

**THE IMPACT OF TRAINING ON PERFORMANCE OF COMMUNITY  
BASED ORGANISATION: A CASE STUDY OF COMMUNITY  
EMPOWERMENT PROGRAMME FOR RURAL  
DEVELOPMENT (CEFORD) IN  
ARUA DISTRICT.**

**ALUONZI BURANI**

**A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
THE DEGREE OF MASTER OF ARTS IN DEVELOPMENT  
ADMINISTRATION AND MANAGEMENT OF  
KAMPALA INTERNATIONAL  
UNIVERSITY.**

**SEPT 2008**

### DECLARATION

I Aluonzi Burani do here by declare that "*The Impact of Training on the Performance of Community Based Organization*" is entirely my own original work, except where acknowledged and that it has not been submitted before to any other University or Institution of higher learning for the award of degree.

Sign: 

Date: 16/10/08

**APPROVAL**

This thesis has been submitted for examination with my approval as the candidates  
University Supervisor

Dr. Mwaniki Roseann Date:.....18/10/2008.....

Sign:.....Mwaniki.....

## **DEDICATION**

This piece of work is dedicated to my family especially my son Aluonzi Osman.

## ACKNOWLEDGEMENTS

I wish to first and foremost thank the Almighty Allah for his strength, grace and mercy in accomplishing this work. All that we known are a sum total of what we have learned from all who have taught us, either directly or indirectly.

I am forever indebted to the countless outstanding men and women who by their commitment and dedication to becoming the best they could be, have inspired me to do the same. I wish to sincerely thank my thesis supervisor, Dr. Mwaniki Roseann, and Dr. Adedeji Segun who contributed a lot to the outcome of this thesis. I also thank Dr. Canene Angelita for the efforts she put to see that this study is completed out successfully by assigning me a new supervisor.

My sincere thanks go to Mr. Musana Michael the Associate Dean of School of Business and Management for understanding my situation by reducing the workload on me to enable me accomplish this task. I also thank Mr. Anguzu and the entire administration of CEFORD for cooperation they have shown me during the process of conducting this study.

The contribution of my families especially Uncle Major General Ali Bamuze, Habibu Maliamungu Osman, Manisur Geriga, Sadam Apangu Hussein, Mammy Nusura Tiko and Daddy Safi Apangu cannot be forgotten. I thank all my friends including Abanis Turyehebwa, Kona Daudi. Paterinus Patrick, Arafat Yasser Ddumba, Odero Michael, Simon Duku and all members of RAAUS and SIMIT, Jamali Kiira and Solo.

Finally I thank all those who contributed to the outcome of this piece of work whose names would not appear here because of space and am grateful to you all and may Almighty Allah bless you.

## TABLE OF CONTENTS

DECLARATION.....	ii
APPROVAL .....	iii
DEDICATION .....	iv
ACKNOWLEDGEMENTS .....	v
TABLE OF CONTENTS .....	vi
LIST OF TABLES .....	vii
LIST OF FIGURES .....	ix
ABSTRACT.....	x
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background of the Study .....	1
1.2 The statement the problem.....	3
1.3 Purpose of the study .....	3
1.4 The research objectives .....	3
1.5 The Scope of the Study.....	4
1.6 The Significance of the Study.....	4
<b>CHAPTER TWO: REVIEW OF THE RELATED LITERATURE</b>	
2.0. Introductions .....	5
2.1. The review of related literature.....	5
2.1.1. Training Approaches .....	5
2.1.2. Performance Appraisal .....	7
2.1.3. Training as a Corrective Measure for Improved Performance .....	9
2.1.4. Rate at which Training is offered to Employees. ....	12
2.2. Conceptual framework .....	13
2.3. Appraisal of literature.....	18
<b>CHAPTER THREE: METHODOLOGY</b>	
3.0 Introduction.....	20
3.1 Research Design.....	20
3.2 Sampling Procedure .....	20
3.3 Samples.....	21
3.4 Instruments.....	21
3.4.1 Questionnaire .....	21
3.4.2 Interviews Guides.....	21
3.4.3 Focus Group Discussion .....	22
3.5 Research Procedures.....	22
3.6 Data analysis .....	22
3.7 Ethical considerations.....	22
3.8 Limitations .....	23
<b>CHAPTER FOUR: DATA PRESENTATIONS, ANALYSIS AND INTERPRETATION.</b>	
4.0 Introduction.....	24
4.1 Background.....	24
4.2 Types of training approaches used. ....	25
4.3 The practice of annual performance appraisal. ....	29
4.4 Use of training as a means to improve performance .....	35

4.5 Routine training.....	37
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS</b>	
5.0. Introduction.....	40
5.1. SUMMARY .....	40
5.1.1. Type of Training Approaches .....	40
5.1.2 Performance appraisal practices.....	41
5.1.3. Using training as a means of improving performance.....	41
5.1.4. Rate of conducting training.....	41
5.2 CONCLUSIONS.....	42
5.3. RECOMMENDATIONS.....	43
REFERENCES .....	44
Appendix A:Introduction Letter .....	47
Appendix B: Questionnaires.....	48

	<b>LIST OF TABLES</b>	<b>PAGES</b>
Table 3.1	The sampling of respondents	21
Table 4.1	Respondents according departments	24
Table 4.2	Response according gender and age	25
Table 4.3	The training approaches used in the organization	25
Table 4.4	Forms of On –the- job training	27
Table 4.5	Response on the forms of Off- the- job training	28
Table 4.6	The practice of Annual Performance Appraisal	29
Table 4.7	The Appraisal results in comparison with the achievement of objectives	30
Table 4.8	The measures taken to improve performance	33
Table 4.9	The actions taken to maintain staff performance	34
Table 4.10	Training being used as a means to improve Performance	35
Table 4.11	Employees’ expression that training has solved their performance problem	36
Table 4.12	The conduct of the routine training	37
Table 4.13	The rate of offering induction training to employees	38
Table 4.14	Employee response after induction training	39



<b>LIST OF FIGURES</b>	<b>PAGES</b>
Figure 4.1 Bar graph showing forms of On- the –job training	27
Figure 4.2 Pie chart showing forms of Off- the-job training	29
Figure 4.3 Bar graph showing Appraisal results in response to achievement of objectives	31
Figure 4.4 A line graph showing measures taken to improve performance	33
Figure 4.5 Bar graph showing actions taken to maintain staff performance	35

## ABSTRACT

This study analyzes the impact of training on the performance of Community Based Organization, an analysis of Community Empowerment for Rural Development in Arua District. The purpose of the study was therefore to analyze the relationship between training and the performance of Community Based Organizations. The objectives of the study were to investigate the training approaches used, the practice of performance appraisal, measures taken to improve performance and how often the organization conducts training. This study utilizes descriptive research design where both qualitative and quantitative techniques of data collections were used. The population was 60 and a sample size of 48 was used representing all the departments in the organization from Heads of Departments to Field Officers in CEFORD Head quarters in Arua. The instruments used included questionnaires, interviews and focus group discussion to obtain data from the respondents.

The results of the study reveals that mostly men were the ones involved in the activities of Community Based Organization at a rate of 77%, On-the-job training was mostly practiced at a rate of 60%, Mentoring as a form of On -the- job training was mostly practiced in the Community Based Organizations at a rate of 47%. The study revealed that most Community Based Organizations practiced Annual Performance Appraisal at a rate of 67% and use training as a means of correcting poor performance. The organizations averagely conduct routine training and use methods like staff training needs assessment, performance appraisal to identify the training needs. Therefore the researcher concluded that training alone cannot help to improve performance of employees and recommended that a holistic approach that includes motivation and promotions should be practiced. The study further recommended more studies to be conducted in areas of staff recruitment, finance management and motivation of staff.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Community Empowerment for Rural Developments (CEFORD) is local Non-Governmental organizations (NGO) based in West Nile with its regional headquarter in Arua district. It is an NGO that was formed as a result of a merger between Netherlands Development Agency and Community Action Program (CAP). The United States Aid for International Development (USAID), European Union (EU), and other Donor Groups fund it. It is a registered member of the Uganda National NGO Forum, Member of Uganda Water and Sanitation Network (UWASANET) and Uganda Participatory Development Network. As non-profit making organization, the organization's main objective is to provide services to the community in areas of skill transfer, food security, girl child education, HIV/AIDS awareness, and income generating activities and women empowerment programs.

Community Empowerment for Rural Developments (CEFORD) is a Non- Governmental organization (NGO) that majorly deals with empowering the local community by training them in various skills like book keeping skills, Management skills, girl child education, HIV/AIDS awareness. Apart from the capacity building the organization also handles organizational and institutional development, agricultural extension, food security, adult and girl child education and peace and conflict resolution. It has its branches in Arua, Moyo, Adjumani and Nebbi districts. It offers training and capacity building to local non-governmental organizations like Yumbe Development Farmers Association, Arua District Non Governmental Networks (ADINGON) and African Child Care Fund. The following are some of the objectives:

- To strengthen the capacity of the existing Non- Governmental organizations NGOs, Community Based Organization (CBOs) and Net works in to an active, organised and capable society in West Nile through training.
- To encourage active participation of women, men and children in District, County and Sub-County planning and policy formulation especially on issues of service

delivery.

- To ensure positive attitude of women, men and children of West Nile towards enrolment and retention of girls and other disadvantaged children in schools.
- To ensure food, income and security are guaranteed for women, men and children of West Nile especially at households.
- To ensure women in West Nile are empowered to participate as equal partners to men in decision-making and control over resources both at household level and community level.

Despite this funding by Non- Governmental organizations (NGOs) and Inter-Governmental Organizations (IGOs), there ought to be poor performance of the organization like low level of participation of women, men and children in the District, County and Sub-County planning and policy formulation especially in service delivery. This research was therefore concerned with the poor performance of the organization and how training tried to solve the problem. In other words the study was based on how training of the workers and functional managers impact on the performance of the organization.

Training, according to Birungi (2003,pp.39), “Is the process of imparting employees of an organization with the body of knowledge and skills necessary for them to understand the overall working of the organization and to be able to perform specific tasks with a high level of performance”. This means that training should enable the employee to understand the operations of the organization hence it must be tailored to achieve the organizational objectives.

