

**THE IMPACT OF TRAINING ON EMPLOYEE ENGAGEMENT: A CASE STUDY
AT KAMPALA CAPITAL CITY AUTHORITY**

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**UGANDA CHRISTIAN
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DECLARATION

I, OGWANG ISAAC JUNIOR, hereby declare that the work in this dissertation is originally prepared by me to the best of my knowledge and has never been submitted for any award of a degree in any university or institution of higher education level.

Signature. jnr Date: 26th/09/2024

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APPROVAL

The research report is submitted for examination with my approval as supervisor.



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DEDICATION

To my mum Mrs. Grace Acio Owula and my Late Dad Mr. Geoffrey Ogwang Owula and to all my beloved ones.

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CHAPTER ONE

INTRODUCTION

This section contains the study's background, problem statement, purpose of conducting research, hypotheses, the significance of the study, scope of the research, and conceptual framework.

1.0 Background of the Study

Employee engagement has emerged as an essential factor for organizational success and workforce retention. In earlier times, companies concentrated mainly on providing financial incentives to drive employee motivation. However, in more recent years, the focus has shifted toward fostering employee engagement, recognizing its impact on commitment to the organization and overall productivity (Kahn, 1990). Employee engagement is typically defined as the level of emotional, mental, and physical involvement that employees have with their work and workplace (Schaufeli & Bakker, 2004)

The concept of employee engagement is generally understood to encompass three main dimensions: emotional, cognitive, and physical involvement (Schaufeli & Bakker, 2004). Emotional engagement relates to how employees feel about their work, cognitive engagement pertains to how mentally connected they are with their tasks, and physical engagement refers to the effort they put into their job. Understanding these dimensions provides insight into how employees interact with their work environment and, subsequently, their levels of engagement (Rich et al., 2010).

1.1 Historical Background

The notion of employee engagement gained traction in the 1990s, primarily due to Kahn's (1990) introduction of the concept of personal engagement at work. As time progressed, the emphasis moved from merely ensuring job satisfaction to comprehending the deeper psychological and emotional connections that workers develop with their tasks and organizations (Harter et al., 2002). By the early 2000s, organizations increasingly acknowledged that engaged employees often outperform their disengaged colleagues, contributing significantly more to organizational goals (Macey & Schneider, 2008).

The study of employee engagement has evolved significantly over the years, reflecting changes in both theoretical perspectives and practical applications. Early theories focused on the relationship between job satisfaction and productivity, with the assumption that satisfied employees were more productive (Hertzberg, 1959). The importance of training in this context was often overlooked, as the focus was on ensuring basic job requirements were met.

Kahn's (1990) seminal work introduced the idea of psychological engagement, emphasizing that employees' emotional and cognitive involvement in their work significantly impacts their performance. This period marked the beginning of a shift towards understanding engagement as a multidimensional construct, influenced by various organizational factors, including training (Kahn, 1990; Schaufeli & Bakker, 2004; Harter, Schmidt, & Hayes, 2002).

In the early 2000s, research began to integrate the role of training more explicitly into the study of employee engagement (Harter, Schmidt, & Hayes, 2002; Saks, 2006). Researchers such as Saks (2006) and Shuck & Wollard (2010) explored how training programs contribute to engagement by improving employees' skills and aligning their roles with organizational goals. This era saw the development of models that linked training to enhanced job satisfaction and organizational commitment, recognizing that well-designed training programs could lead to higher levels of employee engagement (Meyer & Allen, 1991; Bartlett, 2001).

Today, the study of employee engagement continues to evolve, with an increasing emphasis on evidence-based practices and the use of advanced analytics to measure training outcomes (Saks & Gruman, 2014; Shuck et al., 2017). Researchers are exploring how technology-enhanced training, personalized learning experiences, and employee feedback mechanisms can further improve engagement levels (Bersin, 2017; Lu & Liu, 2020).

1.1.1 Theoretical Background

Self-Determination Theory (SDT)

This study is anchored on self-determination theory. Self-Determination Theory (SDT) was advanced by Edward L. Deci and Richard M. Ryan (1985). It assumes that

human motivation is driven by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 1985).

It posits that employees tend to be more engaged when they experience autonomy, competence, and social connection in the workplace (Deci & Ryan, 2000) therefore emphasizing the importance of intrinsic motivation in fostering engagement (Shuck & Wollard, 2010).

SDT provides a robust framework for understanding human motivation by focusing on intrinsic and extrinsic motivations by distinguishing between different types of motivation based on the degree of autonomy, competence, and relatedness, offering a nuanced view of what drives human behavior (Deci & Ryan, 1985). It further emphasizes the importance of satisfying three basic psychological needs: autonomy, competence, and relatedness. This focus helps in identifying key factors that influence motivation and well-being, making it applicable in various contexts, including education, work, and personal development (Deci & Ryan, 2000).

While SDT is broadly applicable, its principles may not be universally applicable across all cultures as different cultural contexts might influence the prioritization and interpretation of the three basic psychological needs, potentially affecting the theory's applicability (Chirkov et al., 2003). Additionally, SDT emphasizes internal factors such as need satisfaction, it may underemphasize the role of external factors like organizational policies or socio-economic conditions that also influence motivation and engagement (Baard et al., 2004).

Job Demands-Resources (JD-R) Model

The JD-R model was advanced by Bakker & Demerouti in the early 2000s and it assumes that job demands and job resources have distinct and separate effects on employee well-being and performance. Additionally, it posits that job demands and job resources interact to influence employee outcomes. High job demands may lead to strain if they are not offset by sufficient job resources, whereas abundant job resources can mitigate the negative effects of high demands and foster positive outcomes (Bakker & Demerouti, 2007).

