Source: HFHU Human Resource Report, 2014**

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

all the field staff whereas managers are in charge of departments. The staff on the other hand are all the employees both at the station as well as field staff. Worth noting is that only 6 out of 11 supervisors were selected because they were to taken as a representative sample.

### **3.5 Sampling techniques**

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

#### **3.5.1 Purposive sampling**

Purposive sampling is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study (Saunders, 2012). In this method, the researcher targeted specific group of employees in Habitat for Humanity Uganda since they were believed to be reliable and knowledgeable about the effect of training programs on Employee performance so they were in position to give dependable and detailed information about the topic of investigation. The main advantage of purposive sampling is that a researcher can reach a targeted sample quickly and becomes very easy to get a sample of subjects with specific characteristics.

#### **3.5.2 Simple random sampling**

Simple random sampling is a sampling technique in which a subset of a statistical population is randomly selected and each member of the subset has an equal probability of being chosen (Sekeran, 2003). After selecting the respondents with the knowledge regarding training and employee performance using purposive sampling, the researcher applied simple random sampling technique to all the employees who have been chosen working in Habitat for Humanity

Uganda. This is because the study needed a manageable sample given the large numbers of employees. According to Amin (2005), a good sample for academic research is between 60 to 120 respondents. The study adopted simple random sampling because it is easy to use and its accurate representation of the larger population and every member of the larger population has an equal chance of being selected.

### **3.6 Data collection methods**

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

#### **3.6.1 Questionnaire survey method**

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Sekaran, 2003). This method was used on all the respondents but specific emphasis was for the staff of HFHU. Questionnaire method has advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner and often have standardized answers that make it simple to compile data.

#### **3.6.2 Interviews**

This is a data collection method in which the researcher holds conversations between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee (Saunders, 2000). In the personal interview, the interviewer works directly with the respondent and the interviewer has the opportunity to probe or ask follow-up questions. This

therefore makes them generally easier for the respondent especially if the required information is opinions or impressions (Saunders, 2000).

### **3.7 Data collection instruments**

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

#### **3.7.1 Questionnaires**

A questionnaire is a form containing a set of questions, especially one addressed to a statistically significant number of subjects as a way of gathering information for a survey (Amin, 2005). For this study, the questionnaires were administered to the employees and administrators of Habitat for Humanity Uganda. The self-administered questionnaires are advantageous because the respondents fill them at their own convenience and are appropriate for large samples. Some questions were open ended while others close ended. The questionnaire specifically obtained information on on-job training (orientation, coaching, mentoring, job rotation) and off job training (workshops, conferences, short courses). The Likert scale questionnaire was used due to its simplicity and easiness in answering, coding and analysis of data. The Likert scale used consisted of: 5= strongly agree, 4= agree, 3= Disagree, 2= strongly disagree and 1= not sure. According to Amin (2005), questionnaires are popular with researchers because information can be obtained fairly, easily and the questionnaire responses are easily coded.

#### **3.7.2 Interview guides**

An interview guide is a plan which the researcher follows while interviewing the respondents (Mugenda and Mugenda, 1999). This guide enabled the researcher obtain data requiring to meet



specific objectives of the study. It was developed from the variables (on job and off-job training vis a vis employee performance). Personal interviews were conducted among respondents especially those in administrative positions at HFHU. The questions were planned in advance and the researcher used an interview guide to guide the interview. Interviews were used because it is easy to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires. According to Mugenda (1999), interviews are advantageous in that they provide in-depth data which is not possible to get using questionnaires.

### **3.8 Validity and Reliability of Instruments**

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

#### **3.8.1 Validity**

Validity is the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda 1999). Validity of instruments was ascertained by discussing the questionnaire and interview schedule drafts with the supervisor. The errors that could have been left out unidentified were detected and removed through pre-testing of instruments by undergoing a pilot study. Validity was determined by dividing the items viewed as relevant by the total number of items in the instrument. Content Validity Index (CVI) was computed by this

formula; CVI= 
$$\frac{\text{Items regarded relevant}}{\text{Total number of items}}$$

$$\text{CVI} = \frac{28}{30} = 0.933$$

Since the CVI is greater than 0.5, the instruments were regarded as valid. Similarly, Amin (2000) argues that instruments are taken to be valid only if the content validity index is greater than 0.5. Therefore, 0.933 which is greater than 0.5 makes the instruments valid.

Specifically, content validity index for both on the job and off job training were computed as follows;

For On the job training

$$\text{CVI} = \frac{11}{12} = 0.917$$

For Off job training

$$\text{CVI} = \frac{7}{8} = 0.875$$

Since the CVI for both on the job and off job training is greater than 0.5, the instruments were regarded as valid.

### **3.8.2 Reliability**

According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. It also refers to the stability used to study the relationships between variables (Ghauri & Gronhaug 2005). The reliability of instruments was established basing on the preliminary results derived from the pilot study. The study instruments were set for the pilot run. Specifically, 10% of the questionnaires were selected randomly and pre-tested to a few respondents, in order to evaluate data collected, and then any possible amendments were done accordingly. Reliability was done through using a reliability test by Statistical Package for Social Sciences (SPSS) on the data collected from the pilot study.

## Overall Reliability Test

**Case Processing Summary**

		N	%
Cases	Valid	12	100.0
	Excluded <sup>a</sup>	0	.0
	Total	12	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.751	12

The reliability of the questionnaire was 0.751 which was above 0.7. This according to Saunders (2000) means that instruments could provide reliable information once used and that is why it was consequently used in the study.

### 3.9 Procedure for conducting research

The researcher wrote research proposal which was presented to the supervisors for approval and thereafter was given an introductory letter and permission by UMI to conduct research. This was followed by the preparation of the instruments and introducing herself to Habitat for Humanity Uganda. The researcher was received by the Human Resource Manager of Habitat for Humanity Uganda who introduced her to the rest of the organization departments and allowed her to access the respondents.