On the other hand, effective performance of an organization refers to when an organization is meeting its objectives and goals. Berdnian *et al*, (1995) suggested that, “Performance should be defined as the outcome of work because they provide the strongest linkages to the strategic goal of the organization, customer satisfaction and economic contribution”. This refers to the accomplishment but also states that performances is about doing the work as well as being about the results achieved. In the

context of this research, performance refers to when an organization is achieving its objectives. The organizational performance is achieved when every individual is performing or meeting their objectives. In the case of this research effective performance means provision of services to the community.

## **1.2 Statement of the Problem**

In Arua district, there has been high rate of formulation of Non-Government organizations and Community Based Organizations (CBOs) and Networks in the community. However, it has been observed there are cases of poor performance of the organizations in service delivery to the communities resulting in the collapse of the organizations. The researcher was interested to know why there has been poor performance in services delivered by Community Empowerment for Rural Development in Arua district. The studies also considered the implications of this on the community and suggest the way forward.

## **1.3 Purpose of the study**

The purpose of this study was to analyze the relationship between training and performance of a community-based organization.

## **1.4 The research objectives**

The study was guided by the following objectives:

1. To investigate which training approach does the organization use.
2. To investigate whether the organization carries out performance appraisal.
3. To investigate whether training is used as a corrective measure after performance appraisal process.
4. To investigate how often the organization conducts training for its employees.

## **Research questions**

The following were the research questions:

1. What approach of training does the organization use?
2. Does the organization carry out performance appraisal?

3. Does the organization use training as a corrective action after performance appraisal?
4. How often does the organization conduct training for its employees?

### **1.5 The Scope of the Study**

This research covered Community Empowerment for Rural Development headquarters based in Arua district headquarters. It covered the heads of department, deputy heads of department, supervisors and field officers in the Community Empowerment for Rural Development Headquarters.

The research was limited to training as a means of remedy to poor performance. This covered issues to do with training approaches used in the organization, the performance Appraisal practices, and the rate of conducting training for the employees in the organization and whether training has been used as a corrective action after performance appraisal process.

### **1.6 The Significance of the Study**

The study will in future benefit the employers, administrators and the students in the following ways:

- The findings and recommendations of the study can help the organization's managers and administrators to improve performance of the organisation. The recommendation can help the administrators to design suitable approaches in dealing with performance related issues in the organisation.
- The study can also assist employers to understand the views of their workforce in regard to general conditions of working environment especially pertaining to the employees' performance and requirements that are needed to improve their performance. It will act as benchmark for most organizations that have over years neglected the forces of training for the effective performance of the organization.
- Most importantly, the finding of the research will assist other scholars and students by offering suggestions upon which further studies can be carried out apart from adding on to stock of knowledge that already exists about the effects of training on performance.

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

#### 2.0 Introductions

This chapter covers the conceptual framework and the review of the related literature in line with the question earlier raised to which the study is anchored or based.

#### 2.1 The review of related literature

##### 2.1.1 Training Approaches

According to Gomez (2001, pp264) “Training is a planned effort to provide employees with specific skills to improve their performance”. Effective training can also improve morale and an organization’s potentials. Poor or inappropriate training can be as source of frustrations for everyone involved.

There are generally two broad approaches to training. These are on-the-job training and off –the- job training. According to Ivancevich (2001, pp393), “On-the-job training is when an employee is placed into real work situation and shown the tricks of trade by an experienced employee or supervisor”. On-the-job training therefore means that as the employee works, training goes on in form of job instruction training. It is estimated that more than 60 percent of training occurs On-the-job (Ivancevich, 2001, pp 393). The study therefore comes to identify whether On- the- job training is being practiced in order to equip the employees with the necessary skills that will lead to delivery of services to the community.

Prasad (2001, pp 498) emphasized that On-the-job training is “To learn by doing itself”. This means that On – the- job training is achieved through mentoring, demonstrations, apprenticeship and coaching” and Schermerborn (1993, pp97) went on to say that “On-the- job training is done in the work setting while some one is doing a job, some of the approaches include job rotation, formal and informal coaching, apprenticeship and modeling.” Apprenticeship involves a work assignment where someone serves as an understudy or assistant to a person who already has the desired job skills. “Through the relationship an apprenticeship learns the job over a time and eventually becomes fully

qualified to perform it” argued Schermerborn (1993, pp97). This is due to transfer of skills.

Apprenticeship, Leslie and Lloyd (2000, pp 324) defined it as a system in which an employee is given instructions and experience both on and off the job in all the practical and theoretical aspects of the work requirements in a skilled occupation, craft and trade. This means that the experienced employee, supervisor imparts the knowledge to the less experienced employee the trainee.

According to Schermerborn (1993, pp97) modeling is the process through which a person demonstrates through personal behaviors what is expected of others. Job rotation according Schermerborn (1993, pp97) is the process, which allows people to spend time working in different, jobs and thus expands the range of their job capabilities.

Coaching occurs when an experienced person gives specific technical advice to some one else. This can be done on formal planned bases by supervisor or co-worker. It can also occur more informally as a help spontaneously offered when the need arises. Coaching, Leslie and Lloyd (2000, pp 324) defined it as an activity that is carried out by the experienced manager emphasizing the responsibility of all the managers for developing employees.

All the above techniques are concerned with transfer of knowledge, skills, and experience from one person to another with the aim of improving performance. Sloman (2005) argues that On-the-job training can be defined as an activity under taken at work place, which is designed to improve an individual’s skill and knowledge. On-the-job training is a well established and well-used intervention designed to enhance individual skills and capabilities whose characteristics include:

- The training being delivered on one to one bases and taking place at the trainee’s work place.
- Require time to take place including potential periods when there is little or no useful out put product or service.



- Being specified planned and structured.

The merits of this type of training include immediate feedback from the trainee, the trainee has an opportunity to practice immediately and training can be delivered in optimum time. This study now helps to identify and emphasize the use of the above On-the-job techniques that will help the employees to deliver the services to the community as a result of the trainings since necessary skills are acquired by the employees.

Off-the-job training is often used by the organization with big training programs. Ivancevich (2001, pp 400) advances that Off-the-job training techniques are used for specific purposes or objectives. According to Prasad (2001) Off-the-job training is a “method of training where the trainee is separated from the work situation and his attention is focused on learning the material related to his future performance.” This means that the trainee is not distracted by the job performance and can put his concentration on learning and is done through lecture methods, discussion and programmed instructions.

Schermerborn (1993, pp380) argues that Off-the-job training is accomplished through outside the job settings. It may also be done within the organization at a separate training room or facility or at office site location. The study now emphasizes the use of the Off-the-job training in order to impart required skills to the employees. Off-the-job training techniques provide a different atmosphere from the job environment which may lead to the concentration of the employees.

### **2.1.2 Performance Appraisal**

Although employees may learn how well they are performing through informal means such as workers telling them what a great job they are doing or their superiors giving them an occasional pat on the back, performance appraisal is discussed here as a formal organizational structure. Schuler and Stuart (1986, pp275) defined performance appraisal as “ a system of measuring, evaluating and influencing an employees job related attributes, behavior, outcome and level of absenteeism to discover at what level the

employees is presently performing on the job". This involves determining how predictive the employee is and if the employee can perform more effectively in the future so that the employee, the organization and the society can benefit.

Performance appraisal is a technique to determine performance deficit. Prasad (2001, pp524), argued that "It is the process of evaluating the performance and qualification of employees in terms of requirements of the job which he is employed for, for the purpose of administration, including placement, selection for promotion, providing financial reward and other actions which require differential treatment among the members of the group as distinguished from action affecting all members equally." This means that there are several actions that are taken as corrective measure for improving performance by managers at different levels.

Rao (2001, pp207) argued that "Performance appraisal is a method of evaluating the behavior of the employees in the work spot, normally including both the quantitative and qualitative aspects of job performance." This means that performance refers to the degree of accomplishment of tasks that make up an individual's job. Performance appraisal helps us to find out whether an employee is worth continued employment or not worth receiving bonus, promotion and training. Performance needs to be assessed or evaluated from time to time. Rao (2001,pp207) advanced that " performance appraisal when properly conducted not only let the employee know how well he is performing but should also influence the employees future levels of efforts, activities, results and task direction". Performance appraisal therefore gives us results of the employee potential for development. This means that performance appraisal is a systematic description of an employee's job weaknesses and strengths.

Performance appraisal, Randal and Pierce (1989, pp612) argued that it is a process of evaluating how effectively employees are fulfilling their job responsibilities and contributing to the accomplishment of the organizational goals and Robbins (2001, pp199) went on to say that Performance appraisal is a process of establishing

performance standards and evaluating performance in order to arrive at objectives, human resource decision and to provide documentation in order to support personnel decision. This study therefore comes to analyze whether the organization carries performance appraisal to determine the actions that are taken to improve performance of employees in service delivery to the communities.

According to Bartol and David (1998, pp 329) performance appraisal is the process of defining expectations for employee's performance, measuring, evaluating and recording performance relative to the expectation and providing feedback to the employee. This means that the appraisal results should be given to the employee and recorded and kept in the personal files. The study therefore comes to establish whether the appraisal results are used to give employees a feedback which helps them to adjust their efforts to meet their objectives. This has impacts on the performance of the organisation in terms of service delivery.

### **2.1.3 Training as a Corrective Measure for Improved Performance**

Training is widely accepted as a problem-solving device. "Indeed on national superiority, in manpower productivity can be attributed in no small measure to be accompanied by a tendency in many quarters to regard training as a panacea, it is almost a tradition in America to believe that if someone is good, more of the things is even better hence, We take more vitamin pills to solve personal health problem and more training to solve our manpower problems, over and under emphasis stems largely from inadequate to cognition and termination of training needs and objectives. They also stem lack of professional nature, professional techniques of modern industry training." Rudaraba (2001, pp187) reflecting the expression of Milton L Blum. This view was also supported by Garet *et al* (2000,pp368) that, "Training primarily focuses on teaching organization's members on how to perform their current jobs and helping them to acquire knowledge and skills they need to be effective performers." This means that the skills will reinforce the effective delivery of services to the community by the organization.

