

**TRAINING AND EMPLOYEE'S PERFORMANCE IN WORLD FOOD
PROGRAMME IN UGANDA**

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By

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Declaration A

"This thesis is my original work and has never been presented for a degree or any other academic award in any university or institution of learning".

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Date 28th / 08 / 2019

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ABSTRACT

This study on Training and Employee's performance world food program Uganda was conducted with the main purpose of establishing the relationship between training and employee's performance. The researcher carried out this study while being guided by five research objective: To determine the respondents profile in terms of gender, age, level of education, type of employment and years of service, to establish the relationship between the need for skill training and employee performance in world food program Uganda, to determine the different kinds of training methods and employees performance to establish the relationship between training evaluation and employee performance in world food program Uganda, and to establish whether the level of employee performance in world food program Uganda differs according to the profile variables. Literature on the study variables suggests that needs for skill training cannot solely motivate employees but a mix of methods in training on. So if properly integrated in world food program Uganda total training skills of employee performance would be achieved. The study employed both descriptive and correlation research designs. The population of this study was characterized by Human Resource personnel, administrators, staffs, customers and other stake holder chosen basing on the departments where they belong and length of service. Stratified random and purposive sampling techniques were also used to obtain 175 respondents that acted as sample size. The research findings revealed that the need for skills training, different training methods and evaluation of training have got a significant relationship with employee performance. Findings further revealed that male and female employees in world food program in Uganda are trained at different levels regardless of their differences in age, level of education, type of employment and years of service. The researcher recommends that there should be a unified system of ensuring that all workers get equitable training and benefits in order to eradicate the prevailing de-motivation arising of training and benefits differentials among employees of the same rank and qualifications and in the same geographical areas though in different departments. Furthermore the institution should review its training polices in comparison with agency.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background

Training is a learning sequence of program that improves and affects the organizational environment and therefore a comprehensive understanding of the way in which an organization functions requires increasing attention to be directed towards the question of why people behave the way they do on their jobs. Training is thus essential in order to comprehend more fully the effect of variation in other reactions such as leadership styles, job realization and salary system as they relate to performance in form of productivity, absenteeism, turn over and employee satisfaction. Development deals with adding knowledge on the existing trainings that one acquired however it is important to note that there is a relationship between teaching and training. Teaching alone may not lead to training but training must involve teaching. In both aspects the employee is assumed to acquire knowledge, skill or attitude. Training should be more specific in the sense that it should be more specific and be skill based rather than knowledge based therefore, training can be associated with learning. Aswathappa (2008).

Armstrong (2006), the job of a manager is to get things done with and through employees and to train employees in basic education that may be needed, perhaps with massive education together with vigorous full employment policy. However training does not fully fill as it is needed, apart from the benefit and moral value of an altruistic approach of treating colleagues as human beings and respecting human dignity in all forms. Observation by Kenneth (1999) shows well that trained employees are more productive and creative hence employees do so with people if they are untrained.

This indicates that there is a gap between an individual actual state and some desired state that managers try to reduce and manipulate this gap (Ivancevich, 2011). Training

is thus away of determining which people requires training and equally important it helps the Organizational needs Prasad, (1999).According to (Gomez,2001), organizational analysis examines broad factor such as the Organizational culture, mission, business climate, long and short term goals and the structure in order to improve productivity service delivery , quality , commitment, loyalty and ensures success and excellent .Keith and Davis (1985) recommended that this can be done not just by recognizing a single factor but a combination of factor that lead people to achieve their goal and instructional goals .The fact is that with routine monitory steps it seems like stagnant water and employees feel demoralized, bored and experience nothing new in their life of training.

Craig and Butel, (1996) said that U.S global learning institutions currently employing overseas workers, as they continue to expand, Training and employee performance, diverse work force becomes of significant challenge to them. Managers must be sensitive to cultural differences since what is acceptable in one culture may be taboo in another. It is important to adjust training and recognition for multicultural workforce because if you do something for everyone, increasingly you will alienate more and more employees and more often than not the top performances. One training doesn't fit all when it comes to employee's performance training that values every one its what you are trying to think. Culture is thus an important in doing recognition well internationally (chuck, 1996).

Gomez, (2001) task analysis examines the job to determine the job that requires training by providing information needed to understand job requirements to identify knowledge, skills and abilities required to perform the job adequately. To achieve this, institution has to put training at the center of their operations. In Uganda and possibly world over there are many cases of de-motivated employees doing not only harm the firms performance but their lives as well as both carrier wise and physically (Chandan, 2001). The study conducted by Laurie (1988) In his book titled " the issue of training dilemma in Uganda" which was geared towards appraising the application theories and assumptions, on

whether or not, training is a motivator and development of a training frame work is relevant to Uganda " which training is a motivator and development of performance frame work to Ugandan context ,discovered that relying on the theories and assumptions of motivation to motivate workers in training is inappropriate because they are misleading but rather the national context should be considered when designing a motivational strategy. Therefore (training increases in performance) is strong motivator at three major levels ,top, middle and low level in most institution in Uganda, managers have to use both monetary and non –monetary rewards but the proportions should always depending one's motivation.

Employee's performance in world food programme manifests itself in the financial rewards offered to employees for instance monthly salaries administered to all , fringe benefit and incentives given to selected few employees for example institutional houses. This differences in WFP training is done due to experience , such as difference in the skills of the workers in the jobs, the country or geographical areas in which those jobs are performed, or the characteristic of the job themselves and differences in the job themselves for a given worker (for identifiable workers) without forgetting the absence of a minimum wages in Uganda that regulate most remanufacture systems especially wages and salaries UN cycle report 6th/03/2008.It should therefore be noted that training is highly personal and differ from individual to individual. Work training is also not consistent over time, meaning that factors which motivate employees to be trained today will most likely not be the same motivational factor a year from now (Gupta,2008)it is clear that personal circumstance will have an impact on employee performance.

The situation should be better results and objectives. If managing directors were asked how they measure their company's performance they would probably mention measures like percentage profit, return of investment, a common feature of performance quoted would be generally positive in nature reflecting achievement rather than negative issues reflecting failures employees performance would be characterized by high productivity

limited strike and how observation. The situation should be a working environment which is free from customer complain, low employee turnover ,little mistakes, reacts tic deadline but the situation on the ground are as follows excessive waste material, high employee turn over ,excessive mistake and customer complain.

Statement of the Problem.

In world food programme Uganda, the situation at hand is seen by, low employee turnover, excessive waste material, and excessive mistake UN staff association

Trained employees are looking for better ways to perform their jobs, and are more quality oriented, committed, loyal and are attracted not only to join the organization but also to remain in it, perform task for which that are hired in a dispensable manner and even beyond by engaging in some form of creative, spontaneous and innovative behaviors at work (aswathappa, 2008). 6th/03/2008. Mukokoma (2008) also had it that academic institution in Uganda and the rest of the world are concerned with having productive, commuted, and enthusiastic workers product for excellent performance and to achieve this; Training must be put at the centre of their operations. However this is easier said than operations.

Cases of de-motivation and frustrated employees do not only harm the firms performance but even its international image due to ill fated third party endorsement leaked by internal clients who are employees (Chandan ,2001) Laurie (1988) Further noted that relying on the theories and assumption of motivation through training workers is in appropriate because they are misleading and therefore managers have to use both monetary and non-monetary reward but proportion should always differ depending on one's training and experience, like skills, experience, status ,performance ,government organizational polices among others.

Relying on these studies, the researcher consequently anticipated unjustified absenteeism, excessive waste material, and high rate of turn over improper training records and employees' recognition. This makes it urgent for the researcher to carry out

the study in this organization in order to ascertain the root cause of all these setback so that appropriate polices and strategies geared towards ensuring justice in training systems be laid and subjected under rig ours implementation in effort aimed at stimulating employees in an attempt to work with a lot zeal and enthuse hence training.

Purpose of the study.

The purpose of this study is to establish the relationship between training and employee's performance in world food programme in Uganda.

General objectives

The study was carried out to establish the relationship between training and employee performance

Research objectives

Specific objectives

The following are the specific general objectives as considered

To determine the respondents profile in terms of gender, age, level of education, type of employment and length of service.

To determine the relationship between need for skills training and employees performance.

To determine the different kinds of training methods and employee's performances.

To establish the level of evaluation of training and employee's performance.

To establish whether the level of employee's performance in world food program differs according to the profile variable.

Research questions

What are the respondents profile in terms of gender, age, level of Education, type of employment and year as of service in world food performance Uganda?

What is the relationship between need for skills training and employee's performance of world food programe Uganda?

What is the relationship between training evaluation and employee's performance of world food program Uganda?

Does the level employee's performance in world food programme Uganda differ according to the profile variable?.

Null Hypothesis

There is no significant relationship between the need for skill training and employee's performance world food programme in Uganda.

Training does not influence employee's performance in WFP Uganda.

There is no significant relationship between training methods and employee performances in WFP Uganda.

The level of training evaluation in WFP Uganda does not differ significantly according to the profile variables.

Scope of the study

The section basically specifies the boundaries of the research that are categorized under.

Geographical scope

The study was carried out in world food programme Nalukolongo in Uganda and it basically employed clients or customer, staff, managers and administrators in the organization respectively.

Content scope

The study specifically looked at the respondent's profile, the relationship between need for skills training and employee's performance.

The relationship of training methods and employee's performance, The relationship of training methods and employee's performance, the training evaluation and lastly level of employee's performance in world food program Uganda.

Theoretical scope

The research was based on the equity theory which was approved or disapproved at the end of the study. This theory was developed by John Stacey Adam in (1963) where he stated that a work place and behavioral , psychologist asserted that employee seek to maintain Equity between input and that they bring to the job and out comes that they perceive or receive from others

Time scope

The study on training and employee's performance was conducted between 2011August 2012 and covered a historical period that ranges from 2001 up to date the actual research was conducted waiting for VIVA COCE.

