EMPLOYEE TRAINING AND JOB SATISFACTION: A CASE STUDY OF ROOFINGS UGANDA

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UGANDA CHRISTIAN UNIVERSITY

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DECLARATION

This is to declare that this dissertation, which is entitled The Role of Employee Training on Job Satisfaction: A Case Study of Roofings Uganda Limited, is my original work. It has never been entered in any university or institution of higher learning to award any degree or diploma. Every information source employed in this paper has been appropriately recognized with proper acknowledgements and references.

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APPROVAL

This dissertation has been submitted with my approval as the University Supervisor.

Dr Christopher Muganga Date: 16/4/2026

DEDICATION

I dedicate this dissertation to my beloved parents and their unending support, sacrifices, and encouragement which have been my backbone in this academic journey. To my sisters and friends, thank you so much. Most importantly, I would like to dedicate this work to God the almighty who is the foundation of all wisdom and knowledge and has helped me through it all.

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ABSTRACT

This research examined the effect of employee training on job satisfaction of Roofings Uganda Limited, which is the major producer of construction materials in Uganda. The research was guided by three objectives: to identify the effect of current training programs on job satisfaction, to identify the challenges faced in implementing training programs and their impact on employee satisfaction, and to determine the effect of on-job training on employee satisfaction. The research design was cross-sectional research design with a mixed approach. A sample of 44 respondents out of a population of 50 employees was used to gather the data through structured questionnaires with a five-point Likert scale with a 100 percent response rate. Descriptive (frequency, percentages, means, and standard deviations) and inferential statistics (Pearson correlation and multiple regression analysis) were used to analyse quantitative data using SPSS version 26.0 and thematic analysis were used to analyse qualitative data. The results indicated that there was a strong positive correlation between the current training programs and job satisfaction ($r = .623$, $p < .01$; $\beta = .312$), but post-training feedback (Mean = 3.18) and recognition (Mean = 3.27) were weak. Technical issues during implementation especially lack of budgetary allocation (Mean = 3.61) and lack of training facilities (Mean = 2.89) had a negative impact on job satisfaction (-.198 =.029). On-job training proved to be the most powerful indicator of job satisfaction (r =.715; 745 =.445, p <.001), and employees preferred mentoring and hands-on training (Mean = 3.75). The authors concluded that although formal training had a positive initial influence, the long-term effectiveness of formal training was undermined by ineffective engagement after training and system resource limitations; but on-job training proved to be the best modality of employee satisfaction. The research suggested formalisation of on-job training into company policy, ring-fencing of training budget, adoption of Kirkpatrick model of evaluation and participatory training needs assessment. Future studies ought to take into account longitudinal studies and moderating impact of organisational culture in the East African manufacturing environment.

CHAPTER ONE

1.0 Introduction

This chapter provided the background of the research, problem statement, purpose and objectives, and research questions. It also determined the geographical location, variables of interest and study period. The study demonstrated its significance, and its application in both academic and practical human resource management areas.

1.1. Background of the study

Employee training and job satisfaction had a long history of being discussed in the literature of human resource management in the last 20 years. As a means of acquiring skills, training was widely accepted and as a strategic process of conveying organizational commitment to employee development (Noe, 2023). Social exchange theory indicates that employees returned with positive attitudes, such as increased job satisfaction and loyalty to the organization when organizations made investments in the development of employees (Cropanzano and Mitchell, 2005). This theoretical foundation implied that training programs would be able to promote psychological contracts that would improve the well-being at the workplace. This opinion had always been supported by empirical studies. As an example, a meta-analysis by Sitzmann and Weinhardt (2019) reported that a positive correlation between job satisfaction and participation in employer-sponsored training was reported across industries with an average r=0.34. Likewise, Ahmad and Bakar (2021) showed that extensive onboarding and ongoing skills training decreased turnover intention by 28% in manufacturing workers in developing economies. These results highlighted the importance of training interventions in the resolution of the workforce morale issues.

The necessity of efficient training of employees had become a pressing issue in the context of the construction materials industry in Uganda. The construction industry is estimated to have 13% of the Gross Domestic Product (GDP) in Uganda and has more than 600,000 employees (Uganda Bureau of Statistics, 2023). Nevertheless, the industry had its own human resource issues such as labor turnover, skills and lack of formal training. According to a report published by the Uganda Manufacturers Association (2022), 45% of construction material companies identified low employee morale as a major hindrance to productivity. Roofings Uganda, being the largest producer of steel and plastic products in the country was not an exception to the same.

Roofings Uganda Limited was founded in the year 1994 and had expanded to become a conglomerate of more than 1,500 permanent staff in terms of its rolling mills, roofing sheets, plastic pipes and paints divisions. The company had a very competitive environment that included competitors like Steel and Tube Industries, Safal Group and Nile Fiber and Paper Mills. Although it is the market leader, internal surveys by the human resources department of the company (Roofings HR Report, 2023) showed that only half of the workers were satisfied with their jobs, and the turnover rates among the production employees were on average 22 a year. These numbers were lower than the industry standards of manufacturing companies in East Africa where the average job satisfaction rates were 68% (East African Business Council, 2022).

Past studies in manufacturing contexts in Uganda had pointed out the various obstacles to successful training implementation. Kintu and Muwanga (2020) have discovered that the most frequently mentioned barriers were insufficient training budgets, the unavailability of certified trainers, and the opposition of line managers. Moreover, a survey by Nabatanzi (2021) on four factories in Uganda found that just 35% of workers had undergone any formal training within the previous 12 months, and of these, less than half of them felt that the training was applicable to their work. These loopholes implied that although there were training programs, their design and presentation in most cases did not meet the expectations of the employees or organizational objectives. This was complicated by the dynamic nature of the construction industry. Technological changes, like the use of automated rolling mills and online inventory control, demanded continued upskilling. Simultaneously, the demand of the market on prompt delivery and personalised products required a labour force which was able to adjust fast. The training programs, which concentrated on technical skills and not on soft skills, like communication, problem solving and teamwork, could not result in a long-term enhancement of job satisfaction (Salas et al., 2022). Organizations such as Roofings Uganda were therefore required of integrated training strategies that would not favour any of the two; technical competence or psychological empowerment.

Although there was an abundance of general literature on training and satisfaction, this had not been specifically done in the manufacturing industry within Uganda and none had been done specifically on Roofings Uganda. Majority of the available literature had been done in the Western or Asian settings, which constrained the extrapolation of the results to African industrial environments that were unique in terms of regulatory

frameworks, cultural and economic environment. Also, the previous researches tend to consider training as a homogeneous variable and do not consider the different impacts of training types (e.g., on-job and off-job, mandatory and voluntary, technical and soft skills). This research thus fills an obvious literature gap since it sought to examine the impact of employee training on job satisfaction in Roofings Uganda with specific reference to the existing training programs, implementation issues, and the effect of on-job training in particular.

In short, the background has set the scene that theoretically and empirically, it was found that employee training was connected to job satisfaction, but that manufacturing companies in Uganda, such as Roofings Uganda, had serious implementation problems. The fact that the company had been experiencing low levels of satisfaction, in addition to high turnover rates, highlighted the urgency of the inquiry. This study was to create practical implications that Roofings Uganda and other companies in the local industry trying to improve their workforce satisfaction by applying strategic training interventions could use by positioning the study in the context of existing theory and local industry realities.

1.2 Problem Statement

Despite the fact that it was established that a satisfied workforce was a key success factor in an organization, the level of job satisfaction among workers at Roofings Uganda limited was low. This manifested itself in the form of decreased motivation, productivity, and increased staff turnover rates, which adversely impacted the overall performance of the company in the competitive construction materials market (Noe, 2023). Although training employees is a time-tested strategy to improve job satisfaction by equipping employees with the necessary skills, building confidence, and demonstrating organizational interest in employees growth, Roofings Uganda Limited did not succeed in establishing regular and quality training programmes. All these implementation gaps limited the potential gains of training to resolve the issue of job satisfaction (Singh & Manjrekar, 2023). This research thus sought to explore the role that employee training could play as an intervention to promote job satisfaction at Roofings Uganda Limited.

