Training is an investment in persons (the returns on such investment is not felt in the short run but in the long run; the returns is huge if the retention rate is high). The employer invests money and the employee invests time and sometimes money as well (Mathis and Jackson 1997). The lower the likelihood of an employee leaving an organisation, the higher the returns an employer receives on the investment. In as much as training is important to improving company's efficiency, product life span and rapid technological changes have made it expensive and difficult for organisation to invest in training their workforce to acquire necessary skills. (Cooke 1999). It is clear that certain kinds of investment in human capital are better rewarded by the labour market. On one hand, the trained employees obtain the following: greater job satisfaction (the required skills), improved communication, greater responsibility (increased job description) and recognition (empowerment), improved earnings and skills/ career development opportunities. Also, the employers get the following benefits from training their employees: motivated and loyal workers; become employers of choice, reduced staff wastage and absenteeism; higher profit and output; greater acceptance of change; and improved competitiveness (Armstrong, 2003).

Becker (1964) analyses indicated that cost and benefits of an investment like the one described by Mathis and Jackson (1997) is shared between the workforce and the employers. Workers enjoy certain proportion of the benefits and at the same time the employer is free from the fear of employees' quitting after being trained. In order to maintain a balance, it is therefore necessary for the cost of training to be shared between the both parties. However, contrary to the views of Armstrong (2003), concerning reduced staff turnover rate as a result of training, Hansson (2007) stated, that staff turnover is not a parameter for influencing training provision. Thus, this is different from the views that staff mobility has a negative impact on the firms training. Conversely, the outcome is relatively related to the findings of Goux and Maurin (2000) and Green et al (2000).

In the recent ever-changing business environment, organisations constantly search for ways to remain competitive. This becomes a driver behind the effort to develop individual employees' skills, knowledge, and competence in order to improve individual and organisational performance (Ketter, 2006). As such the decision to develop individual employee is as a result of the introduction of new technology and increasing nature of economic activities which has reduced the influence of conventional way of carrying out business activities in such a highly competitive environment (Keong and Soon 1996). In view of this, training the workforce in delivering quality service(s) has received attention from service industry (banks inclusive) as well as other organisations.

Once an organisation employed those it considered qualified, suitable and competent to perform those jobs for which they are recruited, it endeavours to embark on a resourceful training and development programme necessary to enhance the productive capabilities of the newly recruited   employees. Few people will argue against the importance of training as major influences in the success of an organisation, but employees are crucial and expensive resources.

In Uganda the Uganda Communications Commission (UCC) is the regulatory body of the communications sector in which was established in 1998 to implement the provisions of the Uganda Communications Act (Cap 106 Laws of Uganda). Its principal goal is to facilitate and enable the development of a modern communications sector and infrastructure for the country as well as ensuring equitable geographical distribution of communications services throughout the country.

From UCC's point of view, the employee is the critical component of the machinery which fuels other resources to generate output. Human resource is the heart of the organization. It is the job of the manager to get work done from his employees in the corporate world struggle to process, remember, and apply new information received in professional development training.

Micheal Armstrong (2006) defines training as a planned and systematic modification of behavior through learning events and programmes, instructions and exposures, which enable individuals to achieve the levels of knowledge, skills and competence needed to carry out their work effectively and efficiently. Training is thus a component of human resource development.

H.T Graham and Roger Bennet 1998 states that no employee can work well without adequate job knowledge in some cases it can be acquired in informal ways by experience in the job but usually it is imparted more quickly and accurately by formal training.

Training has the important dual function of utilization and motivation. By improving employee's ability to perform tasks required by the company. Training allows better use to be made of human resources; by giving employees a feeling of mastery over their work and of recognition by management their job satisfaction is increased. Training plays a pivotal role in the company's overall productivity and profitability because it increases the individuals' capacity to perform. Employee training is therefore, key not only to individual performance but to the organizational performance and productivity.

