



EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE AT UGANDA WILDLIFE AUTHORITY

Nakacwa Kasozi Sherifah

Department of Leisure & Hospitality, Kampala International University, Uganda

Olutayo K. Osunsan 

Faculty of Business & Management, Cavendish University, Uganda

Department of Business & Management, Kampala International University, Uganda

osunsan@kiu.ac.ug

Mugume Tom

Department of Human Resource & Supplies Management, Kampala International University, Uganda

Nakato Sarah

Department of Business & Management, Kampala International University, Uganda

Abstract

Adopting a descriptive quantitative design, the study sought to investigate the correlates of Training and development on employee performance in Uganda Wildlife Authority (UWA). Two objectives were set: (1) the effect of training needs analysis (TNA) and training methods on employee performance at Uganda Wildlife Authority, and (2) training and development on employee performance at Uganda Wildlife Authority. The hypothesis H01: Training and Development has no significant effect on Performance at UWA, was stated. A sample of 54 employees were considered and the finding revealed that (1) training needs analysis (TNA) and training methods had a significant effect on employee performance at Uganda Wildlife Authority ($R^2 = 0.89$; $F(2, 51) = 205.993$, $P < 0.05$); and (2) training and development had a significant positive effect on employee performance in UWA ($R^2 = 0.67$; $Beta = 0.817$, $p < 0.05$). The null hypothesis was rejected. The conclusion was made regarding the need for training needs

analysis in order to identify gaps in the workforce. Recommendations were made that the UWA should not relax on its past success, but needed to step up its training and development activities in light of the new norm (Covid19 SOPs) and other requirement as a result of the pandemic and the changing world.

Keywords: Employee Performance, Training, Development, Training Needs Analysis

INTRODUCTION

Employee performance includes executing defined duties, meeting deadlines, employee competency, and effectiveness and efficiency in work and attaining the organisations objectives. Reed and Henley (2015) pointed out that the quality of services provided to consumers is a function of the behaviour of staff delivering the said services which, in turn, is influenced by the quality and consistency of training and development of the staff and performance management practices adopted by organizations.

Training is the crucial area of human resource management; it is the fastest growing segment of personnel activities. Training and development play a crucial and functional role in supporting every business in the world, because training improves the efficiency and the effectiveness of both employees and the institution (Raja et.al, 2011). Manpower training and development is one of the most important organizational dynamics. It constitutes the pivot in which organizational survival is run. The training process is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to personnel (Ekaterini, 2009).

The Uganda Wildlife Authority (UWA) is a semi – autonomous government agency that was created in 1996 after the merging of the Uganda National Parks and the Game department (Gwom, et al, 2021). With 10 National Parks, 12 Wildlife Reserves, 5 Community Wildlife Management Areas; and 13 Wildlife Sanctuaries under its dominion, UWA holds significant gravitas in both the management and attraction of tourists and investment in the tourism sector in Uganda (UWA, 2021). In the recent economic environment exacerbated by the Covid 19 pandemic employees' attitude and performance levels are a fundamental locus point for determining customer satisfaction (Kwizera, et al 2019), this is more so in a service sector and particularly in the hospitality industry (Wampande & Osunsan, 2020). This study, therefore, sought to discuss the core functions of human resource which is training and development, training needs analysis and training methods on employee performance, and how the earlier variables affect the latter. More specifically this study sought to explore: (1) the effect of training

needs analysis and training methods on employee performance at Uganda Wildlife Authority, and (2) training and development on employee performance at Uganda Wildlife Authority

LITERATURE REVIEW

Training and Development

Training and development are complementary parts of the same process. They are interlinked and interdependent, rather than sequential and hierarchical. Training and development is very crucial to the employees, the organization and their effectiveness (Devi & Shaik, 2012). Training and development is a technique used to transfer to the employees relevant skills, knowledge and competence to improve employees performance on current jobs and future assignment. Similarly, training which is referred to as a course of diet and exercise for developing the employees' effective, cognitive and psychomotor skills to assist the organizations to have a crucial method of developing the employees towards enhancing their productivity (Ezeani & Oladele, 2013). To manage an organization both large and small requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies (SKAC) needed to work. As a result, many require extensive training to acquire the necessary SKAC to be able to make substantive contribution towards the organization's growth (Barron & Hagerty, 2001).