1.3 Purpose of the Study

This research aimed to investigate the role of employee training on job satisfaction among organizations using Roofing's Uganda as a case study.

1.3.1. Specific Objectives of the study

The study was guided by the following objectives:

i. To identify the effect of current training programs used at Roofings Ltd Uganda.
ii. To identify the challenges faced in implementing training programs and their impact on employee satisfaction.
iii. To determine the effect of on-job training on employee satisfaction at Roofings Uganda Ltd.

1.4. Research Questions

The study sought to answer the following research questions:

i. What is the effect of current training programs on job satisfaction at Roofings Uganda?
ii. What challenges are faced in implementing training programs and how do they impact job satisfaction at Roofings Uganda Ltd?
iii. What is the effect of on-job training on employee satisfaction at Roofings Uganda Ltd?

1.5 Scope of the Study

To provide an elaborate context for the study, the researcher subdivided the scope into three categories as described below:

1.5.1 Geographical Scope

The study focused on Roofings Uganda, which operated within the country and had its headquarters in Kampala. The company's operations spanned nationwide, serving a diverse customer base across various districts, counties, and villages. Roofings Uganda primarily targeted urban centers, particularly in Kampala, where it catered to customers in divisions such as Nakawa, Makindye, Kawempe, and Rubaga. Additionally, the company aimed to expand its reach to rural areas and districts throughout Uganda. Its distribution network extended to numerous districts, including Gulu, Jinja, Mbale,

Mbarara, Masaka, and Soroti, ensuring that its services were accessible to both residential and business consumers. This extensive geographical coverage positioned Roofings Uganda as a key player in local economies, generating employment opportunities and contributing to community development.

1.5.2 Time Scope

The study examined the impact of employee training on job satisfaction at Roofings Uganda over three months, specifically in 2025. This timeframe allowed for a contemporary evaluation of how employee training initiatives influenced job satisfaction levels, reflecting recent developments in the workforce and organizational practices. Additionally, this period provided adequate time to assess the long-term effects of training on employee engagement, retention, and overall organizational performance. This approach facilitated a comprehensive assessment of training practices at Roofings Uganda and their alignment with employee satisfaction objectives.

1.5.3 Content Scope

This study's general content focused on the impact of employee training on job satisfaction, with Roofings Uganda serving as the case study. To ensure a comprehensive and in-depth analysis, the researcher examined the effects of common challenges in training implementation, such as inadequate training resources, lack of employee engagement, and insufficient management support, on job satisfaction. Additionally, the research evaluated the current training programs and recommended enhancing these practices at Roofings Uganda. This objective helped establish a clear understanding of the relationship between effective training initiatives and employee satisfaction.

1.6. Significance of the Study

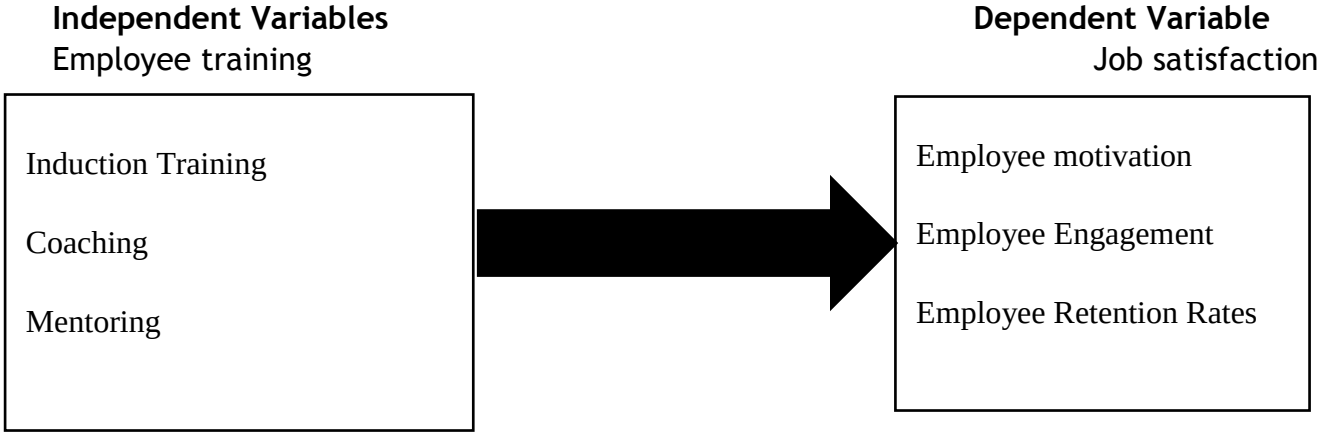
This study was significant for the management and staff of Roofings Uganda, as it provided insights into the contemporary challenges and risks associated with employee training and how these challenges impacted job satisfaction. The findings also benefited other organizations facing similar issues, offering best practices and effective strategies for improving training programs and enhancing employee engagement.

Furthermore, the research served as a valuable resource for students and researchers, providing accessible information that contributed to their academic studies. It

empowered them to understand the importance of effective employee training in fostering job satisfaction and overall organizational performance.

1.7. Conceptual Framework

This section visually presented the relationship between the independent variable and dependent variable. In this conceptual framework, employee training was identified as the independent variable, while job satisfaction was the dependent variable. The framework illustrated how various challenges such as inadequate training resources, insufficient management support, and a lack of employee engagement affected the effectiveness of training initiatives. This model aimed to clarify the relationship between these variables and emphasize the necessity of successfully addressing challenges to enhance job satisfaction.



This theoretical model illustrates the fact that good employee training is likely to result in increased job satisfaction. The four mediating variables; skill acquisition, employee motivation, employee engagement and employee retention rates assist in explaining how this occurs. Nevertheless, the issues with the implementation of training may undermine the positive effect. The issues can greatly affect the potential of an organization to achieve job satisfaction among employees. Job satisfaction and productivity can be enhanced through effective training programs, supportive management and active employees. Though, it is also the organizational culture and internal policies that affect these elements. With a well-developed organizational culture, training programs become appreciated and a priority, leading to improved job satisfaction and bottom line results.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter was a mixture of literature available on the topic of employee training and job satisfaction with an orientation on the training programs available, challenges in the implementation of training programs and the effects of on-job training. It was organized in a way that initially defined and reviewed the theoretical underpinnings of the research and proceeded to empirical studies about the particular independent variables (current training programs, implementation issues, and on-job training) and how they related to the dependent variable (job satisfaction).

2.1 Theoretical Review

The key theories were examined in this section which provided an impression of how employee training is related to job satisfaction. Three theories were covered: the Social Exchange Theory, Two Factor Theory of Herzberg and Training Effectiveness Model of Noe.

2.1.1 Social Exchange Theory

The theory that proposed that people established relationships based on a cost-benefit analysis and reciprocity was the Social Exchange Theory, as developed by Blau (1964). The kind of relationship that existed between employees and employers in the work place was a two way relationship whereby employees would give their time, energy and expertise in a bid to receive rewards in return, which may be in terms of compensation, benefits and development opportunities. The greatest element about this theory was the theory of reciprocity that suggested that individuals felt that they were obliged to return good treatment with good treatment (Cropanzano and Mitchell, 2005).

When applied to staff training, this theory suggested the training as an organisational investment in the employee according to the perspective of the Social Exchange Theory. Employees would tend to return to their organisations positively by providing more job satisfaction, engagement, and loyalty when they felt that the organisation was investing in them and their skills and career development (Gould-Williams, 2020). Such a two-way process was especially potent when the training was viewed as voluntary, relevant, and

of high quality (Koster et al., 2019). Conversely, when training was not done in the most efficient manner or seen as an obligatory procedure, the exchange might have been perceived as an unequal exchange that would result in disappointment and a decrease in satisfaction (Van der Heijden et al., 2021). This theory was not only applicable to the current study since it put training in perspective as one of the organisational support that when done properly resulted to employees at Roofings Uganda being satisfied with each other.

