

THE IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE: A CASE STUDY OF AWEKI INVESTMENT LTD IN LIRA CITY WEST DIVISION

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M23B42/086

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR OF HUMAN
RESOURCE MANAGEMENT OF UGANDA CHRISTIAN UNIVERSITY**

June, 2026



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DECLARATION

I, Okello Job Isaac, hereby declare that this research has been prepared and submitted in partial fulfillment of the requirements for the Bachelor of Human Resource Management degree. It is my original work, and all sources of information have been appropriately acknowledged through in-text citations and a complete reference list.

Signed.......... Date.....23/06/2026.....

APPROVAL STATEMENT

The research has been done under my supervision and therefore approved for submission for the partial fulfilment for the requirements of Bachelors degree in Human Resource management.

Mr. Kibuuka David

Supervisor

Signature

Date.....


23 / June / 2026

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to my supervisor, Mr. Kibuuka David, for his valuable guidance, the constructive feedback and support towards the completion of this research.

I am also deeply thankful to my family for their encouragement and moral support and financial assistance which played a significant role in the making this research very possible.

I finally extend my appreciation to all the participants in this study for their generously availing their time and providing honest and helpful responses which were essential to successful completion of this research.

TABLE OF CONTENT

DECLARATION.....	Error! Bookmark not defined.
APPROVAL STATEMENT	Error! Bookmark not defined.
ACKNOWLEDGEMENT	4
LIST OF ABBREVIATIONS	8
ABSTRACT.....	9
CHAPTER ONE INTRODUCTION.....	10
1.1. Introduction.....	10
1.1 Background of the study	10
1.2 Statement of the Problem.....	12
1.3 Main Objective.....	12
1.4 Specific Objectives	13
1.5 Research Questions	13
1.6 Justification of the study	13
1.7 Conceptual Framework.....	14
1.7.1 Figure 1: Illustrates the Conceptual Framework.....	14
1.8 Significance of the study.....	15
1.9 Scope of the study	15
1.9.1 Content scope.....	15
1.9.2 Geographical scope.....	15
1.9.3 Time scope	15
CHAPTER TWO: LITERATURE REVIEW	16
2.0 Introduction.....	16
2.1 Theoretical Review/Framework.....	16
2.2 The concept of Training	17
2.2.2 Training practices.....	18
2.2.3 Proposed Improvements to training practices.....	20
2.2.4 Employee Performance	21
CHAPTER THREE: RESEARCH METHODOLOGY	22
3.1. Introduction.....	22
3.2. Research Design.....	22

3.3. Study Population.....	22
3.4. Sample size	23
3.5. Sampling techniques and procedure	23
3.7. Data Collection Tools.....	24
3.8 Data Collection Methods	24
3.8.1 Questionnaire	24
3.9 Data quality control.....	25
3.9.1. Validity	25
3.9.2. Reliability.....	25
3.10. Data Analysis	25
3.11 Ethical Consideration.....	25
CHAPTER FOUR PRESENTATION ANALYSIS AND INTERPRETATION OF RESULTS	27
4.0 Introduction.....	27
4.1 Response rate	27
Table 2: Response rate	Error! Bookmark not defined.
4.2 Background information on respondents	27
Table 3. Age distribution.....	28
Table 4. Distribution of Respondents by Gender	28
Table 5. Distribution of Respondents by Years of Service	29
Table 6. Departmental Distribution.....	29
4.4 Descriptive findings of Training practices at Aweki Investments.....	29
Table a) Statistics for Training Practices Variables.....	30
Figure 2.	Error! Bookmark not defined.
4.4.1 Statistics for Impact of Training Practices on Performance Variables.....	31
Figure 3. Impact of training practices on employee performance at Aweki Investments	31
4.5 Results for Proposed Improvements to Training Practices on employee Performance .32	
Table b) Descriptive Statistics for Proposed Improvements to Training Practices (Binary: 1 = Yes, 0 = No)	32
4.6 Relationship between training practices and Employee Performance	32
Table c).....	32
4.7 The effect of the relationship between training Practices and employee performance. 32	
Table d)	33

CHAPTER FIVE SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	33
5.0 Introduction.....	33
5.1 Summary of Major Findings.....	34
5.3 Conclusions.....	34
5.4 Recommendations.....	35
5.6 Areas for Further Study.....	36
References.....	38
Appendices.....	42
Appendix 1	42

LIST OF ABBREVIATIONS

- HRM Human Resource Management
- SPSS Statistical Package for the Social Sciences
- SME Small and Medium Enterprises
- L1 Level 1 (Reaction in Kirkpatrick's Training Evaluation Model)
- L2 Level 2 (Learning in Kirkpatrick's Model)
- L3 Level 3 (Behavior/Job Performance in Kirkpatrick's Model)
- L4 Level 4 (Results/Organizational Impact in Kirkpatrick's Model)
- KPI Key Performance Indicator
- CEO Chief Executive Officer

ABSTRACT

The study examined the impact of training practices on employee performance at Aweki Investments Ltd in Lira City West Division, Uganda. Employee performance still remains a strong determinant of organizational success and training has become an important strategy for improving the knowledge, and the skills of workers. Despite the efforts put in through various training initiatives, challenges related to employee performance continue to exist in many establishments and companies including Aweki Investments Ltd.

The Kirk Patrick's four levels training evaluation model guided this study and it also adopted a descriptive survey research design. The data were collected from the employees of Aweki Investments Ltd using the structured questionnaires. The data collected were analyzed using descriptive statistic techniques, including frequencies, percentages, mean and standard deviations to determine the relationship between training practices and employee performance.

The research findings revealed that the training practices have a positive effect on the employee performance. The workshops were found to enhance employees' technical skills and knowledge and their productivity. Let alone retreats contributed to teambuilding and employee engagement but its effect wasn't seen as much significant on the overall staff performance.

This study concluded that well structured training programs, particularly workshops and mentorships serve a big role in enhancing the employee performance and recommends that Aweki Investments Ltd should strengthen its training and mentorship program and regularly assess training outcomes and allocate resources to more training and development initiatives for better employee performance.