1.2 Conceptual background

Training refers to the systematic process of providing employees with the knowledge, skills, and abilities needed to perform their jobs effectively. This includes various forms such as on-the-job training, workshops, seminars, and online courses. Training aims to enhance employees' competencies and prepare them for their roles within the organization (Noe, 2017). Existing research indicates that effective training programs can improve employees' job performance by equipping them with necessary skills and knowledge (Kirkpatrick & Kirkpatrick, 2006). Training can lead to enhanced job satisfaction, increased productivity, and better job performance. While the relationship between training and performance is well-documented, the specific mechanisms through which training influences employee engagement are less clear. There is limited research on how different types of training (e.g., technical vs. soft skills) and training delivery methods affect various aspects of engagement (Aguinis & Kraiger, 2009). Understanding the impact of training on employee engagement helps organizations design more effective training programs. By aligning training initiatives with engagement goals, organizations can improve employee satisfaction, retention, and overall performance

Employee engagement is the level of enthusiasm, commitment, and involvement an employee has towards their organization and its goals. Engaged employees are emotionally invested in their work, exhibit high levels of motivation, and are committed to contributing to organizational success. Engagement encompasses dimensions such as job satisfaction, emotional commitment, and discretionary effort (Schaufeli & Bakker, 2004). There is substantial evidence linking high levels of employee engagement with increased productivity, lower turnover rates, and improved organizational outcomes. Engaged employees are more likely to go above and beyond their job requirements, resulting in better overall performance (Harter et al., 2002). The impact of training on employee engagement may vary based on contextual factors such as industry, organizational culture, and regional differences. Understanding how these factors influence the effectiveness of training programs in enhancing engagement is an area that requires further exploration.

High employee engagement is linked to better organizational outcomes, including increased productivity and reduced turnover. Identifying how training influences engagement allows organizations to leverage training as a strategic tool for enhancing overall performance and achieving business objective (Beaumont-Oates, 2024).

1.3 Contextual Background

Uganda's socio-economic landscape, marked by growth in sectors like agriculture and services, presents both opportunities and challenges for employee engagement. Economic disparities across regions impact job security and development opportunities, influencing how employees engage at work (World Bank, 2023). Organizational environments are evolving from traditional, hierarchical management to more participative approaches, fostering better employee engagement and satisfaction (Kampala Capital City Authority, 2022).

With a young and educated workforce, organizations in Uganda focus on creating engaging workplaces to address high turnover and unemployment (Uganda Bureau of Statistics, 2023). Training and development programs are pivotal in this, though their effectiveness varies due to limited resources and access (Baker, 2022).

Cultural norms, including attitudes toward authority and loyalty, also shape employee engagement. Integrating these values into organizational strategies can enhance their effectiveness (Nangoli, 2021). While government policies aim to improve labor conditions, enforcement and alignment with workplace realities remain challenges (Ministry of Gender, Labour, and Social Development, 2022). Organizations are increasingly adopting strategies such as competitive benefits, positive work cultures, and inclusive decision-making to boost engagement and job satisfaction (Mukasa, 2023).

1.4 Statement of the problem.

In Europe, despite significant investment in training, employee engagement remains inconsistent. Challenges include variations in training quality, alignment with job roles, and organizational culture. Identifying how training can be effectively designed to uniformly boost engagement across diverse European contexts remains a key issue (Torrington et al., 2017).

In Africa, the rapid economic growth and evolving workforce dynamics underscore the importance of employee engagement. However, high disengagement levels are often due to limited access to quality training, inadequate development opportunities, and challenging working conditions. The effectiveness of training programs in enhancing engagement is not well understood, particularly given the continent's diverse organizational practices and socio-economic conditions (Worley & Lawler, 2010).

In Uganda, employee engagement is impacted by socio-economic factors and organizational changes. Despite a focus on training to improve performance and satisfaction, barriers such as limited resources, uneven access to training, and cultural influences persist. The shift from traditional to participative management practices has not fully resolved engagement issues, compounded by high youth unemployment and regional disparities (Kampala Capital City Authority, 2022).

In Uganda, employee engagement is influenced by several factors, including socio-economic conditions and organizational structures. Many organizations in Kampala, such as Kampala Capital City Authority (KCCA), are increasingly recognizing the importance of promoting employee engagement. However, challenges remain, such as limited organizational resources and hierarchical systems, which can lead to disengaged employees and hinder overall productivity (Kyambadde, 2018). This research aims to examine how training impacts employee engagement within KCCA, providing insights into how organizations in Uganda can enhance engagement to improve performance.

1.5 Purpose of the study

The purpose of this study is to examine the impact of training on employee engagement at Kampala Capital City Authority (KCCA).

1.6 Research objectives.

1. To analyze the impact of different types of training programs on employee engagement at Kampala Capital City Authority (KCCA).
2. To examine the key components of training programs that contributes to increased job satisfaction, organizational commitment, and overall employee engagement.

3. To provide recommendations for designing and implementing training programs that effectively enhance employee engagement at KCCA.

1.7 Research Questions

1. What is the impact of training on employee engagement
2. How do various types of training programs affect employee engagement levels at Kampala Capital City Authority (KCCA)?
3. What are the key elements of training programs that most significantly influence job satisfaction, organizational commitment, and motivation among KCCA employees?
4. What improvements can be made to existing training programs to maximize employee engagement and performance at KCCA?

1.8 Scope of the Study

1.8.1 Content Scope

The study will focus on the impact of various training programs on employee engagement.