The researcher carried out data collection from Habitat for Humanity Uganda. This was done through the use of instruments such as questionnaires and interview guides. The respondents were expected to provide the relevant information that helped the researcher to achieve her

objectives of the study. This was followed by data analysis whereby there was sorting out of the required information and analyzing it. The researcher there after wrote a report giving detailed information about the research findings. With approval of the supervisors, a report was submitted to Uganda Management Institute (UMI).

### **3.10 Data Processing and Analysis**

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

#### **3.10.1 Quantitative data analysis**

Data from the questionnaires was coded, entered, edited for consistency and easiness in and later analyzed quantitatively using Statistical Package for Social Sciences (SPSS) where correlation was used to analyze the relationship between human resource training and employee performance. Data from questionnaires was presented in form of tables and bar graphs to give meaningful interpretation of the study. This was presented to supplement the quantitative data in order to have a clear interpretation of the results.

#### **3.10.2 Qualitative data analysis**

Qualitative analysis involved cleaning up of data from interviews, categorizing them into themes and thereafter making content analysis to determine the adequacy of the information, credibility, usefulness and consistency (Mugenda & Mugenda, 1999). In qualitative analysis, content analysis was used to edit the data from the interviews and reorganize it into meaningful shorter sentences. Qualitative data was written out on scripts and analyzed by coding whereby information of similar code was assembled together meaningfully. All data collected from

different sources was triangulated during analysis to complement each other to increase validity of the findings.

### **3.11 Ethical Considerations**

Permission to do the study was sought from UMI. The researcher first sought the consent of the respondents to conduct the study. Strict confidentiality was observed. Names of study participants were not recorded on questionnaires and interview guides. Filled questionnaires were kept under lock and key and only the researcher had access to the keys. All the scholarly material which was used in this report is acknowledged in the list of references.

### **3.12 Limitations to the study**

A number of limitations were encountered and these included the following

- i. Some of the respondents were not willing to give information and this problem was solved by assuring them that this study is purely for academic purposes.
- ii. The sample size was small since the population of Habitat for Humanity Uganda was not so big. Therefore, it can be concluded that the findings would have given a different picture from what was found out if the sample size was bigger.
- iii. The study was limited to only two research methods, namely survey questions and interviews. If the researcher had used more than two methods, for example, focus group discussions and observation among others, thus, the findings may have been different if more methods were used.

## CHAPTER FOUR

### PRESENTATION, DATA ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

This chapter presents the analysis and interpretations of the study findings arising out of the data collected from the respondents using questionnaires and interview guides. The first section presents the response rate followed by a presentation and analysis of the study findings in relation to specific objectives. Quantitative data is presented in tabular forms whereas some qualitative data is presented in form of direct quotations from the respondents.

#### 4.2 Response rate

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

**Table 4.1: Response rate for the study**

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

*Source: Primary data*

Table 4.1 indicates that the data gathered through questionnaires, also collected qualitative data from a number of knowledgeable respondents including the Heads of department among others.

This response rate indicates that data was collected from a reasonable number of respondents

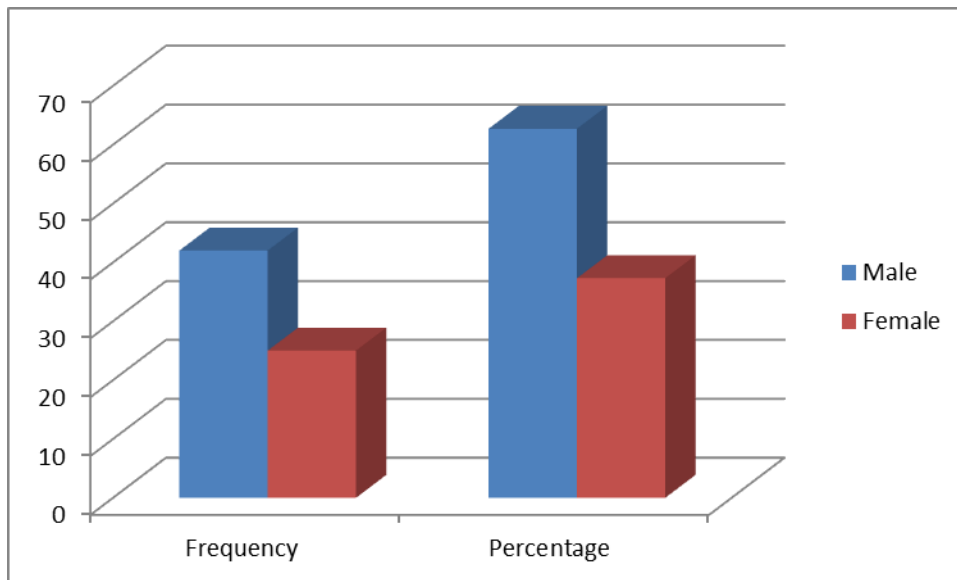
compared to the target population; hence this data and findings from it can be relied on. According to Mugenda and Mugenda, (1999), a response rate of over and above 50% indicates that the data collected is reasonable enough to provide dependable findings. The high response rate was because of good data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

### 4.3 Demographic characteristics of respondents

Respondents were asked to reveal their demographic including their gender, age, period of stay at HFHU and their level of education. These were meant to inform this investigation of the kind of people working with the organization.

#### 4.3.1 Gender of respondents

Respondents were asked to state their gender since HFHU employs both male and female and the response is indicated in Figure 4.2 below.



**Figure 4.2: Sex of respondents**

*Source: Primary data*

The study established the gender of respondents whereby 62.7% were male whereas 37.3% were females meaning that both males and female respondents participated in the study. However, much as the male counterparts were more willing and able to spare some time to respond to the questions about human resource training and employee performance in Habitat for Humanity Uganda, the females were not readily availing themselves to participate. It was also evident that Habitat for Humanity Uganda employs more males than females which is basically dependent on the nature of projects they undertake which require the services of males than females.

#### 4.3.2 Age of respondents

Age was also one of the demographic characteristics that the study considered during data collection because it was meant to inform the findings on the age ranges of the employees in Habitat for Humanity as shown in Table 4.2 below.