CHAPTER ONE INTRODUCTION

1.1. Introduction

In an era of rapid technological advancement and intensifying market competition, organizations are increasingly recognizing that their human capital is the primary source of sustainable competitive advantage (Wu, Li, & Zhang, 2025). In this context, employee training has changed from being just an administrative task to an important part of business strategy. It helps employees gain the skills, knowledge, and abilities they need to do their jobs better, which in turn improves their performance and helps the company reach its goals (Heinrich, n.d.).

Therefore, this chapter establishes the foundational role of training in improving employee performance and it entails an introduction to the study by outlining its background through historical, theoretical, and conceptual perspectives, along with the theoretical framework that supports the research. It defines the problem under investigation, explaining its scope and importance, and clearly states the study's purpose, objectives, and guiding research questions. In addition, the chapter presents the conceptual framework, showing how the main variables are related, and explains key terms used throughout the research. Lastly, it describes the scope, justification, and significance of the study, establishing a solid foundation for the chapters that follow.

1.1 Background of the study

Organizational success and sustainability are fundamentally tied to the performance and capabilities of the workforce. Empirical evidence consistently demonstrates that training interventions enhance employee performance, motivation, and job satisfaction (Nabi et al., 2025). For example, Nabi's study revealed that training satisfaction directly contributes to organizational performance by fostering greater work engagement and job satisfaction. This highlights the central role of training as a strategic tool for improving organizational outcomes.

The conceptualization of employee performance has evolved considerably over time. Early management theories, such as Frederick Taylor's Scientific Management (1911), defined performance narrowly in terms of measurable productivity and task efficiency. In contrast, the Human Relations Movement (Mayo, 1933) emphasized the importance of social factors, group dynamics, and employee motivation. Later contributions expanded the scope of performance to include both task-related and organizationally supportive behaviors. Borman and Motowidlo (1993) distinguished between core job performance and contextual performance, while Boxall

and Purcell (2011) argued that performance is shaped by the interplay of ability, motivation, and opportunity. These theoretical perspectives provide a comprehensive framework for examining how training enhances employee performance.

In Uganda, the understanding of employee performance has been shaped by the country's socio-economic trajectory. Following independence, management practices were largely informal, with limited performance metrics. The economic liberalization of the 1990s expanded the private sector and introduced more formalized human resource practices (Okwakol, 2010). Contemporary studies emphasize that employee performance in Uganda is influenced by skills acquisition, supervisory support, and a positive work environment (Kasekende & Orobia, 2016). Nevertheless, informal management legacies persist, making structured feedback and clear performance expectations particularly impactful (Tumwesigye, 2019).

This study is guided by Kirkpatrick's Four-Level Training Evaluation Model (Kirkpatrick & Kirkpatrick, 2006), which provides a hierarchical approach to assessing training outcomes. The model evaluates: Reaction: trainee satisfaction with training programs, Learning: acquisition of knowledge and skills, Behavior: application of learning in the workplace and Results: organizational outcomes achieved

Empirical applications of this model, such as Heydari et al. (2019) in healthcare training and Alsalamah and Callinan (2021) in head-teacher programs, demonstrate its utility in linking training inputs to performance outputs. Complementary definitions of training emphasize its structured and systematic nature. Noe (2020) defines training as a planned effort to facilitate job-related competencies, while Aguinis (2019) highlights its role in ensuring retention and transfer of behaviors. Warr (2018) and Salas et al. (2012) provide a working definition that encompasses coaching, workshops, and digital modules designed to close competency gaps.

Similarly, performance has been defined by Campbell (1990) as the actions and outcomes relevant to organizational goals, while Viswesvaran and Ones (2017) describe it as scalable behaviors contributing to organizational success. Borman and Motowidlo's (1993) distinction between task performance and contextual performance underscores the multidimensional nature of employee contributions.

Aweki Investments Ltd is a privately owned wholesale business located in Lira City West Division at Cuk Atat, behind the Lira bus park. The company distributes general merchandise such as sugar, salt, yeast, soap, bakery supplements, and other products, serving both Lira City and surrounding regions. Over time, Aweki has diversified its operations into transportation and real estate, reflecting its growth and adaptability. The workforce comprises a diverse mix of professionals and support staff, including accountants, real estate managers, warehouse workers, drivers, cleaners, engineers, electricians, plumbers, and security guards. This organizational structure illustrates the importance of effective training and performance management in sustaining growth, ensuring efficiency, and maintaining competitiveness across multiple business sectors.

1.2 Statement of the Problem

Employee performance is increasingly important for companies today, as organizations need workers who can adapt quickly, be creative, and remain productive. Modern performance management systems now use continuous feedback instead of annual reviews because they give employees timely and useful guidance (Mishra, 2024). However, many private companies in Uganda still struggle with low employee performance. This is mainly because their training programs are weak, outdated, or not well designed. Employees often do not have the skills or knowledge needed to meet new work demands. Studies (Sendawula et al., 2018; Agaba, 2024) show that good training and mentorship can improve productivity and innovation, yet many firms do not conduct proper training needs assessments, use technology, or provide follow-up support.

There is also a knowledge gap in research on which training methods work best for SMEs in Uganda. Little is known about the difference in effectiveness between structured programs such as workshops or retreats and mentorship approaches like coaching. It is also unclear how improving training design, delivery, and feedback can enhance performance in small firms with limited resources. This study aims to fill these gaps by examining how different training practices and potential improvements affect employee performance at Aweki Investments Ltd. The research will provide evidence to help managers develop more effective training strategies and guide policymakers in strengthening skills development in Uganda's private sector.

1.3 Main Objective

The main objective of the study will be to examine the impact of training on employee performance at Aweki Investments Ltd in Lira City West Division.

1.4 Specific Objectives

The specific objectives of this study will be to;

- i. Examine the training practices on employee performance at Aweki Investments Ltd.
- ii. Propose practical recommendations for improving training practices based on the study findings at Aweki Investments Ltd.