Training, according to Gary (2000), "is the process of teaching new employees with the

basic skills they use to perform their job.” It is through training that new employees get acquainted with what they are supposed to do or perform, reducing errors and mistakes which they would make and which would be a cost to correct, therefore, adding advantage to effective performance. The study would therefore want to establish whether training has been used by the organisation to improve performance, avoid operational mistakes by employees during the process of performing their duties or delivering services to the community.

Morale is a mental condition of an individual or group, which determines the willingness to cooperate. High morale is evidenced by a willingness to cooperate, enthusiasm, voluntary confirmation with regulations and willingness to cooperate with others to achieve the objectives. Training increases employee morale by relating their skills with job requirements. Possessions of skills are necessary to perform the job well and often tend to meet such a human need as security and satisfaction. Trained employees can see the job in more meaningful way because they are able to relate to their skills.

Memoria and Granker (2001,pp635) reflected Theo Haimann arguing that “it is a state of mind that earns from affecting the attitude and willingness to work which in turn affects individual and organizational objectives.” and Mee however holds the view that “ Good employee morale is the mental attitude of the individuals, or of the group which enables an employee to realize that the maximum satisfaction of his desires, coincides with the fulfillment of the objectives with those of the company and subordinates own desires to those of the company.” This means that the employee should get internal satisfaction from the job in order to provide his services to the expectation of the organization. The study is interested to find out the use of training by the organization to impart skills to employees in order to improve their morale to see the job meaningfully and to provide services to the community.

Training helps to improve the quality of the services, when proper services are provided they increase the performance of an organization. Mamoria and Ganker (2001, pp365) suggest, “Better informed workers are less likely to make operational mistakes. Quality

increase may be in relationship to accompany product or service, or in reference to the tangible organizational employment atmosphere” and Robbins (1997, pp165) argues that “managers seek to control the behavior of employees in an organization; one of the approach is by providing training.” Most organization encourages or even requires employees to under go training in order to keep their skills current. These formal training programmes teach employees desired work practice and in so doing act to shape the employees on the job behavior.

Schermerborn (1993, pp379) argues that “training is a set of activities that provide learning opportunities to acquire and improve job related skills.” This applies both to the initial training of an employee and to upgrading or improving some skills to meet changing job requirement. Schular and Stuart (1986, pp 234) argued that employees’ performance in part is determined by the ability as well as motivation, training can improve it and that in order to provide the appropriate training it is important to know the employees current level of performance and what aspects of it are unacceptable. This means there is need to identify the areas of problem to the employee and have them ironed through training hence calling for the training needs assessment. The study now looks at how training needs assessments are carried out in order to provide the employees with the required skills to improve their performances when delivering services to the community.

Leslie and Lloyd (2000, pp 324) defined training needs assessment as the systematic analysis of the specific training activities required by the business or organization to achieve its objectives. The same process is demonstrated in the training process below beginning with the assessment of the training needs, setting objectives, developing training programs, planning for the evaluation, conducting the training, evaluating the program and modifying the training based on the evaluation and training, according Michael (1997, pp 9) training is providing the right skills at the right time so that the organization can achieve its strategic objectives .In this way it supports the line managers as they endeavor to reach the specific objectives and targets the organizations set for them.

The specific objectives and targets now leave us with identifying exactly what the trainee needs in order to improve performance. Michael (1997, pp 43) defined training needs analysis as the systematic and thorough investigation of a problem with purpose of identifying exactly the dimension of that problem and that whether or not the training can solve it. The study therefore comes to establish the whether training needs assessment is done in the organization as a means of solving employee performance related problems.

#### **2.1.4 Rate at which Training is offered to Employees.**

Every organization big or small, productive and non productive, economic or social, older or newly established must provide training to all its employees, irrespective of their qualifications, skills and stability at job. Training is not something that is done once to new employees; it is used continuously in very well run organizations. Furthermore, technological changes, automation, require updating the skills and knowledge. As such an organization has to retrain current employees. Because of the importance of training, more training takes place without Government intervention. In 1991, 24% of the Mexican workers reportedly received some training on On-job- training to improve their skills on the job. High technology used by the company and organizations will mean that more training is required than a firm that uses low technology, Rudraba (2001, pp187).

In voice of America Broadcast the training Director Lockheed Aircraft Company in California observed that in 1965 that out of their 22,000 workforce as many as 16,000 underwent training programs within the company. Formerly the company used to have training programs once in three years but due to aerospace achieving technology was advancing so fast that would put their workers obsolete, Rudraba. (2001, pp191). The essential purpose of training is to develop the knowledge and those skills and attitudes that contribute to the well being of the company's employees and Michael (1997, pp 8) emphasized that training is concerned with the development of knowledge and skills to be used immediately or in the very near future and deals with the development of people who already have it or who are just about to enter the job. The organization needs to have a culture of training and retraining its employees in order to meet the changing environment in terms of the opinions and perceptions of the community and to learn how

best services can be provided to the communities.

It is a process, which achieve some sort of change in behavior in an individual in the short term. This short-term focus means that training concentrates on job skills, knowledge and attitudes, which are required immediately in work place or in the near future in order to do the job to the specifications of the employer. To be successful, training must have a specific starting and end. It must be carefully planned; use appropriate techniques to asses how well the participants in the training have learned and evaluate how the training has helped the organization reach its goals. Michael (1997, pp 8) argued that “training is a systematic process with input and out put” this means that the knowledge imparted in to the employees should improve their performance and work place is only the measure to determine the success of training. Training is therefore oriented to words job performance now and in future.

## **2.2 Conceptual framework**

Training is the process of imparting knowledge to the trainees. Rao (2001,pp246) reflected Dale Defining training as “ The recognized procedure by which people learn knowledge and skills for a defined purpose” This therefore means that training improves, changes, and moulds the employees knowledge, skills, behavior, aptitude and attitude towards the requirements of the job and the organization. This training is rooted in the learning process. Mamoria and Ganker (2001, pp283), defined learning as “The human process by which knowledge, skills, habit and attitude are acquired and utilized in such a way that behavior is modified”. This behavior can be modified to result into motivation, commitment and hence improved performance.

To choose the best training methods, management has to consider a number of factors like number of people to be trained, the cost of training and the objective of training, Chuck (2003, pp 540) argues that “if the objective of the training is to impart information or knowledge to trainees, then you should use films and videos, lectures and planned reading, if the analytical and problem solving skills is the objective then use case studies, coaching, monitoring and group decision. If the objective is practicing learning and

changing job behaviors then use On-the-job training, role playing, stimulation and games”. Management has to take this in consideration when offering training therefore training needs assessment becomes important.

There are all kinds of training and development methods and their effectiveness depends on whether what are being taught are facts or skills. Angelo and Brian (2003, pp 296) argues that “if people are to learn facts such as rules or legal matters, lectures, video tapes and work books are effective. If people are to learn skills such as improving interpersonal relations or using new tools then techniques such as role-playing and practicing work are better”.

Training therefore depends on the objective that are to be achieved or problem to be solved. Angelo and Brian (2003, pp 296) advanced that one of the types of training approaches is the On-the-job training which they defined as “training that take place in the work settings while employees are performing job related tasks”. This approach therefore includes, coaching, monitoring, job rotation and planned work activity.

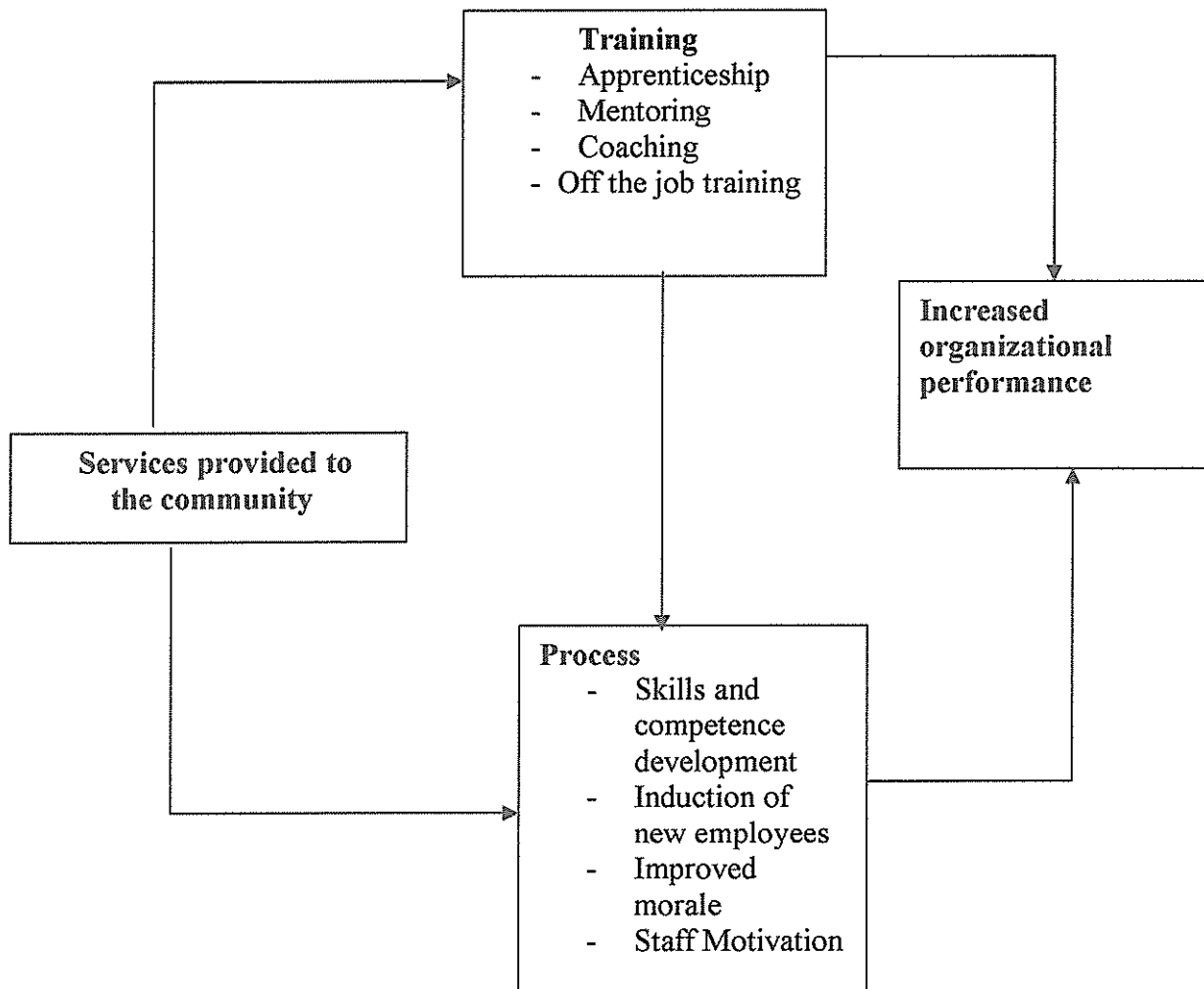
Maicibi (2007,pp 44) defined coaching as “a person to person training techniques designed to develop individual skills, knowledge and attitude, it is indeed on the job guidance, encouragement and teaching with view to improving individual performance”, while Lewis (2000) as reflected in Maicibi (2007,pp 44) as “a relationship and a set of process where one person offers help, guidance, advice and support to facilitate the learning or development of another person” and Angelo and Brian (2003, pp 296) defined job rotation as “when employees are given lateral transfer to allow them to work in different job”. The intension of all these approaches is to transfer skills and competence, motivation of employees and to improve performance.