Significance of the study

Researcher

It gave the researcher more knowledge that enhanced in getting more knowledge in regarding to the education the findings are likely also to used as a reference for research and any one who might want to use a study.

To the organization

Human resource department of world food program will learn to employ, utilize the training methods, skills, and evaluation regardless the age, experience length of service

The findings of this study are likely to assist policy makers in different organization including world food programme ,government and general public .They are likely to use it while reviewing and drafting polices that often act as guidelines on the approach theft they always consider when training employees.

Government

And evaluation of training whose activities are in position to articulate firms efficiently and effectively in order to promote and maintain highly enterprise performance and enable of achieve the largest market share and attain competitive advantage over the rest.

Operational Definition of key terms

Training needs skills are means of identifying needs depending on the nature of organizational and employees.

Trainings methods are means of attaining desired objectives set of training program in practice variety of training method.

Evaluation of training activity is defined as any attempt made to obtain information, feedback effecting training programme and to adjust training in light of time and money spent.

Employee performance is the means of reflecting the willingness to exert high level of effort towards organizational goals conditioned by the effort to satisfy some individual needs and organizational needs.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinion, Ideas from Authors /Experts

Training

A training system according Armstrong (1999) is a systematic development of knowledge skill and attitude required by an individual to perform a given task or job adequately; Training in this context is meant to be a planned activity aimed at equipping the individual with the necessary techniques which help him or her perform at the job. Training goes by several definitions however a close look at this definition however a close look at this definition provides one with a clear picture that training must be intentional rather than circumstantial it must always have aims and objectives which must be attained in order to achieve the overall objectives of the organization. Different scholarship defined training differently. (Gareth, 2003) training is defined as teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performances. But it is important to note that there is a relationship between teaching and training must involve teaching. In aspect of the employee's skill or attitude.

Training should be more specific in sense that it should be skill based rather than knowledge base; therefore, training can be associated with learning Dessier (1997) training is" learning Experience because it seeks relatively permanent change in an individual that will improve the ability to perform on the job according to him training attitude or behavior Gomez,(2002) supports the argument of Dessler emphasizes hat training can improve learning skills to improve their performance effective training changes people's attitude and increasing organizational potential.

Non financial records are those factors that are psychological or self generated that influence people to be having the way they do. Example of such reward include

recognition of work performed effectively promotion through training, job enrichment training and development, praise and further training and development of employee (Armstrong, 2006). They are training through such as the opportunity to perform meaningful work, complete cycle of work experience and receives feedback on result oriented (Gupta, 2008) they come from individual including the satisfaction from physical exercise, the pleasure from helping someone in need or the satisfaction of doing good job (Halloran 1999)

Reward that are part of the job through training itself and personal satisfaction of accomplishing worthwhile, i.e. Responsibility challenge, autonomy, purpose and feedback (Gupta, 2008). The evaluation phase of training process the effectiveness of training program is assessed. Organization can measure its effectiveness in monetary or non monetary terms whatever the terms training should be judged in how well it was addressed (Gomez, 2001) Evaluation procedure for training program must be determine whether the program meets the objectives. The purpose of conducting this evaluation are to determine whether the programme meets objectives, to identify the strength and weakness of program to calculate the cost determines who benefited most from the program and to provide data base for future being compatible with principle of learning particularly trainee readiness training relevance and reinforcement managers play a major role and implementation of training programs (Wendell 1994).

Employee performance.

Employee performance reflects the willingness to exert high level of efforts towards organizational goal, conditioned by the effort ability to satisfy some individual needs Robbins (1996). Job satisfaction is the end feeling of a person full filling his or her dominant needs and consist ant with his expectation and values (Gupta, 2008). Sparrow, Brewster and Harris (2004) the feeling would be positive or negative depending upon whether need is satisfied or no satisfaction implies a positive emotional state and its considered an important dimension of morale resulting of an employee's general attitude towards his or her job although measurement of intelligent is difficult. Tyson and

Bournois,(2005 most studies have measured job satisfaction through questionnaire that the researcher also used to ascertain the levels of job satisfaction through training received by World food program. Research by Gall (1996) indicates that satisfied employee's are more productive. Herzberg analyzed the result of twenty six studies revealed that workers with positive job attitude and productivity were not related and in three studies there was negative correlation between job attitude and productivity (pustay,2001) after reviewing several studies Bayfield and crokett conducted that job satisfaction did not necessary imply high performance . A worker may be satisfied with the work environment but may produce more to prove his abilities to the management. The determinant of employee's performance therefore eminent environmental or personal factors. environmental factors relate to the job content, pay and promotion work group where as personal characteristics women are less trained than men due to few opportunities for female) educational level (which indicates that highly educated employees due to job as aspiration marital status and experience(Rao,2009) Conclusively as emphasized by equity theory of Adam Stacy, it is believed that a person 's degree of job performance in motivation and satisfaction depends upon his perceived equity as emphasized by Equity theory of Adam depends upon his perceived equity as determined by his input –output balance in comparison with input –output balance of other.

Quality out-put, according to Edward Deming in Bernard and Russell (1903) to the requirements and doing what you said you were going to do. He also refers to quality as the freedom from wattle involves those features of what is being produced that quality output involves meeting and exceeding the customer's needs and expectations and then continuing to improve .Experts agree that quality can not simply refer to customer satisfaction. The customer must be competitive with other firms.

Bateman (2002) concluded that organization should not expect employees to produce quality when they are not trained he thus quoted that " A motivated employee is quality oriented, creative and innovated worker" Edward Deming's in Beard well and Holden (1993) clarified that quality out can be measured via absenteeism, return on investment,

workmanship, accuracy and low cost per unit produced productivity. According to Ivancevich (2001) productivity is the major correlate of an organized staff motivation through training and best way to measure employee's performance at work. According to Leslie (1992) an employee who is productive eventually becomes leader and competitive in the labor market. Generally productivity refers to the ratio of out put to input (Luthans, 1981). Input may include labor hours or cost production cost and equipment costs, out put may consist of sales, earning, and market share and deflected. Productivity is affected significantly by employee's knowledge, skills, abilities, attitudes and behaviors but the only intervention strategy that one can put to arouse employee's productivity is training (Armstrong 2006)

Commitment, loyalty and Engagement, these terms are closely related and sometimes used interchangeably when measuring employee's performance at work. The Oxford English Dictionary states that someone is engaged when measuring employee's performance at work. According to Tyson and Bournois (2005) commitment refers to attached and loyalty it is the relative strength of the individual's identification with and involvement in a particular organization. Pigors and Myers (1981) defined engagement as a positive two way relationship between an employee and organization. The doctrine of commitment ;loyalty and engagement basically consist of these factors . A strong desire to remain a member of the organization. A strong belief in, and acceptable effort on behalf of the Organization and a readiness to exert considerable effort on behalf of the organization. Pfeiffer (1981) declared that commitment can be increased and harnessed to obtain support for organizational ends and interest through such ploys participation in decision about actions which in turn stimulate employees to unlock their potential and work towards achievement of company's strategic goals with a lot of zeal and enthuse hence training.

Work force flexibility .it refers to an organizations ability to adapt its human resources in a manner appropriate to increasingly changing environmental conditions .to be flexible an organization has the ability to adapt its workforce to new organizational structures

and workers have the background and ability to learn new skills and adapt new functions (Tibamwenda 2010) This means two things, first that firms can quickly and effectively meet human resource stating needs with qualified and capable workers.

Secondly workers have multiple skills both technical and interpersonal with the ability to learn more as new demands requires moreover, workforce flexibility requires that employees have the ability to adapt with relatively little management ,supervision ,instead relying on self managing mechanism (through employees, employment, self managing teams closely related to work force), flexibility are the concepts business process re-engineering cross training, contingent workers and organizational cultures (Aswathappa,2008)

Theoretical review

The study on training and employee's performance was guided by Equity theory that is considered as one of the justice theories of motivation. It was first developed in (1963) by John Stacey Adams, a workplace and behavioral, psychologist, who asserted that employees seek to maintain equity between the input that they bring to a job and out, comes those they that they receive from it against the perceived input and outcome of others (Robbins, 2001).(the belief is that people value fair treatment which causes them to be motivated to learn and to keep fairness maintained with the relationship of their co-workers and the organization .The structure of Equity in the workplace is based on the ratio of input to out comes.

Inputs is defined as each participant contribution to relational exchange and are viewed as entitling him or her towards informs of training cost inputs typically include any of the following. Time, effort, loyalty ,hard work and commitment , ability .adaptability ,flexibility , tolerance , determinant, enthusiasm ,personal sacrifice ,trust in superior support from co- workers and colleagues ,skill .Pile and George (1997). Output are defined as the positive and negative consequences of his or relation with another a

typical outcome include any of the following job security, Esteem, salary, employee beneficial expenses, reputation responsibility sense of achievement, praise pustay .