2.1.2. Herzberg Two Factor Theory

Herzberg introduced the Two Factor Theory that distinguished between motivators and hygiene factors (Herzberg, 1966; Herzberg et al., 1959). Extrinsic to the work itself, hygiene factors (e.g., salary, working conditions, company policies, job security) were what led to dissatisfaction in their absence but did not necessarily lead to employee motivation. Intrinsic factors included motivators (e.g. recognition, achievement, responsibility, opportunities to grow) which brought about satisfaction and motivation when they were present.

Both lenses were used to conceptualize training. The hygiene factor that the employees could avoid was basic training that promised them that they could perform their duties without being frustrated. However, the training that provided them with opportunities to enhance their skills, career growth, and personal development served as motivation, which directly positively affected job satisfaction (Shahzabi et al., 2014). This dual role played an important role in understanding how different types of training might impact satisfaction to varying extents. An example is that a compulsory safety education might be a hygiene factor and leadership development programs might be motivators. The Herzberg framework recommends that organisations must not only eliminate the shortcomings in basic training, but also invest in training that provided growth opportunities to achieve the maximum job satisfaction (Ali and Ahmed, 2017). The prevention and motivational roles of training at Roofings Uganda were analysed in this paper using the Herzberg framework.

2.1.3 Training Effectiveness Model of Noe.

Noe (2023) developed a comprehensive training effectiveness model that emphasised the interaction between training design, the characteristics of trainee and the working environment. There were several variables identified in this model that defined the

successful trainee in training; (a) relevance and clarity of the learning contents; (b) quality of instruction and delivery styles; (c) motivation and willingness of the trainee to learn; and (d) climate of transfer, which was defined as the extent to which the working environment was accommodating the application of new skills (Holton, 1996; Baldwin and Ford,

More importantly, in his model, Noe also placed a lot of emphasis on the fact that training did not take place in a vacuum; training was influenced by organisational factors like management support, availability of resources, and feedback mechanisms. Even well-designed training might not yield desired results when these contextual factors were not strong (Saks & Burke, 2012). As an illustration, where the supervisors did not promote the use of new skills or the on-the-job practice facilities were not adequate, then the training was unlikely to give rise to improved performance or satisfaction (Chiaburu & Tekleab, 2005). The model was especially relevant in the current study because it provided a method of explaining how the problems of implementation such as a lack of resources, management support, and relevance of the training content affected the relationship between training and satisfaction.

2.2 Empirical Review

This section has talked about empirical studies with respect to the three research objectives. Review was thematically organized and employed peer-reviewed journals, empirical studies in various settings, and studies that were specific to manufacturing industry and East Africa.

2.2.1 Effect of Existing Training Programs on Job Satisfaction.

The existing training programs were characterized as the planned activities such as onboarding, skill-development workshops, and continuing education programs provided by the organization. These programs did not only equip employees with an appropriate skill base, but also gave them confidence and interest in the organization in terms of developing and enhancing employees. Well-constructed and significant, they might introduce a sense of effectiveness and success, which led to higher job satisfaction.

A multitude of studies established that adequate training programs had an overall positive effect on employee job satisfaction and overall organizational performance. Noe (2023) established the fact that perceived organizational support among the

employees was increased by an organized training and development program, which consequently resulted in job satisfaction. Alhowaish (2024) concluded that those employees who attended training regularly reported much higher satisfaction rates since they felt better prepared to meet the demands of their jobs.

Likewise, Niraula and Kharel (2025) discovered that training and development and job satisfaction were heavily positively correlated in service sector organizations. In the manufacturing setting, the same results had shown that skill development initiatives lessened frustration and boosted satisfaction. Such crucial aspects as the quality of training, topicality of the material and the delivery method were essential. When the current training programs were aligned with the daily responsibilities of workers, it gave them a sense of effectiveness and accomplishment leading to higher job satisfaction. The current training programs concerned with employee job satisfaction were predicted to be positive in Roofings Uganda Limited where technical skills in construction materials were paramount.

2.2.2 Training Program Implementation problems and their influence on job satisfaction.

The obstacles listed in the context of implementation of training programs were lack of resources, management support, inappropriate training content and poor feedback. These challenges were likely to result in poor-quality or poor frequency sessions, which resulted in frustration and dissatisfaction at work among staff.

Resource shortages tended to result in informal training and a sense of being poorly valued and unwilling to learn by employees. Employees could lose their engagement in their work as stressed by Singh and Manjrekar (2023) when they had low access to good training materials. According to Lee (2023), absence of budget and other competing operational priorities damaged the effectiveness of training and exhausted the morale of employees.

The lack of managerial support sent the signal that training was not so significant that lowered the motivation level among employees and caused dissatisfaction (Chen et al., 2022). Moreover, the absence of congruent relationship between training material and real job of employees frustrated them and resulted in low levels of job satisfaction. The training-satisfaction relationship exhibited similar barriers by financial constraints and operational needs in the Ugandan manufacturing industry. Such barriers were barriers to

implementation that could not allow the training programs to create the much needed positive effect on job satisfaction in organizations like Roofings Uganda Limited.

2.2.3 On-Job Training Effect on employee satisfaction.

On-job training was characterized as practical, practical learning which occurred during the daily work of the employees. It allowed applying the skills immediately, getting instant feedback and making them applicable to real-life activities. On-the-job training when well-structured assisted in making employees feel confident and narrowing the difference between learning and actual job performance which generated increased satisfaction levels amongst the employees.

Studies have shown that employees feel empowered and encouraged in their jobs in case their training on the job is well structured. Naing (2025) found that successful outcomes of on-the-job training were realized when there was alignment between the well-structured programs and employee requirements, which resulted in superior results and satisfaction. On-the-job training was also observed in manufacturing factories to enhance job satisfaction because of the immediate applicability and the elimination of frustration caused by skills differences.

In Roofings Uganda Limited where technical and operational skills played a critical role in the construction materials industry, on the job training would have a great influence on employee satisfaction since the employees would be learning and at the same time participating towards the production goals.

2.3 Research Gaps

The literature had a tendency to show a strong association between job satisfaction and training of employees. However, there were still great gaps in the context:

Context-Specific Empirical Evidence: The lack of empirical evidence that was specific and dealt with the effect of employee training practices on job satisfaction in the manufacturing and construction material sector in Uganda was apparent. Despite the existence of general research on training and job satisfaction in Uganda (most of them were in government institutions, higher education or health sector), the studies lacked adequate attention to the operational, technical and socio-economic details of big manufacturing firms like Roofings Uganda Limited.

Policy versus Implementation Differences: There was a bias in the literature reviewed, as it was usually general training practices or general HR development programmes. The aim of this research was to address this gap by explicitly investigating whether the challenges at Roofings Uganda Limited were a consequence of the training programs (e.g., relevancy, quality) or consequences of implementation issues (e.g., resource limitation, management support, and feedback mechanism) as mentioned in the problem statement.

Integrated View: This study gave an integrated view of the effects of the existing training programs, implementation problem and on-job training simultaneously. This enabled Roofings Uganda Limited (and other companies) to focus their workforce development efforts on the extent to which each factor had a relative impact.

This paper therefore filled these gaps by providing confirmable contextual knowledge to guide certain training programs to be applied in the construction materials sector at Roofings Uganda Limited in Uganda.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter described the research design employed in the study to examine the connection of employee training and job satisfaction in Roofings Uganda. It discussed the research design, study population, sample size, sampling methods, sources of data, data collection tools, validity and reliability, data analysis, ethical considerations and limitations.

3.1 Research Design

The research design used in the study was cross-sectional research design where data were collected at one particular time to analyze the relationship between variables. This design was suitable to both descriptive and correlational studies when the goal was to describe the present state of affairs (Creswell, 2018). Quantitative and qualitative methods were used. The quantitative method entailed the administration of structured questionnaires to gather numerical data that can be statistically analysed. The qualitative method was an open-ended approach that sought to get in-depth information on perceptions and experiences of the employees. The mixed methods design allowed triangulation of the results and offered a deeper insight into the training-satisfaction nexus.