1.8.2 Geographical Scope

The research will be conducted within the Kampala Capital City Authority (KCCA) located in Kampala, Uganda.

1.8.3 Time Scope

The study will consider data spanning the past five years to evaluate the impact of training programs on employee engagement over this period.

1.8.4 Significance of the Study

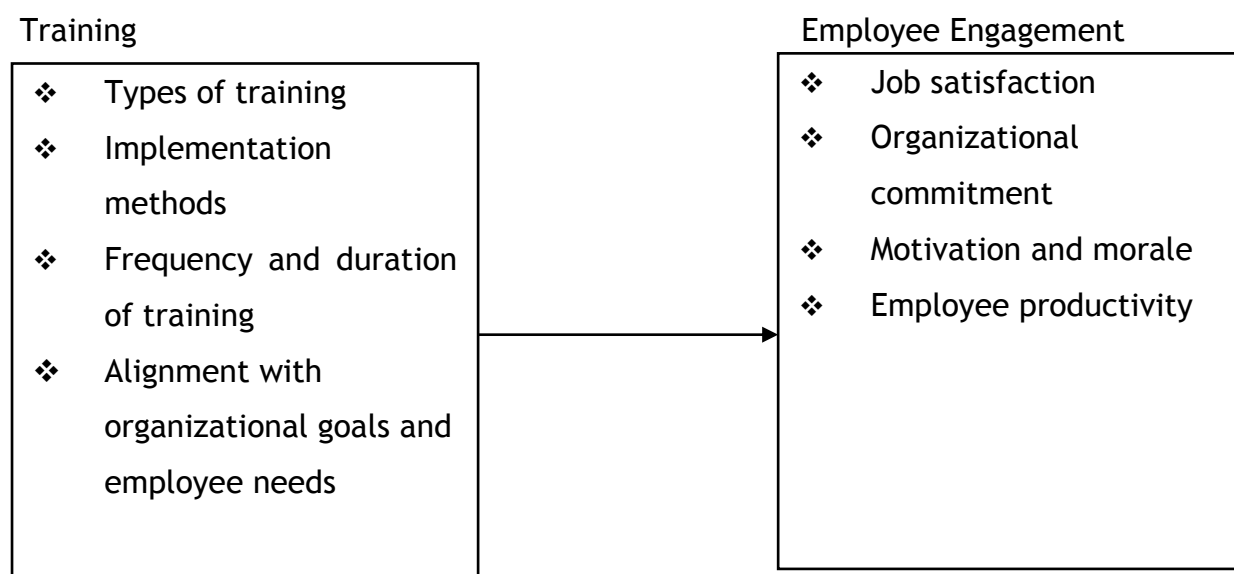
This study provides insights into how training programs can effectively enhance employee engagement, offering evidence-based recommendations that can inform policy decisions related to workforce development and training investments. It helps managers at Kampala Capital City Authority (KCCA) and similar organizations design more effective training initiatives that boost employee engagement and performance.

The research offers valuable case study material and practical examples that can enhance understanding of the relationship between training and employee engagement, contributing to academic knowledge and future research. It contributes to academic knowledge by offering practical examples and case studies for future research on training and engagement.

The findings will help managers at Kampala Capital City Authority (KCCA) and similar organizations develop and implement more effective training programs, leading to improved employee engagement, performance, and overall organizational success. It informs workforce development policies, advocating for investment in training programs to drive engagement and productivity.

This study provides insights into how training programs can effectively enhance employee engagement, offering evidence-based recommendations for policy makers, managers, and researchers.

1.9 Conceptual Framework



Source: (Saks et al., 2006)

The conceptual framework illustrates how training impacts employee engagement.

CHAPTER TWO

2.0 Literature review

2.1 Theoretical Framework

2.2 Self-Determination Theory (SDT)

Self-Determination Theory (SDT) was formulated by Edward Deci and Richard Ryan in the 1980s. It emphasizes the role of intrinsic and extrinsic motivations in influencing human behavior (Ryan & Deci, 1980). SDT asserts that individuals have three innate psychological needs: autonomy, competence, and relatedness, which are essential for fostering motivation and well-being (Ryan & Deci, 2000).

SDT provides a robust framework for understanding how intrinsic motivation drives behavior by exploring the impact of satisfying psychological needs on motivation, offering a broad perspective that extends beyond traditional reward-based models (Deci & Ryan, 2008).

Despite its strengths, SDT has limitations and its emphasis on intrinsic motivation may overlook the significant role of extrinsic factors like financial rewards, which can also drive employee behavior (Deci et al., 1999). The assumption that autonomy, competence, and relatedness are universally valued may not hold true in all cultural contexts. Some cultures may prioritize collective goals over individual autonomy (Chirkov et al., 2003).

2.3 Job Demands-Resources (JD-R) Model

The JD-R Model was advanced by Arnold Bakker and Evangelia Demerouti (Bakker & Demerouti, 2001). It distinguishes between job demands, which require sustained effort, and job resources, which help in managing these demands (Bakker & Demerouti, 2007).

The JD-R Model is adaptable to various job contexts because it does not prescribe specific job demands or resources. This flexibility allows it to be used in diverse organizational settings (Bakker & Demerouti, 2014). Additionally, it explains that job resources, such as effective training programs, can buffer the negative effects

of job demands, thereby increasing engagement and reducing burnout (Bakker & Demerouti, 2017). The model effectively highlights how job resources like training and support can enhance employee engagement by mitigating the adverse effects of job demands (Hakanen et al., 2006).