**Table 4.2: Age of respondents**

Age	Frequency	Percentage
Less than 18 years	-	-
19-25	26	38.8
26-40	31	46.3
Above 40 years	10	14.9
<b>Total</b>	<b>67</b>	<b>100</b>

*Source: Primary data*

Table 4.2 shows that majority (46.3%) were aged between 26-40 years, followed by 38.8% who were aged between 19-25 years as well as 14.9% who were aged above 40 years. None of the



respondents was aged below 18 years. The findings mean that majority of the respondents were mature and were in position to provide reliable and dependable information about human resource training and employee performance. More so, it means Habitat for Humanity employs staffs who are of the right age, that is, 18 years and above as per the employment act of the Republic of Uganda.

### 4.3.3 Period of stay at HFHU

Respondents were also asked about their period of stay at HFHU since it was meant to inform the study about their stay as it would also help the researcher in doing purposive sampling especially for those who had stayed long and were knowledgeable about the organization. This is shown in Table 4.3 below.

**Table 4.3: Period of stay at HFHU**

<b>Period</b>	<b>Frequency</b>	<b>Percentage</b>
Less than a year	4	6
1-5 years	24	35.8
6-10 years	28	41.8
Above 10 years	11	16.4
<b>Total</b>	<b>67</b>	<b>100</b>

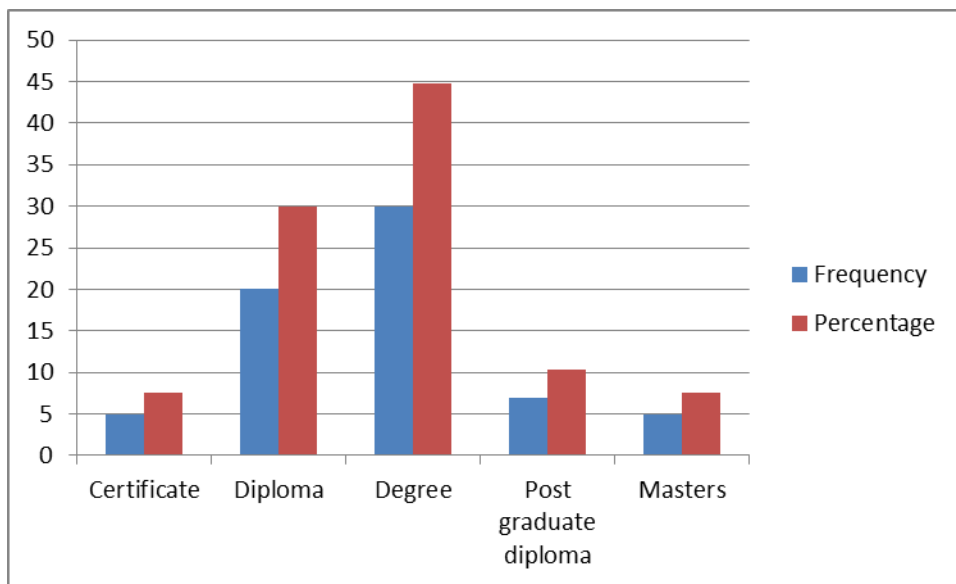
*Source: Primary data*

Findings in Table 4.3 show that 41.8% noted that they had worked with the organization for a period between 6-10 years, followed by 35.8% who said they had been in the organization for a period between 1-5 years as well as 16.4% and 6% who had worked with Habitat for Humanity for a period of more than 10 years and less than a year respectively. The findings mean that most of the respondents had spent a considerable long time working with Habitat for Humanity

Uganda and were in better position to offer the required information regarding how human resource training affects employee performance in the organization.

#### 4.3.4 Level of education

The level of education informed the study the qualification attained by the respondents for it also determined whether they are in position to respond to the instruments which were designed in English. The findings are shown in Figure 4.3 below.



Source: Primary data

**Figure 4.3: Level of education**

Figure 4.3 shows the level of education and 44.8% had attained degrees, followed by 29.9% had attained diplomas whereas 14.9% had attained post graduate diplomas with 7.5% having attained certificates and masters degrees respectively. The findings mean that the respondents had the minimum education level which was vital in the interpretation of the data collection tools especially the questionnaire and therefore ably provide the required information about the study.

#### 4.4 Employee Performance at Habitat for Humanity Uganda

Respondents were asked to rate the employee performance in Habitat for Humanity Uganda in order to show how they complete tasks, determine their productivity and show how they execute the responsibilities among others. This provided a clear picture of how employees were performing in relation to human resource training in the organization. The findings are shown in Table 4.4 below.

**Table 4.4: Employee Performance at HFHU**

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

*Source: Primary data*

Table 4.4 shows the level of employee performance and 62.7% of the respondents agreed that they completed tasks on time but 32.4% disagreed with 4.5% not sure about the idea. Majority of the respondents (67.2%) agreed that they complete tasks accurately with 31.4% disagreeing and

1.5% unsure. The findings are supported by one supervisor who revealed; *“task completion is crucial at Habitat as pending work may put us on pressure and that is why I complete my tasks accurately to avoid complaints from our departmental head and on time and the same applies to my subordinates”*. (SP 01). The findings above implied that majority of employees at Habitat for Humanity Uganda endeavor to complete their tasks in time and very accurately which are among the main aspects of employee performance in any organization.

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

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

perform to the expectations set by the organization through achieving higher productivity and fulfilling their duties and obligations as employees.

#### 4.5 On Job Training and Employee Performance at HFHU

Respondents were asked to show their level of agreement on statements regarding effect of on job training on employee performance in Habitat for Humanity Uganda and the findings are shown in Table 4.5 below.

##### 4.5.1 Orientation and Employee Performance at HFHU

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

**Table 4.5: Effect of Orientation on Employee Performance at HFHU**

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

*Source: Primary data*

Table 4.5 shows how orientation affects employee performance and majority of the respondents (89.5%) agreed that they were taken through orientation at Habitat for Humanity Uganda

whereas 10.4% were not oriented. More so, 68.6% revealed that orientation helped them to know organizational operations which make them achieve their targets but 31.4% disagreed to the idea. The findings above mean that orientation is carried out on majority of new employees at Habitat for humanity given that it helps them know how the organizational operates which makes them achieve at work.