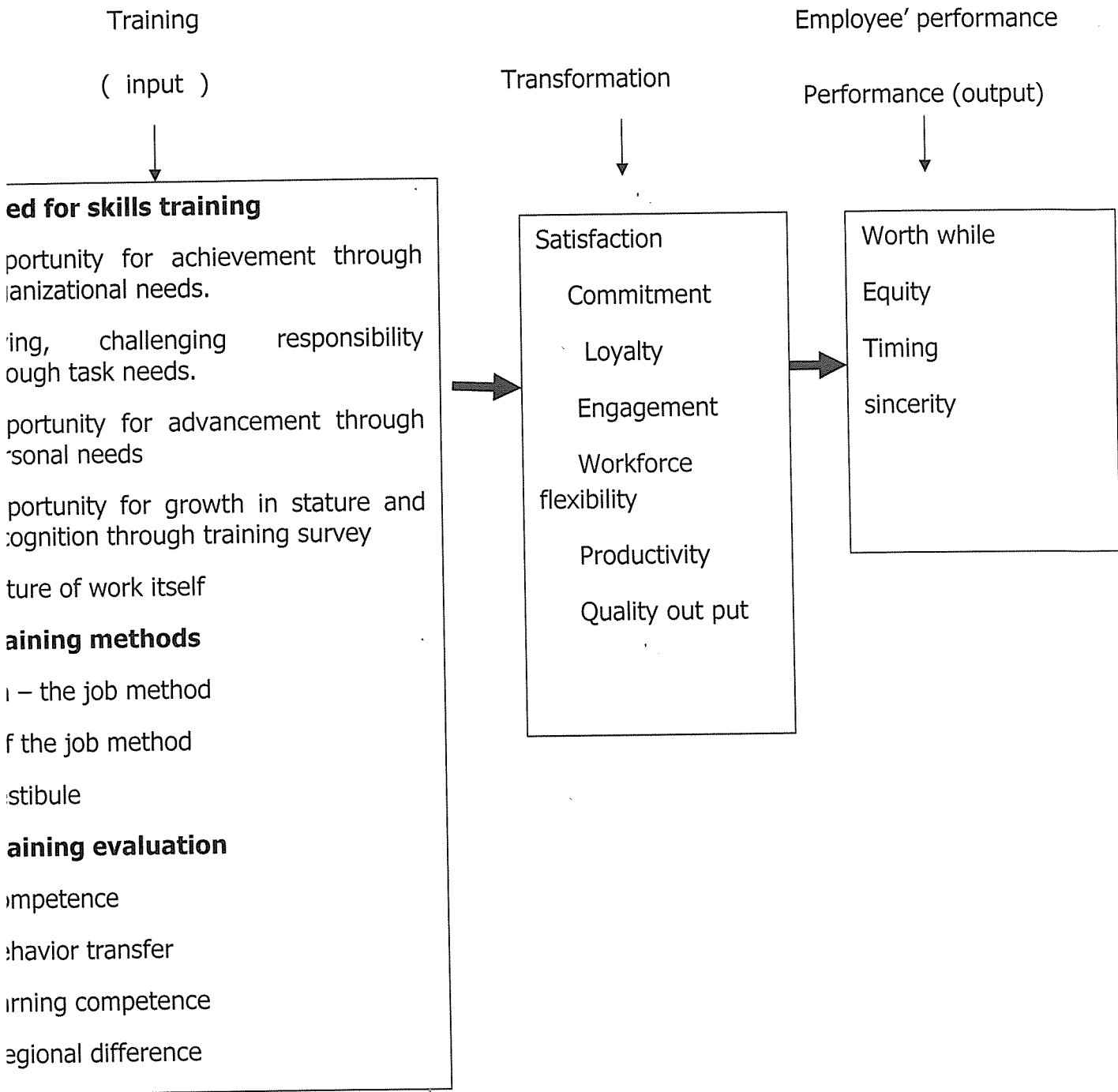
Equity theory proposes that individual who perceive themselves as either under trained will experience distress, and that this distress leads to effort to restore equity with the relationship. It focuses on determining whether the distribution of resources is fair to both relational partners. Equity is measured by comparing the ratio of contributions and benefits of each person within the relationship partners do not have to receive equally benefit(such as receiving the same amount of love care and financial security) or make equal effort ,time and financial security or make equal contributions (such as receiving the same amount of effort ,time and financial resources)as long as the ratio between these benefits and contribution s are seminars In any position employee wants to feel under trained it will result in any employee feeling hostile towards the organization and perhaps the Co-workers which may result to the employees not performing well at work anymore .It is the subtle variable that also plays an important role of feeling equity .just the idea of recognition for the job performance and there of thanking an employee for good performance will cause a feeling satisfaction and therefore help the employee feel worth while and have more outcome (kreither, 1999).

An individual who considers that he is treated fairly if he perceives the ratio of his input to his or her output to be equivalent to those around him. Thus all these are being equal, It would be acceptable for a more senior colleague to receive higher compensation since the value of his experience (an input) is higher .the way people base their experience with satisfaction for their jobs is to make comparison with themselves to the people they work with. if an employee notices that another Person is getting more recognition and training (rewards) for their contribution, even when both have done the same amount and quality of work, it would persuade the employees to be dissatisfied this would lead to an employee to be dissatisfied leading to employee's feeling under appreciated and perhaps worthless if both employees were perhaps

rewarded through training helping the work force realize that the Organization is fair, observant and appreciative.

Organizations can maximize collective reward by developing accepted systems for equitable opportunity reward costs among members to equally behave by making of more equitably ,hence organization will generally punish members who treat others inequitably ,when individual find themselves participating in equitable relationship the more distress individual feel .

According to equity theory, both get relationship, the more gets" too much" and feel distressed. The person who gets too much may feed equity or shame the person who gets" too little" may feel distressed. The person who gets too much may feel quilt or shame , the person who gets too little may feel angry or humiliated and individual who perceive that they are in equitable relationship attempt to eliminate their distress by relationship equity,. The more distress people feel and more they try to restore equity.



Schema of work – Figure 1: linkage between training and employee performance(adapted from Robbins, 2001).

From figure 1 above it is clearly revealed that for employee performance to prevail in the Organization both training needs skills (inform of opportunity for achievement giving challenging responsibility, opportunity for growth in structure and for recognition) and training method (on the job method ,off the job method and vestibule environment need to be trained (reaction , behavior transfer ,learning competence ,regional difference and competence. but the organization should bear it in mind that if these training are not worthwhile and do not reveal equity both internally and externally aren't administered in time and do not portray sincerely ,still employees will not be achieved .

Related studies between need for skill training

All institution is concerned with what should be done to achieve sustained high level of performance through people. this means giving close attention to how individual can be trained through such means as promotion leadership, rewards importantly the work they do and the context within which they carry out their work (Armstrong, 2006) training needs focuses on the number of employees with various combination of skills needed at each level and in every department for specific period for example every department for specific period for example determining how many needs skills training of its human resource department, and to determine how many will be trained (Wendell 1994).

Recognition and acknowledgement, recognition according to(draft 2000) is one the most motivator through training people needs to know not only how well they have achieved their objectives or done their work but also that achievement are appreciated recognition needs are linked with esteemed needs in Maslow's hierarchy of needs, Maslow's defines these needs to have a stable firm base high evaluation of oneself (self esteem) and have to respect of others (prestige) taking a recognition like public praise like thank you for training ,acknowledgement .for positive training through promotion.

Opportunity for achievement through organizational needs.

Organization analysis examines broad factors such as organizational culture, mission, business climate, long and short term goals and structure .its purpose is to identify both overall organizational need and the level of support of training program or perhaps the organizational strategy emphasis innovation. in both cases, the information plays a major role in determine whether training will be offered and the type of training if a lack of resource prevent formal training a mentoring programme which might be used as an alternative (Gomez 2001) the analysis of organizational needs should focus on the number of employees with various combination of skills needed at each level and in every firm for a specific for instance zero wing in organizational department ,how many employees will be needed and it's upon the human resource department to decide how many should be presented about the company polices during skills training ,orientation regarding company's policy can be important especially to new employee's wender (1994).

Giving challenging responsibility through task needs

Task analysis is an examination of the job to be performed it focuses on the duties and tasks of job throughout the organization to determine the job that requires training recent and carefully conducted job analysis which should provide information needed to understand job requirement these tasks are used to identify the knowledge, skills abilities required to perform the job adequately through challenging responsibility to test the level of employee Gomez (2001). Khanka (2003) states that giving challenging responsibility through tasks needs involves a detailed analysis of various components of a job. Its various operations and a condition s under which it has to be performed. task analysis will indicate the skill and training required to perform the required standard for almost all the jobs have expected standard if these jobs are informed at the desired level of out put standard or not, knowledge of tasks are gained through task analysis will help in understanding what skill knowledge and attitude of employee and he or she should fulfill the expected performance.

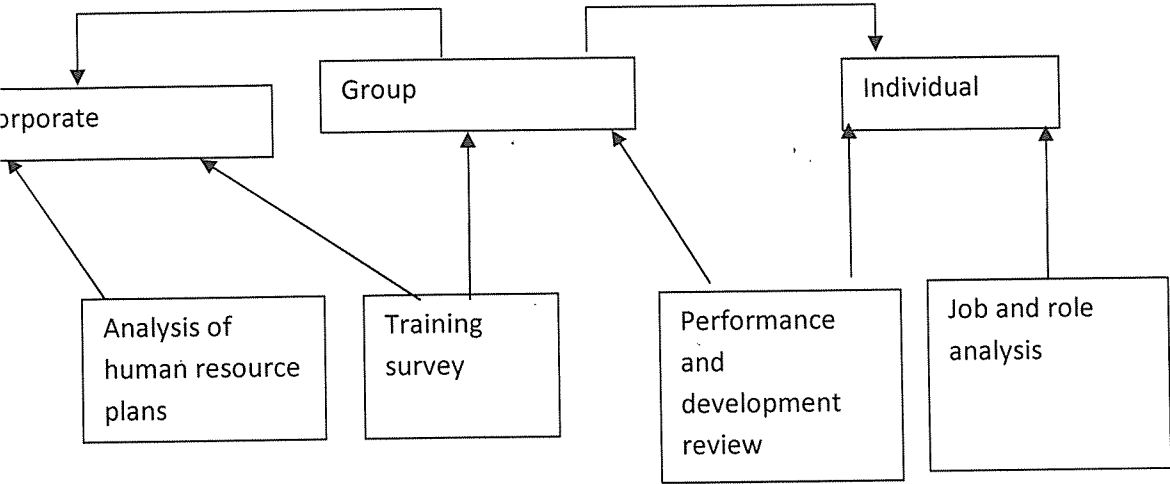
Opportunity for advancement through personal needs

(Bateman 2002) Opportunity for advancement through personal needs involves determining the people which requires training and equally important which requires for several do not in this regard it's important for several reasons. First through out analysis helps organization avoid the mistake of sending all employees into training when some to do need it helps managers determine what perspective trained are able to emphasize the areas which they are deficient performance reviews management process should be a prime source of information about individual learning and development needs. it approach to learning concentrate on the preparation of performance`, improvement program and learning contract or personnel development plans, which emphasis is continuous development (Prasad 1999) however personal needs exist to attract the talented people and skilled people , pay on the basis of employee talent and skill , satisfy the talented people as they get higher training salaries compared to low skilled employees to develop their skill and other human resources in order to get high pay and to maximize organizational productivity and efficiency.