Conceptual and theoretical framework

Though the concept of training is difficult to define, a number of scholars have attempted to define it. Kreitner (1995) defined training as the process of changing employee behaviour and /or attitudes through some type of guided experience. In a similar vein, Sloman (2005)

defined training as an instructor-aided and content-based interference resulting in expected behavioural changes, and if it happens not to be on-the-job training, it might demand movement away from the office environment to a classroom and the likes. This suggests that there might be an on-the-job training as well as training that are entirely different from what the employee is used to. Mathis and Jackson (1997) defined training as a learning process whereby people acquire skills or knowledge to aid them in the achievement of goals and objectives, which can be broad or narrow. This is because learning processes are tied to varieties of organisational purposes.   Building on the definition by Mathis and Jackson (1997) that training is determined by the needs of an organisation. Cascio (2002) described training as a process, which consists of planned programs designed to improve performance at the individual, group, and or organisational levels. Improved performance, in turn implies that there have been considerable changes in knowledge, skills, attitudes, and or social behaviour from the perspective of a system. Price (2000) considered training as a process of converting personnel into skilled employees. The underlining basis of these definitions is the fact that training is a continuous process that focuses on empowering, improves skills, and makes employees potential leaders. To Price, a process consists of three main elements: Inputs, a conversion activity and an output. Since the process is reinforcing, there is the fourth item or element called feedback loop (measuring the success of training activities). The inputs of the process are the government pressure-persuasion, carrots (such as rewards, tax incentives), sticks (such as disapproval, fewer contracts), employers' commitment to training, etc. the outputs include improved job satisfaction for staff, greater retention of staff leading to cost reduction, better trained and more productive staff leading to cost reductions, it also reduces labour turnover, cost of recruitment, training new staff with associated mistakes that might be too costly for the management etc). The conversion activity transforms the inputs through training and development. The self-reinforcing nature of the process uses the positive feedback, that is, outcomes that encourage the process to continue.

THE PROBLEM AND RESEARCH QUESTION

The purpose of training is to improve knowledge and skills, and to change attitudes which lead to many potential benefits for both individual employees and the organisation. However despite all the efforts put in place by UCC to increase performance through training, it has realized low justifiable performance to steer it into the future, thus carry out this investigation why there existed a difference that does not enhance success and stability considering all the resources committed to boost

performance. The article addresses the following questions:-

i.   How does the organization identify the training needs?
ii. What are the key training methods employed by the organization?
iii. What key effects does training have on employee job performance?
iv. What is the relationship between training and job performance?

Literature review

According to Boydell (1975) the word need implies that something is missing, while training on the other hand, clarify that this need can be supplied by systematic training. Thus, a training need is a gap between the kinds of performance or competence expected of the employees and the kind already acquired by the employees. This at times, might be to improve an existing skill already in an employee for greater efficiency .The primary task in the analysis of training situation is to firstly identify the needs of both the new staff as well as the existing staff in terms of immediate manpower requirement of the organisation. These needs should be relevant to: the type of job to be carried out, level of education, skill and experience required and the necessary resources required to carry out the training. It is possible to identify training needs with the aid of certain instrument such as: interview, questionnaire, qualifications, observation or general information on employees' performance.

   Identification of training needs enables the possibility of formulation of training plans in accordance with the organisational policies on the effective manpower management within a stipulated time while ensuring its cost effectiveness. This involves outlining of training objectives to the outcome. This is because an effective job performance does not only rely on a particular person acquiring suitable skills but also importantly is the ability to correctly apply them to the situation (Hinrichs, 1966). Thus, a training programme design is an important link in the training cycle that lies between the awareness of the training needs of an individual and the fulfilment of that need. In other words, programme design translates needs into action and resulting in effective training. Nevertheless, Hatton (2003:4) acknowledges that training activities is of paramount important in identifying training needs in acquiring knowledge, but that it is not capable of improving or 'influencing job performance'.

   The process of training activity to fulfil the aims and objectives of training requires the commitment of the organisation to train the employees. However, training and developing employees is the combine efforts of both the management and the employees. As such, if the management provide the required resources and a

conducive environment in support of training in ensuring the growth of individual employee, it is also necessary for the employee to be flexible and trainable. In other words, there should be balance in the needs of the management and that of the employees. Management willingness to training must be met with readiness and attitudes of employees to be trained. This might be achieved with some sort of incentives so as to achieve the desired objectives to enhance performance. However, it is important that employees are well informed on every decision concerning them (Hinrichs, 1966).

Organisational effectiveness and efficiency is an integral part of training while evaluation of training programmes is important for a careful and vivid examination from an investment point of view (Drucker, 2003).