The importance of training as a central role of management has long been recognized by leading writers (Laing, 2009). Training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization (Olusanya et al, 2012). Training and development play a vital role in the effectiveness of an organisation. According to Obi-Anike and Ekwe (2014) the purpose of training and management development programs is to improve employee capabilities and organizational capabilities. A training need can be said to exist when there is a gap between the existing performance of an employee (or group of employees), and the desired performance. To assess whether such a gap requires a skill analysis. Training is essential for leadership development success. Enhancing the skills of employees is the aim of training and development. Training and development are designed to have these benefits. These traditional or conventional trainings might be formal or informal. In order to sustain economic growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organizations and this is done through training and development.

Training Needs Assessment (TNA)

According to Agyemang and Ofei (2016) Training needs assessment refers to the process of establishing the gaps needed to be filled by training in a company and trying to find solutions to meet these needs of the company. TNA is an appraisal system and is an important requirement for any training program for employees (Appiah, 2017; Wasilu, 2015). Denby (2010) emphasized the importance of training needs analysis (TNA). In order for any training program to be impactful in an organisation, it is vital to analyse what training needs exist in the organisation. Through TNA a company is able to channel their resources in areas that would lead to development of their employees, improve their morale and improve the general performance of the company. The failure to do so would mean random training that would undermine the needs and skills required by the organisations and its workforce. Today, it is the responsibility of managers and not just specialists to undertake different forms of management that include training and development of teams, and this makes it important for them to understand the needs for training and have the ability of successfully implementing it (Wasilu, 2015).

Training Methods

Many training techniques are created almost every year by the rapid development in technology. To be effective, training method should; motivate the trainee to improve his or her performance, clearly demonstrate desired skills, provide an opportunity for active participation by the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the-job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. It is good for organization to give their employees on the job training so that their employees learn in a practical way (Tom Baum et al., 2007). On the other hand, Off-the-job training is usually designed to meet the shared learning needs of a group rather than a particular individual's needs. Lectures, computer-based training, games and simulations are the common forms of off-the-job training methods.

Employee Performance

In this study, employee performance is the dependent variable and is a common variable in organizational psychology. Kwizera, et al (2019) asserted that employee performance in the organisation is very important to determine company's success and profitability and defined employee performance as dependant on the inclination and the sincerity of the employees to do their job. Thus, job performance is a reflection of employee performance. Job performance is a work achieved by a person in performing tasks assigned to him based on his skills, experience, sincerity and time (Hasibuan 2011). In the contemporary business environment, most of the companies facing challenges are obligated to put more emphasis on enhancing employees' performance (Gruman & Saks, 2011). It is argued that to engage in effective performance, management needs to empower employees to design their jobs and roles. In so doing employees will discover job more fit between employees' skills, needs and values. (Gruman & Saks, 2011). According to Tavakolia (2010), employees' performance will drop due to downsizing innovations and mergers in the organization, as well as changing of the location, time, quality and quantity of the task and responsibilities.

Training Needs Assessment, Training Methods on Employee Performance

In order to achieve a strategic relationship between training strategy and staff performance, there is need to carry out a Training Needs Assessment (TNA). Armstrong (2006) has reasoned that for any training to be effective there is need to find out the gap between desired and actual performance of individuals. He asserts that without this TNA, training may not bring out the desired change. Performance of employees is very important in an organization because they determine whether the organization will achieve its goals or not. Employees form part of organization resources needed for the firm to succeed. Therefore, training employee to acquire knowledge and skills on the current technology is very essential in boosting their performance. Acquired skills improve employee effectiveness and their performance. Maskevich (2005) points out that TNA is rarely done in most organizations before a training intervention is designed and yet they anticipate that it will improve performance.