Opportunity for growth in stature and recognition through training surveys

Armstrong (2001) training surveys assembles the information obtained from the other methods of analysis in order to provide a comprehensive basic for the development of training strategy and implementation. But it is essential supplement of an information by taking people. The way to start is to discuss their work requirements and problems and develop an understanding their training needs by reference of what they tell you about the issue .People often find it difficult to articulate their training needs and can easily provide irrelevant information but they are usually willing to talk about their work and training survey pays particular attention to the extent to which existing training arrangement are meeting training needs. Further information can be derived from training evaluation.

Figure 2 Training needs analysis areas and methods.



Source Armstrong (2001).

Using performance appraisals identify training needs. to make the best use of the performance appraisal system the training professional needs to think about the following issues what is the quality of the appraisal system in its ability to generate accurate relevant and useful information on the performance what is the extent to which design of any form procedures encourages the of training professional in this process it is simply record and action the line manager? It is to discuss the requirements only when there is problem of some sort for example insufficient budget unclear requirements? Or it is to discuss the appraisal finding with line manager to establish jointly the performance needs and best way of meeting them. The answers will depend on number of factors including the perceived role of the line manager, the relationship between the training professional and the line manager among others. many organization now see training and development as an important part of the line manager role if this is the case and the main burden for the identification of individual training needs is seen as the line managers responsibility then an important issues to consider is the necessary training of the line manager what system does the training profession need to set up action of training needs out put the action to the best use of the performance appraisal systems, the training professional needs to think about the following issues what its ability to

generate accurate relevant and useful information on the performance, that is the extent to which design of only form procedures encourages the effective identification of training needs? What is the effective intervention of the training professional in the process? It is to simply record and action the line manager? It is to discuss the appraisal funding with line manager, to establish jointly the performance needs and best way of meeting them.

The answers will depend on a number of factors including the perceived role of the line managers, the training professional work load, the relationship between the training professional and the line manager role if this in the case and the main burden for the identification of individual training need is seen as the line manager's responsibility then an important issue to consider is the necessary training of the line manager, what system does the training profession need to set up the action of training need output from performance. In conclusion appraisal are generators of masses of information on the training need and performance improvement,.

Determining relationship between training methods and employee's

performance in WFP Uganda

Khanka (2003) training methods are means of attaining desired objectives set for training methods are employed for achieving these objectives but an organization can not use types of training methods for the reasons like cost involved and also their relevance's to organizational needs Hence organization needs to select a method or mix or method to meet its training methods would depend on a variety of factors such as purpose of training nature of context, relevance to the participant level of trainees, competence of trainers instruction cost (Khanka 2003). No organization has a choice of whether to train its employees or not, the only choice is that of methods the primary concern of an organization is its viability and hence its efficiency (Prasad 1999) the choice of method of training will largely depend on a number of factors such as the nature of employees the training needs, the cost of the training and the degree of urgency of training.

These methods can be grouped into on the job and off the job training. The personnel manager must choose the training method by putting into consideration, the nature and type of training, the nature of employee, nature of the skills required, availability of the resources, the organization's attitude towards training, cost of training, the time of training. May lose meanings and may not add any value to the performance of employees. The employees should also be informed of the goal and objectives of the training being organized for them. The range of training methods is such that they can provide opportunity to unskilled to become skilled. They offer people to be promoted at various level of the organization. Training methods are means of attaining the desired alternatives in learning situation (Kalyani, 1999).

On the job and off the job training method

An employee is placed in a new job and is told how it is to be performed. On the job training method. This method is mostly widely used training methods. This method is mainly concerned with developing in an employee's wide range of skills and habits that are consistent with the existing practices in the organization. It is also aimed at orienting the employees to his immediate problems. This method is mainly followed for unskilled and semi skilled jobs (Kalyani, 2001). On- the job training takes place when employees are on his/her work station. On the job training learning may not require classroom. It can also be termed as hand-on training. The employee learns about the job as he/she performs. Learning of how techniques for example like classroom lecturers, films, demonstrations, case studies, simulation, exercise and others. Off the job training is always planned, budgeted and all its activities are well defined. However, these two approaches to training have both merits and demerits. It's upon the human manager, employees and the entire organization to choose the type of approach to use to train its employee. However, it's not a crime for so happens, the human resource manager should take into consideration of the various on the job training methods. This list however, is not expensive methods.

Table 1 summary of training

On the job training	Off the job training
<ol style="list-style-type: none">1. On specific job<ol style="list-style-type: none">(a) Experience(b) Coaching(c) Under the study2. Position rotation3. specific projects, task force4. Restitute school	<ol style="list-style-type: none">1. Specific course of lecturers2. Conference3. Cases4. Role playing5. Management game6. Brain in storming7. In-basket exercises8. Sensitive training9. Transaction analysis

Adopted from Prasad (199)

Vestibule training

This is a system in which employee learn their jobs on the equipment they will be using ,but the training is conducted away from the actual work floor, this type of training is commonly used for training personnel for clerical and semi-skilled grades the duration ranges from a few days a few weeks (Khanka 2003) however Kalyani gives different situation in which vestibule training and on the job training should be carried out .vestibule training is practiced when the number of employees is small ,on the job training is generally preferred Kalyani,2000,300).

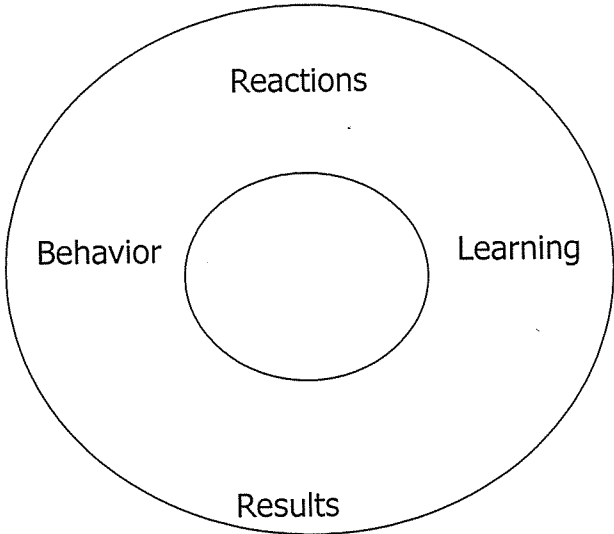
Although the training methods are many some managers are reluctant to offer training to their employees the reason to explain this are more personal than managerial .some managers fear training their successors and letting them get known by higher officials because of common concern that they will be replaced by some one ,brighter more ambitious and less expensive (Ginsburg 1996).

The relationship between training evaluate and employees performance in WFP Uganda.

Khanka (2003), Evaluation of training activity is defined as any attempt made to obtain information or say feedback on the effect of training programme and to adjust the value or worth of the training in the light of information, the time and money spent in training underlined the need for training evaluation. Evaluation of training aspect reaction of the participant how they found of training, how it underwent depending on the evaluator's choice and it could be a session rating or an overall rating on all aspects. Assessment on the attitude and perception of the top management towards trained employees. Training like any other item function, should be valued to determine it's effectiveness a variety of method are available program improve learning.

Affects behaviors on the job and the impact the bottom line performance of the organization.

Figure 3.Creteria for evaluating training.



Source: Researcher's made

One of the simplest and most common approaches of training evaluation is assessing participant's reactions. Trainees will be more likely to want to focus on training principles and utilize the information on the job. However, the participants can do more than tell whether they liked a programme or not; they can give insight into the content and techniques they found most useful. They critique the contractors or make suggestions about participant interaction, feedback, and like potential might include the following. What were your learning goals for their program? Did you achieve them? Did you like the program? And would you recommend it to others who have similar learning goals? What suggest? Do you have for improving this suggestion done you for improving this program? Should the organization continue to offer it?.

Learning

Beyond what participants think about training, it might be a good idea to see whether they actually learned anything.

Testing knowledge and skill before beginning training, it might be a good idea to see whether they actually learned anything.

Testing knowledge and skill before beginning a training program, giving a baseline standard on trainees that can be measured again after training, or to determine improvement. However, in addition to testing trainees before and after, parallel standards can be measured for individuals in a control group. This should be made of employees who have not received the training but who match the trainees in such areas of experience, past training, and job level (Philips 1977).

Behavior

You might be surprised to learn that much of the what is learned in a training program never gets used back on the job. It's not that training might score quite high, but for several reasons, trainees may not demonstrate behavior change back to the job.

Transfer of training refers to the effective application of principle in case where jobs focus on general principle in case where jobs change or where the work environment cannot be matched exactly to the training rather than focusing on

The role behavior, it helps the trainer how to apply to main learning points to varying conditions on the job. Establishing a climate for transfer in some case trained behavior is not implemented because of approach and routines are still reinforced by other managers, peer and employees by giving employees transfer strategies in setting tactics for dealing with their transfer environment, identifying high risk situation that jeopardize transfer from behavior.

Result

Training managers are coming under additional pressure to show that their programs produce "bottom – line" result some of the result – based criteria used in evaluating training which includes increased productivity, few employee complain, decreased cost and waste of resources /material and high profit. Komunda, (2006) evaluation of training can vary depending in the level of training in the organization of training and is done on an isolated and basis may be necessary to demonstrate that training produces significant quantifiable benefit and also opportunity cost of lack of skills and should be very as part of the policy of the organization. However training evaluation has been characterized into principle of learning .Wendell, (1994) several principles are especially relevant to discussion of skill training among these principles are trainee's readiness, training relevance and reinforcement.