1.5 Research Questions

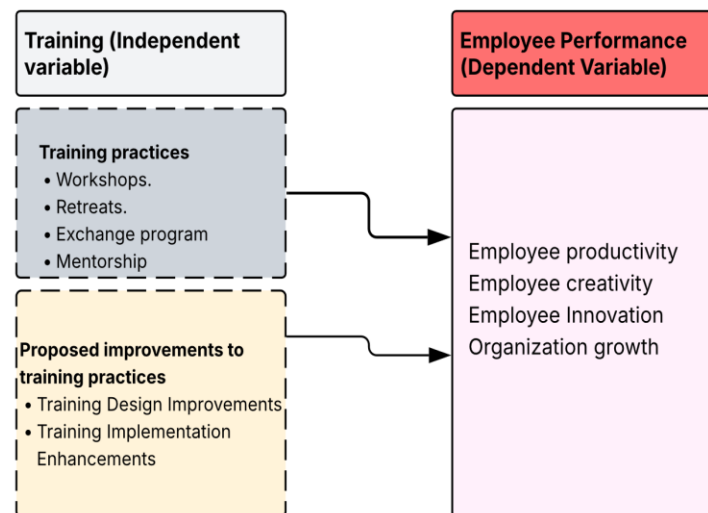
- i. What is the training practices on employee performance at Aweki Investments Ltd.?
- ii. What practical recommendations can be proposed to improve training practices at Aweki Investments Ltd., based on the study findings?

1.6 Justification of the study

This study is justified by the need to address persistent employee performance challenges in Uganda's private sector, which are largely linked to inadequate and poorly structured training. Despite widespread recognition of training's importance, many organizations still struggle to identify and apply the most effective approaches. By examining how different training modalities such as structured programs and mentorship affect employee performance, the study will generate practical insights to help firms like Aweki Investments improve productivity, innovation, and competitiveness. The findings will also guide managers and policymakers in designing cost-effective, targeted training interventions that strengthen workforce capabilities and organizational success.

1.7 Conceptual Framework

1.7.1 Figure 1: Illustrates the Conceptual Framework.



The conceptual framework demonstrates the relationship between training (independent variable) and employee performance (dependent variable) at Aweki Investments Ltd. Training is conceptualized through two dimensions: current training practices which include workshops, retreats, exchange programs, and mentorship and proposed improvements to training practices, namely enhancements in training design and training implementation. Both dimensions are expected to positively influence key indicators of employee performance, including productivity, creativity, innovation, and overall organizational growth. The framework suggests that while existing training practices contribute to employee capability development, strategic improvements in how training is structured and delivered are likely to further strengthen performance outcomes.

1.8 Significance of the study

This study is significant to scholars, practitioners, and policymakers as it provides evidence on how different training models influence employee performance in Uganda's private sector. For scholars, it contributes to the existing body of knowledge by contextualizing the training performance relationship within a developing-country setting, thereby filling a gap in local empirical research. For practitioners, the study offers actionable insights into designing and implementing effective training practices and improvements that enhance employee productivity, creativity, and innovation. For policymakers, the findings will inform the development of evidence-based policies and frameworks that promote skills development, workforce competitiveness, and sustainable growth within the private sector.

1.9 Scope of the study

1.9.1 Content scope

This study focuses on two training dimensions that is training practices and improvements and how they contribute to employee wellbeing at Aweki Investments Ltd. Training practices are further conceptualized as workshops, retreats, exchange programs and mentorship whereas the proposed recommendation to the training practices are characterized by training design improvements and training implementation enhancements.

1.9.2 Geographical scope

This study will be conducted at Aweki Investments Ltd, a privately owned company located in Cuk Atat, West Division, Lira City, Northern Uganda, behind the Lira bus park. The approximate coordinates of the area are 2.2472° N, 32.9000° E.

1.9.3 Time scope

This study will be conducted over a two-month period, from October to November 2025, as it is a cross-sectional study.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter discusses the literature related to the influence of Training on Employee performance, beginning with the theoretical review based on Kirk Patrick's four levels model. The review is structured around the study objectives, focusing first on the impact of training practices on employee performance and then on the impact of proposed recommendations to training practices on employee performance. The chapter concludes with a summary of the key insights drawn from the reviewed literature.

2.1 Theoretical Review/Framework

This study is guided by Kirkpatrick's Four-Level Model, as advanced by Kirkpatrick and Kirkpatrick (2006), one of the most widely applied frameworks for evaluating training and development programs. Introduced in 1959, the model has gained broad acceptance due to its practical relevance and robustness (Reio Jr., Rocco, Smith, & Chang, 2017). According to Kirkpatrick and Kirkpatrick (2006), training effectiveness can be evaluated across four levels: reaction, learning, job performance (behaviour), and organizational impact (results), progressing from individual responses to broader organizational outcomes with increasing complexity. Level 1, Reaction, assesses participants' immediate responses to training, including content, delivery, and facilities, with positive reactions encouraging engagement and negative feedback guiding program improvement (Kirkpatrick, 1959a; Kirkpatrick & Kirkpatrick, 2006). Level 2, Learning, measures changes in knowledge, skills, and attitudes, providing evidence of program value even though learning does not automatically translate into improved job performance (Bersin, 2003; Strunk, 1999). Level 3, Job Performance, evaluates the application of learned skills on the job, reflecting behavioural change, though it is often overlooked despite its importance in assessing training transfer (Kirkpatrick & Kirkpatrick, 2006). Level 4, Organizational Impact, examines training outcomes on organizational results such as productivity, costs, and turnover, offering the highest value in demonstrating training effectiveness despite being the most challenging to measure (Kirkpatrick, 1960b, 1998; Phillips, 1996a; Werner & DeSimone, 2005).

Although Kirkpatrick's Four-Level Model is widely used, it has some limitations. It assumes that the levels are ranked in order, connected, and positively linked, which leads some trainers to focus more on the higher levels and ignore Levels 1 and 2 (Alliger & Janak, 1989; Hilber, Preskill, & Russ-Eft, 1997; Kirkpatrick & Kirkpatrick, 2005, 2006). However, a positive reaction to training does not always mean that employees have learned, changed their

behaviour, or improved organizational results (Kirkpatrick, 1959a; Kirkpatrick & Kirkpatrick, 2005, 2006). This is why it is important to evaluate all levels, especially Levels 1 and 2, to understand whether poor results are due to ineffective training, the work environment, or lack of rewards. However, the model has been used by scholars that have applied in practice for instance, in a study of a teaching and learning methods workshop for healthcare staff, Heydari et al. (2019) used the model to evaluate trainee satisfaction, knowledge gain, and behaviour change post-training. Similarly, A case study of head-teachers' training programs in Saudi Arabia adapted the Kirkpatrick model and demonstrated how it helped evaluate reaction, learning, behaviour, and results levels in that context (Alsalamah & Callinan, 2021). In this study, Level 1 will look at how employees feel about the training, including their satisfaction with the content, delivery, and usefulness. Level 2 will check how much knowledge and skills employees gain from the training. Level 3 will examine how well employees use what they learned in their daily work. Level 4 will measure how the training affects the organization, such as improving productivity, efficiency, and service quality. Using all four levels will help this study understand how training affects employee performance, from immediate reactions to real results for the organization.