Training and Development on Employee Performance

Bashir and Ramay (2008) investigated the effect both training and workplace education programs can have on various organizations. The study encompassed an examination of several outcome factors that may be accomplished through training. The study realised that training and development does not only positively effect on productivity, motivation; satisfaction, absenteeism but employee performance as well. Training develops self-efficacy and results in

superior performance on job (Svenja, 2007). Nguku (2006) expressed that training assists employees in acquiring better skills, knowledge, and attitudes towards their better performance. Several studies have revealed a positive correlation and relationship between training and development and employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart et al. 2005). Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour (Appiah 2010; Farooq & Khan, 2011; Sultana, et.al. 2012; Nassazi, 2013; Obi-Anike and Ekwe, 2014; Anitha & Kumar, 2016; Ibrahim, Boerhannoeddin & Bakare, 2017; Chhy, 2019). On this basis of these findings the following null hypothesis is stated:

H₀₁: Training and Development has no significant effect on Performance at UWA.

RESEARCH METHOD

The study employed descriptive quantitative survey design. The study used purposive and simple random sampling techniques to select a sample size of 54 respondents from the target population of 60 employees of Uganda Wildlife Authority. These were determined using Krejcie and Morgan (1970). The questionnaire was designed in a 5-point Likert scale format. The data on the perceived effect of training and development, training needs analysis, training methods and employee performance the five-point Likert scale questions anchored by Very Low to Very High in the range: Very Low =1 to Very High =5. The validity was determined using content validity index (CVI) and was 0.89 (Aimable, et al, 2019). The reliability coefficient for each of the sections exceeded 0.9 using Cronbach's Alpha test of reliability as can be seen in table 1. The lowest was 0.932 and the highest was 0.949. The average was 0.94. This met the required minimum reliability coefficient of 0.70 or higher as is the case in most social science research situations (Creswell & Creswell, 2003).

Table 1 Cronbach Alpha Results for questionnaires

No.	Sections of the questionnaire	Cronbach alpha (<i>a</i>)
1	Training and Development	0.935
2	Training Need Analysis	0.932
3	Training Methods	0.935
4	Employee Performance	0.949

Data analysis was carried out with Statistical Package for Social Science (SPSS 22.0 version) using inferential statistics such as multiple regression analysis to determine the effect of Training Needs Assessment and Training Methods on Employee Performance on performance (1) and simple regression analysis to determine the effect of training and development on performance (equation 2). To estimate the regression models, it was converted as follows:

$$EP = \beta_0 + \beta_1 TNA + \beta_2 TM + \mu \dots \dots \dots (1)$$

$$EP = \beta_0 + \beta_1 TD + \mu \dots \dots \dots (2)$$

Where: EP= Employee Performance, β_0 = Constant or Intercept, β_1 = Coefficient of Training Needs Analysis, β_2 = Coefficient of Training Methods, μ = Error term, TNA = Training Needs Analysis, TM= Training Methods, and TD = Training and Development. The null hypothesis was tested using the level of significance ($p \leq 0.05$); the decision rule was that: if the p-value is less or equal ($p \leq 0.05$), it would be considered significant; otherwise, the null hypothesis would be rejected.

ANALYSIS AND RESULTS

Training Needs Assessment and Training Methods on Employee Performance

Table 2 Results of effect of Training Needs Assessment and Training Methods on Employee Performance in UWA

Model	Unstandardized		Standardized	t	Sig
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Constant	0.041	0.164		0.249	0.804
Training Needs Analysis	0.611	0.075	0.584	8.157	0.000
Training Methods	0.356	0.061	0.419	5.849	0.000
R	0.943				
R ²	0.890				
Adjusted R ²	0.886				
F	205.993				
Durban-Watson	1.78				
Respondents	54				

Table 2 shows the model summary yielded a strong positive correlation ($R=0.943$, $P<0.05$). This implies that as the independent variables (Training needs analysis and training methods) increase, so does the dependent variables (employee performance). The R^2 of 0.89 implies that the independent variables contribute 89% of the variations in employee performance at UWA. The ANOVA revealed a significant variation of ($F(2, 51) = 205.993$, $P<0.05$). Thus, the independent variables significantly influence the dependent variable. The results show that training needs assessment ($\beta=0.584$, $P<0.05$) is the more important variable on UWA employee performance since it has a higher Beta weight and t-statistics.