Actual training begins after the management must have determined its objectives. Regardless of whether the training is job specific or broader in nature, the appropriate training approach must be chosen. The following are the common training approaches or forms: on the job training; simulation; cooperative training; behaviourally experienced training and classroom/ conference training. The most common type of training at all levels in an organisation is the on-the-job training (OJT). Whether planned or not, training gives opportunity for change in the organisation since employee learns from their job experiences. The managers, and other employees, or both do OJT. A manager who trains an employee must be able to teach as well as show the employees what to do in other words; the manager ought to be actively involved. OJT is a very popular concept because it is flexible and relevant to what the employee is doing. However, it has some problems; a common problem is that OJT is often done haphazardly. Trainers may have no experience in training, either because there is no time to do it or no desire to participate, making OJT ineffective. Another problem associated with OJT is that it can disrupt regular work (Margerison, 1991).

Simulation is a training approach that uses a training site set up to be identical to the work site. In the setting, trainees can learn under realistic conditions but be away from the pressures of the production schedule. Airlines use stimulators to train pilots and cabin attendants; astronauts train in mock-up space capsules and nuclear power operators use model operations control rooms (Leeds, 1993). Also, Bottomley (2002) affirmed that simulation existed in many forms and was attractive for a variety of reasons. Simulation offers the potential for improved efficiency in training for a large range of tasks. One component of the real task is, however, missed out in this form of training.

Training-stress. The real stress of threat to life or limb or large capital equipment is difficult to simulate satisfactorily. There are two widely used cooperative training methods: Internships and apprenticeships. Both combine classroom training and on-the job experiences.

An internship is a form of on-the-job training that usually combines job training with classroom instruction in colleges or universities. Interns (or students) do work full or part time in cooperative programmes in such fields as accounting, engineering, newspaper reporting and management (Kelley, 1994). Employers, trade unions and government agencies use apprentice training. An apprenticeship programme provides an employee with on-the-job experience under the guidance of a skilled of certified worker. Certain requirement for training equipment, time, length and proficiency levels may be monitored by the government. This training is used for people going into skilled crafts such as carpentry, plumbing, photography, and welding (Nhan, 2001).

Behaviourally experienced training focuses on attitudes, perceptions and interpersonal relations of employees. There are different forms of this training, employees can learn about behaviour by role playing in which individuals assume identifies in a certain situation and act it out. Business games, case studies, other cases incidents and short work assignments called in-baskets are other behaviourally experienced learning methods. Sensitivity training or laboratory training is an example of a method used in emotional learning. Trainees must be able to transfer the learning back to their jobs.

Training seminars, courses and presentations can be used in both job –related and developmental training. Lectures and discussions are major part of this training. The numerous management development courses offered by trade associations and educational institutions are examples of conference training. Company-conducted short courses, lectures and meetings usually consist of classroom training, whereas company sales meetings are a common type of conference training. Both classroom and conference training frequently make use of training techniques such as case discussions, films and tapes to enhance the learning experience (Mathis and Jackson 1997).

The success of any training form can be gauged by the amount of learning that occurs and is transferred to the job to improve efficiency. Training and learning will take place especially through informal work groups, whether an organisation has a coordinated training effort or not. According to Philips (1996), employees learn from other employees. Without a well-designed systematic approach to training what is learned may not be what is best for the organization. Megginson et al (1999) has identified the following as the three major phases in a training system: the assessment phase, the implementation phase, and the evaluation phase. The assessment phase encompasses determining the needs of the organisation and individual employees. Furthermore, in this phase, the training objectives are determined and appropriate criteria for training highlighted. At the implementation phase training, a test is administered on the prospective trainees after which, training methods are selected. The evaluation phase

focuses on measuring how well the training accomplished what its originators expected. Monitoring the training serves as a bridge between the implementation and evaluation phases. Systematic training can be strategic in nature. Mabey and Salaman (1995) have defined six conditions that must be met before systematic training and development can be regarded as strategic:

a) Alignment with organization objectives – training and development must be apparently linked to business;
b) Senior management support – senior management actively promotes learning so that training and development become part of the culture;
c) Involvement of line managers – They are actively involved in planning coaching and monitoring training and development;
d) Quality of programme design and delivery – High quality development programmes; training courses that matches learning objectives.
e) Motivation of trainees – Sharing in the assessment of training needs and relevance of training and development activities.
f) Integration with HRM policy – Human resource development is continuous with and mutually reinforced by other human resource policies covering assessment, reward, and recognition and career development.