2.2 The concept of Training

Employee training is a learning experience aimed at producing relatively permanent changes in employees that enhance job performance by developing or improving their skills, knowledge, attitudes, or behaviour, including increasing what they know, changing how they perform their work, and shaping their attitudes toward their jobs, co-workers, managers, and the organization as a whole (DeCenzo, Robbins, & Verhulst, 2016). DeCenzo and Robbins (2016) further define training as a more present-day oriented, focusing on enhancing the specific skills and abilities needed to perform current job tasks. Similarly, Cohen (2017) defines training refers to a planned effort by a company to facilitate learning of job-related competencies, knowledge, skills, and behaviours by employees. The goal of training is for employees to master the knowledge, skills, and behaviours emphasized in training and apply them to their day-to-day activities. Traditionally, companies have relied on formal training through a course, program, or “event” to teach employees the knowledge, skills, and behaviours they need to successfully perform their job. What is missing is a clear explanation of how training translates into long-term behavioural change, organizational performance, and employee well-being. Previous studies note that while training enhances skills and knowledge, its effectiveness depends on whether learning is transferred to actual job performance (Saks &

Burke, 2012). The definitions also overlook contextual factors such as the work environment, management support, and opportunities for applying learned skills, which influence whether training is truly effective (Blum et al., 2010). Therefore, there is a gap between training as a learning activity and its actual impact on employee and organizational performance an issue this study seeks to address.

2.2.2 Training practices

Training is a structured organizational effort to build employee competencies, with Armstrong (2023) stressing preparation for both current and future roles, while Noe (2017) emphasizes immediate job-related skills. This study will use workshops, retreats, and exchange programs as key training methods (Armstrong, 2023; Noe, 2017).

Workshops

Workshops and seminars are among the mainstays of faculty development programs and They can vary in duration, modality and content, and can include topics such as education and research as well as career and leadership development (Steinert 2011). Depending on specific goals, workshops and seminars can target individuals, groups or entire organizations. This modality holds strong appeal for most participants because face-to-face delivery of professional development, and collegial exchanges among participants and facilitators, can encourage deep learning and change (Byham, 2008). De Grave et al. (2013) spells out that workshops and seminars, or short series of seminars, are popular because they are flexible and encourage active learning. While they are often used to help people develop skills for teaching and educational tasks, they can also be effective for improving leadership skills and research abilities. From these scholars, workshops and seminars are flexible and effective professional development tools that promote skill acquisition, leadership growth, and research capacity, while fostering meaningful learning and interaction among participants.

Retreats

A retreat is a structured event typically off-site and removed from routine work settings in which participants step back from day-to-day activities to engage in focused reflection, dialogue, learning and planning for individual, team or organisational development (Malvicini and Serrat, 2017). According to Eadie (2008), a retreat is a special work session lasting at least a full day held away from the office and focusing on accomplishing work that cannot feasibly be done in regular meetings. Both scholars agree that retreats take participants away from routine work. They can be used for reflection and learning or to accomplish tasks that regular meetings cannot, showing retreats serve both developmental and practical purposes.

Exchange programs

In training and development, an exchange program is a structured initiative in which employees or trainees temporarily go to another department, organisation, or role in order to gain exposure to different practices, skills, and perspectives; this allows for professional growth, knowledge sharing, and integration of new ideas into their home work context (Kumpunen et al., 2023). Furthermore, An exchange program is a structured initiative enabling participants to temporarily move into a different organisational, cultural or professional context, so as to engage in experiential learning, share knowledge and broaden their competencies through exposure to new practices and environments (Fabian Jacobs, Karsten Stegmann & Matthias Siebeck, 2014). Both definitions agree that exchange programs involve temporary placement in a different setting. One emphasizes professional growth and applying new ideas at home, while the other focuses on experiential learning and broadening competencies. Together, they show that exchange programs enhance both skills and knowledge across contexts.

Mentorship

Mentoring occurs within multiple contexts, including personal–professional relationships, educational processes, organizational and cultural settings, and broader systemic reform strategies aimed at building human capacity (Mullen & Klimaitis, 2021). Effective mentorship involves trust, clear goals, open communication, and sometimes formal training for mentors to be more effective (Sambunjak, Straus, & Marušić, 2006). Effective mentoring has been shown to enhance both the personal and professional development of mentees and mentors, strengthen the reputation of organizations, and even improve patient outcomes. These benefits depend largely on the mentor's ability to build supportive relationships, create a positive mentoring environment, and offer timely and individualized feedback. However, many mentors enter their

roles without formal training, raising concerns about the consistency and quality of mentoring provided (Sheri et al., 2019). Therefore, structured mentor training programs are essential to equip mentors with the skills and knowledge needed to foster effective mentoring relationships, ensure consistent support, and maximize the overall benefits of mentorship for individuals and organizations. Mentorship can be looked at through supervision and learning that can occur in a training practice.

Supervision is structured and performance-oriented, helping trainees improve competence while providing support and guidance (Bernard & Goodyear, 2019). A structured ‘mentoring umbrella’ approach replete with a combination of mentoring, supervision, coaching, tutoring, teaching and instruction may be key to structuring and guiding this professional identity formation process as argued by (Toh et al., 2022). Together, these complementary approaches create a holistic framework that not only enhances professional competence but also fosters continuous learning, personal growth, and a stronger sense of professional identity.