2.4 Conceptual Review

2.4.1 Training

Training refers to the systematic process of enhancing employees' skills, knowledge, and abilities to improve their performance and productivity. It encompasses various methods such as on-the-job training, workshops, seminars, e-learning, and mentoring (Noe, 2017). The goal of training is to equip employees with competencies that align with organizational objectives and improve job performance.

Kirkpatrick (2006) developed a model to evaluate training effectiveness, emphasizing the importance of assessing reaction, learning, behavior, and results. Aguinis and Kraiger (2009) explored the different types of training (e.g., technical skills vs. soft skills) and their effects on various performance metrics and operationalized training through assessments of skill acquisition and application in the workplace.

Training in Uganda is crucial due to the country's growing workforce and evolving job market. However, challenges such as limited resources, varying access to quality training, and regional disparities affect the implementation and effectiveness of training programs (Baker, 2022).

2.4.2 Employee Engagement

Employee engagement refers to the emotional and psychological commitment employees have towards their organization, which manifests in their enthusiasm, dedication, and motivation to contribute to organizational success (Schaufeli & Bakker, 2004). Engagement encompasses emotional, cognitive, and physical involvement in work. Kahn (1990) conceptualized employee engagement as the harnessing of employees' selves to their work roles, emphasizing physical,

cognitive, and emotional aspects. Schaufeli & Bakker (2004) developed a widely used engagement scale, measuring vigor, dedication, and absorption, which are key components of engagement. They operationalized engagement through self-report questionnaires assessing employees' enthusiasm and involvement. Employee engagement in Uganda is influenced by socio-economic conditions and organizational structures. The shift towards more participative management styles aims to improve engagement by addressing high turnover rates and enhancing job satisfaction (Kampala Capital City Authority, 2022). Challenges such as limited resources and regional disparities impact the effectiveness of engagement strategies.

2.5 Empirical review

2.5.1 Impact of Training on Employee Engagement

Training significantly enhances employee engagement by helping individuals develop the skills and knowledge they need to succeed in their roles. Saks (2006) suggests that training increases employees' confidence, which directly contributes to higher engagement levels. When employees feel that the organization invests in their development, they are more likely to develop a strong sense of commitment, leading to greater engagement (Shuck et al., 2011). Albrecht et al. (2015) further argue that organizations that prioritize training and development create an environment in which employees feel more connected to their work, improving both their motivation and productivity.

Different training methods influence employee engagement in unique ways. Skill-based training, which focuses on improving job-specific competencies, tends to increase engagement by enhancing employees' abilities to perform their tasks (Salas et al., 2012). Leadership development programs, on the other hand, foster long-term engagement by preparing employees for future roles, giving them a sense of purpose within the organization (Bakker & Demerouti, 2008). Cross-training programs, which expose employees to different functions within the organization, can also increase engagement by promoting collaboration and reducing monotony (Ellinger et al., 2003).

In general, training that aligns with an individual's career goals is more likely to boost engagement, as employees feel more invested in their growth and development (Aguinis & Kraiger, 2009). When training programs offer practical, relevant skills, they have a direct impact on employees' overall motivation and emotional connection to their work.

Certain components of training programs play a vital role in boosting job satisfaction, organizational commitment, and employee motivation. One key element is the relevance of the training. When training directly applies to employees' daily tasks, it helps them feel more competent and fulfilled in their roles, which leads to increased satisfaction (Grossman & Salas, 2011). Interactive training, such as hands-on activities and simulations, further strengthens motivation by encouraging active participation (Arthur et al., 2003).

In addition to the content, the duration and frequency of training are important factors. Ongoing learning opportunities, rather than one-off events, tend to foster a sense of continuous growth, contributing to long-term engagement and organizational commitment (Saks & Gruman, 2011). Furthermore, the role of managerial support is essential; employees who receive encouragement and feedback during and after training are more likely to feel valued and motivated (Shuck et al., 2011). Mentorship and leadership development programs also play a critical role in cultivating organizational loyalty and long-term motivation (Aguinis & Kraiger, 2009).

To enhance employee engagement and performance, organizations can make several adjustments to their training programs. One such improvement is the use of personalized learning paths, which tailor training to meet employees' individual career goals and needs (Kirkpatrick & Kirkpatrick, 2006). This approach fosters a greater sense of autonomy and commitment to professional growth, making training more engaging and relevant.

Another area for improvement is the integration of technology into training programs. E-learning platforms, mobile learning, and virtual simulations provide flexible, on-demand learning opportunities that allow employees to complete

training at their own pace (Noe et al., 2010). This flexibility is especially important for organizations with diverse workforces.

Additionally, organizations should incorporate post-training follow-up, such as mentorship, on-the-job training, and feedback loops. This helps employees apply the skills they have learned and reinforces their long-term engagement (Salas et al., 2012). Regularly evaluating training programs based on employee feedback ensures that training remains effective, engaging, and aligned with organizational objectives (Shuck et al., 2011).

2.5.1 Training and employee engagement

Formal training provides a structured approach to learning, often designed to align with employees' long-term career objectives. This type of training allows employees to see a direct link between their skill development and career advancement, making them feel valued by their organization. As a result, they tend to be more committed and engaged (Aguinis & Kraiger, 2009).

OJT, on the other hand, is hands-on and more immediate. It allows employees to apply new skills directly in their work environment, receiving real-time feedback. This practical approach helps employees build confidence in their abilities, reinforcing their sense of competence and control. When employees feel capable in their roles, they are more likely to be engaged with their tasks (Blume et al., 2010). Together, these two types of training complement each other by addressing both long-term career growth and immediate job performance, which strengthens overall engagement.