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

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

More so, a supervisor was also quoted;

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

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

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

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

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

#### **4.5.2 Coaching and Employee performance at HFHU**

The study looked at coaching as a form of on the job human resource training in which a person called a coach supports a learner in this case an employee in achieving a specific personal or professional goal. Coaching is done to improve behavioral attitude as well as communication, interpersonal and work related skills. The findings are shown in Table 4.6 below.

**Table 4.6: Effect of Coaching on Employee Performance at HFHU**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Sure</b>
Coaching helps me improve my skills than I readily need to perform at work	6(9%)	36(53.7%)	11(16.4%)	10(14.9%)	4(6%)
Coaching improves my relationship with my supervisor as well as the rest of the staff	11(16.4%)	25(37.3%)	14(20.9%)	13(19.4%)	4(6%)
Coaching improves my relationship with the rest of the staff	34(50.7%)	9(13.4%)	19(28.4%)	3(4.5%)	2(3%)

*Source: Primary data*

Table 4.6 above indicates that 62.7% agreed to the view that coaching helped them improve their skills readily needed to perform at work with 31.3% disagreeing and 6% were not sure with the idea. Majority of the respondents (64.1%) noted that coaching improved their relationship with the rest of the staff. The findings above mean that coaching of employees in organizations form a foundation for most of the new employees as well as old staff to effectively carry out their assignments with ease after receiving the needed guidance from the immediate mentors or supervisors which is key to an employee's performance in an organization. In an interview with a supervisor, it was revealed;

At Habitat for Humanity Uganda, coaching helps new employees to be accustomed to an organization's practices and acceptable behaviors and the coach can provide the new employee with information on the corporate culture, organizational structure and procedures that help the new comers to fit into their roles in the organization. (SP 07).

Interview findings above meant that coaching helps employee acquire some unique knowledge and skills especially regarding how the organizations operates something which is crucial to



productivity and performance among the employees. It is therefore this kind of training that enhances productivity and task completion among employees.

#### 4.5.3 Job rotation and Employee performance at HFHU

Job rotation which is a practice by Habitat for Humanity Uganda of moving employees between different tasks to promote experience was also key while investigating the impact of on the job training on employee performance. The responses are shown in Table 4.7 below.

**Table 4.7: Effect of Job rotation on Employee performance at HFHU**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Job rotation improves my skills which makes me acquire diversified knowledge to do my work	11(16.4%)	30(44.8%)	15(22.4%)	8(11.9%)	3(4.5%)
Job rotation improves my team work opportunities with HFHU staff	23(34.3%)	28(41.8%)	6(9%)	8(11.9%)	2(3%)

*Source: Primary data*

Table 4.7 above shows that majority of the respondents (61.2%) agreed that job rotation improves their skills which makes them acquire diversified knowledge to do my work but 34.3% disagreed and 4.5% were not sure about the idea. More so, 76.1% of the respondents agreed to the idea that job rotation improved their team work opportunities with organization staff however much 20.9% disagreed and 3% were not decided about the idea. The above findings mean that job rotation helps employees to develop more skills for a wider range of positions and thus makes employees more valuable to their employers. In an interview with one of managers, it was reported that;

Habitat for Humanity rotates employees through different departments such

that they are settled at the right place where they can deliver the maximum results. We move our workers through a variety of assignments so that they can gain awareness about the actual working style of the organization and identify what a particular employee is good at and accordingly he or she is assigned a specific task to improve or upgrade their skills in order to perform better and achieve high productivity. ((MN 01).

Another supervisor noted;

When employees are exposed to different jobs or assigned new tasks, they try to give their best while effectively dealing with the challenges coming their way. It encourages them to perform better at every stage and prove that they are no less than others. This gives rise to a healthy competition within the organization where everyone wants to perform better than others. (SP 05)

The interview findings by respondents above is a clear indication that job rotation plays a significant role in helping employees settle in quickly as well as mix with different departments of the organization. Therefore, it becomes very easy for them if they are completely transferred to these areas at a later stage for quick assimilation and better performance.

#### **4.5.4 Job mentoring and Employee performance at HFHU**

The study also looked at how Habitat for Humanity Uganda used job mentoring where by senior or more experienced employees are assigned as those responsible for providing support and feedback on individual under their cares. The results are shown in Table 4.8 below.

**Table 4.8: Effect of Job mentoring on Employee performance at HFHU**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
On job mentoring improves my efficiency on task completion	20(29.9%)	29(43.3%)	10(14.9%)	8(11.9%)	
Mentoring helps me to foster efficiency in my performance.	12(17.9%)	27(40.3%)	15(22.4%)	10(14.9%)	3(4.5%)

*Source: Primary data*

Table 4.8 shows that majority of the respondents (73.2%) agreed to the idea that on job mentoring improves my efficiency on task completion with 26.8% disagreeing but 58.2% also revealed that mentoring helps me to foster efficiency in my performance. The findings above mean that mentoring generally helps increase employee morale and engagement which is an ingredient for high productivity and performance. In an interview, one of the managers argued;

Employee mentoring helps new staff to adjust to the organizational structure which helps the organization because new hires gain personal and professional satisfaction by sharing their expertise with other employees. This keeps them focused on work and thereafter easily identify with the organization, hence, improving on performance and productivity. (MN 03)

The findings in the interview above implied that mentoring is vital since the mentor helps an employee to understand fully his obligations in the organization thus fostering efficiency and high productivity, hence better employee performance in a long run which benefits both the organization and the employee.

#### **4.5.5 Correlation between On Job Training and Employee Performance**

The above responses showed how on the job training affects employee performance but there was also need to determine the relationship between the variables, hence, a Pearson correlation

co-efficiency was done as shown in Table 4.9 below.