According to Pritchard (2017), learning is a process through which individuals acquire knowledge, skills, and understanding from study, teaching, instruction, or experience, leading to a change in behaviour and the development of new abilities shaped by interactions with a wide range of experiences and sources. Illeris (2018) defines learning as a process that combines cognitive, emotional, and social dimensions through which individuals acquire and develop knowledge, skills, attitudes, and understanding, enabling them to adapt and engage effectively within their environments. Therefore, learning is not only an individual cognitive process but also a relational and social experience, which is greatly enriched through mentorship where guidance, feedback, and shared experiences facilitate deeper understanding, personal growth, and professional development.

2.2.3 Proposed Improvements to training practices

Proposed improvements to organizational training emphasize systematic enhancements in design, delivery, and management to increase relevance, effectiveness, and employee performance (Sharma et al., 2024). Central to design is conducting needs assessments, developing content, and aligning objectives with organizational goals, with recent trends shifting from generic approaches to competency-based, customized models. Sari et al. (2023) highlight that learner-centered strategies, such as gap analyses tailored to specific roles, can boost skill retention by up to 25% compared to traditional lecture-based methods.

2.2.4 Employee Performance

The term “employee performance” signifies individual’s work achievement after exerting required effort on the job which is associated through getting a meaningful work, engaged profile, and compassionate colleagues/employers around (Pradhan & Jena, 2017). The performance of an employee in a company is needed to achieve employee

performance itself and also for the success of the company. Improving the performance of these employees is not only beneficial for the company, but also for the employees themselves. Because with good performance theoretically can achieve a better level of employee career development (Siahaan et al., 2016). Alsafadi & Altahat (2021) look at employee performance as the measurable achievement of work objectives by employees, shaped by HRM practices and job satisfaction, contributing to the organization’s strategic goals. For the sake of this study, the scope of employee performance will be grounded in employee productivity, creativity, innovation and organization growth.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter will present the research methodology that will guide the study under the following subheadings: research design, population of the study, sample size and sampling strategies, data collection methods, tools and techniques, data quality control and ethical considerations of the study.

3.2. Research Design

The study will apply a descriptive survey research design. Descriptive research design is a type of research design that aims to systematically obtain information to describe a phenomenon, situation, or population (Voxco, 2021). More specifically, it helped to answer the what, when, where, and how questions regarding the research problem rather than the why. The design will use both qualitative and quantitative methods to describe or interpret a condition or situation.

3.3. Study Population

The target population will be the employee's at Aweki Investments Ltd. Study population is the total number of people, objects, or events having at least one characteristic in common (Burns, 2018). The population comprised of all those potential participants that could make up the study and contribute to the researcher getting more information on the role of training on employee performance at Aweki Investments Ltd. The total population of employees will be 50, consisting of three (3) accountants, four (4) real estate managers, six (6) warehouse workers, seven (7) drivers, eighteen (18) cleaners, three (3) engineers, three (3) standby electricians, three (3) plumbers, and three (3) security guards

3.4. Sample size

Category of Employees	Population
Accountants	3
Real Estate Managers	4
Warehouse Workers	6
Drivers	7
Cleaners	18
Engineers	3
Standby Electricians	3
Plumbers	3
Security Guards	3
Total	50

The population will consist of employees in the selected organization. A census approach will be used as the sample size is 50 and small. A sample size refers to the number of items to be selected from the universe to constitute a sample (Kothari & Garg, 2019).

3.5. Sampling techniques and procedure

This study will employ a stratified random sampling approach for the quantitative component of the research and a purposive sampling technique for the qualitative component to select a sample. Stratified random sampling refers to a probability sampling technique in which the population is divided into distinct subgroups (strata) based on specific characteristics, and participants are then randomly selected from each stratum to ensure representativeness (Nurjaya, 2021). Purposive sampling, on the other hand, is a type of non-probability sampling in which participants are deliberately selected based on specific characteristics of the population and the objectives of the study; it is also known as judgmental, selective, or subjective sampling (Crossman, 2017).

Data sources

Primary data will be collected from the workers at Aweki Investments Ltd using a structured questionnaire will be administered to respondents for a researcher to collect data regarding role

of training on employee performance. Interview kits will also be used for data collection with around 10 employees from departments.

3.7. Data Collection Tools

The researcher will make use of interview guide, Survey Questionnaire kit and interview guides as instruments for collecting data during the research study.

Questionnaire kit.

A questionnaire is a data collection tool in which written questions are presented that are to be answered by the respondents in ticked and written form (Price & Chant, 2020). The self-questionnaire will be answered by the participants with or without the help of the researchers in some instances. The questionnaire will be used during the research and will be consisted of both open and closed ended questions. The questionnaire was used simply because it is faster and can be administered while the participants go about their daily work duties. It will be easier to fill and won't bore the respondent with the idea of spending time filling it in.

3.8 Data Collection Methods

The information will be collected using written feedback from open-ended and integrative questions administered through survey questionnaires and interviews

3.8.1 Questionnaire

A questionnaire method has a series of questions on specific topics that will be presented to respondents (Kothari, 2019). The study shall use a questionnaire method in collecting data from staff at Aweki Investments Ltd. The tools shall be hand-delivered to participants and the researcher shall collect them later as it will be scheduled. The questionnaire will contained open-ended questions which will ask the participants to pick an answer from a given number of options.

3.9 Data quality control

3.9.1. Validity

The degree to which the measured value represents the qualities it is meant to measure is known as validity (Wang, 2019). By using reliable and valid study equipment, the researcher will be able to ensure control over the quality of the data. Under the supervisor's direction, the researchers shall create data gathering tools to guarantee veracity. This shall make it easier to find unclear questions in the instruments and realign them with the predetermined goals.

3.9.2. Reliability

The consistency with which a tool measures what it is supposed to measure is known as reliability (Marshall and Rossman, 2018). Research findings are only trustworthy if they can be replicated under comparable circumstances and yield comparable outcomes. Reliability will be attained in this study by pretesting the research instrument (questionnaire) in various but comparable contexts and contrasting the outcomes prior to the instrument being utilized to gather data in the intended research field.

3.10. Data Analysis

This study will utilize both descriptive and thematic analysis techniques to accommodate its mixed-methods design. For the quantitative data, descriptive statistics including frequencies, percentages, and means will be used to summarize and present responses from the questionnaires. This approach will allow the researcher to identify patterns, trends, and variations related to the training on employee performance. The analysis will be conducted using the Statistical Package for the Social Sciences (SPSS), which ensures accurate data entry, coding, and interpretation.