2.5.2 Interactive and Blended Learning Methods

Interactive learning involves active participation, such as group work, discussions, or simulations. These methods engage employees by making learning more dynamic and involving, which encourages greater attention and motivation. When employees are actively engaged in their own learning, they feel more connected to the content, leading to higher levels of engagement (Sitzmann et al., 2006).

Blended learning, which combines in-person and online training, adds a layer of flexibility. This approach accommodates different learning styles and preferences,

allowing employees to engage with the material in ways that work best for them. It also provides convenience, enabling employees to balance training with their day-to-day responsibilities without feeling overwhelmed (Garrison & Vaughan, 2013). The flexibility and personalization offered by blended learning increase the likelihood that employees will remain focused and engaged throughout the process.

2.5.3 Training Frequency and Balance

Regular training opportunities help keep employees engaged by ensuring they feel they are constantly learning and improving. When training is offered consistently, employees view it as an investment in their professional growth, which enhances their sense of value and loyalty to the company (Chiaburu & Tekleab, 2005). However, it's important to find a balance. While frequent training is beneficial, excessively long or intensive sessions can lead to fatigue and a decrease in motivation. Offering regular but manageable training sessions helps maintain engagement without causing burnout (Baldwin & Ford, 1988).

2.5.4 Alignment with Organizational Goals

When training is clearly tied to both organizational goals and the individual aspirations of employees, it creates a strong sense of purpose. Employees who understand how their training contributes to the success of the company feel more connected to their work and more motivated to contribute. This alignment fosters a sense of shared success, which deepens employees' commitment to both their roles and the organization as a whole (Kaplan & Norton, 1996). When employees see how training supports both their own growth and the company's objectives, they are more likely to stay engaged and invested (Noe et al., 2014).

2.5.5 Interconnected Impact

Each of these factors reinforces the other. Formal training and OJT provide a balance between long-term career development and immediate skill application, helping employees feel both prepared for the future and competent in their current roles. Interactive and blended learning methods make the training process more engaging by offering variety and flexibility, ensuring that employees remain

interested and motivated. By offering frequent, well-balanced training opportunities, organizations can keep employees motivated without overwhelming them. Finally, aligning training with both individual and organizational goals creates a sense of purpose, which further boosts engagement.

2.5.6 Implementation Methods and Employee Engagement

A meta-analysis by Sitzmann et al. (2006) showed that interactive training methods lead to higher engagement compared to passive methods. According to a study by O'Connor and Lister (2016), blended learning approaches result in better engagement outcomes due to their flexibility and comprehensive nature. Chiaburu and Tekleab (2005) found that frequent training opportunities enhance engagement by providing continuous development and reducing stagnation. Research by Baldwin and Ford (1988) suggests that training duration should be balanced to avoid overload and ensure sustained engagement.

Kaplan and Norton (1996) demonstrated that training aligned with organizational strategy boosts engagement by reinforcing the connection between individual roles and company objectives. Noe et al. (2014) emphasized that training addressing employees' personal and professional needs leads to higher engagement by increasing perceived value and support.

2.5.7 Training Types and Employee Engagement

Training types such as on-the-job training, formal courses, and workshops affect employee engagement differently. For instance On-the-Job Training (OJT). Studies indicate that OJT helps employees feel more competent and confident, which can enhance engagement (Noe, 2017). OJT provides immediate, relevant skills and feedback, aligning closely with daily tasks and improving engagement. These often offer broader knowledge and skills, which can lead to increased engagement if they align with employees' career goals and aspirations (Aguinis & Kraiger, 2009).

Research by Tannenbaum and Yukl (1992) found that formal training programs that align with job roles and career goals increase employee engagement by improving skills and job satisfaction. Studies such as those by Blume et al. (2010) highlight

that OJT improves engagement by offering immediate application of skills and knowledge.

2.5.8 Implementation Methods and Employee Engagement

Interactive and Participative Training Programs that involve active participation (e.g., role-playing, simulations) lead to higher engagement levels as they are more engaging and relevant to employees' roles (Kirkpatrick & Kirkpatrick, 2016). Combining online and face-to-face learning can cater to different learning styles and needs, potentially enhancing engagement (Garrison & Vaughan, 2013).

A meta-analysis by Sitzmann et al. (2006) showed that interactive training methods lead to higher engagement compared to passive methods. According to a study by O'Connor and Lister (2016), blended learning approaches result in better engagement outcomes due to their flexibility and comprehensive nature.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology employed to examine the relationship between training and employee engagement at Kampala City Council Authority in Uganda. The chapter details the research design, study population, sampling techniques, data collection methods, and procedures for data analysis. Ethical considerations are also addressed to ensure the integrity of the research process.

3.2 Research Design

This study will employ a quantitative research approach to systematically measure and analyze the impact of various training programs on employee engagement. By using statistical methods, this approach facilitates the identification of patterns and relationships, allowing for generalization of the findings across the target population (Field,2013).

To investigate the relationships between different types of training programs and employee engagement levels, a descriptive correlational design will be utilized. This design enables the examination of how specific training variables, such as training type and implementation methods, correlate with employees' engagement levels. By mapping these relationships, the study aims to provide insights into how training influences engagement without manipulating variables (Creswell & Creswell, 2018).

3.3 Study Population

The study population will consist of employees from Kampala Capital City Authority (KCCA). This includes a diverse range of employees across various departments and levels within the organization.