The training approaches to impact these skills and knowledge can be through coaching, mentoring and job rotation. The type of training approach depends on the objectives and the number of people to be trained. Trained employees acquire skills and competence, motivation to their work since they do not have difficulties to do their jobs and this result



in to high commitments and increased performance, which in totality results in organization's performance as demonstrated in the following conceptual framework.

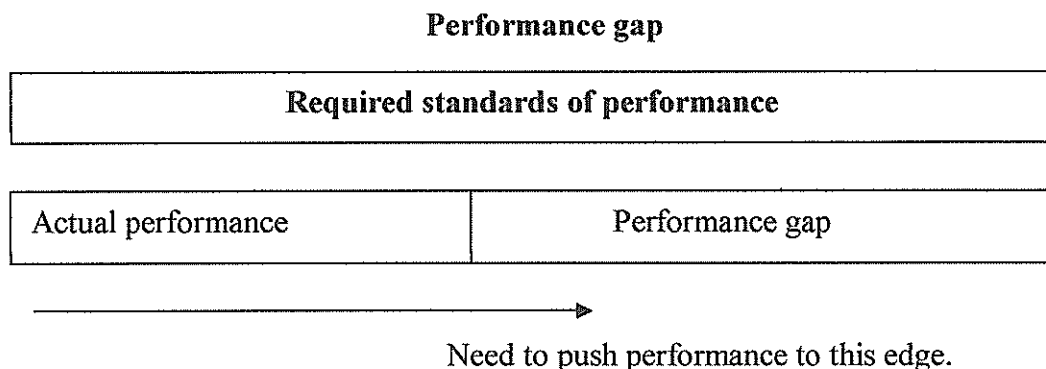
**A conceptual framework illustrating how training impacts on performance of employees' of an organization.**



The above framework illustrates how training impacts on performance of employees' of an organization. One of the ways by which training imparts on performance is by looking at the process. Training leads to development of skills, which employees use to improve their performance at work. Induction training helps employees to quickly settle at work especially the newly employed workers. Since employees acquire new skills through training, it motivates them intrinsically and they become committed and work hard as they have seen chance of development.

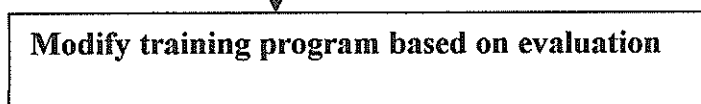
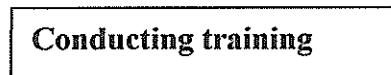
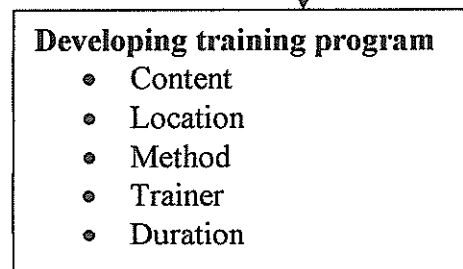
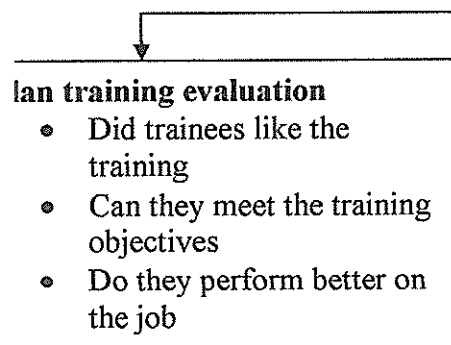
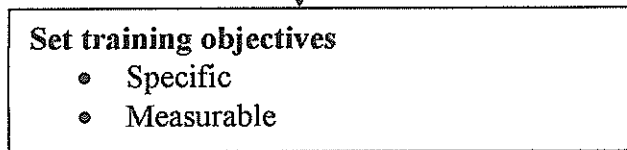
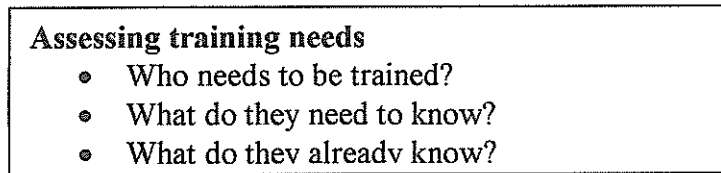
These skills can be transferred to the trainee or employee under going training through apprenticeship training, mentoring, and coaching and Off - the -job training. The approach to use will depend on the objectives of the training, the number of people to be trained and the cost of training. It there means that training improves on the employees' skills in services delivery to the community.

Performance appraisal is all about discovering the performance gap. Michael (1997, pp 43) argues that performance gap is the difference between the expected performance and the actual performance of an individual. The performance gap is found by identifying and documenting the competencies required or the standards required for the job to be performed and matching these to what the individual is actually doing in the job at work place at the time.



Source: Michael, T. (1997, pp 43) Training in Australia: Design. Delivery. Evaluation. Management. Australia: Prentice Hall

## Training Process



Source: Griffin, (2002, pp.432), Management. (7<sup>th</sup>ed). Boston: Hoston Publishers.

The first step in developing a training plan is to determine what training needs exist, who needs to be trained and asking what have they known. This helps the trainer to prepare to meet the costs of the training, the material to be delivered and the period of time to be taken by the trainees. After identifying the staff to be trained and identifying their needs, then the training objectives are set. These objectives will now guide the training programs; the objectives should be specific and measurable (Griffin, 2002).

Development of training programs in terms of the contents, methods of delivery of material, duration, location and who the facilitators or trainers will be, can be done after the objectives are already in place. An evaluation plan should also be developed in terms of trainees view towards the training achievements of objectives and observation on their performance on the job.

After evaluation, modifications can be made in training program depending on the results and recommendations of the evaluation report in terms of adding new items in the training program and omitting others. Then, the training process is complete only if it has achieved its objectives and performance has increased.

### **2.3 Appraisal of literature**

However, it is not training alone that improves the performance of organizations. There several factors that contributes to increased performance of the employees at work. Gary (2000, pp343) observed that there are several reasons to appraise employee performance. First appraisal provides information upon which promotion and salary decisions can be made. Secondly they provide an opportunity for you and your subordinates work related behaviour. This in turn lets both of you develop a plan for correcting any deficits the appraisal might have unearthed and reinforce the things the subordinate does right. Finally the appraisal should be central to the firm's career planning process because it provides good opportunities to review the persons career plans in light of his exhibited strengths and weaknesses.

Schular and Stuart (1986,pp 234) argued that employee performance appraisal can motivate employees by serving as basis for distributing compensation. "A valid appraisal of employee performance is necessary in order for an organization to provide contingent reward (that is to say those based on performance)". Performance Appraisal can be used to determine pay as well as to increase pay. The same views were also supported by Leslie and Lloyed (2000, pp413) who argued that "appraising performance without a system that ties the results of that appraisal to the organizations reward system will create an environment where employees are poorly motivated". Organization rewards are rewards both intrinsic and extrinsic received as a result of employment by the organization. Intrinsic rewards are rewards internal to the individual and normal derived from the involvement at work activities while extrinsic consists of rewards offered by the organization and consists of the base wages and salary, any incentive or bonuses and any benefits employee receives in exchange for their work. The performance rewards relationship is desirable not only at corporate level but also at the individual employment level. The under lying theory is that the employee will be motivated when they believe good performance will lead to rewards.

The study therefore considered how training can be used to solve the problem of poor performance since the organization deals mostly in service delivery to the community as a non-profit making organization. It further looks at the other means from which employee performance can be improved.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter covers the research design, sampling procedure, samples, instruments, the research procedure, data analysis and limitations of the study

#### **3.1 Research Design**

Descriptive research design was used in the study. The descriptive research design helped the researcher to describe and explain the phenomenon that happened in the organization. Qualitative research approaches like Focus Group Discussion were used in order to obtain in depth information about the study or the views of the respondents, which cannot be recorded quantitatively. Quantitative research approaches were used to obtain the data that can be measured in numerical figures.

#### **3.2 Sampling Procedure**

There were 60 employees at Community Empowerment for Rural Development headquarters in Arua that were taken as a population to draw a sample of respondents. The population comprised employees, support staff, management at various level and some Board members. Then a purposive sampling technique was used to select the samples because there were offices or respondents that are concerned with the information or data the researcher wanted to collect.

This included departments and field offices. Therefore, the samples covered the heads of department, deputy heads of department, supervisors and employees in the departments of Food Security and Environmental Protection, Administration & Finance, HIV/AIDS Awareness and Capacity Building and Training because they are involved in issues of monitoring performance of their employees and evaluate the performance of their employees and employees also participate in performance appraisal. There was uniform distribution of the number of respondents in every department. In other words 12 respondents represented every department totaling to 48 respondents. The remaining 12 employees included drivers, gatekeepers and other support staff who would not provide

data about training of employees to the study.