3.11 Ethical Consideration

Informed Consent

In handling this aspect, the researcher will seek permission from Aweki Investments Ltd using an introduction letter obtained from the Research Ethics Committee of Uganda Christian University. The letter will inform the respondents about the purpose of the research, the potential benefits of the study to the participants, and issues related to privacy and confidentiality.

Confidentiality and Privacy

This will be taken into consideration, as the data collected from the sessions will be used solely for the purposes of this study. The information obtained will not be disclosed to any third party during or after the research process, and respondents will have the freedom to decline answering any questions they feel uncomfortable with.

Anonymity

The identities of the participants will not be revealed, and no form of personal identification will be required during data collection. To ensure anonymity, the researcher will use aliases such as “Respondent 1,” “Respondent 2,” and so on to conceal participants’ identities.

Voluntariness

No participant will be forced to continue with the study or to participate if they do not wish to, as they have the right to withdraw from the study at any time.

CHAPTER FOUR PRESENTATION ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

The study investigated the impact of training practices on employee performance at Aweki investments. This was in light of the poor performance of employees in the private sector of Uganda. The data were analyzed using SPSS for the quantitative data. This chapter presents the results of the analysis, including the response rate, background information of the respondents and the research findings.

4.1 Response rate

Table 1 below shows the response rate for this study.

Serial No.	Department/Category	Intended Sample	Usable Sample	Method of Data Collection	Response Rate (%)
1	Accounting	3	3	Survey	100%
2	Real Estate Management	4	4	Survey	100%
3	Warehouse Workers	6	6	Survey	100%
4	Drivers (Transportation)	7	7	Survey	100%
5	Security Guards	3	3	Survey	100%
6	Plumbers	3	3	Survey	100%
7	Standby Electricians	3	3	Survey	100%
8	Engineers	3	3	Survey	100%
9	Cleaners	18	18	Survey	100%
Total	50	50		100%	

4.2 Background information on respondents

This section presents the background information of respondents by age, years of experience, gender, position and department at Aweki Investments. Such information was included because respondent's ability to offer meaningful and reliable insights is often shaped by their personal and professional features.

Table 3. Age distribution.

Age Group (Years)	Frequency	Percentage (%)
18–25	18	36
26–35	14	28
36–45	11	22
46 and above	7	14
Total	50	100

The above table shows that most respondents (18, or 36%) were aged 18–25, reflecting a predominantly young workforce likely to bring energy and fresh ideas to the organization. Those aged 26–35 made up 28% (14 respondents), representing employees in the early to mid-stages of their careers, while 22% (11 respondents) fell within the 36–45 age bracket, contributing experience and institutional knowledge. The smallest group, aged 46 and above, accounted for just 14% (7 respondents). Overall, more than half of the workforce is under 35, creating a healthy mix of youthful drive and seasoned expertise that can strengthen organizational performance.

Table 4. Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	38	76
Female	12	24
Total	50	100

The findings show that male respondents were the majority, accounting for 38 (76%) of the total respondents, while female respondents constituted 12 (24%). This indicates that the organization has a predominantly male workforce, possibly due to the nature of some job roles such as driving, security, engineering, plumbing, and electrical work. However, the inclusion of female respondents provides a balanced representation of employee views in the study.

Table 5. Distribution of Respondents by Years of Service

Years of Service	Count	Percentage (%)
Less than 1 year	13	26
1–3 years	15	30
4–6 years	15	30
6 years and above	7	14
Total	50	100

The findings indicate that the majority of respondents (60%) had worked with the organization for between 1 and 6 years. This suggests that most employees had sufficient experience and exposure to organizational practices, enabling them to provide reliable views regarding training practices and their effects on employee performance.

Table 6. Departmental Distribution.

Department	Count	Percentage (%)
Cleaning Department	18	36
Security Guards	3	6
Transportation (Drivers)	7	14
Accounting	3	6
Real Estate Management	4	8
Warehouse/Store	6	12
Standby Electricians	3	6
Engineering	3	6
Plumbing Department	3	6
Total	50	100

The findings show that the cleaning department had the highest representation with 18 respondents (36%), followed by transportation (14%) and warehouse/store workers (12%). This reflects the organization's workforce structure, where operational roles form the largest proportion of employees. The representation of all departments ensured that different employee perspectives were captured in assessing training practices and employee performance.

4.4 Descriptive findings of Training practices at Aweki Investments

All 20 employees (100%) reported that they have received training since joining Aweki Investments. This indicated that Aweki Investments has a comprehensive training program that reaches every employee. It reflected a strong commitment to staff development, ensuring that all employees are equipped with the necessary skills and knowledge to perform effectively.

Table a) Statistics for Training Practices Variables

Variable	Mean	SD
Organization conducts relevant workshops	3.75	1.02
Workshops improved job-related skills	3.8	0.89
Retreats contribute to motivation	2.85	1.04
Skills from retreats improve performance	2.95	1.15
Exchange programs expose employees to new ideas	3.5	0.61
Mentors improved confidence in tasks	4	0.73
Feedback from mentors improved performance	3.95	0.83
Training Practices Average	3.54	0.53

The findings from Table (a) reveal how employees at Aweki Investments Ltd view the company's training practices, including workshops, retreats, exchange programs, and mentorship.

Overall, employees hold a moderately positive view of the training opportunities available to them, with an average score of 3.54 (SD = 0.53). This suggests that most staff recognize and appreciate the training efforts within the organization.

Workshops stood out as a clear strength. Employees agreed that the company runs relevant workshops (M = 3.75) and that these sessions genuinely help them build job-related skills (M = 3.80). It seems workshops are making a real difference in how people perform their day-to-day work.

Exchange programs also received solid feedback (M = 3.50), with employees noting that they provide exposure to fresh ideas and different ways of approaching tasks.

Mentorship emerged as the standout practice. Employees strongly agreed that mentors boost their confidence in handling tasks (M = 4.00) and that the feedback they receive helps them

perform better ($M = 3.95$). This points to mentorship as a powerful tool for knowledge sharing, confidence-building, and overall effectiveness.