Trainee readiness people who are not ready to learn will not learn consequently, an effective. Training programme must comprise individual who are ready to learn the skill at hand and employee must possess the skill and qualification and whether the candidate possess to upgrade old skills or gain new skill. Randull (1983), most employee develop perception about whether training is relevant and trainees perceive that instruction it will actually help them on the job, they are much more receptive to the training if they do

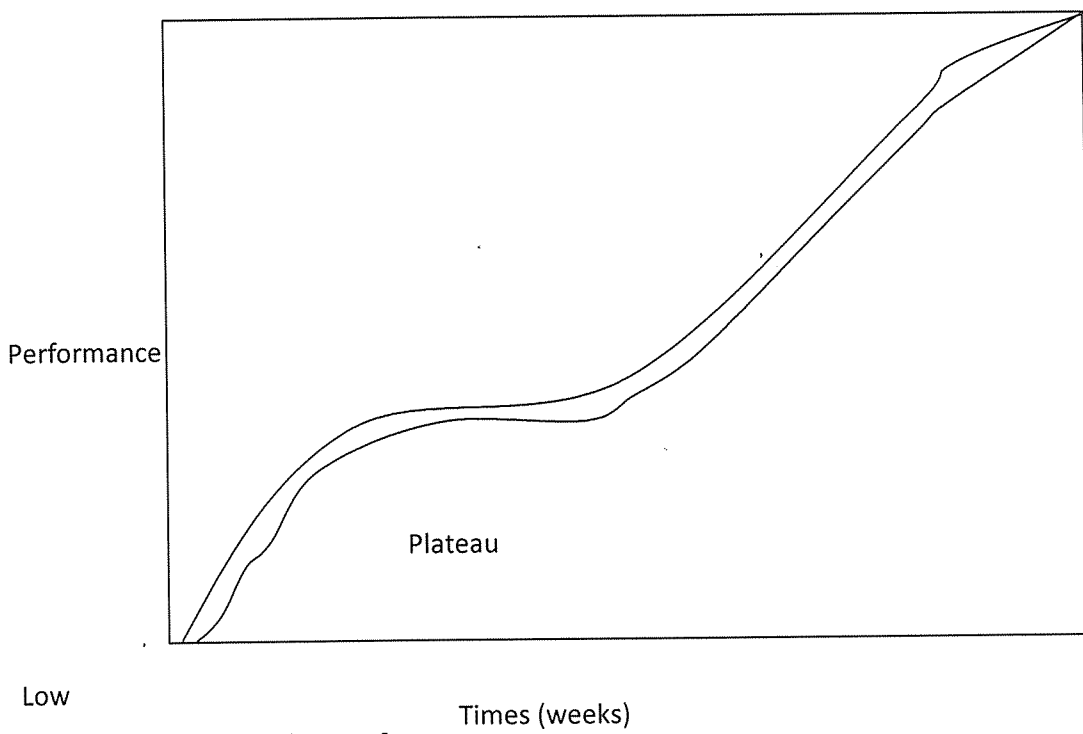
perceive relevant they are more likely to demonstrate active or passive resistance to the training

Reinforcement. It involves the process of providing financial rewards or non financial incentives (such as praise or recognition) when employee reach higher level of skills, reinforcement can often encourage trainee to become more interested and involved in training, thereby improving the quality and rate learning all training plan how it should be involved in the reinforcement plan.

Feed back: the information aspect of feed back help individual on what self monitoring while gather feedback comes from trainers fellow trainer and the like. It forces if the employees are doing the right or wrong. In this way feedback services as a "shaping" role in helping individual approach of training hence it's maturational. In addition to this, information aspect feedback also services as an important issue because it may be plotted on a chart commonly referred as a "learning curve".

Figure below presents an example of a learning curve in acquisition of many job skills among learning institution there are many times when progress does not occur such period show up on the curve as a fairly horizontal line called a plateau. A plateau may be the result of reduced motivation or if ineffective methods of task.

Figure 4: A typical learning curve



Source: researcher's made

The explanatory variable of need for skill training, determining the curriculum and choosing training methods and evaluations procedures of learning are some of the factors affecting training and employees performance.

CHAPTER THREE

METHODOLOGY

Research design

The researcher employed descriptive and correlation designs in the study. Description research design assisted the researcher in describing and explaining condition of the present many subjects to fully, describe phenomenon where as correlation research design made it possible for the research in establishing. The relationship between the research variables training and employ performance) in the study context.

Research population

The research population was characterized by the human resource personnel administrators, staffs, customer / clients and other stake holder of world food programme Uganda as summary in the table.

Table 2 category of respondents

Numbers	Categories	Accessible population	Summarized Sample size
1	Human resource personnel	55	31
2	Administrators	65	35
3.	Staffs	120	67
4	Customers	65	36
5	Other stake holder	8	5
	Total	320	175

Source pay role, Jan 2011.

Sample size

The sample comprise of 175 respondents from the selected departments. The researcher obtained. This sample size after employing sloven formula of

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

Where

n = sample size

N = Accessible population

e = Level of significance at 0.05

Sampling procedure

The researcher used stratified random and purposive sampling technique to collect data from various categories of the surveys population. A stratified random sampling technique was adopted because it enabled the researcher to achieve the desired representation from various sub groups in the population when almost reproduced in the sample. Purposive sampling technique allowed the researcher to use respondents who must had the required information with respect to these study objectives

Research instruments

Questionnaire

Only closed ended questions with likert scale were given to the cross section of respondents which in turn facilitated effective date gathering the researcher decided to adopt this type of questionnaires because questions asked in it and are easy to complete, analyze quantitatively and responses obtained through the use of kind question can be

compared easily to different items hence making it easy for the researcher to detect just by seeing the responses (Amin, 2005).

Validity and Reliability of the instrument

To establish validity and reliability of questionnaire, the researcher used expert judgment methods. The experts looked the relevance of questions in view of the problems, objectives, research questions, hypothesis, conceptual frame work and literature. They also evaluated clarity of wording of the questions which the research seriously took into consideration and make the necessary adjustments. This made the instrument more relevant from the statement below formula.

$$CVI = \frac{n}{N}$$

Where

- CVI = Content validity index
- N = Total number of items in the question
- n = number of relevant items in questions

$$CVI = \frac{4}{4} = 1$$

Since the CVI of the research instrument (1) was greater than 0.7, then three instruments was declared valid.

In addition, a pre-test was conducted in order to improve on the reliability of the questions ,Further more, retest method was used in when the same test was given to same selected few people after a period of time lucky enough the researcher obtained

the same result on the two staff of the same questions. This made the researcher to be happy that instrument was accurate and reliability.

Data gathering procedure

Before data gathering

The researcher first secured an introductory letter from the school of university that researcher used as an evidence to be allowed to conduct the study in world food program Uganda and there after researcher went ahead to prepare the proposal that guided in the process of gathering data. After that researcher went ahead and visited the company's HR personnel to seek for the permission that gave researcher a go head to carry out the research work and also accessed the study area.

During the data gathering

The researcher participated in the training process, observed, while comparing record of training and gathering data using expert judgment methods.

After the data gathering procedure

This exercise was followed by the data collection process of which the researcher went ahead to field and gathered data. This step was followed by data organization analysis and then lastly the researcher wrote the final report and submitted to the school for VIVA VOCE so that the researcher waited to be awarded.

Data analysis

After data collection from the field the researcher went ahead and analyzed it qualitatively, statistically, in frequency and percentages distribution were used to analyzed data on the respondents profile, means was used to analyze data on the levels of needs for skill training, training methods and training evaluations in conjunctions with employee's performances in WFP Uganda. Pearson's linear correlation coefficient was

used to establish whether there is any significant relationship between need for skills training methods and evaluation of training and employees performance in WFP Uganda.

Independent samples T-Test was used to determine whether the level of employee's performance in world food programme Uganda differ significantly according to the gender one way ANOVA was used to determine whether the level of employees performance in WFP Uganda differ significantly according to the profile variable of age, level of education, type of employment and years of service. The 0.05 level of significant was used to determine the strength of the relationship between the independent and dependent variable.

Ethical consideration

Informed consent

Throughout this research study, the researcher avoided anything that could discredit the researchers by complying with various ethical principal voluntary participation that requires people not to be forced into participating in the respondents where informed by the consent. The researcher Made that confidentiality were to be made and strictly for research purpose only fore example it was guaranteed by not mention their names on the questionnaires.

Limitation of the study

There was some resistance from respondent in fear of loosing their jobs, little feedback some voluntarily refused to respond to some question fearing that management may lay them off. However this was minimized by the researcher via cultivating and instilling a sense of trust in the minds of respondents and ensuring them confidency. Busy time schedule however the researcher used multiple skills like call back, mapping and rearrangement.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Profile of the respondents

In this study, the respondents were described according of gender, age, level of education, type of employment and years of service in each case, the respondents were asked to declare their researcher classified and compared them accordingly. The researcher employed a closed ended questionnaire in ascertaining information about their personal profile and analyzed their respondent using frequencies and percentage distribution as summarized in table 3 below.

Table 3 showing profile of the respondent

Main category	Sub category	Frequency	Percentage
Gender	Male	92	52.6
	Female	83	47.4
	Total	175	100
Age	20-25	72	41.1
	26-29	48	27.4
	30-35	35	20.0
	36-39	14	8.0
	40 and above	6	3.4
	Total	175	100
Level of education	Diploma	69	39.4
	Degree	95	54.3
	Master	7	4.0
	PhD	4	2.3
	Other	-	-
	Total	175	100
Type of employment	Hr personnel	3	1.7
	Administrator	3	1.7
	Staff	125	17.4
	Client / customer	23	13.1
	Other stake holder	21	12
	Total	175	100
Years of service	1-2	61	34.3
	3-4	67	38.3
	5-6	32	18.3
	7-8	9	4.5
	Other	6	3.4
	Total	175	100

Results in table 3 reveals that majority of the respondents were male that is to say 92 (or 52.6%) and minority of the respondents were female 83 (or 47.4%). These two figures therefore justify almost of balance in this study. Regarding the age 72 (or 41.1%) respondents were in the age bracket of 20-25 in the age bracket of 26-29, 48(or 27.4%) 30-35, 35(20.0%), 36-39 14(8.0%) are finally 40 and above 6(or 3.4%) therefore it can be deduced that though all the age categories were represented most youth monopolized the study.