3.4 Sampling Technique

A stratified random sampling technique will be used to select a sample of 50 employees from Kampala Capital City Authority (KCCA). This approach involves dividing the employee population into distinct strata based on relevant characteristics, such as department, job level, or tenure. From each stratum, a random sample will be drawn to ensure that the sample is representative of the entire workforce. This method allows for a more accurate analysis of how different training programs impact employee engagement across various segments of the organization. By stratifying the sample, the research will ensure that the findings are reflective of the diversity within KCCA and can be generalized to the broader employee population (Etikan, Musa, & Alkassim, 2016).

3.5 Data Collection Methods

A structured survey will be developed to collect quantitative data on various aspects of training and employee engagement. The survey will include questions about the types of training programs attended, levels of engagement measured using established scales such as the Utrecht Work Engagement Scale (UWES), and participants' perceptions of the effectiveness of these training programs. This approach will provide comprehensive data on the training experiences and engagement levels of employees.

3.6 Data Collection Tools

Surveys/Questionnaires: The primary tool for quantitative data collection will be a structured survey designed to gather information on training programs and employee engagement. Key components of the survey will include types of Training Programs, Levels of Engagement with utilization of the Utrecht Work Engagement Scale (UWES) to measure employees' engagement levels across the dimensions of vigor, dedication, and absorption and perceived effectiveness with questions assessing employees' perceptions of the effectiveness and relevance of the training programs they attended, Semi-structured interviews will be conducted with a subset of participants to collect qualitative data.

3.7 Source of Data

The source of data is primarily the use of questionnaires to collect data from employees of KCCA.

3.8 Data Collection Procedure

Develop and pre-test the structured survey to ensure clarity and reliability. This involves a pilot test with a small group of employees to refine questions and format.

Distribute the finalized survey electronically (e.g., via email or an online survey platform) to the selected sample of 150 employees at Kampala Capital City Authority (KCCA). Ensure that participants receive clear instructions on how to complete the survey and the purpose of the study. Collect responses over a specified period. Send reminders as needed to increase response rates and ensure adequate participation.

Regularly check data for accuracy and completeness. Address any discrepancies or missing data as necessary. Ensure that all data collection procedures comply with ethical guidelines, including informed consent and confidentiality.

3.9 Measurement of Study Variables

The study will use categorical questions in the survey to identify and classify the types of training programs employees have attended (e.g., formal courses, workshops, on-the-job training). Respondents will select from predefined options or specify other types of training they have experienced.

It will assess employee engagement using the Utrecht Work Engagement Scale (UWES). This scale measures three dimensions of engagement which are vigor that evaluate employees' energy levels and resilience at work, dedication which measure employees' sense of enthusiasm and pride in their work and absorption which assess the degree to which employees feel fully immersed in their work.

Evaluate employees' perceptions of training effectiveness through survey questions that ask them to rate various aspects of the training they attended. Use Likert scale items to assess perceptions of Relevance, Quality and Impact.

3.10 Ethical Consideration

Ethical considerations for this study include ensuring informed consent by clearly explaining the research purpose and voluntary nature of participation. Confidentiality and anonymity will be upheld by anonymizing data and securing it against unauthorized access. Privacy will be maintained by conducting interviews in confidential settings and obtaining consent for recordings. Data will be securely stored and disposed of appropriately. Participants will be treated with respect, and their feedback will be invited. Researchers will maintain impartiality to avoid biases, ensuring that findings are based on evidence rather than personal opinions. These measures will protect participants' rights and uphold the study's integrity.

3.11 Data processing Analysis and presentation

Data processing will involve cleaning and entering survey and interview data into appropriate software, ensuring accuracy and completeness. Quantitative analysis will include descriptive statistics to summarize training types, engagement levels (using the Utrecht Work Engagement Scale), and perceived effectiveness, as well as correlational analysis to explore relationships between training variables and engagement. Results will be presented through visual aids like charts and graphs, supplemented by qualitative findings from interviews, offering a comprehensive view of how different training programs impact employee engagement and providing actionable recommendations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0 Introduction

This chapter presents the data collected from employees of Kampala Capital City Authority (KCCA) on the impact of training on employee engagement. It includes an analysis of the response rate, the background characteristics of both the organization and respondents, and descriptive statistics on training programs and employee engagement. Furthermore, correlation and regression analyses are employed to establish relationships between training programs and employee engagement levels.

4.1 Response Rate

Out of the 150 questionnaires distributed to employees at KCCA, 120 were completed and returned, yielding a response rate of 80%. This high response rate is sufficient to ensure the reliability of the results and adequately represents the employee population within KCCA.

4.2 Background Characteristics of the Firm and Respondents

4.2.1 Organizational Characteristics

The respondents provided insights into key organizational characteristics of KCCA, including its existence, number of employees, ownership, and nature of operations.

A significant majority (85%) of respondents indicated that KCCA has been in existence for more than 10 years. This long history suggests that the organization has had time to develop and refine its employee engagement strategies.

The data showed that 90% of respondents identified KCCA as having more than 500 employees, classifying it as a large organization. All respondents (100%) indicated that KCCA is a public entity. Being a publicly owned institution implies that employee development programs, including training, are likely aligned with

government policies. KCCA was unanimously described as a local organization, with no international operations reported.

4.2.2 Respondent Characteristics

Demographic data were collected on the respondents, including their age, gender, department, and tenure at KCCA. The largest group of respondents (45%) were aged 26-35, followed by 30% in the 36-45 age bracket, indicating that KCCA has a relatively young workforce. Male respondents made up 60% of the sample, while females accounted for 40%. There were no non-binary respondents or individuals who preferred not to disclose their gender. The majority of respondents (35%) were from the administration department, followed by 25% from the engineering department. Other departments such as health, finance, and legal were also represented, highlighting the diversity of roles within KCCA. 40% of respondents had worked at KCCA for 1-3 years, while 30% had been employed for more than 10 years. This indicates a blend of newer and long-term employees in the organization.