On the other hand, retreats were the weakest area. Employees were noticeably less convinced about their value, with lower scores for both motivation ($M = 2.85$) and performance improvement ($M = 2.95$). It appears retreats may need rethinking to better align with actual employee development needs.

In summary, training practices at Aweki Investments are generally working well. Mentorship and workshops, in particular, are seen as the most valuable approaches for strengthening employee skills and performance.

4.4.1 Statistics for Impact of Training Practices on Performance Variables

Variable	Mean	SD
Training equipped employees with up-to-date knowledge/skills	4	0.73
Training enhanced problem-solving capabilities	4	0.86
Regular training helps employees work better	3.9	0.64
Training programs are well-designed and relevant	3.95	0.69
Training encourages new ideas at work	3.85	0.67
Impact Average	3.94	0.55

The findings show that training practices at Aweki Investments have a positive impact on employee performance, with a strong overall mean score of $M = 3.94$ ($SD = 0.55$).

Employees generally agreed that training helps them gain better knowledge, sharpen their problem-solving skills, and become more effective in their roles. The highest-rated benefits were gaining updated knowledge and improving problem-solving abilities, both scoring an impressive $M = 4.00$.

Overall, these results highlight that training plays a valuable role in strengthening employee capabilities and boosting performance at work

4.5 Results for Proposed Improvements to Training Practices on employee Performance

Table b) Descriptive Statistics for Proposed Improvements to Training Practices (Binary: 1 = Yes, 0 = No)

Variable	Mean (Agreement Rate)	SD
Training needs properly assessed	0.95 (95%)	0.22
Training programs well-organized and delivered	0.95 (95%)	0.22
Improving training methods enhances performance	1.00 (100%)	0
Proposed Improvements Average	0.97 (97%)	0.15

The results reveal strong support among employees for improving the company's training practices.

The vast majority (95%) agreed that training needs should be properly assessed and that programs should be well organized and effectively delivered. Even more notably, all respondents (100%) believed that better training methods would lead to improved employee performance.

With an overall agreement rate of 97%, these findings clearly demonstrate strong employee backing for strengthening training practices at Aweki Investments.

4.6 Relationship between training practices and Employee Performance

Pearson's correlation was used to check how different variables were related. The main focus was on seeing how training practices were connected to employee performance.

Table c)

Variables	Training Average	Impact Average	Performance Average
Training Average	1	.675**	0.435
Sig. (2-tailed)		0.001	0.056
N	50	50	50
Impact Average	.675**	1	.639**
Sig. (2-tailed)	0.001		0.002
N	50	50	50
Performance Average	0.435	.639**	1

The correlation results indicate a positive relationship between training practices and employee performance. The analysis revealed a moderate positive correlation ($r = 0.435$).

This suggests that when training practices improve, employee performance tends to improve as well. In other words, employees who receive effective training are more likely to carry out their duties efficiently and effectively.

4.7 The effect of the relationship between training Practices and employee performance.

Table d)

Predictor	Coefficient (β)	Std. Error	t-value	p-value	95% CI Lower	95% CI Upper
Employee Performance	2.79	0.61	4.55	0	1.5	4.08
Training Practices Average	0.42	0.17	2.43	0.026	0.06	0.78

The regression analysis reveals that training practices have a significant positive influence on employee performance at Aweki Investments.

The regression coefficient ($\beta = 0.42$) indicates that for every one-unit improvement in training practices, employee performance increases by 0.42 units. The p-value of 0.026 confirms that this relationship is statistically significant. Additionally, the positive confidence interval values further support the conclusion that effective training practices meaningfully contribute to better employee performance.

CHAPTER FIVE SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a discussion of the findings from Chapter Four, focusing on how training practices influence employee performance at Aweki Investments Ltd. The chapter summarizes the key results, draws conclusions based on the evidence, and provides recommendations for improving training practices. The discussion is guided by the study's research questions and objectives, and is based on the descriptive, correlation, and regression results presented earlier. The purpose of this chapter is to consolidate the key results of the study and relate them to the research problem, while also providing practical guidance for management and future researchers. Conclusions are drawn logically from the findings, and recommendations are made

to enhance training practices and employee performance at Aweki Investments and similar organizations.

5.1 Summary of Major Findings

The study found that training is an important activity at Aweki Investments Ltd. All the 50 respondents (100%) confirmed that they had received training since joining the organization. This shows that the organization provides training opportunities to its employees and recognizes the importance of developing employee skills and knowledge.

The study also found that employees generally had a positive perception of the training practices provided by the organization. The overall mean score for training practices was 3.54, showing that respondents agreed that training activities were useful. Among the different training methods, mentorship and workshops were rated as the most helpful. Employees felt that mentorship improved their confidence, provided guidance, and helped them perform their duties better. Workshops were also appreciated because they improved job-related skills that employees could apply in their daily work.

The findings further showed that training contributes positively to employee performance. The overall mean score for the impact of training on performance was 3.94. Employees agreed that training helped them gain new knowledge, improve problem-solving skills, become more effective at work, and perform their responsibilities with greater confidence.

The study also established that employees support improvements in the way training is conducted. The findings showed an overall agreement rate of 97%, meaning that most employees believe that better planning, organization, and delivery of training programs would further improve their performance.

The correlation results showed that training practices have a positive relationship with employee performance ($r = 0.435$). This means that when training practices improve, employee performance also tends to improve. The results suggest that employees who receive better training are more likely to develop the skills and confidence needed to perform well.

The regression findings also confirmed that training practices have a significant influence on employee performance ($\beta = 0.42$, $p = 0.026$). This indicates that improvements in training practices can lead to measurable improvements in employee performance at Aweki Investments Ltd.

5.3 Conclusions

Based on the findings of the study, it can be concluded that training practices at Aweki Investments Ltd play an important role in shaping how well employees perform at work. In general, employees who receive effective training tend to do their jobs better because they gain new skills, feel more confident, and become more motivated and productive. Among the different approaches to training, mentorship and workshops stand out as the most helpful, as employees feel they make a real difference in improving day-to-day performance. Exchange programs also have some positive influence, though to a lesser extent, while retreats are seen as the least effective in directly improving job performance. Overall, the study suggests that while training is already beneficial within the organization, there is still room to make it more practical and better aligned with employees' needs so that it can have an even stronger impact on performance and productivity.