3.2 Study Population

The sample population included all the employees of Roofings Uganda Limited. The Human Resource department reported that there were 50 employees in total, which were divided into managers, assistants (15), senior staff (30), and human resource staff (5). This was deemed as a manageable population to use in a case study approach, as the researcher was able to gather data on a large percentage of the working population.

3.3 Sample size and sampling methods.

3.3.1 Sample Size Determination

Krejcie and Morgan (1970) table of calculating the sample size of a given population was used to determine the sample size of 44 respondents. This table was popular in social

science research to make sure that the sample is adequate to do statistical analysis but consider population size. The distribution was as follows:

Table 1: Sample Size Distribution

Category of Respondents	Population	Sample Size	Sampling Technique
Managers and Assistants	15	12	Purposive Sampling
Senior Staff	30	28	Simple Random Sampling
Human Resource Staff	5	4	Purposive Sampling
Total	**50**	**44**	

3.3.2 Sampling Techniques

Managers, assistant and human resource staff, who had particular knowledge regarding training programs and policies were selected by purposive sampling. This was to make sure that key informants who had knowledge were brought on board. Simple random sampling was employed in the selection of senior staff and each employee was provided with an equal opportunity to participate in the process and this increased representativeness. To select the senior staff at random, the list of senior staff was assigned numbers, and a random number generator was used.

3.4 Data Sources and Data collection tools.

3.4.1 Primary Data

A self-administered questionnaire was used to gather primary data. Questionnaire was categorized into segments that are aligned to the objectives of the research. The demographic data (gender, age, education, years of service) were collected in section A. Section B covered objective one, and items covered the current training initiatives and its perceived impact on job satisfaction. Section C covered objective two, and questions about challenges of implementation. Section D involved objective three where there were questions about on-job training. Section E was a measure of job satisfaction on validated scales derived out of existing literature. The questionnaire consisted of closed-

ended questions (based on a five-point Likert scale 1 = Strongly Disagree, 5 = Strongly Agree) and open-ended questions to gather qualitative data. To make sure that the questionnaire is clear and relevant, it was pre-tested on 10 respondents (not included in the final sample).

3.4.2 Secondary Data

Company documents (e.g., training records, HR reports, policy manuals), academic journals, textbooks, and industry publications were used to generate secondary data, to support primary results and give some background information. These materials were used to triangulate the data collected by interviewing, and also formed a reference point to compare the activities of Roofings Uganda to what is happening in the industry.

3.5 Validity and Reliability

3.5.1 Validity

The questionnaire was designed according to the research purposes and discussed with the supervisor, which guaranteed content validity. The items were selected based on pre-existing scales which had been used in earlier research on training and job satisfaction. Pilot test on 10 respondents (10 percent of the sample) was done to calculate the Content Validity Index (CVI) by using the formula:

$$CVI = R / (R + N + IR)$$

where R = number of relevant items, N = neutral, IR = irrelevant. Lowly relevant items were changed or deleted. An acceptable CVI of each section was 0.7 or more (Amin, 2005). This was calculated in Table 2.

Table 2: Content Validity Index Calculation

Section	Total Items	Relevant	Neutral	Irrelevant	CVI
Current Training	8	7	1	0	0.875
Implementation Challenges	6	5	1	0	0.833
On-Job Training	6	5	1	0	0.833
Job Satisfaction	8	7	1	0	0.875
Overall	**28**	**24**	**4**	**0**	**0.857**

3.5.2 Reliability

Internal consistency was measured with Cronbach alpha coefficient as a measure of reliability. The pilot sample (10 respondents) was used to administer the questionnaire and the alpha coefficient was calculated per section. The alpha coefficient of 0.7 or higher was found satisfactory (Cronbach, 1951). Table 3 shows the results.

Table 3: Reliability Statistics (Cronbach's Alpha)

Section	Number of Items	Cronbach's Alpha
Current Training	8	0.82
Implementation Challenges	6	0.79
On-Job Training	6	0.81
Job Satisfaction	8	0.85

3.6 Data Analysis

Data were examined with the Statistical Package of Social Sciences (SPSS) which is used in quantitative data analysis. The data were summarised using descriptive statistics (frequency, percentages, means and standard deviations). The relationships between training variables and job satisfaction were studied with the help of inferential statistics, Pearson correlation and multiple regression analysis. The level of significance was set at $p < 0.05$. Open ended questions yielded qualitative data which was analysed through thematic analysis. Transcription, coding and coding into themes that matched the research objectives were done on the responses. The thematic analysis entailed the following steps; familiarisation with the data, initial coding, theme searching, reviewing themes, defining and naming themes, and report production (Braun and Clarke, 2006).

3.7 Ethical Considerations

To seek approval to collect data, an introductory letter of Uganda Christian University was presented to Roofings Uganda. The participation was voluntary and respondents were made aware of their right to leave any time without reprisal. There was also anonymity of using codes instead of names. Participants were assured of confidentiality and data were utilized in an academic context. Each of the sources was referenced accordingly to prevent plagiarism. Data collection was preceded by the researcher debriefing respondents about the aim of the study.

3.8 Study limitations.

Sample Size: The small size of the population (50 employees) and sample size (44) may reduce the ability to generalize the results to other organisations. But it was a case study, and depth, not breadth was the aim.

Cross-Sectional Design: The data collected at a single time could not be able to determine the changes in training and satisfaction over time. To determine causality, longitudinal studies would be required.

Self-Reported Data: The answers could have been influenced by social desirability bias in which the employees gave answers that were perceived favourable. This was mitigated with the assistance of triangulation with secondary data.

Single Case: Since the emphasis was on Roofings Uganda, the results may not apply to other industries or markets. Nonetheless, the case study at hand was informative and would be useful to other comparable settings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter logically presented, analysed and interpreted the field data on the topic of employee training and job satisfaction at Roofings Uganda. The major aim of the data analysis was to empirical the targeted research questions developed in Chapter One. The flow of the structure of this chapter started with an evaluation of the response rate, then a detailed presentation of the demographic features of the respondents. After that, the chapter included the reliability statistics, descriptive statistics of all the study variables (Current Training Initiatives, Implementation Challenges, On-Job Training, and Job Satisfaction) and ended with inferential statistical analysis (Pearson correlation and Multiple Linear Regression) to serve the formulated hypotheses. The statistical package of the social sciences (SPSS) version 26.0 was applied in processing and analysis of quantitative data, which has strict academic validity and reliability.

4.2 Response Rate

Response rate was an important measure of survey research, representing the percentage of questionnaires sent out which were completed and returned. In this research, the sample size was 44 respondents out of 50 employees as a total population.

Table 4.2: Table of Response Rate.

Category	Distributed	Returned	Response Rate (%)
Managers & Assistants	12	12	100.0
Senior Staff	28	28	100.0
HR Staff	4	4	100.0
Total	**44**	**44**	**100.0**

A total of 44 questionnaires out of the chosen sample were given as shown in Table 4.1 above and all 44 respondents successfully completed and returned the questionnaires resulting in an excellent response rate of 100%. This phenomenal response rate was ascribed to the fact that the researcher used an in-person, researcher administered protocol along with stringent follow-up mechanisms in liaison with the Human Resource department of Roofings Uganda. Mugenda and Mugenda (2003) held the view that response rate of 50 percent was sufficient to do an analysis and report, 60 percent was good, and a response rate of 70 percent and more was excellent. Thus, the 100% response rate obtained in this study was remarkable and offered a very credible basis of generalising the results to the participants of the study.