**Table 3.1: Showing the sampling of the respondents.**

Department	H.O.D	D/H.O.D	Number of supervisors	Number of field officers	Total
FEP	1	1	5	5	12
F&A	1	1	5	5	12
HIV/AIDS	1	1	5	5	12
CBT	1	1	5	5	12
Total	4	4	20	20	48

**KEY**

FEP=Food and Environmental Protection

F&A=Finance and Administration

HIV/AIDS

CBT= Capacity Building and Training

**3.3 Samples**

The samples included all the heads of department and supervisors in the Community Empowerment for Rural Development headquarter. This covered 4 heads of departments, 4 deputy heads of departments, the 20 supervisors, and 20 field officers. A total of 48 respondents out of 60 were used.

**3.4 Instruments**

The research instruments that were used included the following:

**3.4.1 Questionnaire**

This included both open ended and close-ended questionnaires. The open ended questions were used to help the respondents to express their in depth views about training in the organization while close ended questions were used to obtain supplements from the respondents on the views the researcher has about training in the organization. The questionnaire instruments were used for those respondents who were busy and answered them at their free time.

**3.4.2. Interviews Guides**

The interview guides were used to collect some qualitative data from the respondents to

supplement the questionnaires especially from the respondents who had little time to respond to the questionnaires.

### **3.4.3 Focus Group Discussion**

The FGD was mainly used to obtain information from the supervisors and the field officers who preferred their leisure to provide information to supplement the questionnaires because of the nature of their work. The little time they had was mostly in the evening as they converge in their joints of leisure. They preferred it because it looked to them as a different thing because interviews and questionnaires looked like they were still at work continuing with normal duties. The instrument helped in the collection of qualitative data and the in-depth feeling of the respondents.

### **3.5 Research Procedures**

Before going to the field the researcher obtained an introduction letter from office of the Director Postgraduate Studies. This was to introduce the researcher as a student attempting to carry out an academic research. The researcher sought permission from the concerned authorities of the organization to access information and to be introduced to other members of the organization. To ensure promptness and accuracy some of the questionnaires were administered by the researcher and others that were sent to heads of departments, were left for the respondents to respond at there on time.

### **3.6 Data analysis**

The data that was collected from the respondents was screened in order to obtain the wanted information from the responses collected. The data was then later recorded under objectives and research questions. During this process the researcher also translated the data in to numerical figure to add meaning and easy understanding and interpretation of the data. The results were then presented in form of percentages, charts and graphs for easy comprehension and later deduction were made from the analyses.

### **3.7 Ethical considerations**

The researcher first obtained permission from the authorities before beginning with the



process of conducting the research. The consent of the respondents was also sought before they were given questionnaires or being interviewed. The researcher made sure that the responses of the respondents were not interfered with by the authorities and they freely expressed their views. To attain this, the researcher had to interview or submit the questions to respondents individually, incase of group focus discussions the researcher made the respondents of the same administrative level to avoid fear of expression. The respondents' views were treated confidential and will only appear in this report.

### **3.8 Limitations**

The limitations that were encountered by the researcher include the fear from the administrators that the researcher might be investigating for the government and the organization that fund them.

The lower cadres among the respondents feared to give information because of being implicated by the research, which will affect their jobs in future.

## CHAPTER FOUR

### DATA PRESENTATIONS, ANALYSIS AND INTERPRETATION.

#### 4.0 Introduction

This chapter presents the findings of the study in accordance with the research objectives and questions as stated in chapter one. The results reflected the respondent's perceptions on the pertinent questions regarding the impact of training on the performance of Community Based Organizations in service delivery to the Communities. The various aspects examined in this chapter include the training approaches used in the organization, the practice of performance appraisal in the organization, the use of training as a means of improving performance and how often the organization conducts training for its employees.

#### 4.1 Background

A total of 48 questionnaires were distributed or issued out to the respondents. 30 Questionnaires were returned representing 62% of responses. The response was highest in the department of Food Security and Environment Protection where 10 Questionnaires were returned representing 33.3%, Administration and Finance where 7 Questionnaires were returned representing 23.3%, Capacity Building and Training also 7 Questionnaires were returned representing 23.3%, HIV/AIDS Awareness where 6 Questionnaires were returned representing 20% as represented in the table below.

**Table 4.1: Response of respondents according to Department**

Department	Frequency	Percentage (%)
Food security and Environmental protection	10	33.3
Administration & Finance	7	23.3
HIV/AIDS awareness	6	20
Capacity building & training	7	23.3
Total	30	99.9 =100

Source: primary data: employees of CEFORD in Arua

#### 4.1.1 Response according to gender and age.

When the responses were analyzed according to gender it was realized that 23 of the respondents were male covering 77% and 7 were female covering 23%. The ages of the most respondents 23 were between 21-30 covering 77% and from 31-40 years were 7 covering 23% as shown below in the table.

**Table 4.2: Response according to age and gender**

Gender	Frequency	Percentage	Ages	Frequency	Percentage (%)
Male	23	77%	21-30	23	77
Female	7	23%	31-40	7	23
Total	30	100%		30	100

Source: primary data: employees of CEFORD in Arua

This means most of the respondents were male and women are not involved in the activities of Community Based Organizations so much like their counter parts and young people are the ones who are very much involved in the activities of Community Based Organization compared to the elderly.

#### 4.2.1 Types of training approaches used.

The findings on the types of training approaches used in the organization in terms of On-the-job training and Off- the- job training reflected that majority of the respondents said that the organization mostly practiced On-the-job training representing 60% and Off- the- job training representing 30% and both On-the-job and Off- the- job training representing 10% as shown below.

**Table 4.3: Response on the training approaches used in the organization**

Type of training	Frequency	Percentage (%)
On-the-job	18	60
Off - the -job	9	30
Both On-the-job & Off - the -job	3	10
Total	30	100

Source: primary data: employees of CEFORD in Arua

This means that the organization practices On-the-job training more than Off-the-job training. On-the-job is much practiced because employees learn as they perform their tasks and is cheap compared to the Off-the-job training. Robbins (2001, pp. 197) argued that the prevalence of On-the-job training could be attributed to its simplicity of such methods and lower costs.

On-the-job training does not take a lot of costs as observed by Randal and Pierce (1989, pp 612) that the supervisor observes the subordinate at work and provides suggestions for maintaining or improving performance. The same idea during an interview with the Deputy Head of Department Food Security and Environmental Protection confirmed that they preferred On-the-job training mostly because of its cheapness and immediate feed back from the employees. Daft (2000 pp410) also argued that On-the-job training is a type of training in which an experienced employee “adopts” a new employee to teach him or her how to perform the job duties. This is because of its advantages like few out of pocket cost for training facilities, material, instructors’ fees and easy transfer of learning back to the job. The learning place is the work place. It therefore means that the organization is using On-the-job training to solve some performance related problems.

The table also indicates that Off-the-job is not much practiced like On- the-job. This leads to less use of program instruction and discussions. The organization also uses both On- the-job and Off-the-job training methods to solve performance related problems. This generally means that the organization has some degree of using training to improve service delivery to the communities. Other means like motivation and promotion also has to be looked at in order to improve performance.

#### **4.2.2 Forms of On-the-job training.**

Concerning the forms of On-the-job training the respondents were asked to respond to included apprenticeship, mentoring, coaching. The responses indicated that mentoring was the most widely used form of On-the-job training in the organization reflecting 47%, coaching 10%, apprenticeship 10%, both apprenticeship and mentoring 3% and those who practice Off - the -job represented as Non reflect 30%.

**Table 4.4: Response on the forms of On-the-job training**

Form of On-the-job training	Frequency	Percentage (%)
Apprenticeship	3	10
Mentoring	14	47
Coaching	3	10
Apprenticeship & Mentoring	1	3
Non	9	30
Total	30	100

Source: primary data: employees of CEFORD in Arua

From the above table the organization practices mentoring as a form of On-the-job training more than other forms because the mentor guides the trainee as he or she keeps working. The table reveals that the organization prefers to use hands on training approaches for employee training compared to the class and Off-the-job trainings as represented below in the graph.

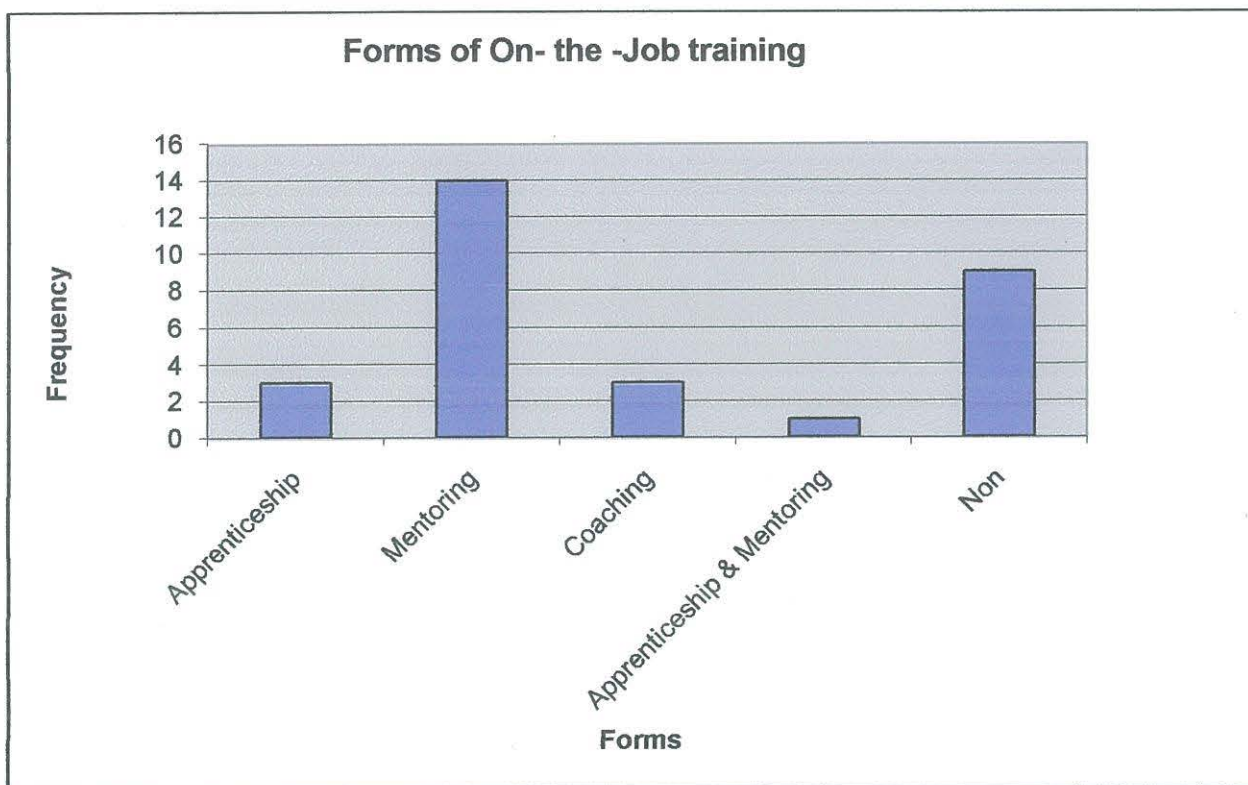


Figure 4.1

Source: primary data: employees of CEFORD in Arua

Mentoring as a form of On-the-job training is being practiced more than other forms like apprenticeship and coaching. This means the presence of experienced, more skilled personnel in the organization makes it possible to practice this (mentoring) form of On-the-job training. This replicates Robbins and Coulter (1999 pp 356) that a mentor is a person who sponsors or supports another employee who is lower in the organization and the question is the quality and technical skills this person (mentor) has which matters. This call for the need to look at the quality of the material that is delivered to the trainees since mentoring has been practices.

