



**EXAMINING TRAINING EFFECTIVENESS AT REACH ONE TOUCH ONE
MINISTRIES (ROTOM) UGANDA**

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PLAN B

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DECLARATION

I, **Niwagaba Ronah** declare that this research report is my own original work, and it has never been presented to any university or institution for the award of any academic qualification

Signed  Date: 8th August 2025

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APPROVAL

This is to certify that this research report has been submitted with our approval as university supervisors

Signed:  Date: 08.08.2025

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Signed:  Date: 11/8/2025

Ms. Idah Nakasule

Dedication

I dedicate this research report to God, the author of wisdom and knowledge. I also dedicate this research report to my family who have been a source of encouragement and have financially contributed to my education. You are highly loved and appreciated.

Lastly, I dedicate this research report to Reach One Touch One Ministries (ROTOM). I hope that this research will support the management team in developing and improving the training systems at ROTOM.

Acknowledgement

I praise the Lord who has enabled me to complete my research report. I would also like to appreciate my supervisors Dr. Moses Onyoin, PhD, and Ms. Idah Nakasule for their great academic guidance.

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Abstract

This work was guided by three specific objectives that included: evaluating the practices contributing to effective employee training at ROTOM; identifying the challenges affecting the training effectiveness and to establish the mechanisms for improving the program.

The study adopted a cross-sectional research design and as such, data was collected once without being repeated. A quantitative approach employing questionnaires to collect data was adopted. A total of 65 questionnaires were administered to employees of all levels in ROTOM with a response rate of 87% was realised.

A descriptive analysis of the data was undertaken using Statistical Package for Social Sciences (SPSS). The results show that the training program at ROTOM can be fostered by the competence of trainers (Mean=4.26, SD=.495), appropriate training methods (Mean=4.25, SD=.389), and fairness in selecting of the trainees ((Mean=3.95, SD=.575) The main factors that affected the program effectiveness include inadequate funding, failure to align training to objectives of organisation, and biasness in selecting the trainees. In terms of mechanism to improve training program, it was advanced that, ROTOM should continue employing competent trainers, undertake an effective training needs analysis, evaluate the program, and adequately fund the program. Other contribution and suggestions for further work have been presented.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
TABLE OF CONTENTS	vi
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Introduction.....	1
1.2 Background to the study	1
1.3 Statement of problem.....	3
1.4 Purpose of the Study	4
1.5 Research Objectives.....	4
1.6 Research Questions	4
1.7 Scope of the Study	5
1.7.2 Geographical Scope	5
1.8 Significance of the Study	5
CHAPTER TWO	6
LITERATURE REVIEW	6
2.0 Introduction.....	6
2.1 Practices contributing to training effectiveness	6
2.2 Challenges affecting Training Effectiveness	11
2.3 Mechanisms to Improve Training effectiveness	14
2.4 Conclusion of Literature	17
CHAPTER THREE	18
METHODOLOGY	18
3.0 Introduction	18
3.1 Research Design.....	18

3.2 Study Population	18
3.3 Measurement.....	19
3.4 Reliability Analysis.....	19
3.5 Validity of the research instrument.....	20
3.6 Processing, Data Analysis and Presentation	20
3.7 Ethical Considerations	20
CHAPTER FOUR.....	22
ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS	22
4.0 Introduction.....	22
4.2 The background characteristics of the Respondents	22
4.3 The practices of training effectiveness at ROTOM	24
4.4 Challenges affecting training effectiveness at ROTOM.....	28
4.5 Mechanisms to improve training effectiveness.....	30
CHAPTER FIVE	33
DISCUSSION, CONCLUSION AND RECOMMENDATIONS	33
5.0 Introduction.....	33
5.1 Practices contributing to effective employee training	33
5.2 Challenges affecting employee training effectiveness.....	35
5.3 Mechanisms to improve training effectiveness.....	37
5.4 Conclusions.....	39
5.5 Recommendations	39
5.6 Limitations of the study	40
5.7 Future research opportunity	41
QUESTIONNAIRE	49

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter entails the background to the study, problem statement, purpose of the study, objectives to the study, research objectives, scope of the study and significance of the study.

1.2 Background to the study

Training programs aim at equipping employees with the skills, knowledge, attitudes, and competencies necessary to fulfill organizational objectives and adapt to dynamic workplace demands (Alnawfleh, 2020). Effective training enhances employee performance, fosters professional growth, and aligns workforce capabilities with strategic organizational goals (Yoo et al., 2022). Training serves two primary purposes: improving employees' ability to perform current roles and preparing them for higher responsibilities (Dixit & Sinha, 2020; Urbancová et al., 2021). This dual focus ensures that organizations remain competitive by maintaining a skilled and adaptable workforce capable of responding to technological advancements, changing expectations from the beneficiaries and leaders and evolving operational processes (Mdhloose, 2020).

The effectiveness of training programs is assessed through various indicators. Key indicators of training effectiveness include trainee satisfaction, behavioral changes, improved performance, and organizational outcomes such as return on investment (ROI) (Urbancová et al., 2021; Kirkpatrick & Kirkpatrick, 2016). Globally, organizations invest significantly in trainings to enhance employee performance and organizational outcomes. However, challenges such as inadequate funding, poor training needs analysis, bias in trainee selection, and lack of employee involvement often undermine effectiveness (Bin Othayman et al., 2020; Alrazehi & Amirah, 2020). In Uganda,

where non-profit organizations play a critical role in addressing social challenges, effective training is essential to ensure high-quality service delivery (Omar & Mahmood, 2020). Despite these efforts, many organizations, including non-profits struggle to translate training investments into measurable performance progresses.

Reach One Touch One Ministries (ROTOM) Uganda, the organization of interest in this study is a non-profit organization established in Uganda in 2003. ROTOM is dedicated to providing humanitarian services to vulnerable communities. ROTOM employs 65 staff members across various roles, including management, administrative, program, health center, and school project staff. The organization's mission is to empower older persons and children under their care through the love of Jesus Christ to attain a better life regardless of their faith. To achieve this, ROTOM prioritizes continuous professional development mandating a minimum of three training sessions per employee annually as outlined in its Annual Workplans (2020-2022).

ROTOM's training programs are designed to enhance both technical and soft skills. These include internal training sessions tailored to specific job roles, skill-based training focused on areas like report writing to enhance operational efficiency, external workshops to expose employees to industry trends and broader professional development opportunities, mentorship programs to facilitate knowledge transfer and professional growth through senior-junior staff interactions, educational sponsorships to support further education or professional certifications relevant to their roles.

Despite these efforts, ROTOM's training programs have not consistently delivered the desired outcomes. Performance evaluations conducted between 2021 and 2023 indicate that over 60% of

trained employees scored between Level 2 (Improvement Needed) and Level 3 (Meets Expectations) on a five-level scale (Unsatisfactory, Improvement Needed, Meets Expectations, Exceeds Expectations, Exceptional) (ROTOM Evaluation Reports, 2021-2023). Specifically, insufficiencies in report writing skills, a critical component of ROTOM's operations for donor accountability suggest that training has not effectively addressed skill gaps. Furthermore, in 2023, ROTOM had to hire two external consultants for managerial positions after staff who had undergone training failed to meet performance expectations (ROTOM Human Resource Report, 2023). This external hiring which is costly highlights insufficiencies in the developmental component of ROTOM's training programs, particularly in preparing employees for higher responsibilities. Ineffective training not only limits employee development but also hampers organizational efficiency and service delivery critical for a non-profit reliant on donor funding and community impact.