Regarding the level of education degree respondents were majority with 95(or 54.3%) followed by diploma with 69 (or 39.4%), masters with 7 (or 4.0%), PhD 4 (or 2.3%) And others. The result indicated that there was high degree of professionalism since all levels of education were presented.

Concerning the type of employment staff dominated the sample with 125 (or 17.4%) followed of clients / customers with 23 (13.1%) other stake holder with 21 (or 12%) resource personal with 3 (1.7%) lastly the administrators with 3 (or 1.7%). Concerning the years of services 3-4 indicates the 67 (or 38.3%) followed by 1-2 with 61 (or 34.9) 5-6 with 32 (or 18.3%) 7-8 4 (5-1%) and lastly other discipline with 6 (or 3.4%) respondent. This indicates that all the respondents had the knowledge and experience about the study since they had all serve for at least a period of one and above.

Description of need for skill training in WFP Uganda.

The second objective was set to determine the relationship between need for skills training in WFP Uganda. Training needs in this study were measured using nine qualitative questions in which respondent were required to indicate the extent to when they agree or disagree with each of the item or statement by indicating the number that best describes their perceptions. All the nine items on needs for training were likert scaled using four points ranging between 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree, their respondents were analyzed and described using means as summarized in table 4

Table 4 description of need for skill training in WFP Uganda

Training needs	Mean	Interpretation	Rank
The nature of skill training in this institution is highly conducive for you	2.7	Moderate	2
The institution often recognizes you for excellent work done	2.7	Moderate	2
The institution empowers you to bring change after performance	2.2	Low	5
You are satisfied with the way training needs skill are performed	2.4	Low	4
The organization offers you opportunity for a advancement and for that matter you are eager to go for training	2.7	Moderate	2
You are contented with the room for discussion about training	2.5	Low	3
Do you train in hazard free environment	2.5	Low	3
The challenging responsibility assigned to you by the instruction induces you to need further skills training	2.8	moderate	1
You are contented with the criteria uses in administrating, training promotion to staff members	2.1	Low	6
Average mean	2.5	Low	3

Results in table 4 indicates need for skill training are administered at different levels on different aspects for instance respondents rated on the challenging responsibility assigned to you induces you to need furthers skills .trainings (mean=2.8) equitant to recognition for excellent work done, skill training being conducive and opportunity for

advancement satisfied with the way training needs skills are performed (mean = 2.4) equivalent to disagree, contented with the room for discussion (mean = 2.5) equivalent to disagree on the likert scale, the institution empowers you to bring change after performance (means = 2.2) equivalent to disagree on the likert scale, you contented with the way criteria are used in administering training promotion to staff members (mean = 2.1) equivalent to disagree on the likert scale respectively, overall items on need for skills training were rated at a lower level considering the total mean of (2.5) which is equivalent to disagree on the likert scale and this indicates a relatively low level of need for skills training administrated in world food programme Uganda.

Description of the level of training methods in world food program in Uganda.

The third objective was set to determine the different kinds of training methods in WFP Uganda. The different type of training method was measured utilizing nine questions in which respondents were requested to indicate the extent to which they agree or disagree by writing in the numbers that the best describes their thinking. Each item in questionnaire was rated with a aid of four likert scaled objective ranging between one to four where 1 = strong disagree, 2 = disagree, 3 = agree, 4 = strongly agree their responses were summarized in the table 5

Table 5. Descriptive statistics on the different kinds of training methods

Training methods	Mean	Interpretation	Rank
Learning takes place when you are on the job or work station	2.2	Low	3
The institution tells you what and how to perform a given task	2.6	Moderate	2
The education and training opportunities offered to you by the organization are conducted on the actual floor	1.9	Low	6
You are given role play task	1.9	low	6
The intuition allows you to attend special projects and tasks	2.9	moderate	1
The intuition gives you work on rotational basis	2.1	low	4
The institution allows your successor to be trained	2.0	Low	5
You are given training during conference	2.1	Low	4
Vocations are guaranteed to all employees	1.9	Low	6
Average mean	2.2	Low	3

Table 5 results indicates general low kinds of training methods administered in WFP Uganda. Results shows that a part from the institution telling employees on what and how to perform a give task and allowing them to attend special projects and task, the rest of items to for which different types of training methods were measured on, were found to be medium level of influence or perceived by the respondents . It can therefore be deduced that training methods are administered at a relatively low level in WFP Uganda following the total mean (2.2) which is equivalent to disagree on alikert scale.

Description of the level of the evaluation on training

The objective was set to establish the evaluation of training in world food program Uganda.

Training evaluation were gauged using nine qualitative questions which were likert scaled ranging between four points that is to say 1=strongly agree 2= disagree, 3= agree and 4=strongly disagree Respondents were required to indicate the extent to which they agree or disagree with the statement given in the questionnaire by indicating the number that best describes their perception their reaction were analyzed and described using means as summarized in table 6 below.

Table 6 descriptive stastics on the evaluation of training

Training evaluation	Mean	Interpretation	Rank
Perception of the top management towards training is good	2.1	low	2.2
Feed back on the training program is valuable on money spent	2.2	low	2
There is achievement after training	2.1	low	3
Training is liked as a program	2.0	low	4
Past training and job level are matched as in terms of training	2.1	low	3
Employees transfer , strategies are settled as regards to environment	2,2	low	2
Performance is a key determination for wage increased productivity and few employees complain	2.1	low	3
There is decreased exist and waste after training	2.5	low	1
The training evaluation correspond with your skills, knowledge and training experience	2.0	low	4
Average mean	2.2	low	2

Results in table 6 reveals that a low level of evaluation of training is caused by unjustified factor for instance respondent rated the level perception of the top management, achievement after work trainer with past training (mean = 2.1) which is equivalent to disagree on the likert scale and feedback on the training on the money spent and employee's transfer strategies are settled regarding the environment (mean = 2.2) which also corresponds with disagree on the liker scale. In general all items on evaluation

training. This therefore depicts a noticeable or recognizable low level of training in world food programme.

Description of the level of employee's performance in world food program

Uganda.

The last objective of the study was to determine the level of employee's performance in world food programme in Uganda. For which respondent were required to ascertain the extent to which they agree or disagree with the items or statement by indicating the number which best describes their perception. Thus variable was measured using seven question that were likert scale using four points ranging from 1= strongly disagree, 2= disagree, 3= agree and 4= strongly disagree. The responses were analyzed and described using means as summarized in table 7

Table 7: Descriptive statistics on the level of employee's performance in world food programme Uganda

Employees performance	Mean	Interpretation	Rank
You derive a lot of satisfaction from your job	2.6	Moderate	2
Do you have clear job security	2.6	Moderate	2
The flexibility of your work motivates you	2.3	Low	4
Quality output in your department is influenced by the level of performance	2.7	Moderate	1
Are you committed to your job	2.7	Moderate	1
Do you have room for further development on your work	2.0	Low	5
Financial and non financial rewards from the institution have totally integrated you with your job	2.3	Low	4
Average mean	2.46	Low	3

Results in table 7 reveals that the level of employee's performance in world food programme exists at different levels. For instance, results depend on a moderate level of employees performance from, job satisfaction and clear job security (mean =2.6) quality output and being committed to the job with (mean=2.7) which is equivalent to agree on the likert scale respectively. However, on the other hand, results shows low level of performance from flexibility of work, and financial and non financial reward from the organization with the (mean =2.3) and no room for further development (with mean 2.0) respectively which are all equivalent to disagree on the likert scale. The overall picture divulge a low level of employees performance in world food programme in

Uganda as revealed by the total sum of means (2.46) which is equivalent to disagree on the likert scale.

The relationship between the need for skills training and employee performance in world food programme Uganda

From the above objectives, it was hypothesized that there is no significant relationship between the need for skills training and employee’s performance in world food programme. To test this null hypothesis and to get an overall pictures of the relationship, the researcher combined all the computed in table 4 and 7 above and two mean indices were computed and generated (need for skill training and employees performance after which the two indices were correlated using Pearson’s linear correlation coefficient (PLCC,or r). Results of this test are indicated in table 8 below;

Table 8; Pearson correlation results for need for skills training and employee’s performance

Need for skills training Vs	r. Value	Sig.value	Interpretation	Decision on HO
Employees performance	0.538	0.000	Positive and significant	Rejected

Levels of significance at 0.005.

Table 8 shows that need for skills training are significantly correlated with the overall employee’s performance index (r=0.54, sig=0.000) therefore at 0.05 the null hypothesis is rejected and alternative hypothesis is accepted to the effect that administration of need for skills training significantly influence and induce change on employee’s performance in world food .

The relationship between training methods and employee's performance in world food

Program Uganda

The above objective was set to determine the relationship between different kinds training methods and their influence on employee's performance in world food, for which it was hypothesized that training methods do not significantly influence employee's performance.

To test this null hypothesis and to get an overall picture of the relationship, the researcher combined all the means perceptions computed in table 5 and 7 above and two mean indices were computed and generated (training methods and employee's performance) after which the two indices were correlated using Pearson's linear correlation coefficient (PLCC or r). Result of this test are indicated in table 9 below

Table 9: Correlating training methods and employee's performance

Training methods Vs	r. value	Sig value	Interpretation	Decision on Ho
Employee's performance	0.444	0.000	Positive and significant	rejected

Level of significance at 0.05

Results in table 9 indicates that training methods are significantly correlated with overall employee performance index ($r = 0.444$, $sig = 0.000$) therefore at 0.005 the null hypothesis is rejected and alternative hypothesis is accepted to the effect that training methods significantly has a positive relationship with employees performance in world food program Uganda.