Successful training depends on a training officer's ability to work closely with the line manager in constructing a programme, which is relevant to the needs of the employees and minimizes their learning difficulties. Bottomley (2002) defined a training programme as the analysis of training requirement in terms of a number of instruction or learning, set out in sequential order, which indicates time allowed for each training session. This definition suggests that a training programme is always a highly structured sequence of controlled events. According to Leatherman (2000), a good training design incorporates the following principles: -

It is based on assessment of training needs; It provides the participants with a variety of learning experiences; It involves the participants in the learning; It reduces the tension felt by the participants; It is relevant to the participants' real world; It results in programmes that relate to the participants' experience; It takes into account the fact that participants tend to remember best what they see and hear versus what they are told only; It provides the participants with an opportunity to do what they are being taught; It uses repetition to help the participants learn; It focuses on quality of instruction; It provides the follow – up on the job that has been taught in the classroom; and It includes evaluation as part of the original learning process

Bottomley (2002) identified the following as the steps in the design of a structured training programme: Set overall training objectives; Select relevant training materials; Decide training methods; Asses training times;

Construct the timetable; Brief the trainers; and Monitor and evaluate the training. In reality, a training programme designed accordingly will be effective. The effectiveness will be more pronounced if the programme is meticulously monitored and evaluated. It must, however, be stated that in some cases, a structured training programme need not be designed. For example, in the case of the development of employee inter-personal attitudes, a loosely structured or unstructured programme is preferable. This is because unlike motor skill acquisition, attitudes have psychological undertones which structured training may not impact on easily.

Evaluation is one of the more difficult aspects of the training officer's task. It is essential for a number of important reasons: (a) the organization wants to know what return it is getting for the effort and expenditure it commits to training; (b) the data collected can justify the expenditure and determine to what extent objectives have been met, and (c) subsequent programmes can be modified and improved (Bottomley, 2002). In the same vein, Hamblm (1990), defined evaluation as; "an attempt to obtain information (feedback) on the effect of a training programme and to assess the value of training programme and to assess the value of the training in the light of that information.

Warr (2004) recognises a reaction evaluation, which is concerned with obtaining information about employees' reaction to their training so as to improve current or subsequent programmes. They also define three levels of outcomes, which are the changes in measured by appropriate tests; intermediate outcomes, which refer to changes in the employee's job behaviour that occurs when he applies newly learnt skills and knowledge to his work; and ultimate outcomes, which causes changes within the function of the firm, such as increased productivity at departmental or organisational level. One way to evaluate training is to examine the cost associated with the training and the benefits received through cost and benefit analysis (Mathis and Jackson 1997) comparing costs and benefits is easy until one has to assign an actual currency value to some of the benefits. The best way is to measure the value of the output before and after training. Any increase represents the benefit resulting from training. However, careful measurement of both the costs and the benefits may be difficult in some cases. Some of the cost items of training are trainer's salary, training materials, equipment, transportation and cost of production or service delivery. However, the followings are the benefits derived from training: increase in production, reduction in errors, and reduction in turnover, attitude changes, and new skills with which to do more jobs. Whatever may be drawback of the cost – benefit analysis; it remains the best way to determine whether training is cost effective or not (Tracey, 2000).

Table 1. Showing the population categories, population, sample and sampling techniques used in the study based on Krejcie and Morgan sample size determination model

Category	Population(Target)	Sample(Accessible)	Sampling Techniques
Managers	03	03	Purposive sampling
Heads of department	05	05	Purposive sampling
Staff	100	80	Simple random sample
Total	108	88	

METHODOLOGY

Research design

The researcher used a descriptive research design basing on the use of qualitative and quantitative approaches that was adopted to assess the effect of training on employee performance in Uganda communications commission (UCC) Kampala. This design was used for profiling, defining, segmentation, estimating, predicting, and examining associative relationships. Pearson correlation research design was used to examine the relationship between the variable training and employee performance

Population and sampling

Population refers to the group of people, events or things or elements of interest that researcher wishes to investigate (Denscombe, 2003).Mugenda and Mugenda (1999) observed that population is the entire set of individuals, events or objects having common observable characteristics. This study targeted a total of 108 respondents from UCC Kampala; Managers (03), Heads of department (05) and staff (100). This is because all these categories of respondents were believed to be knowledgeable about effect of training on employee performance. (Table 1)

DATA COLLECTION METHODS

Data collection methods are an integral part of research design which involves selection of both primary and secondary data   collections methods. The study will used questionnaire survey'(Self-administered questionnaire) interview method (interview guide) documentary review (review guide and focus group discussions).