There being a justifiable gap in training effectiveness at ROTOM Uganda, a study seeking to reverse the situation is timely. This study therefore attempts to generate mechanisms to improve training effectiveness at ROTOM Uganda.

1.3 Statement of problem

Effective training is essential for employee performance and organizational growth. At ROTOM, despite mandatory training programs, effectiveness is limited. Between 2021 and 2023, over 60% of trained employees scored below 75% in performance evaluations, particularly in report writing (ROTOM Evaluation Reports 2021-2023). Annual budget reports (2021-2023) show training investments without corresponding improvements in staff appraisals. The organization is thus spending money on training but there is no indicator that there was return on its investment (ROI).

The need for external consultants in 2023 further indicates gaps in developing internal talent. This study therefore attempts to generate mechanisms to improve training effectiveness at ROTOM Uganda.

1.4 Purpose of the Study

The purpose of this study was to identify measures to improve training effectiveness at Reach One Touch One Ministries Uganda.

1.5 Research Objectives

- i. To evaluate the practices contributing to effective employee training at Reach One Touch One Ministries Uganda.
- ii. To establish the challenges affecting employee training effectiveness at Reach One Touch One Ministries Uganda.
- iii. To generate mechanisms to improve training effectiveness at Reach One Touch One Ministries Uganda.

1.6 Research Questions

- i. What are the practices contributing to effective employee training at Reach One Touch One Ministries Uganda?
- ii. What are the challenges affecting employee training at Reach One Touch One Ministries Uganda?
- iii. What mechanisms can improve employee training at Reach One Touch One Ministries Uganda?

1.7 Scope of the Study

1.7.1 Subject Scope

The study was confined to evaluate the practices contributing to training effectiveness at ROTOM, the challenges, and proposing mechanisms to improve training effectiveness.

1.7.2 Geographical Scope

This study was conducted at the two branches of ROTOM in Mukono district in the central part of Uganda and Muhanga in the southwestern part of Uganda.

1.8 Significance of the Study

The study of employee training effectiveness holds significant importance for various stakeholders involved in an organization, including employees, managers, the organization itself, and the broader community, and are summarized as follows;

- ROTOM employees may find the results of this study valuable in guiding them of their roles and responsibility to make the training effective.
- In addition, employees may also find this study important on how they can make best use of the training opportunities to advance their career.
- The management of ROTOM may find this study important on how they can enhance the effectiveness of the training programs.
- Other institutions may find the results of this study to improve on their training programs.
- Scholars who may be interested to undertake a related study may also find this study important for literature review on their studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section presents the literature review on the study objectives. In particular, it presents literature on practices contributing to training effectiveness, challenges to achieving training effectiveness, and strategies to improve training effectiveness.

2.1 Practices contributing to training effectiveness

Training program is one of the core human resource management functions and interventions. The program aims at updating employees' competences, adding new competences and preparing employees to undertake superior position in their organization (Lee, 2020). Training in particular, entails improving the employees in terms of skills, attitudes, competences and behavior in order to enable them perform well in their role, job or effectively fit in a changed role. Notably, competences tend to become obsolete owing to environmental changes mainly the technological advancement, customer demand and changes in processes, therefore, training becomes vital in order to enable the employees match the new job demands (Mdhlalose, 2020). Development on the other hand, entails preparing an employee for a higher role such as a managerial role. Practically, some employees are earmarked for a development program to help them prepare to occupy the advanced role (Kamruzzaman et al., 2022).

In terms of implementation, a training program can either be done internally or externally (Owen et al., 2019). It may also be either on the job or off the job. The choice of the appropriate nature of training to be undertaken is dependent on the competences needed, the availability of trainers, organizational beliefs, resources set aside for a training program and the related factors.

Ultimately, an effective training is one that largely delivers on addressing the training needs that are identified.

Kirkpatrick and Mercer/Metri model

In terms of the metrics employed to assess the training considerations for effectiveness of a training program, which is the factor of interest for this study, different models have been advanced over time. One of the most recent models is Kirkpatrick and Mercer/Metri model of evaluation (Al-Mughairi, 2017; Kirkpatrick, 2016) Mercer Mettl, 2020). Mercer/Metri model provides a two-stage evaluation process namely, pre-training assessment and post training assessment.

Pre-training indicators

Pre-training assessment as a measure of training, is expected to be administered before training (Urbancová et al., 2021). The measures, the current proficiency level as against desired competencies. This assessment is equated to the training needs assessment. An employee or a group of employees earmarked for a given training program, are assessed as to know how much they know, understand and the competences they possess to enable them be effective in their current and future roles (Yedama, 2021). This assessment helps to ensure that the appropriate training that addresses the actual needs for both the individual and organisations.

Another justification of the pre-training assessment as a measure of training is based on its ability to ensure optimization of the program in terms of cost and appropriateness of the program (Glazer et al., 2019). Notably, training is a cost center which ought to be justifiable. In this regard, it is paramount that an appropriate proactive measure is undertaken in order to ensure that the training, addresses the actual need and also an appropriate method of training is employed. As such, pre-training assessment of a training program is justified.

Equally, as a measure of training effectiveness, is its contribution towards undertaking an audit of the current competences and the projected future competences and then analyze the gaps. Notably, training program aims at addressing the present and projected future needs in terms of employee competences, skills and attitudes. To ensure that the right training is undertaken, a clear pre-training assessment ought to be done as to take an audit of the current competences and the projected future competences and then analyze the gaps. Once the gaps are clearly identified, the ensuing training program would be customized to address these needs (Glazer et al., 2019). On the contrary, if such a pre-training assessment is not done, a training program would not be effectively designed and the end results would be equally faulty. Therefore, a pre-training assessment enhances the effectiveness of training program as it ensures that the latter is appropriate.

Post-training indicators

The post training assessment of training that The Mercer/ Mettl model adopted, is one that was advanced by Kirkpatrick in 2016 (Mercer Mettl, 2020; Kirkpatrick, 2016). According to the provisions of the model, post training assessment is conducted after the training has occurred. A 4-level assessment of training namely, trainees' reaction, learning, behavior and the results apply (Kirkpatrick, 2016).

Trainees' reactions

Trainees' reaction as one of the post-training evaluations, is one of the immediate measures that examines the respondents' level of satisfaction with the training (Mulvie, 2021). In this respect, the training beneficiaries, in this case the employees, give feedback on whether their expectations were met and also the general review of the whole process of training. The trainees' feedback could entail specifics such as the ability of the trainer, the effectiveness of training aids, the training

venue, and other related aspects of a training program (Spaan et al., 2016). Therefore, trainees' response provides an immediate assessment of the training program effectiveness.

Learning

Learning is another indicator of a post training assessment of a training. In undertaking learning as an assessment, an evaluation of the competencies and ability gained that can enable an employee perform well in their current position or a higher position (Mdhlalose, 2020). Learning is also an immediate indicator of whether the training was effective. As an immediate assessment, an employee who has learned will for example, be asked to elaborate how they can take a given process like customer care service. Once, an employee can describe such a process effectively or better than they could have done before undergoing through the training program, it can be concluded that learning actually took place (Oladimeji, & Olanrewaju, 2016). The degree to which an employee learning, count among the indicators of a training effectiveness.

Behavior

In addition, behavioral assessment is yet another post-training indicator of a training program effectiveness (Nielsen, & Shepherd, 2022). Notably, a training program aims at bettering the employees' behavior as one of the objectives. Behavior could be in terms of attitude displayed by the employees are undertaking their role, time management, attitude towards change, alignment with organizational culture among others (Bell et al., 2017). Important to note is that, behavioral change is a lag indicator of training given the fact that, a change in behavior is not immediate (Blume et al., 2019). Practically, a positive change in behavior could be manifested weeks or a few months after a training program.