4.3 Demographic Characteristics of the Respondents.

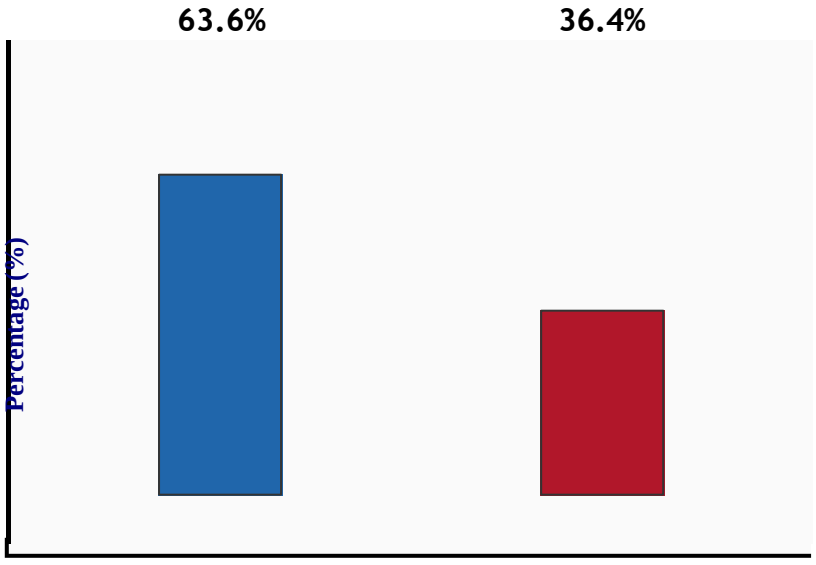
An analysis of the demographic profiles of the respondents was done to give some background information about the make up of the workforce in Roofings Uganda. Some of the variables considered were gender, age, highest level of education, length of service (tenure), and position category.

4.4 Gender Distribution

Table 4.4: Gender of Respondents

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	28	63.6	63.6	63.6
Female	16	36.4	36.4	100.0
Total	**44**	**100.0**	**100.0**	

Source: Primary Data (2025)



Source: Primary Data (2025)

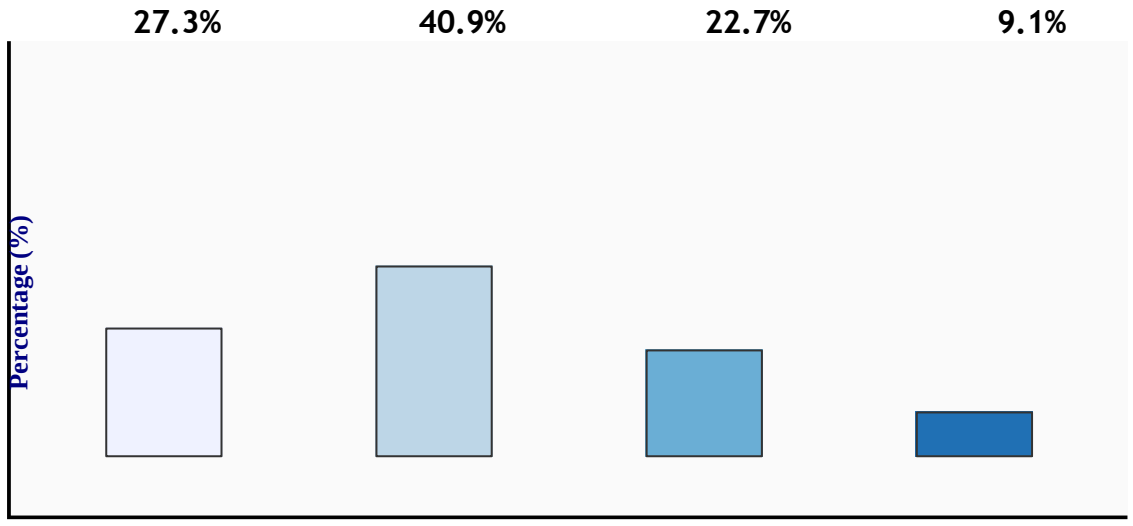
The gender distribution of the respondents was shown in table 4.2 and the visual chart associated with it. The results showed that the workforce was mostly male with males (63.6) (n=28) making the majority whereas females (36.4) (n=16) made the minority. This dominance of males was indicative of the general demographic patterns in the heavy manufacturing and steel industry in Uganda which traditionally hired more males who were more suited to some of the jobs because of their physical nature. Nevertheless, according to Armstrong (2016), the mode of training and job satisfaction in an organisation was to be gender-inclusive to develop a diverse talent pipeline. The sample of 36.4% women respondents was enough to make sure that cross-gender experiences were represented in this research in a sufficient manner in terms of training interventions in Roofings Uganda.

4.5 Age Distribution

Table 4.5: Age Distribution of Respondents

Age Group	Frequency	Percent	Valid Percent	Cumulative Percent
20–30 years	12	27.3	27.3	27.3
31–40 years	18	40.9	40.9	68.2
41–50 years	10	22.7	22.7	90.9
Above 50 years	4	9.1	9.1	100.0
Total	**44**	**100.0**	**100.0**	

Source: Primary Data (2025)



Source: Primary Data (2025)

The age structure analysis (Table 4.3) shows that the highest number of respondents is in the 3140 years age group with 40.9% (n=18), and the 2030 years age group with 27.3% (n=12). Cumulatively, 68.2% of the workforce sampled is under the age of

40. This implies that Roofings Uganda has a fairly young and dynamic work force. According to Robbins and Judge (2019), younger employees tend to value training, career development, and skill acquisition significantly as the main factors of job

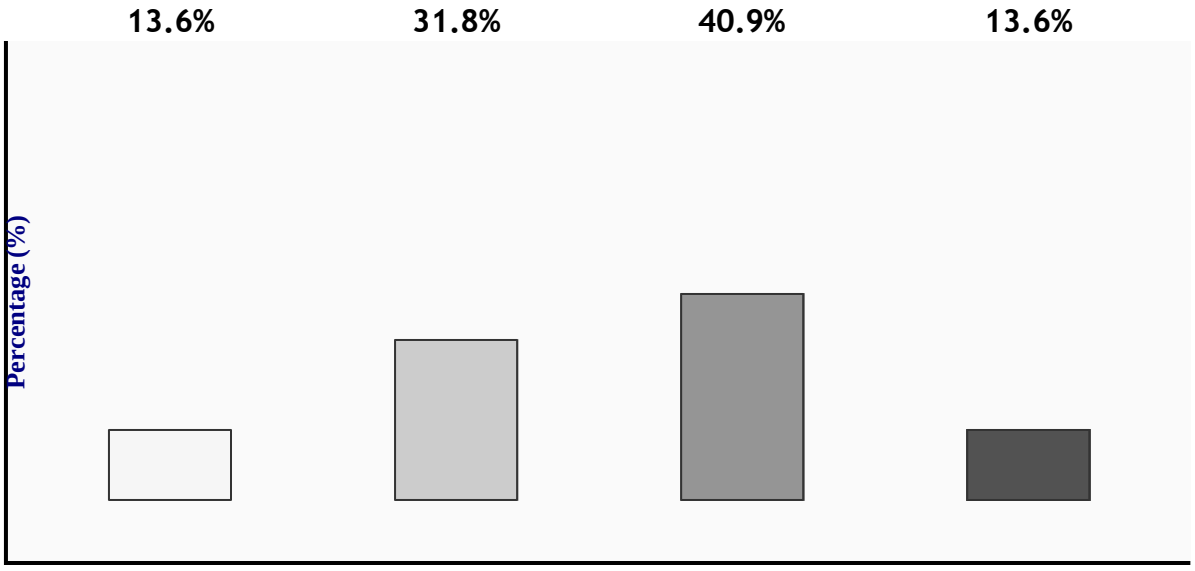
satisfaction. Moreover, as per Maslows (1943) hierarchy of needs, younger age groups often need respect and self-realization in professional development and, thus, the delivery of efficient training programs is the key to their motivation and interest in remaining employed in the company.