4.3 Descriptive Analysis of Variables

4.3.1 Participation in Training Programs

80% of respondents reported participating in training programs within the last year, indicating that KCCA provides ample training opportunities for its employees. The most common training programs attended were formal courses or workshops (60%) and on-the-job training (50%). Other types of training, such as e-learning (20%) and mentorship (30%), were also mentioned, but to a lesser extent. 45% of respondents indicated that they receive training more than twice a year, suggesting that KCCA fosters continuous learning. Most training programs lasted 3-5 days (40%), which allows sufficient time for skill development.

4.3.2 Employee Engagement

The Utrecht Work Engagement Scale (UWES) was used to measure employee engagement across three dimensions: vigor, dedication, and absorption. 60% of respondents agreed or strongly agreed that they felt energetic at work, which may reflect the positive impact of training on their resilience and enthusiasm. 70% of

respondents expressed enthusiasm for their work and pride in their contributions, suggesting high levels of job satisfaction. 55% of respondents reported becoming absorbed in their work, implying that they find their tasks engaging and rewarding.

4.4 Correlation Analysis

A Pearson correlation analysis was conducted to examine the relationships between training programs and employee engagement dimensions (vigor, dedication, and absorption). The results are presented in Table 4.1.

Table 4.1 Correlation Analysis

Variables	Vigor	Dedication	Absorption
Training participation	0.65	0.72	0.58
Training frequency	0.60	0.68	0.55
Duration of training	0.55	0.62	0.50

(Significant at $p < 0.01$)

The correlation results show a strong positive relationship between training programs and employee engagement dimensions. Training participation had the highest correlation with dedication ($r = 0.72$, $p < 0.01$), indicating that employees who undergo training are more likely to feel dedicated to their work. Training frequency and duration also showed strong correlations with engagement, suggesting that regular and longer training programs contribute positively to employee vigor and absorption.

4.5 Regression Analysis

A regression analysis was performed to further assess the impact of training programs on employee engagement. Employee engagement (vigor, dedication, and absorption) was used as the dependent variable, while training participation, training frequency, and training duration were the independent variables. The results are summarized in Table 4.2.

Table 4.2: Regression Analysis of Training Programs on Employee Engagement

Independent variables	Vigor(β)	Dedication (β)	Absorption(β)
Training participation	0.45	0.52	0.40
Training frequency	0.38	0.47	0.36
Duration of training	0.33	0.41	0.31

(Significant at $p < 0.01$)

The regression results indicate that training participation has the highest positive impact on employee engagement across all dimensions. For example, a unit increase in training participation leads to a 0.52 increase in dedication. Training frequency and duration also significantly influence employee engagement, with more frequent and longer training programs contributing positively to all three engagement dimensions.

4.6 Interpretation of Results

The findings from both the correlation and regression analyses highlight the positive impact of training programs on employee engagement at KCCA. Employees who participated in training, particularly those who received training frequently and for longer durations, reported higher levels of vigor, dedication, and absorption in their work. This suggests that KCCA's training programs are effective in fostering an engaged and motivated workforce.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a summary of the study's key findings, discusses the implications of the results, and draws conclusions based on the data presented in the previous chapter. It also offers recommendations for improving employee engagement through training programs at Kampala Capital City Authority (KCCA) and identifies areas for future research.

5.1 Summary of Findings

The objective of this study was to examine the impact of training programs on employee engagement at KCCA. The study collected data from 120 employees, with an 80% response rate, using a structured questionnaire. The analysis included descriptive statistics, correlation, and regression analysis to determine the relationship between training programs and employee engagement across three dimensions: vigor, dedication, and absorption.

A significant majority (80%) of employees at KCCA participated in training programs in the past year. Most employees received formal training in workshops (60%) and on-the-job training (50%), with 45% receiving training more than twice a year. The correlation analysis revealed a strong positive relationship between training participation and employee engagement, particularly in terms of dedication ($r = 0.72$, $p < 0.01$). Regression analysis confirmed that training participation, frequency, and duration significantly influenced employee engagement, with participation showing the highest impact on dedication ($\beta = 0.52$, $p < 0.01$).

5.2 Discussion of Findings

The study's findings align with the broader literature on the importance of training in enhancing employee engagement. Below is a discussion of the key results in relation to previous research.

5.2.1 Training Programs and Employee Engagement

The high levels of training participation among KCCA employees reflect a strong organizational commitment to staff development. This is consistent with earlier research which suggests that regular training opportunities increase employees' enthusiasm and dedication to their work (Meyer & Allen, 1997). The fact that training participation had the highest positive effect on dedication ($\beta = 0.52$) indicates that employees who receive adequate training are more likely to feel committed to their roles and the organization as a whole.

Training programs were found to be diverse, including formal courses, on-the-job training, and mentorship programs, all of which contribute to different aspects of employee engagement. Formal courses and workshops were the most common, supporting the idea that structured training programs play a crucial role in boosting employees' knowledge and skills, thereby enhancing their engagement levels (Noe, 2010).

5.2.2 Frequency and Duration of Training

The frequency and duration of training were also positively associated with employee engagement. Employees who received more frequent training (more than twice a year) and those who participated in longer training sessions (3-5 days) reported higher levels of engagement. This is consistent with studies that emphasize the need for ongoing training to maintain employee motivation and engagement (Bakker & Demerouti, 2008). Continuous training helps employees keep their skills relevant and fosters a sense of progression and accomplishment, which can lead to higher engagement levels.