Results

Results, is the last measure of training effectiveness post-training assessment according to the Kirkpatrick's Model. Results are the ultimate aim of a training program and a very important indicator of the program's effectiveness. Under results, there are both lead and lag indicators of results (Ford et al., 2018). Some of the lead indicators is a change in productivity among the employees and their department while the lag indicators are the return on investment in a training program. Once the overall benefits from a training program supersedes the expenses, the training program could be counted as having been largely effective (Sitzmann, & Weinhardt, 2018).

ROI (Return on Investment) Model

Relatedly, Return on Investment has been advanced as another important measure of effectiveness of training that is worth noting. In this regard training is considered as an investment and an acknowledgement is made that the program requires commitment of resources. One way the training intakes resources, is the length of a training program which may range from days or to years. Another way is the nature of the training program, whether it is done on-the-job, off-the-job, and whether it is done internally or externally (Lee, 2020). Further, the cost of training may differ on the ground of whether the trainers are from within the organization or are sourced externally (Man, 2020). In assessing the return on investment, the benefits such as productivity, employee commitment, achievement of organizational goals, and the ultimate superior performance of the organization against the rivals is of essence (Mikołajczyk, 2022). When this is done, the degree of a training effectiveness would be termed high as it consumed the minimum amount of money incurred which is a better return on investment.

CIPP Model

CIPP (Context, Input, Process, and Product) Model is also a popular model for measuring effectiveness of a training and program that is worth noting. The model evaluates the overall goals or mission of a training to ascertain whether the objectives have been achieved. The inputs assessment on the other hand, attempts to examine whether the inputs including trainers, training methods, training materials and the environment of training, among others were appropriate. In addition, the process evaluation assesses the effectiveness of the activities or components and the actual training process such as the competence of the trainers and ability to deliver the training. Finally, products may be equated to the results under the Kirk Patrick's model, and it measures whether the ultimate objectives of training were achieved.

In conclusion, there are different measures that organizations use to assess the degree of effectiveness of a training program. As a best practice, it is important to employ a set of combined different measures that have been advanced over time in order to obtain a more comprehensive measure. For the purpose of this study, a combination of different measures advanced by the different models will be used.

2.2 Challenges affecting Training Effectiveness

There are a number of challenges that affect training programs some of which are widely shared while others are context-specific. These challenges affect the degree to which a training program are effective. As such, it is important to identify the specific challenge and proactively address them and also use the identified challenges and utilize the knowledge gained to improve on the subsequent programs.

Defective TNA (Training Needs Analysis)

Defective and poorly conducted training needs analysis has been advanced as being of one of the challenges that affect training effectiveness (Bin Othayman et al., 2020). The best practice requires that a training needs analysis is conducted before the training program. In particular, training needs analysis is an audit of employees' competences and abilities, the expected requirements as to enable them perform well in the future, the gaps and learning points that are needed. This forms the basis of a training program (Ahmad et al., 2019). Where a development program is earmarked to prepare some employees for a higher role, the training needs analysis is expected to assess the willingness of individual identified employees to take the career path that the program intends to have. Following a training needs analysis, the training program is formulated to address the needs (Kraiger, & Ford, 2014). Nonetheless, there are many organizations that fail to effectively undertake a training needs analysis and as such are unable to effectively design a training program. When this is the case, the program is unlikely to be effective.

Employee involvement

Relatedly, many organizations fail to actively involve employees in designing the training program (Owen et al., 2019). Failure to effectively involve employees, is however contrary to the best practices of a training program. Such a failure could be attributed to lack of appreciation of the employees' input into the program, an exclusive management style, the intention to reduce time taken to prepare the program, or even unwillingness of the employees to be involved (Tyler et al., 2019). Failure to involve the employees, who are key stakeholders in a training program affects the effectiveness of the program since the employees' input is vital in customizing the program to the actual needs.

Bias in selecting the trainees

Additionally, biasness in selecting the beneficiaries of a training program has also emerged to be a challenge that affects the effectiveness of the program (Alrazehi, & Amirah, 2020). Notably, some trainings are more lucrative and attract some financial benefits in terms of allowances, while others are conducted externally and may involve scholarships and other benefits. In selecting the beneficiaries, some personnel in leadership have exhibited biasness such as selecting friends or relatives to the managers and left out more deserving employees (Adomi, & Famola, 2021). When such bias is exercised, felt unfairness is reported and this may affect other employees who are subjected to less appealing training programs (Adejare et al., 2020). Therefore, biasness in selecting the employees earmarked for a training program may affect other related programs.

Trainers

Furthermore, finding appropriate trainers or training institution has been identified as another challenge that affect training program. Notably, some of the training interventions require specialized experts and schools (Kozhakhmet et al., 2022). Such training requires external trainers. In some cases, the trainers may not be readily available or are expensive and beyond the allocated funds. When such cases arise, some organizations opt for low-cost training services that may be ineffective (Biech, 2022). Therefore, failure to find appropriate trainers becomes a challenge for a training program effectiveness.

The new psychological contract

The new psychological contract principles have also emerged as a challenge towards effective training (Mohammed et al., 2022). In its provisions, the new psychological contract requires that training ought to be a shared program and therefore, requires that employees have to have a share

of their own training needs met upon themselves (Herrera, & Las Heras-Rosas, 2021). Drawing from the provisions, some of the organizations have largely passed over the responsibility of training to the employees themselves on the account that, the organizations may commit huge number of resources on training on employees that would leave the organization (Nama et al., 2022; Kirkpatrick, & KirkPatrick, 2016). Therefore, the inherent nature of the new psychological contract can be considered to be a challenge for the training program.

Low top management support

In yet another challenge, it has emerged that some top-level managers are less supportive of training on the account of cost given the fact that training program is a cost center (Veerasamy et al., 2023). Training is indeed a cost center that requires commitment of financial resources and the benefits are expected at a later date. Given the said reality, some top managements have failed to support the program more so in terms of funding (Diatmono et al., 2020). In the process, training receives low financial allocations and this affects negatively the effectiveness of the program.

2.3 Mechanisms to Improve Training effectiveness

There are mechanisms that organizations can undertake to improve their training program. Some of these mechanisms are generic, while others are suitable to specific organizations. It is important that organizations identify the most appropriate mechanisms to improve their programs.

Budgetary allocation

Adequate budget for a training program has been advanced as one of the important interventions that organizations need to meet in order to improve the training programs (Mehale et al., 2021). Important to note is that, training is a cost center that requires adequate funding throughout its processes of identifying the training needs, conducting the training, and evaluation of the program.

Some organizations have however failed to commit adequate resources to training development programs and this have affected its effectiveness. In order to reverse the situation, the best practices demand that training program is adequately resourced.

Employee involvement

Employee involvement has also emerged to be an important intervention that can improve training (Panjaitan et al., 2023). In this regard, it is recognized as a good practice, and one that enhances effectiveness, to involve employees in the different phases of a training program. In this respect, employees' input in different stages of the program is vital, given the fact that they are the primary beneficiaries of the program (Somu et al., 2020). In particular, employee involvement helps to customize the training program to the actual needs.