#### 4.2.3 Forms Off- the -job training

Out of the several forms of Off- the-job training, the study targeted the respondent to respond to lecture methods, discussions, program instruction and others. The results indicated that the organization uses discussion as a form of Off - the -job training more covering 27% than program instruction covering 13% and 60% practiced Non of the Off - the -job training methods but On-the-job training methods.

**Table 4.5: Response on forms of Off –the- job training**

Forms of Off - the -job training	Frequency	Percentage (%)
Discussion	8	27
Program Instruction	4	13
Non (On-the-job training)	18	60
Total	30	100

Source: primary data: employees of CEFORD in Arua

The above table indicates that discussions which were held in workshops, seminars were being practiced to train the employees than program instructions given to the employees as represented by the pie chart below.

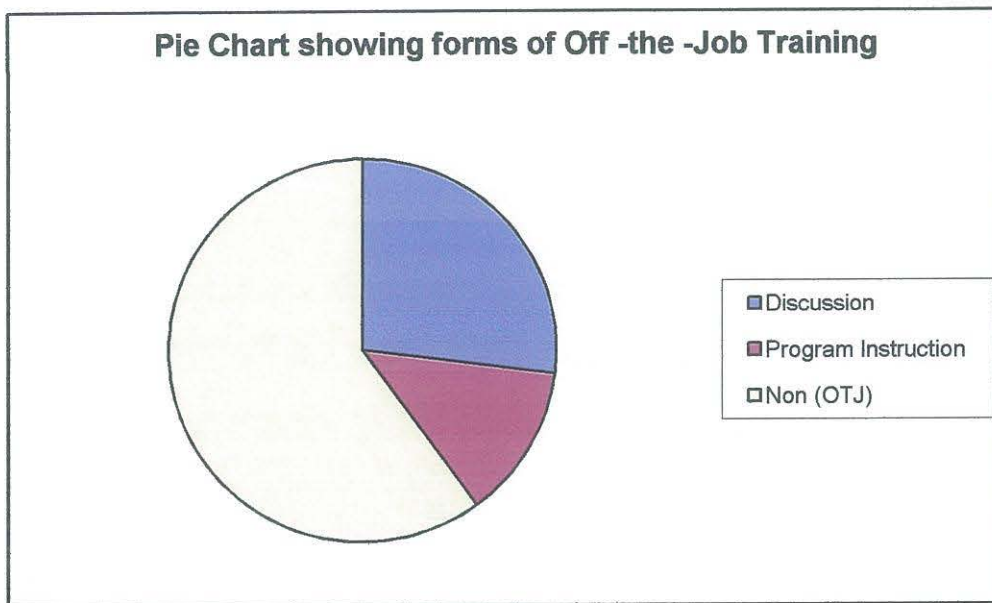


Figure 4.2

Source: primary data: employees of CEFORD in Arua

The above chart indicates that Discussion is the most common form of Off-the-job training practiced. There is therefore need to look at other forms of Off-the-job training to suit and improve the performance of Community Based Organizations in service delivery to the communities. This is because Discussion method may not be the best approach of training the employees.

#### 4.3.1 The practice of annual performance appraisal.

The response to whether the organization practices annual performance appraisal was put in terms of Yes and No. The responses indicated that majority of the respondents practiced annual performance appraisal covering 67% and 33% indicated that the respondents did not practice annual performance appraisal as shown below:

**Table 4.6: Responses to the practice of annual performance appraisal**

Practice of annual Performance appraisal	Frequency	Percentage (%)
Yes	20	67
No	10	33
Total	30	100

Source: primary data: employees of CEFORD in Arua

The above table indicates that there is high practice of annual performance appraisal. The 33%, which did not practice performance appraisal, means a lot because it becomes difficult to analyze the cause of poor performance. If performance appraisal is not practiced as was put forward by Durbin (1997 pp 231) that performance appraisal is a formal system for measuring, evaluating and reviewing performance, it becomes difficult to evaluate performance.

The action to be taken to improve performance also becomes difficult because the cause has not being established. This affects the achievement of the organizations objectives because certain units will be lagging behind with the process of service delivery to the communities. The practicing of performance appraisal does not solve the performance problem, it only identifies that there is performance gap. Since performance appraisal is highly being practiced in the above table, the question is now on the actions that are taken to improve performance of employees in service delivery to the communities.

#### 4.3.2 The appraisal results in relation to performance.

During the process of conducting this study it was realized that 40% of the appraisals reveal that the appraised employees meet or achieve their objectives above average, 33% of the appraisal results reveal that employees averagely meet their objective and 27% indicated that employees were below average in meeting their objectives as shown below.

**Table 4.7: The appraisal results in comparison with achieving objectives.**

Achievements of objectives	Frequency	Percentage (%)
Above average	12	40
Average	10	33
Below average	8	27
Total	30	100

Source: primary data: employees of CEFORD in Arua



The above table indicates that 40% of the performance appraisal carried out indicate the employees meeting their objectives above average.33% of the appraisals indicate the employees meeting their objectives averagely and 27% meeting their objectives below average as shown below by the bar graph.

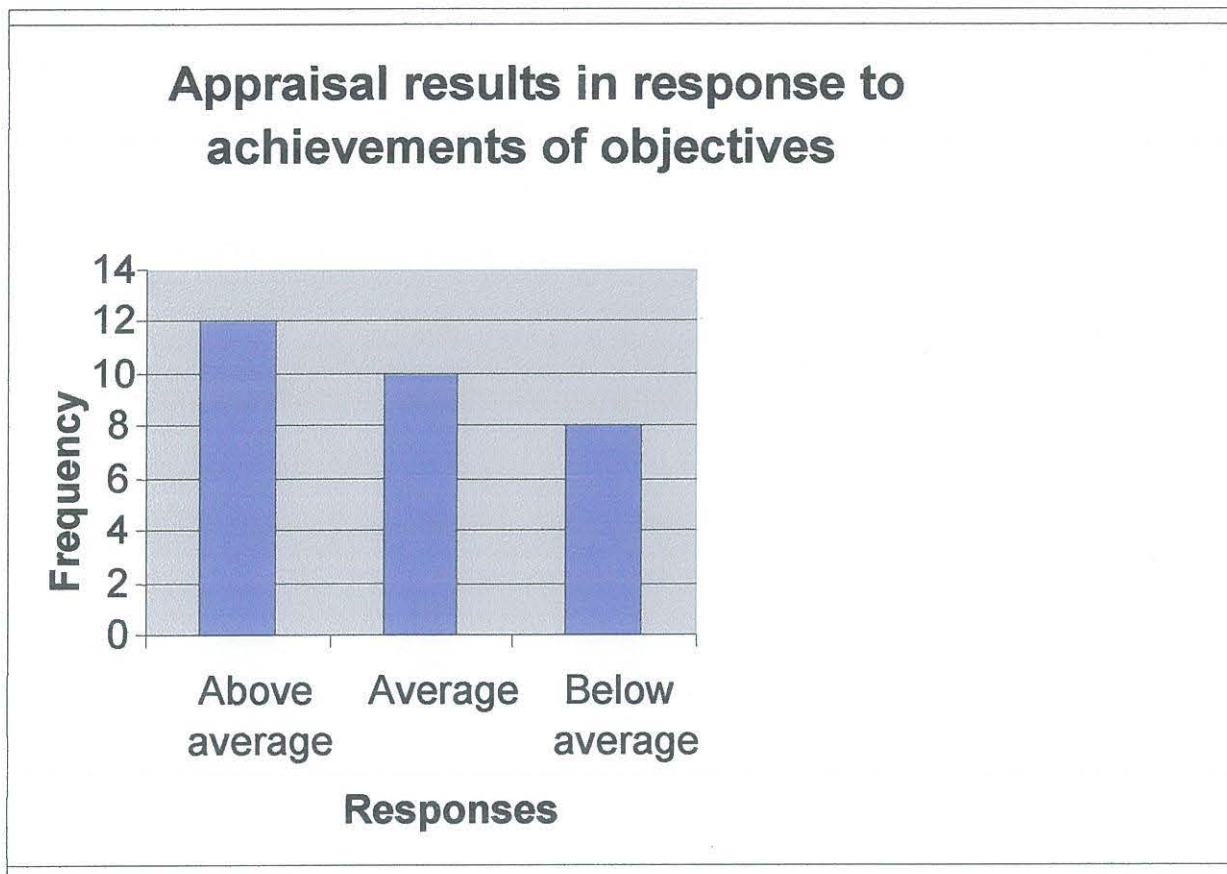


Figure 4.3

Source: primary data: employees of CEFORD in Arua

This means that 60% of the appraisal results indicate that employees either meet their objectives averagely or below average. This affects the organization’s performance because more than half of the employees cannot meet their set objectives. This in total affects the organizations performance hence less delivery of services to the community. This means that the organization has to embark on a cause of action to improve performance including training of employees.