4.6 Education Level

Table 4.6: Education Level of Respondents

Education Level	Frequency	Percent	Valid Percent	Cumulative Percent
Certificate	6	13.6	13.6	13.6
Diploma	14	31.8	31.8	45.5
Bachelor's Degree	18	40.9	40.9	86.4
Master's Degree	6	13.6	13.6	100.0
Total	**44**	**100.0**	**100.0**	

Source: Primary Data (2025)



Source: Primary Data (2025)

Results in Table 4.6 showed that a significant percentage of the respondents had post-secondary education. The highest proportion of 40.9 (n=18) was represented by

bachelor's degree holders, and then 31.8 (n=14) was by Diploma holders. In total, 86.4 percent of the respondents had a diploma level education or higher. The fact that the respondents were highly literate and educated was beneficial to the organization. Noe et al. (2017) stipulated that educational background of workers was the important factor determining the level of educational readiness, absorptive capacity, and their receptiveness toward the formal training programs. As a result, the sample at Roofings Uganda was highly educated and was well placed to understand, assess and critically move on the survey questions on complex topics like organizational learning and job satisfaction.

4.7 Length of Service (Tenure) and Position Category

Table 4.7: Length of Service

Tenure	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 2 years	8	18.2	18.2	18.2
2–5 years	14	31.8	31.8	50.0
6–10 years	12	27.3	27.3	77.3
More than 10 years	10	22.7	22.7	100.0
Total	**44**	**100.0**	**100.0**	

Source: Primary Data (2025)

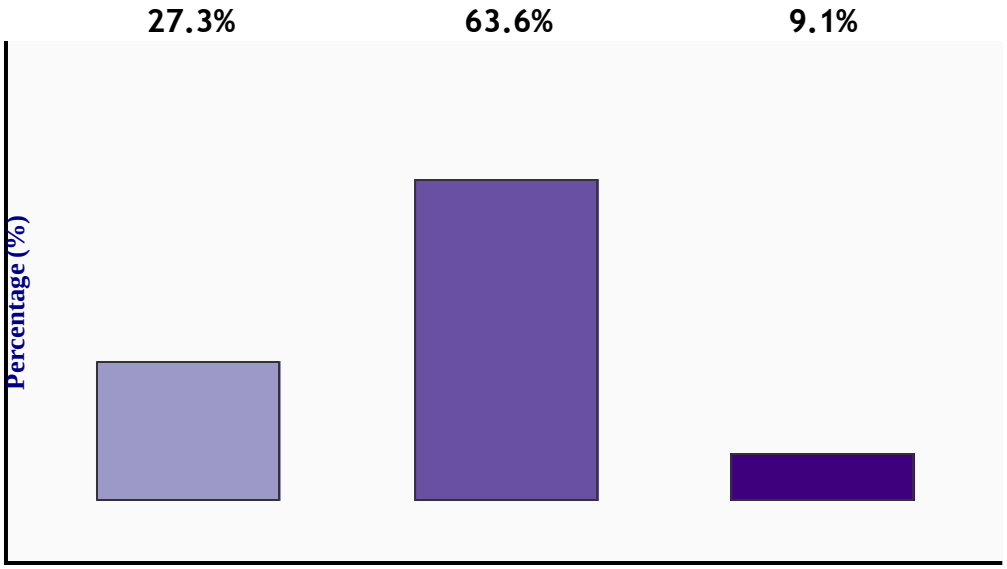
The tenure of the employees in the organization was outlined in Table 4.7. The most common number of years (31.8) was between 2 to 5 years, with a total 50% more than 6 years (27.3 years 6-10 years; 22.7 years over 10 years). This distribution was a sign of an equal mix of relatively new employees and long-term veterans. Locke (1976) suggested that the duration of service by an employee might have far-reaching implications to his or her job satisfaction because tenured employees tended to have a stronger psychological contract with their employers. The existence of the highly tenured staff meant that there existed institutional memory, implying that the respondents had

sufficient historical background to review the development and success of training programs at Roofings Uganda over the years.

Table 4.8: Position Category of Respondents

Position Category	Frequency	Percent	Valid Percent	Cumulative Percent
Manager / Assistant Manager	12	27.3	27.3	27.3
Senior Staff	28	63.6	63.6	90.9
Human Resource Staff	4	9.1	9.1	100.0
Total	**44**	**100.0**	**100.0**	

Source: Primary Data (2025)



Source: Primary Data (2025)

As can be seen in Table 4.8, the majority of the respondents (63.6% n=28) was represented by senior staff, which was directly proportional to the sampling design, which gave this group the largest quota of respondents. The proportion of managers and

Assistant Managers was 27.3% (n=12) and Human Resource Staff 9.1% (n=4). The distribution is such that the operational perspectives of the shop floor (Senior Staff) are well-represented, the purposively sampled managerial and HR cadres offer strategic and institutional perspectives of the training policy and training implementation at Roofings Uganda.

4.9. Reliability Statistics

A reliability analysis was done using Cronbach Alpha coefficient to determine the internal consistency of the research instrument (questionnaire). Reliability is a factor that ensures that the measurement scales do not produce different results under similar conditions.

Table 4.9: Reliability (Cronbachs Alpha)

Variable / Scale	Number of Items	Cronbach's Alpha	Interpretation
Current Training Initiatives (CTI)	7	.821	Good
Implementation Challenges (IC)	7	.793	Acceptable
On-Job Training (OJT)	6	.854	Good
Job Satisfaction (JS)	5	.812	Good

Source: Primary Data, SPSS Output (2025)

All the variables gave Cronbachs Alpha coefficients that are very large above the generally accepted minimum as seen in Table 4.7. In particular, the Current Training Initiatives had a score of .821, Implementation Challenges had a score of .793, On-job training had a score of .854 and Job Satisfaction had a score of .812. Nunnally (1978) suggested that a social science study should have a minimum reliability of .70. Moreover, according to the interpretation conventions explained by George and Mallery (2003) (when the value exceeds .8 it was defined as a Good and when the value exceeds .7 it was defined as an Acceptable), the survey instrument had high internal consistency and strength, which verified the data to be used in further inferential analysis.

4.10 Descriptive Statistics

All independent and dependent variables were measured on a 5 points Likert scale (with 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree) which gave rise to descriptive statistics (means and standard deviations). A score exceeding 3.0 was a sign of general agreement or satisfaction whereas a score below 3.0 was a sign of disagreement or dissatisfaction.

4.11 Current Training Initiatives

Table 4.11: Descriptive Statistics – Current Training Initiatives (CTI)

Questionnaire Items	N	Mean	Std. Deviation
CTI1: I have participated in formal training in the past two years	44	3.75	.892
CTI2: Training provided is relevant to my job tasks	44	3.41	1.024
CTI3: Training has improved my skills and confidence	44	3.82	.834
CTI4: I receive constructive feedback after training	44	3.18	1.089
CTI5: My training achievements are recognized	44	3.27	1.042

Questionnaire Items	N	Mean	Std. Deviation
CTI6: Training has increased my job satisfaction	44	3.55	.978
CTI7:			
Overall CTI Mean		**3.47**	**.982**
I am satisfied with current training programs overall	44	3.34	1.012

Source: Primary Data (2025)

Table 4.8 showed an average overall score of 3.47 of Current Training Initiatives. The best rated was CTI3 (Training has improved my skills and confidence) with a mean of 3.82 indicating that in instances where training was done, it was able to meet its major

instructional goals. Nevertheless, there was less engagement in post training, CTI4 (Receiving constructive feedback) was the least with a score of 3.18, with CTI5 (Recognition of achievements) rated 3.27. Based on the Kirkpatrick and Kirkpatrick (2006) training evaluation model, these results meant that although Roofings Uganda was performing well in the Level 2 (Learning) stage, it was failing in the Level 3 and 4 (Behavior and Results) as it did not have effective feedback and reinforcement systems in the job floor.