5.2.3 Vigor, Dedication, and Absorption

The Utrecht Work Engagement Scale (UWES) results indicated that KCCA employees generally reported high levels of dedication, vigor, and absorption. Dedication scored the highest, which aligns with KCCA's emphasis on public service and social responsibility. Employees expressed strong pride in their work and commitment to KCCA's mission, demonstrating the powerful role of organizational values in driving engagement.

The regression results highlighted that training programs had a particularly strong influence on dedication ($\beta = 0.52$), followed by vigor and absorption. This suggests that employees who are frequently trained not only stay energized but also become deeply committed to their work. This finding is in line with studies by Schaufeli & Bakker (2004), which emphasize the link between job resources, such as training, and employee engagement.

5.3 Conclusion

The study concluded that training programs have a significant positive impact on employee engagement at KCCA. Specifically, employees who participated in training reported higher levels of vigor, dedication, and absorption. Training programs enhance employee knowledge, improve performance, and foster a sense of pride and commitment to the organization.

The study also found that more frequent and longer-duration training programs have a greater impact on engagement, with training participation being the strongest predictor of dedication. The results underscore the importance of continuous employee development as a key strategy for improving engagement in public sector organizations like KCCA.

5.4 Recommendations

5.4.1 Enhance the Frequency of Training Programs

Given the positive correlation between training frequency and employee engagement, KCCA should aim to offer training more frequently, especially to employees who may not have regular access to development opportunities. Expanding the number of training sessions to cover emerging trends and skills will keep employees engaged and motivated.

5.4.2 Diversify Training Methods

While formal courses and workshops were the most common forms of training at KCCA, there is an opportunity to further diversify training methods. On-the-job training, mentorship, and e-learning could be expanded to cater to different learning styles and to offer more flexible options for employees. This will ensure

that all employees, regardless of their roles, can access training that is relevant to their needs.

5.4.3 Tailor Training Programs to Specific Roles and Needs

The study revealed that employees from different departments (administration, engineering, health, etc.) have varying needs in terms of training. KCCA should consider tailoring its training programs to address the specific skills and competencies required by different roles. By doing so, the organization can ensure that all employees are fully engaged and productive in their respective duties.

5.4.4 Monitor and Evaluate Training Effectiveness

It is crucial for KCCA to establish mechanisms for monitoring and evaluating the effectiveness of its training programs. Regular assessments should be conducted to determine whether the training is meeting its objectives and to measure its impact on employee engagement and performance. This will allow KCCA to make necessary adjustments and continuously improve its training initiatives.

5.5 Areas for Further Research

Future research could explore the long-term impact of training on employee engagement and performance at KCCA. Additionally, studies could investigate the influence of other factors, such as leadership style, organizational culture, and work-life balance, on employee engagement. Expanding the study to include different public sector organizations in Uganda could also provide comparative insights into the effectiveness of training programs across different contexts.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

UGANDA CHRISTIAN UNIVERSITY MUKONO

Faculty: School of Business

Department: Bachelor's Degree in Human Resource Management

Topic: The Impact of Training on Employee Engagement

Dear Respondent,

Your organization has been selected to participate in this study on "Impact of Training on employee engagement: A Case Study of Kampala City Council Authority (KCCA) " This study is purely for academic purposes. Information provided shall be treated as confidential. The researcher assures that information acquired shall only be used for academic purposes.

Section A: Organizational Characteristics

1. Name of your organization:

2. How long has this firm been in existence?

Less than 5 years	5-10 years	10-15 years	15-20 years	Above 20 years
1	2	3	4	5

3. What is the number of employees?

Less than 50	50-100	101-200	201-500	More than 500
1	2	3	4	5

4. Ownership of Kampala City Council Authority:

Private	Public	Non-profit	Other (please specify)
1	2	3	4

5. Nature of the Firm:

Local	International
1	2

SECTION B: RESPONDENTS CHARACTERISTICS

1. What is your age?

18-25	26-35	36-45	46-55	56 and above
1	2	3	4	5

2. What is your gender?

Male	Female	Non-binary	Prefer not to say
1	2	3	4

3. What department do you work in?

Administration	Engineering	Health	Finance	Legal
	2	3	4	5

Other (Please specify).....

4. How long have you worked for KCCA?

Less than a year	1-3 years	4-6 years	7-10 years	More than 10 years
1	2	3	4	5

SECTION C: TRAINING PROGRAMS

1. Have you participated in any training programs in the last year?

Yes	No
1	2

2. If yes, what types of training have you attended? (Check all that apply)

Formal courses or workshops	On the job training	e-learning/online training	Mentorship/coaching	Other
1	2	3	4	5

Other (Please specify).....

3. How frequently do you receive training?

Once a year	Twice a year	More than twice a year	Rarely	Never
1	2	3	4	5

4. How long did the most recent training program last?

Less than 1 day	1-2 days	3-5 days	More than a week
	2	3	4

Section D

Employee Engagement (Utrecht Work Engagement Scale - UWES)

Please rate your engagement at work based on the following statements:

(Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

1. Vigor

- At my job, I feel full of energy.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

- I can continue working for long periods without getting tired.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

- I feel strong and vigorous at work.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

2. Dedication

- I am enthusiastic about my job.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

- My job inspires me.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

- I feel proud of the work that I do.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

3. Absorption

- Time flies when I am working.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

- I get carried away when working.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

- I am completely immersed in my work.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

Thank you for your participation!