Incentives to the trainees

In addition, giving incentives to the employees who are candidates for the training, more so the employees earmarked to take over superior positions has been advanced as yet another mechanism to enhance the effectiveness of the program (Elsafy, & Oraby, 2022). The best practices advance the view that, training program is up and above bridging the competence gaps, to also enhance productivity or be ready to occupy a higher position. When given incentives through such promises as enhanced salary, promotion at work or even more non-financial rewards such as higher level of discretion when doing their work, it is argued that employees would take training program more seriously thus enhancing its effectiveness (Haugen et al., 2022). Therefore, such incentives to the trainees is a means to improve a training program.

Anchoring training in strategic plan

It has been argued that when training is anchored into an organization's strategic plans it can enhance its effectiveness (Kamruzzaman et al., 2022). In this regard, it is important to note that, once a program becomes a strategic intent, it is allocated adequate resources and given the key results areas. Equally, a program anchored on strategic plan is also provided an administrative structure to ensure that it is well coordinated (Gull, & Idrees, 2022). All the said commitments for a program under a strategic plan are vital for the program's success. As such, in order to enhance training program, the program should be anchored on the strategic plan of an organization.

Contract with trainees

Again, it has been noted that organizations need to enter into contract of service with the employees in regard to the number of years the latter would serve after benefiting from the more expensive trainings as to enhance the effectiveness of training program (Kozhakhmet et al., 2022). In this regard, organizations seek a justification of committing resources whose benefits may take longer to realize like in training. In some cases, some employees have benefited from an expensive training program, like sponsorship abroad and other external training only to leave the organization after short period (ElSayary, 2023). Such circumstances tend to reduce the commitment of organization. This poses a risk to an organization that may spend a lot of resources on training and then the benefiting employees leave the organization without the earlier realizing the return on investment in training (Veerasamy et al., 2023). As a solution, it has been advanced that, an organization can enter into a written contract of the minimum number of years that the employee can serve the organization after training, say five or ten years, in order for the organization to justify the cost of training program.

Qualified and competent trainers

Selecting competent individual trainers or institutions which are qualified to offer training in areas sought is another measure that can improve on the training programs (Bourhim, & Cherkaoui, 2021). At times organizations outsource the training services to external providers. If this is the case then, it is crucial that the individuals or institutions sought to undertake the training have the capacity and capability to provide a high-quality service. This is important since the input into the service largely determines the output (Jayanthi et al., 2022). As such, the trainers ought to be qualified in order to enhance the effectiveness of a training program.

2.4 Conclusion of Literature

Employee Training is a topic that has sparked significant scholarly debate in the realm of organizational studies and human resource management. As organizations strive to enhance their competitive advantage and adapt to a rapidly evolving business landscape, the role of employee training has become increasingly paramount. Scholars have delved into various aspects of employee training, examining its impact on individual performance, organizational effectiveness, and overall employee satisfaction. While some argue that a strong emphasis on employee training leads to higher productivity, improved job satisfaction, and increased retention rates, others question the effectiveness and efficiency of such initiatives. This ongoing academic discourse sheds light on the complexities and nuances of employee development and offers valuable insights for organizations seeking to optimize their human capital and achieve sustainable growth.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter entails the research design, study population, sampling design and size, data collection methods, data collection instruments, validity and reliability, and data analysis.

3.1 Research Design

The study was conducted using a cross-sectional design. In essence, the data was collected once without repeat (Creswell, & Cresswell, 2018). This was mainly informed by the resources set aside for this study more so time.

A quantitative approach was adopted. The quantitative approach is an objective means of data collection, whose data can be analysed statistically and presented in means, percentages, correlations and other quantifiable means (Cresswell, & Creswell, 2018). The choice of the approach is based on the fact that it allows collection of data from a large sample size and it separates a researcher from the research instrument and thus can enable generalisation of research which was the aim of this study.

3.2 Study Population

The population included 65 ROTOM employees. These are employees in the two branches of the organization (Mukono and Rukiga Districts). All these employees were eligible to participate in the study since they are expected to be undergo the training program or are part of the organization. Given the fact that the entire population provides more objective results that able to be generalized, and the fact that ROTOM population is easily accessible, this study adopted a census.

3.3 Measurement

The questionnaire that was used for this study contained statements examining the different research objectives. It contained options that the respondent rated anchoring their responses on a 5 point like scale such that, 1= Strongly Disagree, and 5= Strongly Agree.

To evaluate the practices contributing to training effectiveness, a tool developed by The Mercer/Mettl model was used (Mercer Mettl, 2020). To establish the challenges affecting training effectiveness at ROTOM and generate measures to improve training effectiveness a tool adopted from Kirk Patrick model was used (KirkPatrick, 2016).

3.4 Reliability Analysis

Reliability refers to the consistency with which a respondent can answer similar questions many times as long as the conditions remain the same. To ensure this is achieved, a Cronbach alpha coefficient test was conducted. As can be seen in table 3.1 the questionnaires registered a score of above 0.7 (Nunnally, 1978) which is considered highly reliable and thus the instrument is considered reliable.

Table 3.1 Reliability analysis

Reliability Analysis Mechanisms to improve Training and Development

Variable	N	Cronbach Alpha
Effectiveness of training	15	.762
Challenges of Training	10	.797
Mechanisms to improve Training effectiveness	8	.749

3.5 Validity of the research instrument

Validity relates to the appropriateness of a research instrument in measuring the intended variables. To ensure this was achieved, the questionnaires that were used for the purpose of this study were mainly adopted from the previous scholars who have developed a validated instrument. Further, the views and recommendation of the supervisors were factored in which further led to refinement of the questionnaire.

3.6 Processing, Data Analysis and Presentation

Of the 65 questionnaires distributed for the purpose of this study, 57 were retrieved by the time the research was completed. Upon review of the data for completeness and appropriateness all the questionnaire were deemed appropriate for analyses. Thus 86.6% response rate was achieved. The data was then entered into SPSS package for analysis. Descriptive statistics are used to show the general characteristics of the respondents such as age and years of service. Means and standard deviations which are descriptives were used to assess the key training considerations, factors affecting training effectiveness and proposed mechanisms to improve training programme effectiveness.

3.7 Ethical Considerations

In undertaking this study, the researcher observed ethical principles as stipulated in Makerere University Research Handbook 2022. Specifically, the principles that were observed include, inviting the respondents to participate on voluntarily basis and respecting anyone's rights to withdraw from the study, ensuring anonymity, and protection of their organisation's secrets. To invite the respondents voluntarily, the questionnaire was clear that the respondents were to participate at their volition and no one was to be forced. Ensuring anonymity was done by having

a questionnaire that required no one to write their names or have a signature that may reveal their identity. In regard to protecting the organisation secrets no information about the organisation that is confidential was sought during the study.

Equally, all materials that were referred from other sources are acknowledged. All the materials and documents that were obtained in the public domain have been well referenced.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter contains the results of the study and the interpretation to the same. The chapter also provides an explanation on each of the analysis and the reason for the same. In particular, the chapter shows the results on the general characteristics of the respondents, the correlation analysis and the regression analysis.

4.2 The background characteristics of the Respondents

This section provides descriptive results related to the characteristics of the participants. It is shown in such terms as gender, educational levels, the period they have served in their current institutions, and age. The results are summarized in table 4.1 below.