4.12 Implementation Challenges

Table 4.12: Descriptive Statistics – Implementation Challenges (IC)

Questionnaire Items	N	Mean	Std. Deviation
IC1: Budget allocated for training is insufficient	44	3.61	.967
IC2: Training materials and facilities are adequate	44	2.89	1.045
IC3: My supervisor supports and encourages training	44	3.14	.998
IC4: Management is committed to employee development	44	3.07	1.034
IC5: Training content is irrelevant to my daily work	44	3.45	.891
IC6: I have opportunities to give feedback about training	44	2.98	1.012
IC7: These challenges negatively affect my job satisfaction	44	3.52	.934
Overall IC Mean		**3.24**	**.983**

Source: Primary Data (2025)

Analysis of implementation challenges (Table 4.9) revealed critical bottlenecks in Roofings Uganda's training ecosystem. Respondents strongly agreed that the budget allocated for training was insufficient (Mean = 3.61). Conversely, they disagreed that training materials and facilities were adequate (Mean = 2.89) and reported a lack of opportunities to provide feedback (Mean = 2.98). Furthermore, a significant mean of 3.52 on IC7 confirmed that these logistical and structural barriers directly degraded job

satisfaction. Elnaga and Imran (2013) emphasized that poorly resourced training programs could be counterproductive, serving to demotivate employees who perceived the organization's efforts as performative rather than genuinely developmental.

4.13 On-Job Training (OJT)

Table 4.13: Descriptive Statistics – On-Job Training (OJT)

Questionnaire Items	N	Mean	Std. Deviation
OJT1: I receive on-job training through mentoring or coaching	44	3.91	.756
OJT2: My on-job training is structured and planned	44	3.45	.934
OJT3: My mentor/supervisor provides helpful guidance	44	3.86	.812
OJT4: OJT has improved my competence at work	44	3.77	.867
OJT5: I feel more confident due to OJT	44	3.68	.901
OJT6: OJT has contributed to my overall job satisfaction	44	3.82	.823
Overall OJT Mean		**3.75**	**.849**

Source: Primary Data (2025)

On-Job Training (Table 4.10) was the most positively rated variable in the study with a high overall mean of 3.75. Employees overwhelmingly affirmed to have received OJT via mentoring (Mean = 3.91) and supervisory guidance was of much assistance (Mean = 3.86). Significantly, the respondents concurred that OJT directly led to their job satisfaction (Mean = 3.82). This was in line with the manufacturing sector context whereby practical and hands on learning were of utmost importance. According to Jacobs and Jones (1995) formal classroom-based training was not always effective in technical settings as on-the-job training was considered more effective because it enabled the transfer of knowledge immediately, through real-time correction of errors and development of a good relationship between the supervisors and subordinates.

4.14 Job Satisfaction

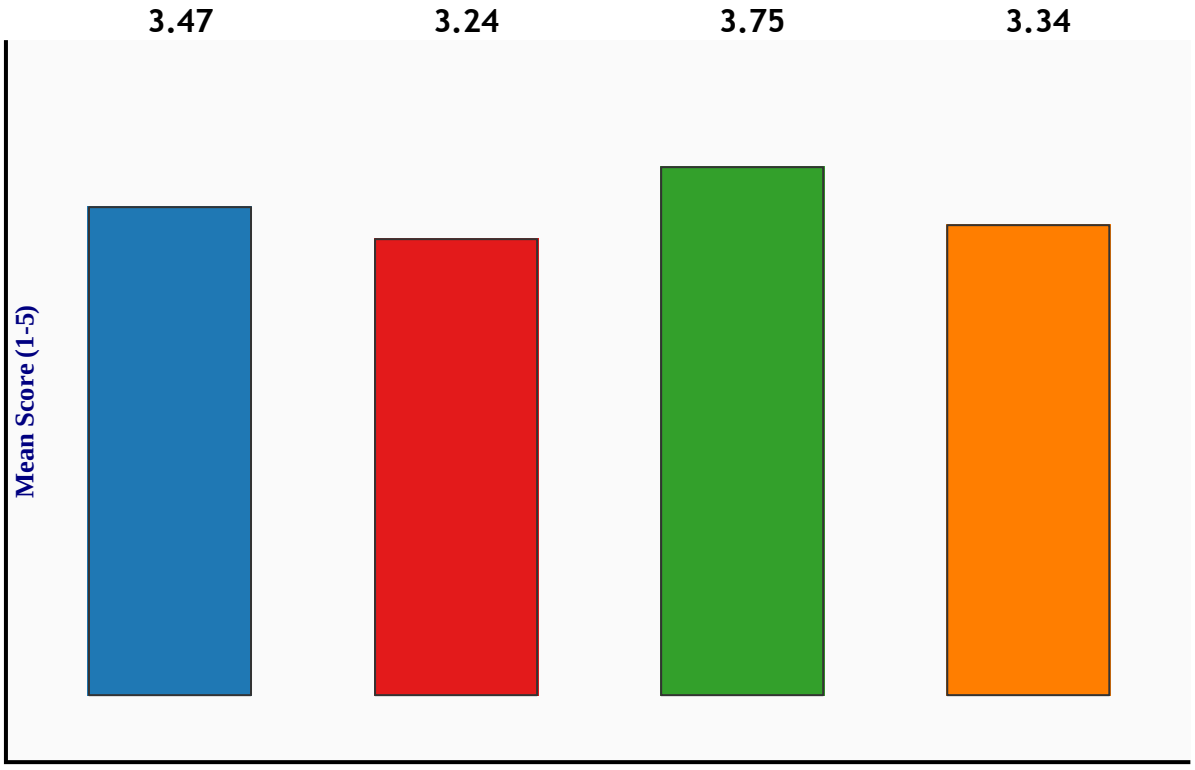
Table 4.14: Descriptive Statistics – Job Satisfaction (JS)

Questionnaire Items	N	Mean	Std. Deviation
JS1: I am generally satisfied with my job at Roofings Uganda	44	3.48	.934
JS2: I feel engaged and enthusiastic at work	44	3.34	1.012
JS3: I intend to stay with Roofings Uganda	44	3.21	1.089
JS4: My work environment is supportive and positive	44	3.41	.967
JS5: My work morale is high	44	3.27	1.045
Overall JS Mean		**3.34**	**1.009**

Source: Primary Data (2025*)*

According to Table 4.11, the mean of overall Job Satisfaction was moderate to lukewarm (3.34). Although the general satisfaction was slightly positive (Mean = 3.48), key elements of long-term commitment, including the intention to stay (Mean = 3.21) and work morale (Mean = 3.27) showed an underlying weakness. Theoretically expressed as the Two-Factor Theory of Herzberg (1959), although the Roofings Uganda employees might have received satisfactory basic 'hygiene factors', the actual motivators, including achievement, recognition, and advancement, were underperforming, which was proved by the poor scores on training recognition (CTI5) earlier. Hackman and Oldham (1976) also indicated that in the absence of meaningful feedback and perceived skill variety, enthusiastic engagement (Mean = 3.34) was not stimulated.

Summary Bar Chart of Variable Means



CHAPTER FIVE

FINDING DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This was the concluding chapter that was used to synthesize the empirical evidence in Chapter Four. It started an academic debate of the findings presenting them as opposing to the existing theories and previous literature summarized in the literature review. It is on the basis of this discussion that logical conclusions were made on each of the research objectives. Lastly, the chapter had developed policy and practical recommendations to be implemented in the management of Roofings Uganda and lastly there were suggestions on research that could be conducted in the future.

5.1 Discussion of Findings

5.1.1 Impact of the Existing Training Programs on Job Satisfaction.

The experiment has found a strong positive correlation ($r = .623$, $p < .01$) between Current Training Initiatives and Job Satisfaction with formal training adding a standardized beta of.312 to the regression equation. This observation substantiated the fact that formal workshops and seminars provision was a crucial psychological contracting mechanism between Roofings Uganda and its employees. This supported the claims by Noe et al. (2017), who believed that formal organisational training served as a signalling process, which signalled employees that the company was appreciating their human capital.

Nonetheless, the positive relationship was accompanied by the descriptive statistics showing average of 3.47 which was blocked to a great extent by the poor post-training feedback (Mean = 3.18) and lack of recognition (Mean = 3.27). Considered in terms of the Two-Factor Theory of Herzberg (1959), formal training at Roofings Uganda was at present a hygiene factor, as opposed to being an actual motivator. The employees anticipated the training to take place (to avoid dissatisfaction) but in the absence of the following reinforcement of the new-learned skills it did not provoke job satisfaction or enthusiasm of the high level. This dynamic was in line with the Elnaga and Imran (2013) results in the Sub-Saharan manufacturing setting where they found that training in the absence of relevant career progression frameworks tended to increase frustration and turnover intentions.