### **4.3.3 Measures taken to improve performance.**

Daft (2000, pp 412) argued that performance appraisal is the process of observing and evaluating an employee performance, recording the assessment and providing feedback to the employee. This means that the employee should be kept aware of their performance and a record of their performance kept, similar to what Pamela *et al*, (2001, pp336) argued that performance appraisal is a systematic process of evaluating employees' job related achievements, weaknesses and strength as well as determining ways to improve performance. The ways suggested by Pamela *et al*, (2001, pp.337) include:

Motivation- organizations try to motivate employees by basing pay, bonuses and other financial rewards on performance. Since performance is frequent bases for reward it is important to evaluate performance so that these rewards can be provided fairly and serve as motivators.

Training-by identifying areas of importance, performance appraisal helps the managers to suggest training or other programs to improve certain skills or behaviours.

Feed back- performance appraisal provide a mechanism for employees to get feed back about their work performance, if employees are to do their job well in future, they need to know how well they have done in the past so that they can adjust their work pattern as necessary.

Personnel movement- performance appraisals help managers to develop an inventory of appropriate people for personnel movement. In other words, performance appraisal can be used to determine who should receive promotion, transfer, demotion and who should be dismissed.

During the process of conducting this study, the question of how to improve performance of employees included training, promotion and motivation. The results revealed that 50% of the respondents use training as a means of improving performance, 38% use motivation as a means of improving employee performance, 14% use both motivation and training to improve performance as shown below.

**Table 4.8: The measures taken to improve performance**

Measures taken to improve performance	Frequency	Percentage (%)
Training	4	50
Motivation	3	38
Training & motivation	1	12
Total	8	100

Source: primary data: employees of CEFORD in Arua

The above table indicates that out of the 27% (table 4.7) who did not meet their objectives, the course of action taken to improve their performance include training which covers 50% of the responses, 38% of the respondents used motivation to improve performance and 12% used both motivation and training to improve performance as indicated in the line graph below.

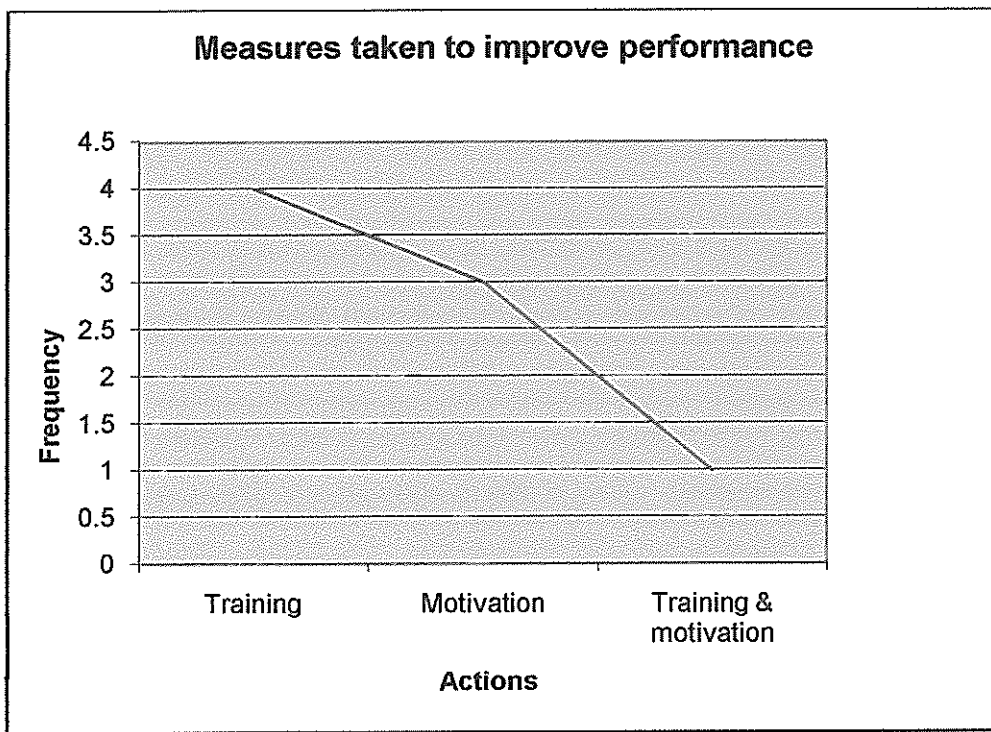


Figure 4.4

Source: primary data: employees of CEFORD in Arua

The study in an interview realized that training alone can not improve performance as concluded by one of the supervisors but a holistic approach of many factors but training playing a major

role because it impacts skills to employees like finance management and communication skills. It therefore means that employees be trained in certain fields that can make them to deliver service to the communities. The factor of motivation should also be taken in to consideration because employees may be trained but if not motivated through financial motivation and promotion, they may not deliver or work hard to achieve the organizations objectives. This in total leads to poor or service delivery.

#### 4.3.4 Maintenance of staff performance.

The question of how to maintain the level staff performance referred to the item 4.3.2 (table 4.7 showing 77% of responses above average and average in meeting their objectives) where those employees meeting their objectives averagely and above average can be maintained to achieve the organization’s objectives or goals. The following actions were taken as an intervention or means of keeping or maintaining the level of performance achieved. They included training, motivation and promotion. The results indicated that 50% of the respondents use training as a means to improve or maintain performance, 32% motivate their employees to keep achieving their objectives, 9% promote staff to maintain staff performance and 9% use both motivation and training to improve and maintain staff performance.

**Table 4.9: Actions taken to maintain staff performance**

Action for maintaining Staff performance	Frequency	Percentage (%)
Training	11	50
Motivation	7	32
Promotion	2	9
Motivation & training	2	9
Total	22	100

Source: primary data: employees of CEFORD in Arua

The above table indicates that training has been used for maintaining the performance of employees covering 50%, motivation was 32%, promotion of employees was 9% and motivation and training was 9% which can be represented as below in the bar graph.



Figure 4.5

Source: primary data: employees of CEFORD in Arua

Training which most respondents used to maintain performance in the organisation means that employees are taken for retraining to impart more or new skills to them in order to increase performance. It therefore follows that there is now need to put emphases also on other actions like motivation and promoting employees so as to win their potentials for productivity or proper service delivery to the communities.

#### 4.4.1 Use of training as a means to improve performance

The question of using training as a means or as a corrective action to improve performance reflected that 87% of the respondent use training and 13% do not use training as shown below.

**Table 4.10: Training being used as a means to improve performance**

Training as a means to improve performance	Frequency	Percentage (%)
Yes	26	87
No	4	13
Total	30	100

Source: primary data: employees of CEFORD in Arua

Most respondents have used training widely to improve performance. This therefore calls for the Heads of Departments; Deputy Heads of Departments, Supervisors and Field Officers to adopt other approaches to improve performance.

#### 4.4.2 Employees Expression that training has solved their performance problems.

Training is a means of solving performance problem, during the process of conducting this study, it was realized that 54% of the responses agree that training highly solved the performance problems of their employees, 35% of the respondent show that training has averagely solved the performance problem of their employees, 3% of the respondent indicate that training did not solve performance problems of their employees, and 8% responded that they were not sure whether training solved the performance problems of their employees as shown below:

**Table 4.11: Employees' expression that training has solved their performance problem.**

Expression	Frequency	Percentage (%)
Highly solved	14	54
Average solved	9	35
Not solved	1	3
Not sure	2	8
Total	26	100

Source: primary data: employees of CEFORD in Arua

The above study reveals that 87% of the respondent used training and others did not use training as indicated in table 4:10 to improve performance. The above table further reveals that 54% of the respondents agree that employee's highly express satisfaction that the training has solved their work problems. This means that other methods should be used together with training to improve performance like motivation and promotions. The remaining 46% express the fact that training either averagely or did not solve the performance problem of their employees including the respondents who were not sure whether training solved the performance problems of their employees should use training and other methods like motivation and promotion to solve the performance problems of their employees.

#### 4.5.1 Routine training

The question whether organization conducts routine training for its employees in order to up date their skills to meet the dynamic environment was put forward to respondents in terms of Routinely conduct training, Averagely conduct training and Donot routinely conduct training. The response were as follows, 23% of the responses indicated that they conduct routine training, 67% revealed that they conduct training averagely to their employees and 10% indicated that they do not conduct routine training to their staff as indicated below.

**Table 4.12: The conduct of routine training**

Rate of training	Frequency	Percentage (%)
Routinely	7	23
Averagely	20	67
Don't routinely	3	10
Total	30	100

Source: primary data: employees of CEFORD in Arua

The 23% indicated in the above table that routinely conduct training is a small percentage of respondents practicing training for the changing or dynamic environment of today. Employees need to be updated with the various skills like technological skills, new developments in gender empowerment which is one of the organizations objectives and political environment especially policy formulation process. It is therefore important to train employees with skills that can lead to better service delivery to the communities.

#### 4.5.2 Needs Assessments

Bartol and David (1998 pp 329) argued that training and development is a planned effort to facilitate employees learning of job related behaviour in order to improve employee performance. This therefore means that training is to solve certain specific job related problems. This calls for the need to identify the training needs of employees, department and organization

Training needs as argued by Bartol and David (1998 pp329) is an assessment of an organizations training needs that are developed by considering the overall organizational requirement, tasks

associated with the jobs for which training is needed and the degree to which individuals are able to perform those tasks effectively.

During the process of conducting this study, the respondents reveal that some of ways or methods which were used to identify training needs included conducting staff training needs assessment, meeting with staff to identify their problems, performance appraisal and consulting with their superiors.

#### 4.5.3. Other Ways of Identifying Employees for Training.

The question of how to identify the employees for training was put down to the respondents. The results indicated that some of the employees were identified through interviewing them, human resource audit was another approach for identifying the missing skills, other employees were given refresher training because they had taken long with out training, induction of new employees was one of the approaches that qualify the new employees for training and the willingness of the employees to take a training was another approach used.

#### 4.5.4 Induction training

The response of whether organization conducts induction training revealed that 77% offered induction training and 23% did not offer induction training.