Training and development on performance

Table 3 Result of the effect of training and development on performance in UWA

Model		Unstandardized		Standardized	t	Sig
		Coefficients		Coefficients		
		B	Std. error	Beta		
	Constant	1.085	0.213		5.094	0.000
	Training and Development	0.684	0.067	0.817	10.220	0.000
	R	0.817				
	R^2	0.668				
	Adjusted R^2	0.661				
	F	104.447				
	Durban-Watson	1.87				
	Respondents	54				

According to Table 3 the estimates of the regression model shows that R^2 is 0.67. This indicates that 67% of the total variation in employee performance is accounted for by training and development. The F-statistics indicates that the coefficient (training and development), excluding constant, is not zero. This is evident in the p-value (0.00) of f-statistics is less than the critical value (0.05). Additionally, the Durbin-Watson coefficient (1.87) indicates that there is absence of serial correlation in the residual of the regression estimate. This confirms that training and development does have a significant positive effect on employee performance in UWA ($\text{Beta} = 0.817$, $p < 0.05$). The results show that the null hypothesis that states: training and development have no significant effect on employee performance at UWA is rejected and the alternate is accepted.

CONCLUSIONS

The finding of this study conforms to the convention on studies of this nature and is in agreement with past and contemporary studies in both correlations and directions of causations. This study is in sync with the findings of recent studies (Appiah 2010; Farooq & Khan, 2011; Sultana et.al. 2012; Nassazi, 2013; Obi-Anike and Ekwe, 2014; Anitha & Kumar, 2016; Ibrahim, Boerhannoeddin & Bakare, 2017; Chhy, 2019). This of course is the expectation, though a contrary finding would have raised questions of the nature of training needs analysis, training methods and of course all-round training and development in UWA. This study confirms that training needs analysis, training methods and training and development as a whole does and has helped improve employee performance in UWA.

It is important to carry out a training needs assessment and identify the skills gaps among the employees. This would facilitate mounting targeted training courses. This study suggests that the UWA has carried out training needs assessment before carrying out training and this has helped make training more effective. It was also revealed that UWA employs numerous methods in managing its training programme some of which are effective while others are ineffective. Training methods like in-house training, short courses, lectures, demonstrations, discussion groups, among other methods have been used at UWA and have helped boost organizational performance. UWA needs to step up its training and development by not resting on its laurels; it needs to include the new dynamics of the covid 19 Standard Operating Procedures (SOP) and other requirements. This would enable staff achieve personal safety and professional development for being trained to better enhance the productivity gains for the organization.

Though this study has discussed training generally and its effect on employee performance, there is need for study on the specific nature and types of training regarding the industry, in this case the wild life conservation and management sector. Future studies should consider specific training and skill gaps that should be adopted, such as conservation training, customer service training, communication skills etc. The wild life conservation and management sector is vital for the economy of a country like Uganda due to the fact that it is the source of a vast amount of foreign exchange earnings and a major source of employment.

REFERENCES

- Afshan Sultana, Sobia Irum, Kamran Ahmed, Nasir Mehmood (2012), impact of training on employee performance: A study of telecommunication sector in Pakistan, interdisciplinary journal of contemporary research in business, 4(6).
- Aimable, N., Osunsan, O. K., Florence, I., Comet, K. F., & Sarah, N. (2019). Procurement planning on value for money among selected districts in Southern Province, Rwanda. *Journal of Research in Business and Management*, 7(1), 34-40.