Reliability and validity

Before actual data collection was carried out, a pre-test (pilot study) for the research instruments was done to determine their validity and reliability. Validity test was carried out to determine whether the instrument covered the valid content that it is supposed to measure, a reliability test was carried out to check out for the consistency of research instruments to be used. Validity was determined by computing a content validity index while reliability was done using cronbach alpha co-efficient. Validity and reliability were ensured through triangulation and use of already validated instruments.

Data analysis

•   Data analysis is the process concerned with data editing and error correction (Amin 2005). Enon (2002) also asserts that data analysis is a process of organizing data so that readers can get meaning out of it. Mugenda and Mugenda (1999) maintain that data obtained from the field in raw form is difficult to interpret. Therefore, data was cleaned, coded, keypunched into a computer and analyzed. And it is from the results of analysis that researchers were able to make sense of the data. Both quantitative and qualitative approaches were used in analyzing. This is supported by Amin (2005) in his observations that a choice of only one of these approaches (qualitative and quantitative) often presents a myopic view of things.

FINDINGS AND DISCUSSIONS

Evaluate/effect of training programs on employee job performance

The objective of this study was about the effect of training on employee job performance at UCC. The findings of this objective were gathered from questionnaire .The study determined effect of training programmes on employee job performance and the findings on each of the effect attributes are displayed in Table 2 below.

The Table 2 below shows that a majority (54.5%) of the respondents indicated that training benefited both UCC and the employees. They specified that the company improved in performance due to the skills acquired. The individual gained experience and gaps

Table 2. Effect of training programs on employee job performance

Effect/Evaluate of training programs Items	Response	Frequency	Percentage
Whom does training benefit the most? the company or the employee	Employee	22	25.0
	Company/Commission	18	20.5
	Both Employee and Commission	48	54.5
Briefly explain how?	Other specify	88	100.0
On average what is your evaluation of the benefits undertaken with regard to your job performance?	Other specify	88	100.0
Have you applied the acquired knowledge and skills from training on your job performance?	Yes	71	80.7
	No	17	19.3
If no what are the constraints that have hindered the application of the acquired knowledge and skills?	Management poor support	39	44.3
	Team work	14	15.9
	Other	35	39.8
Are there any factors that affect the employees' performance in your organization other than training? If yes specify them.	Yes	47	53.4
	Other specify	41	46.6
Do you agree with the company's training policy? If no what is lacking.	Yes	16	18.2
	No	28	31.8
	Other specified	24	25.2
	Total	68	77.3
	Missing in System	20	22.7
What is the funding agent of your training?	UCC	74	84.1
	Government	14	15.9
What benefit does the company give you after being trained?	Promotion	27	30.7
	Not applicable	11	12.5
	Other	50	56.8
What benefit does the company give you after being trained?	Yes	40	45.5
	No	40	45.5
	Other specify	8	9.1
Are the benefits satisfactory? If no specify what is lacking?	Target gaps met	19	21.6
	Performance Appraisal/ Evaluation	58	65.9
	Other specify	11	12.5
	Total	88	100.0
Do you think your company is satisfied with your performance after training?	Yes	71	80.7
	No	17	19.3
If yes how do you know?	Other specify	88	100.0
What additional training should the company provide to increase the employee performance?	Mentoring	6	6.8
	Non Technical training	9	10.2
	Self help/Development programmes	14	15.9
	Project management	25	28.4
	Team work	25	28.4
	Others- specify	9	10.2
	Total	88	100.0

Source: Primary data

were bridged especially in equipment based training like monitoring, exposure was gained in case foreign based training. However they said that all this trainings were work based and people's needs and personal growth.