**Table 4.13: The rate of offering induction training to employees**

Induction Training	Frequency	Percentage (%)
Yes	23	77
No	7	23
Total	30	100

Source: primary data: employees of CEFORD in Arua

This means that the organization practices induction training to enable new employees to settle at work. This will enable them to begin performing their duties with out problem. The 23% of the respondents who revealed they did not practice induction training has impact on the performance of the organization because other employees will have problem with quick settling at work affecting the general performance of the organization in achieving its objectives.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0. Introduction

This chapter summarises the main findings according to research objectives and questions, draws conclusion to the study from the findings and proposes the possible recommendations that will improve performance of the community based organization in service delivery to the communities.

#### 5.1. SUMMARY

This section summarises the findings in line with research objectives, questions and in collaboration with literature reviewed as seen in chapter two.

##### 5.1.1 Type of Training Approaches

On the issue of which type of training does the organization use, the study revealed that On-the-job training is widely used in the organization. The response shows that On-the-job is being practiced at a rate of 60% and Off-the-job at 30%. On-the-job training is good for organization because of their small budgets; immediate response and corrective actions are taken on employees or trainees, there and then. Thus, this was consistent with Leslie and Lloyd (2000 pp 273) who argues that On-the-job training is normally given by the senior employee or supervisor, training in which the trainee is shown how to perform the job and allowed to do it under the trainer's supervision.

The study further revealed that 47% of the respondents practiced mentoring as a form of On-the-job training. This means that the presence of experienced, more skilled personnel in the organization makes it possible to practice this (mentoring) form of On-the-job training.

Off-the-job training is less practiced compared to On-the-job training according to this study in the Community Based Organizations. This is because of the costs like time and finance. Off-the-job training method used so much is Discussions. This is because it is cheap and can easily be done.

### **5.1.2. Performance appraisal practices**

The study revealed that there is high rate of annual performance appraisal practice about 67%. Performance appraisal tells us whether the employee is performing or not. It reveals the performance gap, which is to be filled or managed. This matches with what Durbin (1997 pp 231) argued that performance appraisal is a formal system for measuring, evaluating and reviewing performance.

The results of these appraisals reflect that most employees about 40% meet their objectives above average. This means that 60% of the employees meet their set targets or objectives averagely or below averagely. This has an impact on the performance. The corrective actions taken to improve performance include training, which according to this study was used by 50% of the respondents and others were motivations and some respondents used both training and motivation. This is in line with Pamela *et al* (2001, pp 337) as reported in chapter four.

The study reveals that training is used widely about 50% in organization as a means of maintaining the already attained level of performance. The other forms of maintaining performance include motivation and promotion. This means that employees are refreshed and imparted on skills which keeps them in conformity with required skills and work needs, this is in line with what Michael (1997, pp 9) identified as stated in chapter two.

### **5.1.3. Using training as a means of improving performance**

The study reveals that 87% of the respondent used training as a means to improve performance and others did not use training as indicated in table 4:10. The study further revealed that 54% of the respondents agree that employee's express satisfaction that the training has highly solved their work problems. This means that other methods should be used together with training to improve performance like motivation and promotions.

### **5.1.4. Rate of conducting training**

The study revealed that 67% of the respondents carry training averagely and 3% do not routinely carry out training. The training needs are assessed through conducting staff training needs

assessment, meeting with staff to identify their problems, performance appraisal and consulting with their superiors.

The organization averagely conducts induction training, which the responses of the respondents put at 67%. This means that new employees are given the starting skills to execute their duties. The training needs assessments are done on the bases of performance appraisal, meeting the staff and staff willing to under go training. Some of the skills required by Community Based Organizations include financial management skills, communication skills and training of trainers' skills

## 5.2 CONCLUSION

The organization mostly uses On- the- job training for training its employees and mentoring is being practiced mostly as a form of On –the- job training. Training has been used to improve performance and has solved averagely the employee work related problem. There is high rate of practicing performance appraisal and appraisals results reveals that most of the employees averagely or below averagely meet their objectives or performance standards. Training has been used to improve performance and the employees express satisfaction that training highly solved their work related problems. Training has also been used as a means of maintaining the performance level attained.

The organization conducts induction training for the new employees and the employees' response to settling at work has been high and the organization averagely practices routine training. The training needs assessments are done on performance appraisals bases, conducting staff meeting to identify their problems and consulting their superiors. The organization therefore needs to encourage training at all departments and levels of management. Training should be accompanied by other strategies like motivation and promotion in order to enable employees to work hard. Training has tried to solve the problem but a holistic approach to include all management aspects (motivation, recruitment, training and policies) be involved.

### **5.3. RECOMMENDATIONS**

The following recommendations were proposed basing on what the study has revealed:

The study advises that the organization should also encourage the practice of other forms of On-the- Job training like coaching. This helps the supervisors to get the immediate feedback on the coachee and can improve or adjust the method as way of instruction to meet the training objectives.

The organization is further encouraged to practice Off - the -job training because at times working site may not be pleasant for the trainees. Seminars, workshops and retreats may offer a suitable environment for training employees and changing the environment can also motivate the trainees to learn and concentrate on the training.

The organization is encouraged to put more emphasis on other means of maintaining and improving employee performance. Training alone may not lead to maintaining and improving employee performance, there is therefore need to look at promotions, motivations in terms of increased salaries and better working conditions which will encourage employees to work hard and achieve their targets of service delivery to the communities.

The study also advises the various departments of the organization to conduct routine training of employees. This keeps them abreast with knowledge and information, which helps to deliver services to the community. There must be a proper training needs analysis before sending employees for training and spending the organization's money. Training employees for the sake of training may be a cost to the organization.

The organization is advised to put much effort on practicing performance appraisal, so as to identify performance gaps easily from time to time by practicing monthly, quarterly performance appraisal practices.

#### **Areas for further research**

The study advises that more study can be done in the areas of recruitment of staff, motivation of staff, financial management and policy formulation in Community Based Organizations.

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KAMPALA  
INTERNATIONAL UNIVERSITY

P.O.BOX 20000  
KAMPALA-UGANDA.  
TEL:-041-266813

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**OFFICE OF THE DIRECTOR  
SCHOOL OF POST-GRADUATE STUDIES**

14<sup>th</sup> May 2008

To:  
The Chief Executive Officer  
Community Empowerment for Rural Development (CEFORD) in Arua  
P.O Box  
ARUA

Dear Sir/Madam,

**RE: INTRODUCTION FOR MR ALUONZI BURANI**

The above named is our registered student in the School of Post Graduate Studies pursuing a Master of Arts in Development Administration and Management (MADAM), With registration number MADAM/4081/62/DU

He wishes to carry out a research in your organization on "**Impact of Training on the Performance of Community Based Organization: A Case Study of Community Empowerment for Rural Development (CEFORD)in Arua**".

Any assistance accorded to him regarding research will be highly appreciated.

Yours faithfully,

  
*Prof. Owolabi O. Samuel*

**DIRECTOR-SCHOOL OF POSTGRADUATE STUDIES**



**Appendix B**  
**Questionnaire**

Dear respondents,

This serves to introduce to you a set of questionnaires about a study which is to be conducted for academic purposes. By completing this questionnaire you will provide a valuable information to the study which is on the impact of training on the performance of community based organizations in providing services to the community. All the information will be treated confidential and will be used for the purpose of this study only.

Section A. Qn 1 - Qn 5 covers collection of Personal data on the respondents.

1. Surname.....other names..... (Optional)

2. Age (tick appropriate)

21-30

31-40

41-50

50 above

3. Gender

Male

Female

4. Designation.....

5. Duration in the organization.....

Section B. Qn 6 - Qn 8 Answers the Research Question 1

6. Which training approaches do you use?

On-the-job

Off - the -job

7. Which forms of On-the-job training does the organization practice?

A. Apprenticeship

B. Mentoring

C. Coaching

D. Others (specify)

8. Which form of Off - the -job training, does the organization practice?
- A. Lecture methods
  - B. Discussions
  - C. Programme instructions
  - D. Others (specify)

Section C. Qn 9 – Qn 12 Answers the Research Question 2.

9. Do you carry out annual performance appraisal?
- A. Yes
  - B. No
10. Does the appraisal results reflect majority of the staff meeting their performance Standards
- A. Above average
  - B. Average
  - C. Below average
11. If ‘No’ what measures do you recommend to correct or improve performance.
- A. Training
  - B. Motivation
  - C. Promotion
  - D. Others. (Specify).....
12. If yes how do you maintain the performance?
- A. Training
  - B. Motivation
  - C. Promotion
  - D. Others (specify).....

Section D. Qn 13 –Qn 14 Answers the Research Question 3.

13. Do you use training as a measure to improve performance
- A. Yes
  - B. No
14. After training does the employee express satisfaction that the training has solved their Problem?
- A. Highly solved
  - B. Average solved
  - C. Not solved

Section E. Qn 15 – Qn 21 Answers the Research Question 4.

15. Do you give routine training to your staff?

- A. Conduct routine training
- B. Average conduct routine training
- C. Don't conduct routine training

16. How are the training needs of employees identified?

.....  
.....

17. After training does the employees express satisfaction that the training has solved their problem.

- A. Yes
- B. Average
- C. No

18. If "No" what other measures have you taken to improve performance?

.....  
.....

19. Apart from performance appraisal how to you identify employees for training

.....  
.....

20. Do you give induction training to the new employees?

- A. Yes
- B. No

21. If yes how is their response towards settling at work place?

- A. Very fast
- B. Fast
- C. Slow
- D. Very slow
- E. Not sure

Section F. Qn 22 covers any other relevant information the respondent would wish to add about training in the organization.

22. Give any other information you think training has done in your organization that has not been covered.

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.....  
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## **INTERVIEW GUIDES TO SUPERVISORS.**

The following sets of interviewing questions were used to obtain the in-depth views of the supervisors who would not have time to answer the questionnaires.

1. How often does the organization send employees for training?
2. Do you keep records of training of employees?
3. What kind of training records does the organization keep?
4. Has training improved on the required skills of the employees in order to improve performance?
5. Which particular areas have the employees improved on during the performance of their duties after training?
6. What are some of the negative consequences that have resulted from training employees?
7. What are some of the necessary skills that are required by employees of CBOs in order to improve their performance?

**Thank you**