Table 4.1: Characteristics of the respondents

Gender of the respondent		
	Frequency	Percent
Male	15	26.3
Female	42	73.7
Total	57	100
Age of the respondent		
18-30 Years	30	52.6
31-40 Years	15	26.3
41-50 Years	7	12.3
51-60 Years	5	8.8
Total	57	100
Years of service of the respondent		
Less than 1 Year	9	15.8
1-5 Years	26	45.6
6-10 Years	7	12.3
More than 10 Years	15	26.3
Total	57	100
Education background of the respondent		

	Frequency	Percent
Diploma	14	24.6
Degree	21	36.8
Masters	4	7
Professional Qualification	18	31.6
Total	57	100
Designation		
Management Staff	3	5.3
Administrative Staff	12	21.1
Program Staff	15	26.3
Health Centre Staff	15	26.3
School Project Staff	12	21.1
Total	57	100

Gender

The result show that majority of the respondents were female and their percentage was 73.7%. The male respondents were 26.3%. This suggests that most of the tasks in ROTOM favor female employees. This could be due to the sensitive nature that require high levels of compassion or competences that are popular with females.

Age

The result show that majority of the respondents were aged between 18 and 30 and this formed 52.6%. The respondents that were aged between 31 and 40 were 26.3%, while employees aged between 41 and 50 were 12.3% and only 8.8% were aged above 50. This suggests that ROTOM still has a majority of young employees who are active.

Education level

The findings indicate that majority of the respondents had a bachelor's degree as the highest level of education. This category constituted 36.8% while the respondents that had professional qualifications were 31.6%. The respondents that had a ordinary diploma were 24.6%. The

respondents that had masters were 7%. This suggests that most of the jobs in ROTOM require possession of a degree or professional qualification.

Years of service

The result show that majority of the respondents had served the organization for between 1 and 5 years and represented 45.6%. The respondents that had served the organization for over 10 years were 26.3%. The employee that had served the organization for less than one year were 15.8% while the employees that served the organization for between 6 and 10 years were 12.3%. Given the results, it can be argued that the majority of employees had served the organization long enough as to witness the training programs in ROTOM.

Designation

The result show that majority of the respondents were program and health center staff each representing 26.3% a piece. The administration and school project staff also were 21.1% a piece. The management staff were 5.3%. This shows that all designations were fairly represented in this study.

4.3 The practices of training effectiveness at ROTOM

In the following section, the results regarding the practices contributing to effective employee training at ROTOM is presented. The responses were anchored on a five Likert scale and thus the interpretation of the results is based on the mean scores thereof such that, a response averaging 1 and 2 indicate disagreement, 3 uncertain, and 4 and 5 agree. The summary of the results is as shown in table 4.2 below.

Table 4.2 Evaluate the practices contributing to effective employee training at ROTOM

Practices contributing to effective employee training	Minimum	Maximum	Mean	Std. Deviation
The selection of staff in ROTOM for training is always done fairly	1	5	2.70	0.499
Training needs analysis in ROTOM is done with great expertise	1	5	3.07	0.563
Internal training opportunities are offered fairly	1	5	3.95	0.575
External training opportunities are offered fairly	1	5	2.19	0.418
Majority of the trainers whom ROTOM hires are competent	1	5	4.26	0.495
Majority of the trainers whom ROTOM hires use the right training techniques	1	5	4.25	0.389
Majority of the trainers whom the ROTOM hires know how to deliver training sessions	1	5	4.35	0.412
Improved performance by employees is witnessed after undergoing training	1	5	3.28	0.375
Desirable behaviour by employees is witnessed after undergoing training	1	5	3.32	0.686
Right attitude by employees is witnessed after undergoing training	1	5	3.14	0.489
In general, the ROTOM has followed the right principles of training	1	5	3.93	0.776
The training is accorded enough time for the staff to learn	1	5	2.89	0.339
The training programs are provided in time	1	5	3.23	0.455
Evaluation of effectiveness of the training program is always timely.	1	5	2.32	0.711
In general training has largely been effective	1	5	3.21	0.700
Grand Mean			3.41	0.525

The result show that the result lie in the category of uncertain, and as such, it can be argued that the practices used by ROTOM for training effectiveness can be said to be ineffective. This is so since the grand mean was (Mean=3.41, SD=.525).

In regard to individual indicators, ROTOM has fared well in ensuring that internal training opportunities are offered fairly, majority of trainers are competent, trainers use the right techniques, and trainers know how to deliver trainings. This can be seen in such responses to statements like, “Internal training opportunities are offered fairly (Mean=3.95, SD=.575).” This indicates that, ROTOM offers that, regarding the internally offered training opportunities, ROTOM has provided opportunities fairly. That is one of the indicators of a well-designed training programme.

In another set of items that ROTOM has fared well regard to trainers. The responses to such statements as, “Majority of the trainers whom ROTOM hires are competent (Mean=4.26, SD=.418)”, “Majority of the trainers whom ROTOM hires use the right training techniques (Mean=4.25, SD=.389)”, and, “Majority of the trainers whom the ROTOM hires know how to deliver training sessions (Mean=4.35, SD=.412).” All these aspects relate to the competences of trainers and their delivery. From the best training management practices, the trainers are a critical factor that determines the success of a training programme.

There were equally a number of items that received an “uncertain ‘response which is an indicator that, in these particular aspects, the respondents could not ably decide whether ROTOM has fared well or not. In essence, the respondents refused to commit themselves to declare that ROTOM has been able to perform well. The said aspects include, evidence of improved performance after training, behavioral change, and attitude change. The responses to the related statements such as, “Improved performance by employees is witnessed after undergoing training (Mean=3.28, SD=.375)”, “Desirable behaviour by employees is witnessed after undergoing training (Mean=3.32, SD=.686)”, and, “Right attitude by employees is witnessed after undergoing training

(Mean=3.14, SD=.489)”, was uncertain. The results suggest that, it is possible that the performance issues underlying may not necessarily be associated with training, or the training has had no evident outcomes that has improved performance.

The last set of responses are the ones that attracted a “disagree” response. These responses are the ones that, contribute largely towards the poor practices contributing to ineffective training as perceived by the respondents. Specifically, the respondents disagreed that, external training opportunities are offered fairly and neither did they agree that training is accorded enough time, and so was in the case of timeliness in the evaluation of the training. The said findings were in response to statements like, “External training opportunities are offered fairly (Mean=2.19, SD=.418)”. “The training is accorded enough time for the staff to learn (Mean=2.89, SD=.339)”, and, “Evaluation of effectiveness of the training program is always timely (Mean=2.32, SD=.711).” The said responses relate to different critical factors that, in aggregation with other aspects, influence the degree to which the training programme can be considered either successful or unsuccessful.

In conclusion, the results on the practices contributing to effective training in ROTOM indicate that the training has not been effective. On aggregate, the mean score falls under “uncertain” ranking. The scores are an aggregation of some aspects that the metrics that measure training received an affirmation, which includes the trainer’s competence and the training techniques. Nonetheless, the institution was considered to have performed poorly in some key aspects like in offering external training which was considered to have been done unfairly, and also in regard to the time spent in training.

4.4 Challenges affecting training effectiveness at ROTOM

The following section presents the findings on what the respondents consider to be factors that are affecting training effectiveness in ROTOM. The statements that were posed to the respondents, are in line with what previous scholars have identified as the common factors that affect training programs. The interpretation of the finding is based on the mean scores such that, a response means scores of between 1 and 2 indicate disagreement with statement posed, 3 uncertain, and 4 and 5 agree. The summary of the results is as shown in table 4.3 below.