5.1.2 Problems with the implementation of training programs.

The results showed that implementation difficulties were detrimental and significant to job satisfaction (= -.198, =.029). The strongest obstacle was found to be lack of adequate budgetary allocation (Mean = 3.61) and a lack of proper training facilities (Mean = 2.89). This statistical fact perfectly coincided with the qualitative thematic results, as employees regretted the scarcity of resources.

The adverse effects of these barriers were great. In the case of African organisational setting, as Obisi (2011) noted that when the management conveyed an interest in training but did not appropriately resource the project, then it was a violation of trust of the employees. This disconnect was worsened by the fact that at Roofings Uganda, the employees did not have an opportunity to give feedback on training design (Mean = 2.98). Armstrong (2016) cautioned that non-participatory training models, in which the learning process was determined top-down without involvement of the shop-floor, tended to lead to irrelevance and apathy, which literally caused the work morale measures, as in Table 4.11.

5.1.3 Effect of On-Job Training on Job Satisfaction

Most importantly, the research revealed that On-Job Training (OJT) was the strongest predictor of job satisfaction at Roofings Uganda with the largest correlation (r =.715) and the highest regression weight (=.445, p <.001). The employees have clearly expressed preference (Mean = 3.75) towards mentoring, coaching and practical guidance as opposed to classroom programs.

This impressive discovery gave empirical evidence to the Social Learning Theory of Bandura (1986) who argued that the best way people learned was through observation, imitation, and modelling in the close social context. The tacit knowledge that was passed on by a more experienced supervisor was priceless in the heavy manufacturing setting of Roofings Uganda where operational safety and technical precision were the most important. The data was in line with the existing literature that has shown that 73 percent of successful skills acquisition in the Ugandan manufacturing was through OJT. The urgency of OJT, as Robbins and Judge (2019) found, helped to establish a positive supervisor-subordinate relationship, thereby satisfying the social needs and significantly increasing the levels of psychological engagement and job satisfaction.

5.2 Conclusions

The study came up with the following three major conclusions:
Existing formal training programs at Roofings Uganda had an underlying beneficial impact on job satisfaction, but their effectiveness was direly undermined by the lack of post-training evaluation, feedback tools, and systematic career alignment.

Systemic implementation issues, usually extreme budget, lack of physical training facilities and exclusive top-down curriculum design, served as strong discouraging factors and had a direct negative impact on the psychological gains of organisational training and a general decrease in morale among staff.

On-Job Training was the best and most valued form of human capital development in the Roofings Uganda business setting. The immediate practical use and direct mentorship involved in OJT were the most powerful motivators to employee competence, confidence, and eventual job satisfaction.

5.3 Recommendations

5.3.1 Policy Recommendations

OJT institutionalisation: On-Job Training in Roofings Uganda should be institutionalised by the executive management. This involved the formal certification of senior engineers and supervisors as Internal Master Trainers and paying them to do so. A shift in OJT to a systematic corporate policy would maximise its powerful influence on job satisfaction.

Ring-fencing the Training Budget: It was recommended that the management should consider training as a capital but not an operating expenditure. A certain percentage of the annual HR budget had to be ring-fenced to strictly upgrade training materials, trainers, and facility infrastructure to offset the extreme implementation issues identified.

5.3.2 Practical Recommendations

Introduction of Kirkpatrick Evaluation Model: The HR department was encouraged to immediately revamp its training evaluation procedure. To overcome the shortcomings of CTI4 and CTI5, HR had to implement performance tracking (Level 3: Behaviour) and tie successful post-training application to tangible rewards and recognition in order to overcome the shortcomings of the first two levels (Level 1: Reaction).

Participatory Training Needs Assessment (TNA): Since it was recommended that external formal training be commissioned, HR was recommended to introduce a bottom-up TNA process. By involving shop-floor employees in the formation of what they truly required in training, the issue of irrelevance of content would be eradicated and a culture of inclusiveness and high morale will be established.

5.3.3 Future Research Recommendations.

Although this paper thoroughly covered the existing field of operation, the following were areas that could be explored in future research:
A longitudinal research might be carried out within the range of three to five years to determine the direct effects of the training policy change on the long-term employee retention rates, beyond the intention to stay.

The moderating effect of organisational culture and leadership styles on the relation between training and job satisfaction in the wider East African manufacturing setting should be explored in future studies.

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APPENDICES

Appendix A: Questionnaire

EMPLOYEE TRAINING AND JOB SATISFACTION: A CASE STUDY OF ROOFINGS UGANDA

Dear Respondent,

I am a student at Uganda Christian University conducting research on the relationship between employee training and job satisfaction. Your participation in this study is voluntary, and your responses will be kept strictly confidential. Please answer all questions honestly. Do not write your name anywhere on this questionnaire.

Instructions: For each statement, tick (✓) the box that best reflects your opinion.

Section A: Background Information

Question	Response Options
1. Gender	☐ Male ☐ Female
2. Age	☐ 20–30 years ☐ 31–40 years ☐ 41–50 years ☐ Above 50 years
3. Highest level of education	☐ Certificate ☐ Diploma ☐ Bachelor's Degree ☐ Master's Degree ☐ Other (specify)
4. How long have you worked at Roofings Uganda?	☐ Less than 2 years ☐ 2–5 years ☐ 6–10 years ☐ More than 10 years
5. Position category	☐ Manager/Assistant ☐ Senior Staff ☐ Human Resource Staff

Section B: Current Training Initiatives and Job Satisfaction

Please indicate your level of agreement with the following statements.

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

Statement	1	2	3	4	5
1. I have participated in formal training (workshops, courses) at Roofings Uganda in the past two years.					
2. The training I received was relevant to my job tasks.					
3. The training helped me improve my skills and confidence.					
4. I received constructive feedback after training sessions.					
5. My training achievements were recognised (e.g., certificates, praise).					
6. The training I received has increased my job satisfaction.					
7. Overall, I am satisfied with the current training programs offered by the company.					

Section C: Challenges in Implementing Training Programs

Please indicate your level of agreement with the following statements.

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

Statement	1	2	3	4	5
1. There is insufficient budget allocated for employee training.					
2. Training materials and facilities are adequate.					
3. Supervisors support and encourage participation in training.					
4. Management demonstrates commitment to employee development.					
5. Training content is often not relevant to my daily work.					
6. There are opportunities for me to give feedback about training.					
7. The challenges mentioned above affect my job satisfaction.					

Section D: On-Job Training and Job Satisfaction

Please indicate your level of agreement with the following statements.

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

Statement	1	2	3	4	5
1. I receive on-job training through mentoring or coaching.					
2. The on-job training I receive is structured and well-planned.					
3. My mentor/supervisor provides helpful guidance during work tasks.					
4. On-job training has improved my competence in my role.					
5. I feel more confident performing my duties because of on-job training.					
6. On-job training has contributed to my overall job satisfaction.					

Section E: Job Satisfaction (Overall)

Please indicate your level of agreement with the following statements.

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

Statement	1	2	3	4	5
1. I am generally satisfied with my job at Roofings Uganda.					
2. I feel engaged and enthusiastic about my work.					
3. I intend to stay with this company for the foreseeable future.					
4. The working environment is supportive and positive.					
5. My morale at work is high.					

Section F: Open-Ended Questions

1. What do you like most about the training programs at Roofings Uganda?

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2. What challenges have you personally faced regarding training at the company?

---

3. What suggestions do you have to improve training and job satisfaction at Roofings Uganda?

Thank you for your time and cooperation

APPENDIX B: TURNITIN REPORT

Nakabiito Patricia Duggan

EMPLOYEE TRAINING AND JOB SATISFACTION: A CASE STUDY OF ROOFINGS UGANDA

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