The relationship between evaluation of training and employee’s performance in WFP Uganda

The second last hypothesis was formulated to test whether there is a significant relationship between evaluation of training and employee’s performance for it was hypothesized that there is no significant relationship between evaluation of training and employees performance in world food program Uganda. To test this null hypothesis, the researcher combined all the net perceptions computed is the table 6 and 7above and two indices were computed and generated (evaluation of training and performance after when the two indices correlated using person’s linear correlation coefficient (PLCC, or r). Result of this test is indicated in table 10.

Table 10: correlating evaluation of training and employee’s performance

Evaluation of training vs.	r.value	Sig.value	interpretation	Decision on Ho
Employee’s performance	0.525	0.000	Positive and significant	Rejected

Level of significance at 0.05.

Table 10 indicates that evaluation of training correlated with employee’s performance since their level of significance is less that 0.05 ($r= 0. 525$, sig – 0.000) basing on this, the null hypothesis is rejected and the research hypothesis is accepted that evaluation of training are significantly correlated with the overall employee performance index in world food program Uganda

Whether the level of employee’s performance in world food program differs according to profile variables

The last research objectives was to determine whether the level of employee’s performance in world food program Uganda differ according to profile variables for

which it was hypothesized that the programme does not differ significantly according to the profile variables. To test the hypothesis the researcher first compared gender with employee's performance index using independent sample T-test and results from the test are indicated in the table 11 below

Table 11 independent samples test results for whether the level of employee performance differ according to gender

Employee performance Vs Gender	t. value	Sig-value	Interpretation	Decision on Ho
Male	3.050	0.003	Positive and significant	Rejected
Female				

Level of significance at 0.05

Results from table 11 shows that the level of employee's performance in world food programme Uganda differ according to gender (t=3.050, sig = 0.003).basing on the above results in table 11, the null hypothesis which states that the level of employee's performance in world food program Uganda does not differ according to profile variable (gender) is rejected and alternative hypotheses is accepted since the sig- value is less than 0.05.this means that male and female employee in world food program are trained at to different levels.

Table 12: ANOOVA results indicating whether the level of employee's performance differs according to age, level of education, type of employment and year of service.

Employee Performance vs.	F. value	Sig.valve	Interpretation	Decision on Ho
Age	0.617	0.651	Negative and insignificant	Accepted
Level of education	0.983	0.402	Negative and insignificant	Accepted
Type of employment	1.934	0.107	Negative and insignificant	Accepted
Years of service	0.588	0.664	Negative and insignificant	Accepted
Average total	1.033	0.456	Negative and insignificant	Accepted

Level of significance at 0.05

Table 12 indicates that the level of employees performance in world food program does not differ according to age (F= 0.617 , sig = 0.651 ,), level of education (F= 0.983, sig = 0.402), type of employment (F=1.934, sig = 0.107) and years of service (F= 0.598, sig = 0.664).Considering result from table 12, the null hypothesis which states that the level of employee's performance in world food program Uganda does not differ according to profile variables of (age, level of education , type of employment and years of service).is accepted since their overall sig-value is less than 0.05 for example 0.456. It can therefore be referred that employees in world food program do perform regardless of their difference in age, level of education, type of employment and years of service

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

Summary of findings

The study on training and Employee's performance in world food program main office was guided by five research objectives that were set to determine the respondent profile in terms of gender, age, level of education, type of employment and length of service, To establish the need for skills training and Employee's performance in world food program Uganda, to determine the different kinds of training methods and Employee's performance in word food program Uganda, to establish the evaluation of training and employee's performance in world food program and lastly to establish whether the level of performance world food program differ according to the profile variables using spss's descriptive statistic showing means revealed that the of need for skills training in world food program Uganda standards at mean ≈ 3 (moderate level), level of training methods position itself at mean ≈ 2 (low level) training evaluation set itself at mean ≈ 2 (low level) respectively.

Concerning the analysis of relationship between the study variable, finding from the person linear correlation coefficient showing a significant and position relationship between needs for skills training and Employ at $r = 0.538$, $\text{sig} = 0.000$). This findings is backed up by fisher, 1996 who affirms that people will always work harder and smarter and demonstrate increased commitment and responsibility if they have control over this have opportunity to apply their knowledge for the organization's apply their knowledge for the organization's benefits and are involved in cooperative relations with their managers.

Finding further had it that training in terms of needs for skills training of organizational analysis, task analysis and personal analysis incentives pay for performance and

significantly related to employees performance at $r=0.415, sig=0.000$, $r=0.240, sig=0.001$ and $r= 0.370, sig= 0.000$ respectively this finding indicates that needs for skills training positively and significantly motivates employees in line with Rao, (2001) views who had it that despite of the view of Hertzberg that monetary methods of motivation have little value, firms still use traing as a motivator to increaşe their speed of work instead of training hence high productivity and quality output. Furthermore Armstrong (2001) emphasized that well managed and justified need for skill and justified need for skill training survey provides relevant information about their work hence further information can be derived. Mcshane and Glinow, (2002) incentives through training induces employee work hard as they make them perceive it they have a stake in the company.

Looking at the relationship between training methods and employee's performance findings also revealed a positive and significant relationship between the two variables $r=0.296 sig=0.000$). this validates Bateman's (2002) findings who emphasized that well managed and justified training methods differentials do not induce, compel and retain work force in an organized enterprise but they also attract new potential competent entrants, market the institution across the globe and make it a market leader and is an incentive for better allocation of human resource, labor mobility among other institution.

Regarding the relationship between evaluation training basing on the finding obtained from the independent sample t- test it was used to test the hypothesis stated that the training in world food programme differ according to gender.

Conclusions

The researcher in this section gives conclusion to the study findings in relation to the study objectives.

The relationship between the need for skills training and employee's performance in world food programme Uganda

The first objective was set to determine the relationship between need for skills training and employee's performance for which it was hypothesized that there is no significant relationship between need for skills training and employee's performance in world food programme. The null hypothesis is rejected leading to a finale that need for skills have a significant relationship between employee performances in world food program

The different kinds of training methods in world food programme and employee's performance

This objectives of the study was set to determine the different training methods on employee's performance world food programme and it was hypothesizes that training methods do not significantly influence employee's performance. The null hypothesis is rejected leading to a conclusion that asserts the training methods significantly influence employee's performance in world food programme.

The relationship between training evaluation and employee's performance in world food programme

The objective was also set seeking for a relationship between training evaluation and employee's performance in world food programme for which it was hypothesizes that training evaluation do not significantly share any relationship with employee's performance. Basing on the finding, the null hypothesis s rejected leading to a conclusion that training evaluation influence significantly in world food programme Uganda,

Whether the level of employee's performance in world food programme Uganda differ according to the profile variables

The last objective in this study was to establish whether the level of employee's performance in world food programme differ according to the people variables. Basing on the findings obtained from the independent samples t- test that was used to test the hypothesis stated as the level of employee's performance in world food programme does not differ according gender, the null hypothesis is rejected leading to a conclusion that

male and employee's in world food programme are performed at different levels. Furthermore, one way ANOVA, proved that employee's in world food programme are perform regardless of their differences in age, level of education, type of employment and years of service and this means that the null hypothesis which states that the level of employee's performance in world food programme Uganda does not differ significantly according to the profile variables of age, level of education type of employment and year of service is accepted.

Recommendations

This section deals with recommendations fetched from the findings and conclusion of the study they are made from the following research objectives and relevant hypothesis.

Need for skills training are very powerful motivators and therefore should be adequately and properly integrated in world food programme Uganda. In short the organization should modify the system of relying more on provision of training

Need for skill training are very powerful element in training and should therefore be adequately and properly integrated in world food programme Uganda regarding training.

In short the organization should modify the system of training by examining the broad factors such as the organizational culture, mission, business climate, long and short structure its purpose is to identify both organizational need, support training programme by providing task when indicates the skills and training required to perform the standard empower the employees in making decision regarding training and challenging task.

There should be a unified system of ensuring that all workers are trained in order to eradicate low performance arising out training among employees of the same rank and qualification in the same work station. In other words training department in world food programme should first conduct rigorous job evaluation and the performance appraisal so that relative worthiness of job and performance are ascertained in effort oriented towards merit and training practice methods. Thee organization can not use all the training

methods hence it should select a method depending on the nature of content relevancies to participate levels of trainee's competences of trainer and instruction cost

World food program Uganda should review its training policies in comparison with other institution of higher training areas where it operate in order to come up with a good evaluation policy unlike learning and principle that is required of a manager in order to attract competent employee's who are facilitated by having condition in the training program with a lot of improvement.

Areas for further research

Despite all the efforts made by the researcher in investigating matters about the research has 100% accurately and exhaustively tackled all the problem areas pertaining future research by anyone who might be interested in them.

World food program Uganda operates in basically into sub offices in Uganda that is to say main office Kampala district. Further more it has fully fledged sub offices and in many nations. The study however covered only in the main branch. So a more comprehensive study that will cover all the branches as opposed only one by branch might be necessary to validate and invalidate and supplement the finding that have been generalized by the researcher.

The researcher did not look on the concepts like development, career development, and performance e appraisal. So a comprehensive study focusing on this suggested area could be done by any one who might be interested in studying about.

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Appendix 1.Introductory letter.

**OFFICE OF THE HEAD OF DEPARTMENT, ECONOMICS AND MANAGEMENT
SCIENCES
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 30 April, 2011

**RE: REQUEST FOR ACAYO WINFRED MBA/42958/92/DU
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing Masters of Business Administration (Human Resource).