- Anitha, R., & Kumar, M. A. (2016). A study on the impact of training on employee performance in private insurance sector, Coimbatore district. *International Journal of Management Research and Reviews*, 6(8), 1079.
- Appiah, K. A. (2017). *Cosmopolitanisms*. NYU Press.
- Armstrong, M. (2006). *A handbook of human resource management practice*. Kogan Page Publishers.
- Bashir, S., & Ramay, M. I. (2008). Determinants of organizational commitment: A study of information technology professionals in Pakistan. *Journal of Behavioral and Applied Management*, 9(2), 226-238.
- Baum, T., Dutton, E., Karimi, S., Kokkranikal, J., Devine, F., & Hearn, N. (2007). Cultural diversity in hospitality work. *Cross cultural management: an international journal*.
- Creswell, J. W., & Creswell, J. (2003). *Research design* (pp. 155-179). Thousand Oaks, CA: Sage publications.
- Denby, S. (2010). The importance of training needs analysis. *Industrial and commercial training*.
- Ekaterini, P. (2009). Nonmucinous Bronchioloalveolar Carcinoma: SLS1. 058. *Cytopathology*, 20.
- Ezeani, N. E., & Oladele, R. (2013). Implications of training and development programmes on accountants' productivity in selected business organizations in Onitsha, Anambra State, Nigeria. *International Journal of Asian Social Science*, 3(1), 266-281.
- Farooq, M., & Khan, M. A. (2011). Impact of training and feedback on employee performance. *Far east journal of psychology and business*, 5(1), 23-33.
- Gruman, J. A., & Saks, A. M. (2011). Performance management and employee engagement. *Human resource management review*, 21(2), 123-136.
- Guest, D. E. (1997). Human resource management and performance: A review and research agenda. *International journal of human resource management*, 8(3), 263-276.
- Gwom, S.O., Adong, S., Adero, A., Nakatudde, D., Nassiwa, F. and Nayiga, J., 2021. An appraisal system for managing semi-current records at Uganda Wildlife Authority (Doctoral dissertation, Makerere University).
- Harrison, R. (2000). *Employee Development*. Silver Lakes, Pretoria.
- Hasibuan, Z. A. (2011, December). An overview of integrated approach to digital preservation: case study of Indonesian e-Cultural heritage and natural history information retrieval system. In *2011 International Conference on Advanced Computer Science and Information Systems* (pp. 31-36). IEEE.
- Ibrahim, R., Boerhannoeddin, A., & Bakare, K. K. (2017). The effect of soft skills and training methodology on employee performance. *European Journal of Training and Development*.
- Khan, R. A. G., Khan, F. A., & Khan, M. A. (2011). Impact of training and development on organizational performance. *Global journal of management and business research*, 11(7).
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Laing, I. F. (2009). The impact of training and development on worker performance and productivity in public sector organizations: A case study of Ghana Ports and Harbours Authority (Doctoral dissertation).
- Nassazi, A. (2013). *Effects of Training On Employee Performance.: Evidence from Uganda*.
- Nguku, S. W., Wanyoike-Gichuhi, J., & Aywak, A. A. (2006). Biophysical profile scores and resistance indices of the umbilical artery as seen in patients with pregnancy induced hypertension. *East African medical journal*, 83(3), 96.
- Obi-Anike, H. O., & Ekwe, M. C. (2014). Impact of training and development on organizational effectiveness: Evidence from selected public sector organizations in Nigeria. *European Journal of Business and Management*, 6(29), 66-75.
- Obi-Anike, H. O., & Ekwe, M. C. (2014). Impact of training and development on organizational effectiveness: Evidence from selected public sector organizations in Nigeria. *European Journal of Business and Management*, 6(29), 66-75.
- Olusanya, S. O., Awotungase, S. A., & Ohadebere, E. C. (2012). Training and development, a vital tool for organizational effectiveness. *Journal of Business and Management*, 6(2), 48-57.
- Purcell, J., Kinnie, K., Hutchinson, S., Rayton, B., & Swart, J. (2003). *People and Performance: How people management impacts on organizational performance*. CIPD, London.
- Rama Devi, V., & Shaik, N. (2012). *Evaluating training & development effectiveness-A measurement model*.

Reed, F. D. D., & Henley, A. J. (2015). A survey of staff training and performance management practices: the good, the bad, and the ugly. *Behavior Analysis in Practice*, 8(1), 16-26.

Sothy, C. H. H. Y. (2019). The impact of training and development on employee performance: a case study of selected private secondary schools in Phnom Penh Cambodia. *Global Journal of Human Resource Management*, 7(3), 40-49.

Svenja, S. (2007). Die Geschichte der Kagyüs in Ladakh-Teil 2. *Buddhismus Heute*, 43.

Swart, J., Mann, C., Brown, S., & Price, A. (2012). *Human resource development*. Routledge.

Uganda Wildlife Authority. (2021). Government of Uganda - Uganda Wildlife Authority. [Www.Ugandawildlife.Org](http://www.Ugandawildlife.Org). Retrieved May 24, 2021, from <https://www.ugandawildlife.org/>

Wampande, A. J., & Osunsan, O. K. (2020). Employee attitude and customer satisfaction in selected hotels in Kampala, Uganda. *Editorial Board*, 144.