**Table 4.9: Correlation between On Job Training and Employee Performance**

		<b>Correlations</b>	
		Employee Performance at HFHU	On-the-Job Training at HFHU
Employee Performance at HFHU	Pearson Correlation	1	.505**
	Sig. (2-tailed)		.000
	N	67	67
On-the-Job Training at HFHU	Pearson Correlation	.505**	1
	Sig. (2-tailed)	.000	
	N	67	67

\*\* . Correlation is significant at the 0.01 level (2-tailed).

$P \leq 0.05$

Table 4.9 above shows that there is a moderate positive relationship between On-the-Job training and Employee performance at Habitat for Humanity Uganda, given by Pearson’s correlation coefficient of 0.505\*\*. The relationship is statistically significant at 95% confidence level (2-tailed) as the p-value is less than 0.05 (=0.000). Accordingly, the null hypothesis was rejected.

#### **4.5.6 Simple Regression between On job training and Employee performance at HFHU**

The study also adopted a simple regression analysis to show the direction and extent of effect on the job training has on employee performance. The explanation is in form of Adjusted R square. The level of significance was set at less than or equal to 0.05.

**Table 4.10: On the job training model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.505 <sup>a</sup>	.255	.243	1.07432

a. Predictors: (Constant), On-the-Job Training at HFHU

The model summary above shows that the coefficient of determination (Adjusted R Square) is 0.255. This implies that on the job training accounts for 25.5% of the variance in employee performance at Habitat for Humanity Uganda. This could be attributed to the fact that employee performance has far more factors that influence it than what the study has undertaken. Such factors may include working environment and rewards among others.

**Table 4.11: On the job coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.477	.399		3.701	.000
	On-the-Job Training at HFHU	.522	.111	.505	4.716	.000

a. Dependent Variable: Employee Performance at HFHU

The analysis shows that the  $p$ -value is less than to 0.05 which is far below the set level of significance. This shows that the on-the-job training has a significant effect on employee performance at Habitat for Humanity Uganda. The standardized beta coefficient (.505) is positive which implies a positive effect on-the-job training has on employee performance in Habitat for Humanity Uganda.

## 4.6 Off Job Training and Employee Performance at HFHU

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

### 4.6.1 Workshops and Employee Performance at HFHU

The study was interested in establishing how workshops impact employee performance at Habitat for Humanity Uganda and the findings are shown in Table 4.12 below.

**Table 4.12: Effect of workshops on Employee Performance at HFHU**

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

*Source: Primary data*

Table 4.12 shows how workshops affect employee performance at Habitat for Humanity Uganda and majority of the respondents (71.7%) agreed to the idea that participation in workshops helped them acquire more knowledge and skills to do their work excellently with 23.9% disagreeing and 4.5% not sure. More so, 57.9% of the respondents agreed that workshops expose them to the rest of the employees which makes better to work next day though 40.3% disagreed with this view. The findings implied that workshops play a key role in equipping employees with

certain skills and knowledge to better their performance at work which translates into higher task completion. One of the administrators said;

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

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

#### 4.6.2 Conferences and Employee Performance at HFHU

Conferences were part of the off the job training offered by Habitat for Humanity Uganda and thus respondents were given a chance to give their verdict regarding how they impact employee performance as shown Table 4.13 below.

**Table 4.13: Effect of Conferences on Employee Performance at HFHU**

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

*Source: Primary data*

Table 4.13 shows that 71.6% of the respondents agreed that workshops help them to share work

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

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

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

#### **4.6.3 Short Courses and Employee Performance at HFHU**

Habitat for Humanity carries out short courses and it was upon this study to determine how they affect employee performance especially after attendance. Short courses are done both at the organization head offices or in selected places normally in academic institutions are shown in Table 4.14 below.



**Table 4.14: Effect of Short Courses on Employee Performance at HFHU**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Short courses give skills in handling my office assignments to improve performance	27(40.3%)	33(49.3%)	5(7.5%)	1(1.5%)	1(1.5%)
Short courses motivate me to add more effort in handling work related assignments	6(9%)	38(56.7%)	17(25.4%)	6(9%)	-

*Source: Primary data*

Table 4.14 shows that majority of the respondents (68.6%) revealed that short courses help me to bond with group members in a range of activities whereas 31.4% disagreed with idea. More so, a greater number of respondents (89.6%) agreed that short courses give skills in handling my office assignments to improve performance but 9% disagreed. In addition to the above, 65.7% agreed to the view that short courses motivate me to add more effort in handling work related assignments whereas 34.4% disagreed. One of the supervisors noted; *“short courses help employees to achieve upward mobility and skill training which gives them a clearly defined career path that positively impacts their jobs”*. (SP 03). Therefore, the findings from the interview mean that short courses create a positive path for the employees since they sharpen skills and straighten their task handling capabilities.

#### **4.6.4 Correlation between Off the Job Training and Employee Performance**

The above responses showed how off the job training affects employee performance but there was also need to determine the relationship between off the job training and employee performance, hence, a Pearson correlation co-efficiency was done as shown in Table 4.15 below.

**Table 4.15: Correlation between Off the Job Training and Employee Performance**

		Employee Performance at HFHU	Off-the-Job Training at HFHU
Employee Performance at HFHU	Pearson Correlation	1	.317**
	Sig. (2-tailed)		.009
	N	67	67
Off-the-Job Training at HFHU	Pearson Correlation	.317**	1
	Sig. (2-tailed)	.009	
	N	67	67

\*\* . Correlation is significant at the 0.01 level (2-tailed).

P ≤ 0.05

Table 4.15 above shows that there is a moderate positive relationship between Off-the-job training and Employee performance, given by Pearson’s correlation coefficient of 0.317\*\*. The relationship is statistically significant at 95% confidence level (2-tailed) given that the p-value is less than 0.05 (=0.009). Therefore, the null hypothesis was rejected.

#### 4.6.5 Simple regression for off the job training and Employee performance

The study also adopted a simple regression analysis to show the direction and extent of effect off the job training has on employee performance. The explanation is in form of Adjusted R square.

The level of significance was set at less than or equal to 0.05.