Table 4.3 Challenges affecting training effectiveness

Challenges affecting training effectiveness	Minimum	Maximum	Mean	Std. Deviation
The budget allocated to the training programme is barely enough	1	5	4.05	0.411
There is bias in selecting the employees who get an opportunity for training	1	5	3.98	0.409
There are a number of trainers who are not competent	1	5	2.41	0.334
There are a number of trainers who use wrong techniques	1	5	3.22	0.589
There are a number of trainers who use the wrong methodology	1	5	3.06	0.333
There are many seminars and training sessions that are irrelevant	1	5	3.95	0.454
Some employees do not take training seriously	1	5	4.58	0.396
Non-alignment of training objectives to ROTOM needs affects staff development	1	5	4.23	0.456
Failure to provide feedback by participants undermines the effectiveness of the training	1	5	3.68	0.338
Inadequate top management support undermines staff development	1	5	4.12	0.609
Grand Mean			3.83	0.433

From the above results, the study reveals that, some of the common factors that face training programmes, are the same that ROTOM is facing. This is so since the grand mean (Mean=3.83, SD=.433) was in the “Agree” region.

In terms of individual aspects, the respondents agreed that, “The budget allocated to the training programme is barely enough (Mean=4.15, SD=.883).” As a factor, budgeting in respect to training programs, relate to financial allocation for the program. Notably, finances are vital in training since it is used to pay trainers, training venue and other training aid. Inadequate budget allocation affects the effectiveness of the training program.

The respondents agreed that the selection of the beneficiaries of external training is biased. This was in response to the statement that, “There is bias in selecting the employees who get an opportunity for training (Mean=3.98, SD=.409)”. Similarly in reference to trainees, it was noted that some of the trainees do not take the training sessions seriously. This can be seen in response to statement, “Some employees do not take training seriously (Mean=4.58, SD=.396).” Equally, the respondents agreed that, “There are many seminars and training sessions that are irrelevant (Mean=3.95, SD=.454). The said three factors which relate to the trainees, affect the training program in that, some of the genuinely needing respondents are left out, and some of the respondents who are to benefit do not take the training seriously. Ultimately, that state of affairs negatively affects the general effectiveness of a training program.

Further there were factors related to ineffectiveness of a training program which included failure to align training to the actual needs and failure to undertake evaluations fast. This can be seen in response to statements like, “non-alignment of training objectives to ROTOM needs affects staff development (Mean=4.32, SD=.456). This suggests that ROTOM may be having trainings based

on the availability of trainers or training opportunities but not necessarily based on the particular training needs of the individuals. Another critical challenge that was highlighted as a challenge to the training program is failure to provide feedback.

There are some aspects that the respondents failed to consider as being a challenge in ROTOM even though they have been found to be a common challenge that faces training program in general. In this respect, the respondents failed to attach trainers' competences and the techniques they use as being a challenge. They disagreed that the trainers are incompetent as seen in, "There are a number of trainers who are not competent (Mean=2.41, SD=.334)" and were non-committal on "There are a number of trainers who use wrong techniques (Mean=3.22, SD=.589)", and, "There are a number of trainers who use the wrong methodology (Mean=3.06, SD=.333). Thus, the respondents did not believe that the issue of challenge is on the trainers.

4.5 Mechanisms to improve training effectiveness

The following section presents responses to the objective that sought to assess the strategies that can be employed to improve the training effect. The statements advanced are in line with what previous scholars have identified as strategies to improve training program. The interpretation of the finding is based on the mean scores such that, a response averaging 1 and 2 indicate disagreement with statement posed, 3 uncertain, and 4 and 5 agree. The summary of the results is as shown in table 4.4 below.

Table 4.4. Mechanisms to improve training effectiveness

Mechanisms to improve Training effectiveness	Minimum	Maximum	Mean	Std. Deviation
ROTOM should have an effective training needs analysis system	2	5.00	4.12	0.734
ROTOM should ensure fairness when offering training opportunities	1	5.00	4.40	0.193
ROTOM should provide adequate funding to training programme	1	5.00	4.16	0.347
ROTOM should employ competent trainers for each of the training session	1	5.00	4.16	0.347
ROTOM should always actively involve employees in the planning, implementation and evaluation phases of the training programme	1	5.00	4.12	0.351
ROTOM should always review each training conducted in order to improve the subsequent ones	1	5.00	4.05	0.277
ROTOM should enshrine training in its strategic goals	1	5.00	4.02	0.151
ROTOM should provide incentives to employees that successfully go through a training programme	2	5.00	4.32	0.686
Grand Mean			4.17	0.386

The result showed that the respondents, concurred that, ROTOM need to employ the popular mechanisms that have been found to be instrumental in fostering training programs effectiveness elsewhere. This is so since, in response to the advanced to assess proposed mechanisms, the respondents answered in affirmation with grand mean been (Mean= 4.17, SD=.38).

In terms of individual aspects of mechanisms, the respondents agreed with all the proposed mechanisms. In one set of aspects, the respondents agreed that, training should be enshrined in strategic goals, ROTOM need to have an effective training needs analysis system, involve employees in the different processes including planning, and also ensure fairness in offering training opportunities. This can be seen in responses to the respective statements which is,

“ROTOM should enshrine training in its strategic goals(Mean=4.02, SD=.15)”, ” ROTOM should always actively involve employees in the planning, implementation and evaluation phases of the training programme (Mean=4.12, SD=.351)”, “ROTOM should have an effective training needs analysis system(Mean=4.12, SD=.734)”, and “ROTOM should ensure fairness when offering training opportunities(Mean=.4.40, SD=.193).” the said are key pillars of an effective training programme since they are a foundation to ensure that training is offered to meet the needs identified and offered to the deserving personnel.

In addition, the respondents agreed that ROTOM should provide adequate funding to the training program as seen in response to, “ROTOM should provide adequate funding to training programme (Mean=4.16, SD=.347).” Any programme requires resources and so was the response to this study.

Further the respondents felt that ROTOM should continue employing competent trainers. This can be seen in response to, “ROTOM should employ competent trainers for each of the training session (Mean=4.16, SD=.347).” Trainers are key personnel as they are the ones that deliver the training needed.

Further, the respondents found that there was a need to conduct reviews after trainings in order to improve the subsequent ones. This can be seen in response to, “ROTOM should always review each training conducted in order to improve the subsequent ones (Mean=4.05, SD=.277).

Finally, the respondents were in agreement with the view that, ROTOM should consider offering incentives to employees that successfully undergo training. This can be seen in response to, “ROTOM should provide incentives to employees that successfully go through a training program (Mean =4.32, SD=.686). “

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a discussion on the finding comparing it with other findings in the literature. It also has the implications of the results, and also provides conclusions. Limitations to the study are also raised and the future research opportunities.

5.1 Practices contributing to effective employee training

The result show that the respondents were uncertain as to whether the training practices has been effective or not. From human resource perspective it can be concluded that, in general, the respondents believe that training in ROTOM has not been effective since the respondents have failed to qualify the result. It is thus not entire a fatal situation, but much needs to be done. In specific terms, ROTOM gets it right in hiring competent trainers who use the right training methods, and also offers training opportunities fairly for internal training. Nonetheless, the aspects that ROTOM has been ineffective include, training needs analysis, opportunities for external training, change in behavior and attitude. Further the respondents felt that evaluation of the training is not satisfactory and neither is training offered adequate time. A discussion on the results is as elaborated hereafter.

In regard to the positive scores witnessed in the choice of the trainers, and employing the recommended training principles, it is important to note that organizations tend to identify the best and experienced staff members who will command respect from employees if they decide to use its staff for a training program. If they decide to invite external trainers on the other hand, thy will most likely invite trainers to apply and select the best ones. They may also employ referral

mechanisms and all these methods are likely to attract competent trainers. On the above account, it would unlikely hire trainers that are less qualified (Mdhlalose, 2020). In addition, the intention of training is to equip its staff with the best training as possible (Sitzmann, & Weinhardt, 2018). In line with the human resource management best practices, the main intervention of training is to appoint competent trainers and thus ROTOM got it right in this aspect (Mercer Mettl, 2020).