Table 3. Correlations matrix results Correlations

Variables under study		Need for training	Method of training	Evaluation(Effect) of Training	Employee Performance
Need for training	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	88			
Method of training	Pearson Correlation	.323**	1		
	Sig. (2-tailed)	.002			
	N	88	88		
Evaluation(Effect) of Training	Pearson Correlation	.433**	.721**	1	
	Sig. (2-tailed)	.000	.000		
	N	88	88	88	
Employee Performance	Pearson Correlation	.081	.343**	.492**	1
	Sig. (2-tailed)	.452	.001	.000	
	N	88	88	88	88

**Correlation is significant at the 0.01 level (2 Tailed)

Source: Primary data

Therefore management needs to critically balance work based development needs with individual personal growth needs.

28% disagreed with the company policy because they believed management was not transparent, nothing was obvious, indicated that the earlier policy was good. 80.7% indicated that the company was satisfied with their performance after training because performance gaps in the identified areas had been met, known through appraisal; others felt that more training were needed but should be expressed in writing for the record. Project management and team work at 25% respectively were the additional trainings that were mainly needed by the staff among others.

The relationship between training and job performance variables

Correlation analysis was done to measure the relationship between the variables

Training and employee job performance

The correlation Table above, displays Pearson Correlation Coefficients, significant values and the number of cases with non missing values (88). (Table 3)

It should be noted that the values of correlation coefficient range from -1 to + 1 in which the absolute value indicates the strength, with larger absolute values indicating stronger relationships. The sign of the correlation coefficient indicates the direction of the relationship (positive or negative). However, according to Fink (1995) correlation coefficient are not easy to interpret based on the values of +1, 0 and -1, so he recommended another statistic: the coefficient of determination or r^2 which tells the proportion of the variation in the dependent variable associated with the variations or changes in the dependent variables.

As shown in the table above, the correlation coefficients on the main diagonal are always 1 because each variable has a perfect positive linear relationship with itself. The correlation coefficient for needs for training assessment and employee performance is 0.081; where as that of the method of training is 0. 343** and that of effect of training is 0. 492**. This shows that there is a positive correlation co efficiency which implies that needs assessment ,method of training and Effect/(evaluation) have got a significant positive relationship with employee performance and therefore, cautiously handling of these variables, will help the UCC in improving on the perceived employee performance. Thus the government and other sister organizations will need to sustain and perpetuate the interventions in enhancing employee performance since training and its attributes has significant influence. For example, consultations with different departments/stakeholders, training, using highly

qualified personnel from recognized firms, government commitment in building capacity, educating people and attaining effectiveness and efficiency will be effective. These values are also close to 1, it indicates that these variables are strongly correlated. Since the significance level is very small (0.05) then the above correlations are significant and it implies that the variables are linearly related.

CONCLUSION AND IMPLICATIONS

From the study findings it was concluded that;

Training needs analysis is still lacking and is a problem thereby causing a big gap between the trainings in the company and individual needs conflict.

The training methods were still underrated and wanting in the job related and environmental areas and needed great improvement if UCC employee performance is to be improved.

The administrators at UCC-Kampala did not record significant evaluation /effect of training and development policy mechanisms yet such strategic interventions contribute greatly to employee performance.

The management of UCC should use competent staff or external consultants to formulate strategic plans to guide the implementation and evaluation of the organization's objectives to enhance achievement of their mandate at all times.

The management of UCC should equally conduct effective organised evaluation through their organisational structure, staff specialization, resource deployment, use of information technology and processes redesigning to enhance employee performance.

The management of UCC should emphasis observance of effective evaluation through control practices of collecting performance data, analyzing it and taking prompt corrective action to ensure achievement of the organization's performance objectives.

Limitations of the study

The study focused on strata of the UCC and its members. This limited the generalization of the findings to all the strata. However these strata gave a clear picture of the situation in UCC which other studies may build on.

There was limited local literature with respect to effect of training on employee performance based on UCC Kampala experience. However, this was overcome by consultation of foreign literature and reference to other relevant locally published material. This study was conducted at UCC Kampala City and it involved only the commission due to limited finances. Therefore, not all UCC staff was involved in the study. The results then were generalized and taken as a representative for the whole of UCC.

Areas for future research

- Employee, innovations and persistent issues in Parastatal
- Employees' communications needs/benefits / impact.
- Management preparation of managers on employee performance

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