**Table 4.16: Model summary for off the job training**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.317 <sup>a</sup>	.100	.086	1.18054

a. Predictors: (Constant), Off-the-Job Training at HFHU

The model summary above shows that the coefficient of determination (Adjusted R Square) is 0.100. This implies that off the job training accounts for 10% of the variance in employee performance at Habitat for Humanity Uganda. This could be attributed to the fact that employee performance has far more factors that influence it than what the study has undertaken. Such factors may include working environment and rewards among others.

**Table 4.17: Simple regression coefficients**

		<b>Coefficients<sup>a</sup></b>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.824	.551		3.312	.002
	Off-the-Job Training at HFHU	.529	.197	.317	2.692	.009

a. Dependent Variable: Employee Performance at HFHU

The finding in Table 4.17 above shows that the *p*-value is less than to 0.05 which is far below the set level of significance. This shows that the off-the-job training has a significant effect on employee performance at Habitat for Humanity Uganda. More so, the standardized beta coefficient (.317) is positive which implies a positive effect off-the-job training has on employee performance in Habitat for Humanity Uganda.

#### **4.6.1 Multiple Regression Analysis**

The study also adopted a multiple linear regression analysis to show the direction and extent of effect human resource training has on employee performance. The justifications for using multiple linear regression analysis were that this was a prediction study with many variables and multiple linear regression analysis provides net effects and explanatory power in form of

Adjusted R square. Level of significance was set at less than or equal to 0.05 and a statistically significant model emerged as presented in the table 4.18 below.

**Table 4.18: Model summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.570 <sup>a</sup>	.325	.304	1.03016

a. Predictors: (Constant), Off-the-Job Training at HFHU, On-the-Job Training at HFHU

The model summary above shows that the coefficient of determination (Adjusted R Square) is 0.304. This implies that this model accounts for 30.4% of the variance in employee performance at Habitat for Humanity Uganda. This could be attributed to the fact that employee performance has far more factors that influence it than what the study has undertaken. Such factors may include working environment and rewards among others.

To determine which of the predictor variables were significant; the researcher examined the standardized beta coefficients (which measure the contribution of each variable to the model), the t values and significance values which give rough indication of the impact of each predictor variable as shown below.

**Table 4.19: Multi Linear Regression Coefficients**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.368	.574		.642	.023
	On-the-Job Training at HFHU	.493	.107	.477	4.622	.000
	Off-the-Job Training at HFHU	.446	.173	.267	2.587	.012

a. Dependent Variable: Employee Performance at HFHU

Table 4.19 shows multiple regression and the decision rule for multi linear regression is that the t value must not be close to 0 and the *p*-value must be less than or equal to 0.05. The table above shows that the *p*-values for the Constant, On-the-job training and Off-the-job training are each less than 0.05 and there t values not close to zero (0). This shows that the predictors (On-the-job training and Off-the-job training) have a significant effect on employee performance at Habitat for Humanity Uganda.

Regression analysis above shows that Employee performance was treated as the dependent variable whereas On-the-job training and Off-the-job training were the independent sub-variables. The hypothetical regression model that guided by the multiple regression equation shown below;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_n X_n$$

Where: *Y* is the dependent variable (Employee performance), “*α*” is a regression constant; *β*<sub>1</sub>, *β*<sub>2</sub>, *β*<sub>3</sub> and *β*<sub>*n*</sub> are the beta coefficients; and *X*<sub>1</sub>, *X*<sub>2</sub>, *X*<sub>3</sub>, and *X*<sub>*n*</sub> are the independent (predicators) variables. Therefore, standardized beta coefficients were substituted in the hypothesized regression equation and Employee performance can be predicated as:

$$Y = .368 + .447 X_1 + .267 X_2$$

Where:

*Y* is Employee performance; .368 is a regression constant, *X*<sub>1</sub> is On-the-job training *X*<sub>2</sub> is On-the-job training.

The values show that each of the factors has an effect on Employee performance in Habitat for Humanity Uganda implying that a change in any of the human resource training techniques

automatically has an effect on Employee performance. The findings also confirm that 30.4% of the variation in Employee performance (R Square) is explained by On-the-job and Off-the-job training and the remaining 69.6% is explained by other factors not examined in this study.

## **CHAPTER FIVE**

### **DISCUSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, discussions, conclusions and recommendations got from the research findings guided by the research general objective and specific objectives, that is, the chapter concentrates on summary, conclusion and recommendations regarding how on the job and off the job training impact employees performance as shown below.

#### **5.2 Summary of findings**

The summary of findings gives major findings on how respondents provided their views regarding the study objectives. It gives a summary of responses regarding employee performance, on the job training, that is, orientation, job rotation, coaching and mentoring as well as off the job training including conferences, short courses and workshops.

##### **5.2.1 Employee Performance at Habitat for Humanity Uganda**

The study findings showed that most of the employees at Habitat for Humanity Uganda complete their tasks on time and accurately. Furthermore, a greater number of respondents noted that their productivity was high. More so, majority of the respondents said that they reach the targeted clientele as stipulated by Habitat for Humanity Uganda whereas many agreed to the view that they executed their job duties and responsibilities well. These findings above confirm that majority of the staffs at Habitat perform well as per the minimum the organization stipulates. They also implied that employees in Habitat for Humanity endeavored to fulfill their contractual obligations by working hard to achieve productivity as well as achieving targets on time and accurately.

### **5.2.2 On Job Training and Employee Performance**

Regarding on the job training and employee performance, majority of the respondents were taken through orientation at Habitat for Humanity Uganda which helped them to know organizational operations a factor that makes them achieve their targets. Furthermore, majority of the respondents revealed that orientation introduced to new areas which made it easy to do their tasks and received new perspectives at my work. The findings meant that orientation is carried out on majority of new employees at Habitat for humanity given that it helps them know how the organizational operates which makes them achieve at work.