There was a surprising result that shows that internal training opportunities are offered fairly but the external training opportunities. This could be explained from different perspectives. On one perspective, it could be a result of internal politics where the beneficiaries of external training are selected in an unfair manner (Yedama, 2021). It could also be bias of supervisors towards some of the employees. It could also be that, since external training comes with tangible extra benefits like allowances and sponsorships, the leaders tend to select their preferred candidates. Such biasness, if it persists, can lead to resistance low morale of the employees that feel they have been denied training opportunities (Owen et al., 2019).

The results also showed that, there was no clear evidence of improved behavior and attitude after training has been done. The possible explanation to this could be that, the main training that the ROTOM offers is aimed at improving actual performance. This may be informed by the urgent need and pressure to achieve tangible results. Again, the employees normally have a discretion on how to behave and attitude. Such outcomes have been reported where employees have not been involved in the planning of a training program and where training needs analysis has not been effective (Lee, 2020 ; Kamruzzaman et al., 2022).

Further, poor scores were registered in respect to how training needs are assessed. Poorly conducted training needs analysis affects the effectiveness of a training program. In particular, the

available literature shows that, failure to effectively undertake training needs analysis would lead to training the wrong people and offering the wrong training (Al-Mughairi, 2017). This could explain why the same results indicated that there are some areas, specifically attitude and behavior that have not been effective or improved after training has been conducted. In line with human resource management principles, poorly conducted training needs analysis may lead to failure to identify the actual problem and tailor a program towards addressing the actual problem (Nielsen, & Shepherd, 2022).

The result also revealed failure to timely evaluate the training once it has been completed. The explanation of this could be that, an assumption is made that the training ends when the exercise is done or they become reluctant to review the whole process again. This nonetheless is a weakness that need to be addressed since, according to human resource management principles, training is a cycle of which evaluation is critical as it assesses the effectiveness of the exercise and also informs the subsequent trainings (Mercer Mettl, 2020). The subsequent training and development would be best designed having incorporated the previous evaluation (Kirkpatrick, 2016).

In conclusion, it can be argued that in this study that the practices contributing to effective employee training program in ROTOM fails to meet the threshold of what can be termed an effective training. Therefore, there is justification for proposing the means that can be employed to enhance the effectiveness.

5.2 Challenges affecting employee training effectiveness

From the above results, the commonly known challenges that affect training programmes have been witnessed in ROTOM. The identified challenges include, inadequate funding, bias in offering training opportunities, failure to align training with the needs, and some employees not taking

training and development with the seriousness it deserves. However, there was no challenges with trainers and training methods. A discussion to the finding can be explained hereafter.

Inadequate funding and inadequate support from top management were advanced as a challenge facing training programmes in ROTOM. One of the reasons for this could be attributed to the new psychological contract. In the new psychological contract, the responsibility of improving employees' skills through training is shared between the employees themselves and the organization (Tsai & Yen, 2017). Accordingly, it could be that ROTOM employs new psychological contract principles and allocates money to only trainings that benefit the entire organisation but not enough to cover all the employees' training needs. In addition, it could be that the organisation is having many other projects that are competing for funds, other than training (Man, 2020). In such a case of many projects, the available funds approved for training may be inadequate. It may also be that ROTOM prefers more of internal trainings, which may include on-the-job training which is done by supervisor who train employees as part of their responsibility. In the process, ROTOM may in some periods fail to commit adequate funds for training. Regardless of the reasons, however, inadequate funding is against the human resource management principles which training should be allocated the financial resources in order to foster its effectiveness (Nielsen, & Shepherd, 2022).

The results also consider that selecting of the trainees suffered a bias. A number of reasons could be advanced for that. On one account, some supervisors can deliberately nominate the beneficiaries based on personal bias (Mercer Mettl, 2020). Another reason could be attributed to a poor training needs analysis which can lead to some people who are not eligible being selected and other eligible

being left out. All the said forms of bias negatively affect effectiveness of a training programme negatively (Jasson, & Govender, 2017).

Positively, in this study, the issue relating the trainers' competences, the methods they use and techniques were not found to be among the factors that are negatively affecting the training programme in ROTOM. This is one of the common challenges that face training in many organisations (Mdhlalose, 2020). Given the results, ROTOM can be said to have employed the best practice in selecting the trainers. In this respect, the organisation can be commended for adhering to a very vital principle in human resource management that demands that trainers should be competent (Ford et al., 2018).

In conclusion, the study reveals that ROTOM is presently facing some of the common challenges that affect training programmes. The salient challenges include, inadequate funding and biasness in selecting the beneficiaries. However, the organisation received a positive score in terms of selecting competent trainers.

5.3 Mechanisms to improve training effectiveness

The result showed that the respondents, pointed out that ROTOM needs to employ mechanisms that have been widely advanced from scholarly works. In particular, the respondents agreed that adequate funding, effective training needs analysis, exercise fairness in selecting the beneficiaries, employ competent trainers, involvement of the employees in planning, and timely evaluate the effectiveness of a training. There are a number of explanations that can be advanced to elaborate on the above finding as presented hereafter.

In terms of finances, it should be noted that funding of any project is vital as resources are necessary to meet the expenses associated with a project. Indeed, financial mobilisation is a central

part of any project. As such it is within the best practices in project management that adequate finances are availed for any project to succeed (Mercer Mettl, 2020).

Further, from the result training needs analysis was advanced as a challenge and the exercise of selecting training beneficiaries was counted to be biased. This calls for action to reverse the situation as this may affect the effectiveness of training programme (Blume et al., 2019). The human resource management best practices require that the training needs or gaps analysis is critical if the right training is to be offered (Mikołajczyk, 2022). Training needs analysis is comparable to the diagnosis phase that is used to identify a problem that needs to be addressed. Upon undertaking such diagnosis, ROTOM can ably and fairly select the beneficiaries of the training programme (Mulvie, 2021). On the contrary, if the process is not effectively done, a challenge of wasted resources in trying to address wrong issues may arise (Kirkpatrick, 2016).

Further, as according to the results, ROTOM is well positioned in improving training programme if it continues to employ competent trainers. This is a principle that ROTOM was considered to have fared well. In essence, the recommendation is for ROTOM to continue, in its future trainings, employing competent trainers. Employing competent trainers is also one of the important pre-requisites of effective training programme. Accordingly, effort should be made to ensure that only competent personnel in training are competent (Yedama, 2021; Urbancová et al., 2021).

Finally, the respondents advanced that, an evaluation of the programme be done in time. This is notable since evaluation is a central phase of any successful programme (Glazer et al., 2019). In a training programme, the principle demands that an evaluation is conducted as the training is being undertaken, immediately upon completion, and sometime after completion (Bin Othayman et al., 2020). This is so as to ensure both lead and lag indicators of success are captured. The results

thereof inform the organisation in question, in this case ROTOM, whether the programme has been successful or not, the areas of improvement, and it forms major feedback that can be used to improve the subsequent training programmes (Tyler et al., 2019).

Conclusively, it can be argued that the study supports the previous works and best practices that should be employed if a training and development programmes are to be successful.