5.4 Recommendations

Based on the study findings and conclusions, the following recommendations were made:

The organization should place greater emphasis on strengthening its mentorship system. Since mentorship was found to have the strongest influence on employee confidence and performance, it would be beneficial for management to make it more structured and intentional. This could involve formally pairing less experienced employees with senior staff, clearly defining mentoring expectations, and regularly following up to ensure that the process is effective and consistent.

There is also a need to improve the design and delivery of workshops. The findings showed that employees value workshops because they help build job-related skills, but their impact can be even greater if they are made more practical. Aligning workshop content with real workplace tasks and involving experienced industry practitioners as facilitators would make the sessions more relevant and impactful.

Retreats should be reviewed and redesigned to increase their usefulness. Since they were found to have the least impact on performance, they should not be treated purely as social events. Instead, they can be improved by incorporating structured learning activities such as teamwork exercises, leadership development sessions, and practical problem-solving discussions, so that employees gain both motivation and skills from them.

The company should also improve how it assesses training needs across departments. Although employees indicated that training needs are generally considered, a more systematic and

consistent approach would ensure that training is better targeted and directly addresses actual performance gaps within the organization.

Finally, Aweki Investments Ltd should develop a clear and continuous system for evaluating training outcomes. This would help management track whether training is truly improving employee performance over time and would also provide evidence to guide future training decisions and improvement.

5.5 Limitations of the Study

The study faced several limitations. First, the sample size was relatively small and limited to one organization, which may affect the generalization of the findings to other organizations. Second, the study relied largely on self-reported data, which may be subject to bias or exaggeration by respondents. Third, time constraints limited the depth of data collection, particularly in conducting more qualitative interviews.

Despite these limitations, the study provides useful insights into training practices and employee performance at Aweki Investments Ltd.

5.6 Areas for Further Study

Based on the limitations and findings of this study, several directions for future research are recommended:

Conducting similar studies in other private sector organizations to enhance generalization

This study focused on Aweki Investments, and while the findings are valuable, they may not fully represent other organizations. Replicating the research across different industries and company sizes would provide broader insights and allow comparisons of how training impacts performance in varied contexts.

Using longitudinal research designs to assess the long-term impact of training on employee performance

Current findings reflect short-term outcomes. Longitudinal studies would track employees over extended periods, offering evidence on whether training benefits are sustained, diminish, or evolve over time. This would help organizations design programs that deliver lasting improvements.

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Appendices

Appendix 1

Survey Questionnaire: The influence of Training on employee performance at Aweki Investments Ltd, Lira City.

Consent Form

This consent form invites participation in a research study titled "Influence of Training practices on Employee Performance at Aweki Investments Ltd.," conducted by Okello Job, a Bachelor's student in Human Resource Management at Uganda Christian University, to examine these influences in Uganda's private sector . Participation is voluntary, with the right to withdraw anytime without consequences; informed consent is required, ensuring confidentiality and anonymity by anonymizing data stored securely for up to 5 years before destruction, accessible only to the researcher and supervisor. There are no foreseeable risks, while benefits include advancing knowledge on employee development; data will be used solely for academic purposes, and participants can contact the researcher, supervisor, or Uganda Christian University Research Ethics Committee for questions or concerns. By signing, participants confirm understanding and voluntary agreement.

Section 1: Demographic Information

- ☐ 18-25
- ☐ 25-35
- ☐ 35-45
- ☐ 50+

What is your gender?

- ☐ Male
- ☐ Female

How long have you been employed at Aweki Investments Ltd?

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 6years and above

What is your current job position?

- ☐ Accountant
- ☐ Manager
- ☐ Warehouse worker
- ☐ Driver
- ☐ Cleaner
- ☐ Electrician
- ☐ Plumber
- ☐ Security guard
- ☐ others/please specify

What department do you work in?

Section 2: Influence of Training Practices on Employee Performance

Please rate the following statements on a scale of 1 to 5 (1 = Strongly Disagree, 5 = Strongly Agree)

Have you received any training since you joined Aweki Investments?

- ☐ Yes
- ☐ No

The organization regularly conducts workshops relevant to my job responsibilities.

1 2 3 4 5

The workshops provided have improved my job-related skills

1 2 3 4 5

Retreats organized by the company contribute to my motivation at work.

1 2 3 4 5

Skills and knowledge gained from retreats improve my job performance.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Exchange programs expose employees to new ideas and best practices.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Have you ever been Mentored at Aweki Investments, ever since you joined?

☐ yes
☐ No

Having a mentor has improved my confidence in handling tasks

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

feedback from my mentors has led me to better job performance in terms of quality of work

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Section 3: Influence of Training practices on Employee Performance

Please rate the following statements on a scale of 1 to 5 (1 = Strongly Disagree, 5 = Strongly Agree).

Training practices at Aweki Investments Ltd have equipped me with up-to-date knowledge and skills.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Training sessions have enhanced my problem-solving capabilities at work.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Having regular and good training programs helps me work better.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Training programs are well-designed and relevant to my role in the company.

☐ ☐ ☐ ☐ ☐

1 2 3 4 5

Training encourages me to generate new ideas at work.

☐ ☐ ☐ ☐ ☐

1 2 3 4 5

Please provide any additional comments on how training programs affect your performance:

Section 4: Overall Employee Performance

Please rate your own performance in the following areas on a scale of 1 to 5 (1 = Poor, 5 = Excellent).

Your current level of productivity.

☐ ☐ ☐ ☐ ☐

1 2 3 4 5

Quality of your work output.

☐ ☐ ☐ ☐ ☐

1 2 3 4 5

Your ability to meet deadlines and goals.

☐ ☐ ☐ ☐ ☐

1 2 3 4 5

Your job satisfaction and engagement.

☐ ☐ ☐ ☐ ☐

1 2 3 4 5

Section 5 Proposed Improvements to Training Practices

Training needs are properly assessed before programs are conducted.

☐ yes

☐ No

Training programs are well-organized and effectively delivered.

☐ yes

☐

No

improving training methods will further enhance employee performance.

☐ yes

☐ No

In your opinion, what improvements would you suggest to enhance training practices at Aweki Investments Ltd.?

Additional comments

Thank you for your time!!!