Furthermore, majority agreed that coaching helped them improve their skills readily needed to perform at work and this has improved the relationship with the rest of the staff. The findings above implied that coaching of employees is a foundation for most of the new employees. Many of the respondents said that job rotation improves skills which make them acquire diversified knowledge to do work over in conjunction to improving their team work opportunities with organization staff. The above findings mean that job rotation helps employees to develop more skills thus become assets to their employers.

Regarding mentoring, majority of the respondents agreed that on job mentoring improves their efficiency on task completion as well as fostering efficiency in their performance. The findings above mean that mentoring generally helps increase employee morale and engagement which is an ingredient for high productivity and performance. Pearson correlation and regression analysis also revealed a moderate positive relationship between On-the-Job training and Employee performance at Habitat for Humanity Uganda.



### **5.2.3 Off the Job Training and Employee Performance**

With the effect of Off Job Training and Employee Performance at Habitat for Humanity Uganda, majority revealed that participation in workshops helped them acquire more knowledge and skills to do their work excellently as well as expose them to the rest of the employees which makes better to work next day. The findings implied that workshops are very important in enabling employees with certain skills and knowledge to improve their performance at work.

Majority of the respondents noted that workshops help them to share work related knowledge and experiences which are later applied to their own work because they are designed to give participants an opportunity to enhance performance of work related activities and learning. In addition most of the respondents said that conferences enable them to compare workplace environments which they later translate to their own to improve performance. This also means that off-the-job training in terms of workshops and conferences help employees to improve performance because they help them to bond with group members in a range of activities.

Short courses give skills in handling office assignments to improve performance because they motivate employees to add more effort in handling work related assignments. Correlation and regression analysis also depicted a moderate positive relationship between Off-the-job training and Employee performance implying that Off-the-job training positively and significantly impact employee performance.

### **5.3 Discussion of findings**

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

objectives.

### **5.3.1 Employee Performance at Habitat for Humanity Uganda**

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

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

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

### **5.3.2 On Job Training and Employee Performance**

Regarding on the job training and employee performance, majority of the respondents (89.5%)

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

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

In addition to the above, 62.7% agreed to the view that coaching helped them improve their skills readily needed to perform at work which is supported by Passmore, (2010) who found out that coaching helps employees in quickly identify the weak areas and tries to focus on them to better their skills and performance. Majority of the respondents (64.1%) noted that coaching improved the relationship with the rest of the staff. Interviews with managers and supervisors also

confirmed that coaching helps employees to obtain the knowledge gaps that complement their skills for better work performance. This is in agreement with Dyer and William (1994) who also noted that coaching is an important tool of a business to develop commitment and create a culture of cooperation among employees. The findings above mean that coaching of employees in organizations form a foundation for most of the new employees as well as old staff to effectively carry out their assignments with ease after receiving the needed guidance from the immediate mentors or supervisors which is key to employee performance in an organization.

In addition to the above, majority of the respondents (61.2%) agreed that job rotation improves their skills which makes them acquire diversified knowledge to do work over time as argued by Serban (2002) who said that job rotation teaches employees how to do various jobs over time. More so, 76.1% of the respondents agreed to the idea that job rotation improved their team work opportunities with organization staff. One manager was quoted saying that job rotation helps employees visit all departments which make them aware about the different working styles and environments in Habitat a factor that enhances their performance in a long run. This is in line with Parker, 2010) who found out that job rotation is the process of training employees by rotating them through a series of related jobs as it alleviates boredom and allows to develop rapport with a number of people. The above findings mean that job rotation helps employees to develop more skills for a wider range of positions and thus makes employees more valuable to their employers.

Majority of the respondents (73.2%) agreed to the idea that on job mentoring improves their efficiency on task completion. An interview with one manager also revealed that mentoring helps employees to share expertise and knowledge that is vital in shaping their productivity and performance which is supported by Cole (2002) who also acknowledged that mentoring

programs to increase employees' knowledge, skills, and abilities in order to foster job efficiency, task completion and high performance. More so, 58.2% also revealed that mentoring helps them to foster efficiency in my performance. The findings above mean that mentoring generally helps increase employee morale and engagement which is an ingredient for high productivity and performance.

Using correlation coefficients also revealed a moderate positive relationship between On-the-Job training and Employee performance at Habitat for Humanity Uganda. The findings are supported by Cole (2002) who argues that on-the-job training helps the employee learn the job by doing it with guidance from a supervisor or experienced coworker which fosters higher level of performance, hence, investment in such programs by organizations helps in achieving high performance levels.

### **5.3.3 Off the Job Training and Employee Performance**

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

More so, most of the respondents agreed that workshops expose them to the rest of the

employees which makes better to work next day. The finding from the interviews with one of the managers also showed that workshops help employees acquire some unique skills and knowledge to foster higher employee performance. The findings implied that workshops play a key role in equipping employees with certain skills and knowledge to better their performance at work which translates into higher task completion. The findings are in agreement with Serban (2002) who also found out that workshops significantly help employees to do their tasks effectively.

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

Majority of the respondents revealed that conferences help them to bond with group members in a range of activities as supported by Mele (2010) who noted that conferences usually comprise of a range of activities which demand equal participation of all the group members, thus increasing teamwork. More so, a greater number of respondents (89.6%) agreed that short courses give skills in handling office assignments to improve performance. This is in agreement with Jones

(2015) who found out that short courses enhance employee performance. In addition to the above, most of the respondents revealed that short courses motivate them to add more effort in handling work related assignments as argued by Gordon, (2010) who said that short courses enable employees to easily handle situations and other work related assignments.

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

## **5.4 Conclusions**

Based on study findings, several conclusions were made;

### **5.4.1 On-the-job training and Employee performance**

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

### **5.4.2 Off-the-job training and Employee performance**

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

## **5.5 Recommendations**

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

### **5.5.1 On-the-job training and Employee performance**

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

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

### **5.5.2 Off-the-job training and Employee performance**

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

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

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



in a difference in behavior among others.

### **5.6 Areas for further study**

This study was focused on human resource training and employee performance. Therefore, future research should explore the following areas. The impact of Organizational culture on Employee performance. This is because the study found out that there are other factors which impact employee performance and the researcher thinks that a culture upheld in any organization may impact employee performance in one way or the other.