5.4 Conclusions

The study sought to evaluate the practices contributing to effective employee trainings at ROTOM, the challenges affecting the training effectiveness and to propose mechanisms to improve training effectiveness. The assessment was undertaken against human resource management principles. The study concludes that, in general the training in ROTOM has not been effective. Nonetheless, there organization has fared well in terms of having competent trainers that use the correct techniques in the delivery of the training service. The positive scores are however affected due to negative scores in training needs analysis, selection of the beneficiaries, and evaluation of the program. In respect to the factors that affect the program, inadequate funding and top management support, lack of seriousness among some employees, and biasness in selecting the beneficiaries affect the program. In terms of mechanisms, it was agreed that ROTOM should continue employing competent trainers, engage employees in designing the program, adequately fund the program, and undertake timely evaluation if the program is to be effective.

5.5 Recommendations

Based on the findings the following recommendation can be drawn:

ROTOM should continue with the practice of hiring competent trainers for its training programs. This is a threshold for an effective training program since trainers are the one that provide the skills

that the employees need to acquire. Trainers in particular, should be able to teach, demonstrate, and also administer tests to assess the employees' progress.

ROTOM should adequately fund its training and development programs. This ensures that the training is conducted successfully. Specifically, adequate funding ensures that the organisation can attract the best trainers, have the best training facilities, and also sustain adequate training period that can enable the employees acquire the needed skills.

The organization should undertake a clear training needs analysis. This would ensure the right candidates and the right gaps are identified and the training be tailored towards helping bridge the gaps. A clear training analysis answers key training questions such as who exactly need training, what kind of training they need, and these informs the appropriateness of the training.

ROTOM should involve employees in planning and designing the training programs. This would win the employees' support and improve the program. Involving the employees ensures that right decisions of what best learning methods the employees prefer and this helps in customizing the training in accordance to employees preferred learning methods.

5.6 Limitations of the study

There are a number of limitations that can be attributed to this study as advanced.

This study employed a cross-sectional study design and as such the results reflect the employees' perspective at one point in time. While the design helped in meeting the time for the study, it failed to capture any possible changes of opinion that could have occurred after the first data collection phase. On the account of the said limitation, the study cannot be said to be comprehensive enough.

In addition, the study employed only one approach, the quantitative, where the participants were only restricted to pre-set answers. As such, the respondents were not accorded an opportunity to make further individual comments that would have been important for the study.

5.7 Future research opportunity

Given the findings and the limitations of this study, future researchers have the following opportunities to conduct a related study:

Future researchers have an opportunity to carry out a similar study employing a longitudinal design. Such a design, involve collection of data over a long period of time, say after six months, and can go up to like three years. A longitudinal design provides a comprehensive study that can enable generalization of results.

There is also an opportunity to conduct a similar study by employing a mixed approach. Mixed approach collects rich and in-depth data that is able to be generalized.

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QUESTIONNAIRE

Dear respondent,

Dear respondent, I am **Niwagaba Ronah** conducting academic research titled "Examining Training Effectiveness at Reach One Touch One Ministries (ROTOM) Uganda." You have been identified as a key respondent because it is believed you have superior information about this study. Please spare a few minutes of your busy schedule and complete this questionnaire. The responses will be used purely for academic research. Your honest and sincere responses are highly appreciated and shall be treated with the utmost confidentiality. Thank you.

Section I: Bio Data (tick the appropriate option)

1. Gender

1	Male		2	Female	
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2. Age

1	18-30		2	31-40		3	41-50		4	51-60		5	>60	
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3. Years of Employment

1	<1		2	1- 5		3	6-10		4	>10	
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4. Highest Level of Education

1	Diploma		2	Degree		3	Masters		4	Professional qualification		
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5. Position of the Respondent

1	Managem nt staff		2	Administrati ve Staff		3	Progra m staff		4	Health center staff		5	School project staff	
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Section II: Practice contributing to effective employee training effectiveness

Please indicate how much you agree or disagree with the statements below.

Key: 1=SD-Strongly Disagree; 2=D-Disagree; 3=NS- Not Sure; 4=A-Agree and 5=SA-Strongly Agree

Please carefully reflect on your Training and development component of your studies, then respond to the best answer that reflects your work such that **1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree, 5= Strongly Agree**

The practices contributing to effective employee training effectiveness						
		SD	D	NAND	A	SA
EF1	The selection of staff in ROTOM for training is always done fairly	1	2	3	4	5
EF2	Training needs analysis in ROTOM is done with great expertise	1	2	3	4	5
EF3	Internal training opportunities are offered fairly	1	2	3	4	5

EF4	External training opportunities are offered fairly	1	2	3	4	5
EF5	Majority of the trainers whom ROTOM hires are competent	1	2	3	4	5
EF6	Majority of the trainers whom ROTOM hires use the right training techniques	1	2	3	4	5
EF7	Majority of the trainers whom the ROTOM hires know how to deliver training sessions	1	2	3	4	5
EF8	Improved performance by employees is witnessed after undergoing training	1	2	3	4	5
EF9	Desirable behavior by employees is witnessed after undergoing training	1	2	3	4	5
EF10	Right attitude by employees is witnessed after undergoing training	1	2	3	4	5
EF11	In general, the ROTOM has followed the right principles of training	1	2	3	4	5
EF12	The training is accorded enough time for the staff to learn	1	2	3	4	5
EF13	The training programs are provided in time	1	2	3	4	5
EF14	Evaluation of effectiveness of the training program is always timely.	1	2	3	4	5
EF 15	In general training has largely been effective.	1	2	3	4	5

Challenges to employee training effectiveness

Please reflect on the barriers that affect Training program in your studies. Choose the best answer to respond to the following statements such that **1=Strongly Disagree, 2=Disagree, 3= Neither Agree nor Disagree, 4=Agree, 5= Strongly Agree**

Challenges to employee training effectiveness						
		SD	D	NAND	A	SA
CT1	The budget allocated to the training program is barely enough	1	2	3	4	5
CT2	There is bias in selecting the employees who get an opportunity for training	1	2	3	4	5
CT3	There are a number of trainers who are not competent	1	2	3	4	5
CT4	There are a number of trainers who use wrong techniques	1	2	3	4	5

CT5	There are a number of trainers who use the wrong methodology	1	2	3	4	5
CT6	There are many seminars and training sessions that are irrelevant	1	2	3	4	5
CT 7	Some employees do not take training seriously	1	2	3	4	5
CT 8	Non-alignment of training objectives to ROTOM needs affects staff development	1	2	3	4	5
CT9	Failure to provide feedback by participants undermines the effectiveness of the training	1	2	3	4	5
CT 10	Inadequate top management support undermines staff development	1	2	3	4	5

Mechanisms to improve training effectiveness

Please carefully read the following statements suggesting the ways to improve Training program, then respond to the best answer that reflects your work such that 1=**Strongly Disagree**, 2=**Disagree**, 3= **Neither Agree nor Disagree**, 4=**Agree**, 5= **Strongly Agree**

Improving training effectiveness						
		SD	D	NAND	A	SA
IT1	ROTOM should have an effective training needs analysis system	1	2	3	4	5
IT2	ROTOM should ensure fairness when offering training opportunities	1	2	3	4	5
IT3	ROTOM should provide adequate funding to training program	1	2	3	4	5
IT4	ROTOM should employ competent trainers for each of the training session	1	2	3	4	5
IT5	ROTOM should always actively involve employees in the planning, implementation and evaluation phases of the training program					
IT6	ROTOM should always review each training conducted in order to improve the subsequent ones	1	2	3	4	5
IT7	ROTOM should enshrine training in its strategic goals	1	2	3	4	5
IT8	ROTOM should provide incentives to employees that successfully go through a training program	1	2	3	4	5