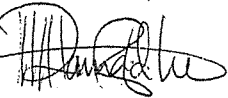
She is currently conducting a research entitled **"Training and Employee's Performance in World Food Programme Uganda."**

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

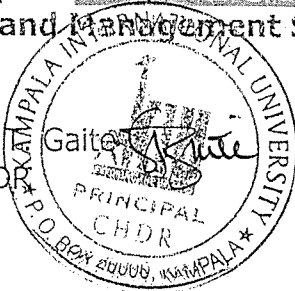
Yours truly,



Malinga Ramadhan
**Head of Department,
Economics and Management Sciences, (CHDR)**

NOTED BY:

Dr. Sofia Sol
Principal-CHDR





World Food Programme

Memorandum

WFP Kampala

To:	Malinga Ramadhan	From:	N. Immaculate
Title:	Head of Department , Economics and Management Sciences, (CHDR)	Titles:	Administrator
Section/Unit:		Section/Unit:	Administration.

c.c.

Ref:

Date: 28th May 2012

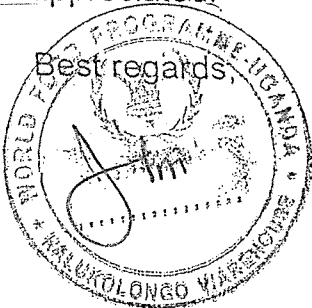
Subject: ACAYO WINFRED / Reg. No. MBA 42958/92/DU.

Dear sir/madam,

This is to confirm that, the above named student did her research study here with us; on Training and Employee's Performance.

Please, any assistance rendered to her is very much highly appreciated.

Best regards,



Appendix II. Informed consent

I am giving my consent to be part of the research study of ms Acayo Winfred that will focus on training and employee's performance in world food program Uganda.

I shall be assured of privacy and confidentiality and I will be given the option to refuse participation or withdraw of my participation at any time.

I have been informed that research is voluntary and that the results will be given it to me if requested for it

Initial:

Date:

Appendix iii: Research instrument.

Questionnaire for Human resource personal and the staff of world food programme Uganda

Dear Sir/ Madam,

I am a candidate for masters of Business in Human Resource management at Kampala International University with a study on training and employee's performance in world food programme. As I pursue to complete this academic requirement, may I request your assistance by being part of this study? Kindly provide the most appropriate information as indicated in the questionnaire and if possible please do not leave any item unanswered. Any data from you shall be for academic purposes only and will be kept with most confidentiality.

May I retrieve the questionnaire one week after you have received them?

Thank you for your cooperation.

Yours faithfully,

Acayo Winfred

Signature:

FACE SHEET

Data Received by _____

Code No _____

Respondent _____

PART A: DEMOGRAPHIC CHARACTERISTIC OF THE RESPONDENTS

Gender (please Tick)

1 male _____

2 female _____

Age

20-25 _____

226-29 _____

30-35 _____

36-39 _____

40 and above _____

LEVEL OF EDUCATION

1. Diploma _____

2. Degree _____

3. Masters _____

4. PhD' _____

5. Others _____

TYPE OF EMPLOYMENT

1. _____ Human Resource department

2. _____ Administrators

3. _____ Staff

4. _____ Customer/ clients

5. _____ Others

YEARS OF SERVICE

1-2 _____

- 4 _____
- 6 _____
- 8 _____
- Others _____

PART B: QUESTIONNAIRE TO DETERMINE THE NEED FOR SKILLS TRAINING IN ORLD FOOD PROGRAMME UGANDA

Direction: please respond to the options and kindly be guided with the scoring system below. Write your rating in the spaced provided

Score	Description	Legend
Strongly disagree	You disagree with no doubt at all	SD
Disagree	You disagree with some doubt	D
strongly disagree	You agree with no doubt at all	SA
Agree	You agree with some doubt	A

- The nature of skills training in this institution is highly conducive for you.
1. _____ The institution often recognizes excellent work done.
 2. _____ The institution empowers you to bring change after performance.
 3. _____ You satisfied with the way training needs skills are performed.
 4. _____ The organization offers you opportunity for advancement and for that matter you eager to learn
 5. _____ You are contented with the room for discussion about training.
 6. _____ Do you train in hazard free environment?
 7. _____ The challenging responsibility assigned to you by the institution induces you for further skills training.
 9. _____ You are contented with the criteria used in administering training promotion staff members.

PART C: QUESTIONNAIRE TO DETERMINE THE DIFFERENT KINDS TRAINING METHOD AND EMPLOYEE'S PERFORMANCE IN WORLD FOOD PROGRAMME UGANDA

10. ____ Learning takes place when you are on the job or work station
13. ____ The institution tells you what and how to perform a given task
14. ____ The education and training opportunity offered to you by the organization are conducted on the actual floor
13. ____ You are given role play task
14. ____ The institution gives work on the rotational basis
15. ____ The institution allows you to attend special projects and tasks
16. ____ The institution allows your successor to be trained
17. ____ You are given training during the conference
18. ____ Vacations are guaranteed to all employees who carry specific jobs

PART D: QUESTIONNAIRE TO ESTABLISH TRAINING EVALUATION AND EMPLOYEE'S PERFORM IN WORLD FOOD PROGRAMME UGANDA

19. ____ Perception of the top management towards training is good.
20. ____ Feedback on the training programme is valuable on money spent.
21. ____ There is achievement after training.
22. ____ Training is liked as a programme.
23. ____ Past training and job level are matched as in terms of training.
24. ____ Employee's transfer's strategies are settled as regards to environment high risk areas that build transfers.
25. ____ Performance is a key determinant for wage increased productivity and few complain.
26. ____ There is decreased exist and waste after training.
27. ____ The training evaluation corresponds with your skills, knowledge and training experience.

PART E: QUESTIONNAIRE TO DETERMINE THE LEVEL OF EMPLOYEE'S PERFORMANCE

28. ____ You derived a lot of satisfaction from your job
29. ____ Do you have a clear job security?
30. ____ The flexibility of your work motivates
31. ____ Quality output in your department is influenced by the level of performance
32. ____ Are you committed to your job?
33. ____ Do you have room for further development on your work?
34. ____ Financial and non financial reward from institution has totally integrated you with your job.

CURRICULUM VITAE

Name : Acayo Winfred
Place of birth : Republic of Kenya
Date of birth : 28th march 1979
Marital status : married
Nationality : Ugandan
Email : [acayowinfred 26@yahoo.com](mailto:acayowinfred26@yahoo.com)
Contact : +256772990246

A. ACADEMIC AND PROFESSIONAL QUALIFICATIONS

01ST Oct 2011: Membership certificate for international & Association of women ministers (speaker).
2010-2011: Master degree in Business of Human Resource (graduation await in November 2012).
15th 05, 2011: ETS.TOEFL certificate for international English Language Testing center.
2005-2008: Bachelor of Human Resource Management, 2nd class upper at Kampala international University.
2002-2004 : Diploma in development studies, 2nd class from Gulu University.
2002-2003 : Diploma in stores Management and stock control from Britain (Distance learning).
2000 -200 : `A` level certificate from Gulu central high school
1996- 1999 : `O` level certificate from Gulu high school

1989-1995 : primary leaving from Kamuli Township school.

B PERSONAL PROFILE

Highly self motivated , customer service oriented , analytical thinking , inter –cultural competences, innovative ,flexible & conscientious . Leader astute and visionary .

C. other competences: Excellent interpersonal communicative, team work .counseling and organizing skills.

D. career objectives

Utilize the available opportunity to acquire skills and become proactive member from whom the world society can benefit.

E. CAREER HISTORY / EXPERIENCE

**Year : 2004-2005 M/S Proctor & Allan Uganda limited p.o box 70382
Kampala**

Position : Assistant Human Resource Officer

Duties and responsibilities

To prepare recruitment exercise, selection, placement, training, orientation, and promotion of staffs,

To ensure effectiveness of staff performance, motivation, appraisal and regular review.

To develop and align Human Resources plan strategies in accordance with the company policies, procedures in compatible with the labor laws, be applied accordingly.

To monitor staff development guidance, training roles, learning abilities be carried out as scheduled.

To prepare pay rolls .leave roaster to ensure staff assign all the application with their respective supervisors.

To adhere and legalize the staff welfare grievances and carry out counseling exercise to mold them

To establish and maintain human resource management systems.

Develop and manage the complete communication, implementation, maintaining and to review human resource polices for staffs.

To develop and implement an effective human resource, data base application and reporting procedures put in place.

To advice and educate staffs on issues related to performance analysis, legal compliance, disciplinary procedures, grievances conflict resolution and resultant out come

To perform any other duties deemed by the manager.

Year : 2006 up to date. World food program sub office Nalukolongo.

Position : Assistant Admin / Store keeper.

Duties and responsibilities.

To ensure safe custody of the organizational equipments fully recoded and taken charge of.

Place requisition for replenishment items like uniforms, register books plus any other items as required for operation.

To receive /dispatch goods from the stores and issue goods received notes within the organizational stores as applicable

To ensure up to date of monthly submission report.

To carry out recruitment exercise as planned.

Carry out effective communication with staffs in the field and nearby communities

To monitor stock level and their state of first in first out, slow moving absolute items hence bring forth attention to management.

To adhere to any other duties when called upon by the supervisor.

ETHICS AND ENTERGRITY

To maintain, efficiency in all business transaction which are related to the organization?

To keep confidential information in the course of assigned duties/responsibilities.

To always be honest and careful in all transaction dialogues which can perceive conflicting center of interest.

Never to influence in making decision which consequently may grant position of hospitality, hence leading to self aggrandizement.

LANGUAGE PROFICEINCY

	Speaking	writing	Hearing
English	excellent	good	very good
Luo	very good	very good	very good
Lusoga	good	quite good	very good
Luganda	good	poor	very good
Kiswahili	good	quite good	good

HOBBIES

Reading novels and the holy bible

Team work

Driving

Sharing with others and getting new adventure

INCONCLUSION

I strongly would wish to certify that the above statement made by me in respect of the aforesaid , are equally true , accurate to the best of my knowledge , understanding and belief thereof gratefully thank you very much for your cordial regards thrown here to.

Acayo Winfred