The impact of leadership styles on employee performance. This is because leadership is a critical issue in many organisation and has an effect on employee performance in absence of all other aspects of the organisation.

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## **APPENDICES**

### **APPENDIX I: QUESTIONNAIRE HFHU STAFF**

Dear respondent,

My Name is Hildah Ngabiraho, a student at Uganda Management Institute (UMI) carrying out academic research. The purpose of the study is to establish the effect of human resource training on the employee performance in Habitat for Humanity Uganda. Your information will be treated with confidentiality.

#### **Instructions**

Kindly tick the appropriate response and where necessary, give a brief explanation regarding your view.

#### **SECTION A**

##### **Demographic characteristics of respondents**

1. Sex of respondents

Male

Female

2. Age of respondent

Below 18 years

19-25

26-40

Above 40 years



3. Period of stay in Habitat for Humanity Uganda.

Less than 1 year

1-5 years

6-10 years

Above 10 years

4. Level of Education

Certificate

Diploma

Degree

Post graduate diploma

Masters +

**SECTION B: EMPLOYEE PERFORMANCE**

In this section, indicate your level of agreement regarding the statement that best suits your response. Use the scale (5-Strongly Agree-SA, 4-Agree-A, 3-Disagree-D, 2-Strongly Disagree-SD, 1-Not sure-NS).

5. How do you rate the employee performance in Habitat for Humanity Uganda?

<b>DIMENSION</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>NS</b>
1. I complete my tasks on time					
2. I complete my tasks accurately					
3. My productivity is high					
4. I feel am good at handling customers at HFHU					

5.I reach the targeted clientele as stipulated by HFHU					
6.I execute my job duties and responsibilities well					

**SECTION C: ON JOB TRAINING**

**On job training and employee performance in Habitat for Humanity Uganda.**

6. In this section, indicate your level of agreement regarding the statement that best suits your response. Use the scale (5-Strongly Agree-SA, 4-Agree-A, 3-Disagree-D, 2-Stronlgy Disagree-SD, 1-Not sure-NS).

Statement	SA	A	D	SD	NS
1. I was taken through orientation at HFHU					
1.Orientation helped me to know organizational operations which makes me achieve my targets					
2.Orientation introduced to new areas which made it easy to do my tasks					
3.Orientation provides new perspectives at my work					
4.Coaching helps me improve my skills than I readily need to perform at work					
5.Coaching improves my relationship with my supervisor as well as the rest of the staff					
Coaching improves my relationship with the rest of the staff					
6.Job rotation improves my skills which makes me acquire diversified knowledge to do my work					
7.Job rotation improves my team work opportunities with HFHU staff					
8.On job mentoring improves my efficiency on task completion					
9.Mentoring helps me to foster efficiency in my performance.					

7. In your own view, how has on job training affected employee performance in Habitat for Humanity Uganda.

.....

.....

**SECTION; OFF JOB TRAINING**

**Off-job-training and employee performance in Habitat for Humanity Uganda.**

8.In this section, indicate your level of agreement regarding the statement that best suits your response. Use the scale (5-Strongly Agree-SA, 4-Agree-A, 3-Disagree-D, 2-Stronlgy Disagree-SD, 1-Not sure-NS).

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>NS</b>
1.Participation in workshops help me acquire more knowledge and skills to do my work excellently					
2.Workshops expose me to the rest of the employees which makes better to work next day					
3.Workshops help me to share work related knowledge and experiences which are later applied to my own work					
4.Conferences enable me to compare workplace environments which I later translate to my own to improve performance					
5.Conferences help me to bond with group members in a range of activities					
6.Short courses help me acquire more skills in handling my office assignments to improve Performance					
7.Short courses motivate me to add more effort in handling work related assignments					

9.In your own view, how has off job training affected employee performance in Habitat for Humanity Uganda.

.....

.....

Thank you for your cooperation

## **APPENDIX II: INTERVIEW GUIDE**

Dear respondent,

The purpose of the study is to establish the effect of human resource training on the employee performance in Habitat for Humanity Uganda.

- i. Which training programs have you undertaken at HFHU?
- ii. Do you think human resource training has an effect on the performance of employees? If yes, how does it influence employee performance?
- iii. Does orientation benefit the employees? If yes, how does it benefit employees?
- iv. Does coaching benefit employees at HFHU? If yes, how does it benefit employees?
- v. How does mentoring affect employee performance at HFHU?
- vi. Does job rotation affect employee performance? If yes, How does it affect employee performance.
- vii. Is it beneficial for employees and the organization as a whole to have workshops? If yes, how do workshops benefit employees to perform?
- viii. How do conferences help employees to perform at HFHU?
- ix. Are short courses of any benefit to employees in Habitat for Humanity Uganda? If yes, how are they beneficial?

**Thank you for your cooperation**

**APPENDIX III: KREJCIE AND MORGAN SAMPLE SIZE TABLE**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

**APPENDIX IV: UMI INTRODUCTORY LETTER**



**UGANDA MANAGEMENT INSTITUTE**

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Your Ref:

Our Ref: G/35

24/06/2016

**TO WHOM IT MAY CONCERN**

**MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH**

**Ms. Hildah Ngabirano (Reg. Number 14/MMSHRM/34/053)**  
is a student at Uganda Management Institute pursuing a Masters in  
Management Studies specializing in Human Resource Management.

In partial fulfillment for award of the Masters, she is conducting a research  
study title “ *Human Resource Training and Employee Performance in Non  
–Government Organizations in Uganda: A case of Habitat for Humanity  
Uganda*”.

This communication therefore serves to formally request you to allow her  
access any information in your custody/organization, which is relevant to  
her research.

Thank you for your cooperation in this matter

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Lugemoi B', followed by the date '24/06/2016'.

Lugemoi Wilfred Bongomin  
**CHAIRPERSON SCHOOL RESEARCH COMMITTEE**  
**[SCHOOL OF BUSINESS AND MANAGEMENT]**