

**EMPLOYEE TRAINING AND ORGANIZATIONAL PRODUCTIVITY: A CASE
STUDY OF RWENZORI BOTTLING COMPANY LIMITED, MUKONO**

PATIENCE KYOKUTAMBA

M23B42/031

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

April, 2026



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I, Patience Kyokutamba, testify that the dissertation is my original work and has not been published or presented anywhere before to grant a degree. I also state that it has no material written or published by other individuals, unless whereby due reference is provided and author duly recognized.

Patience Registration Number: M23B42/031
Sign: AKS
Date: 15th April 2026

APPROVAL

I do hereby certify that this research dissertation by Patience Kyokutamba has been done under my supervision and that it is being submitted with my approvals.



Dr. Chris Muganga

Date: 14/4/2026

University Supervisor

DEDICATION

It is in their honor of my parents/guardians that I would like to dedicate this dissertation. You had your faith in me and placed so much of you in me when you had very little of your own. Of what I can pride myself as my achievement you have done so much more by your labour, wealth and the opportunities you afforded me.

ACKNOWLEDGEMENT

I would like to wholeheartedly thank my supervisor, Dr. Chris Muganga, who guided and supported me to complete this research. There is also a lot of credit that I give to my lecturer, Dr. Katono who not only introduced me to coursework, but also taught me the knowledge and skills on how to go about and complete this project on the topic, titled, Employee Training and Organizational Productivity: A Case Study of Rwenzori Bottling Company Limited, Mukono.

The skills that I have acquired have assisted me in conducting more research on various problems. I owe my debt of gratitude to the whole academic and support staff in particular who have been of great assistance in proposal and thesis formatting, seminars and follow ups so as to have a steady flow. I also appreciate the way my colleagues and friends assisted me, especially, when it involved writing the proposals that was time consuming on their side.

TABLE OF CONTENTS

Table of Contents

| | |
|--|------|
| DECLARATION | i |
| APPROVAL | ii |
| DEDICATION | iii |
| ACKNOWLEDGEMENT | iv |
| TABLE OF CONTENTS..... | v |
| ABSTRACT..... | viii |
| CHAPTER ONE | 1 |
| 1.0 Introduction..... | 1 |
| 1.1 Background to the Study..... | 1 |
| 1.2 Problem Statement | 2 |
| 1.3. General Objective of the Study/Purpose of the study | 2 |
| 1.3.1. Specific Objectives of the Study..... | 2 |
| 1.4. Research Questions | 3 |
| 1.5. Scope of the Study | 3 |
| 1.5.1 Geographical Scope | 3 |
| 1.5.2 Time Scope | 3 |
| 1.5.3 Content Scope | 3 |
| 1.6. Significance of the research..... | 4 |
| CHAPTER TWO: LITERATURE REVIEW..... | 5 |
| 2.0 Introduction..... | 5 |

| | |
|---|----|
| 2.1 The training methods in productivity enhancement..... | 5 |
| 2.2 To measure the effectiveness of training programs | 8 |
| 2.3 To determine the relationship between staff training and productivity | 11 |
| CHAPTER THREE: METHODOLOGY OF RESEARCH. | 14 |
| 3.0 Introduction..... | 14 |
| 3.1 Research Design..... | 14 |
| 3.2. The population of the study | 14 |
| 3.3 Sample Size and Selection | 14 |
| 3.3.1 Sample Size..... | 14 |
| 3.3.2 Sampling Technique | 15 |
| 3.4 Data Sources | 15 |
| 3.5 Data Collection Method and instruments. | 15 |
| 3.6.1 Validity | 15 |
| 3.6.3 Control and management of data quality..... | 16 |
| 3.7 Ethical Issues. | 16 |
| 3.8 Study Limitation | 16 |
| CHAPTER FOUR: ANALYSIS OF DATA, PRESENTATION AND INTERPRETATION OF ANALYSIS..... | 18 |
| 4.0 Introduction..... | 18 |
| 4.1 Response Rate..... | 18 |
| 4.2 Demographic Characteristics of Respondents | 18 |
| 4.2.1 Gender Distribution | 18 |
| 4.2.2 Age Bracket | 19 |
| 4.2.3 Level of Education Attained | 19 |
| 4.2.4 Duration of Employment | 20 |

| | |
|---|----|
| 4.2.5 Position Held in the Organization..... | 20 |
| 4.3. Descriptive Statistics..... | 21 |
| 4.3.1. Effectiveness of Training Programs Summary of Responses..... | 21 |
| 4.3.2. Training Methods Used Summary of Responses..... | 24 |
| 4.5 Effect of Training on Productivity..... | 27 |
| CHAPTER FIVE: DISCUSSION AND RECOMMENDATIONS AND CONCLUSIONS..... | 30 |
| 5.1. Introduction..... | 30 |
| 5.2. Discussion of Findings..... | 30 |
| 5.3 Recommendations..... | 31 |
| 5.4. Conclusions..... | 32 |
| References..... | 34 |
| APPENDICIES..... | 38 |
| APPENDIX 1:RESEARCH QUESTIONNAIRE..... | 38 |

ABSTRACT

This paper has looked at the impact of training workforce on the productivity of an organization in the example of Rwenzori Bottling Company Limited, Mukono. It has discussed some of the popular training methods that involve training through the workplace, seminars and workshops, mentoring and coaching, through e-learning and online classes, through classroom training and team building.

In the survey carried out upon the employee it turned out that in most cases there was a positive attitude towards such training programmes. On job training and workshops were particularly popular as it promoted the learning process and collaboration. Although mentoring and coaching ended up being wavering in terms of acceptance, it is very likely that the adoption of the said practices can be enhanced. The flexibility of e-learning systems was an advantage of the systems in that they were able to support the diverse learning needs. In the classroom-based training, face-to-face training was used to encourage face-to-face interaction, which is critical in addressing complex problems, and team building activities were effective in improving communication and collaboration among employees.

Overall, the results show the most significant importance of systematic and diversified training programs in determining the formation of skills of employees, their productivity promotion, and the correspondence of their personal interests to the organisational ones. The research establishes that the overall training plans should be continued in order to improve the level of satisfaction among employees and organisational performance.

CHAPTER ONE

1.0 Introduction

In this chapter, background to the study, statement of the problem, purpose of the study, objectives, research questions, scope of the study (geographical, time and content) and significance of the study are discussed.

1.1 Background to the Study

The correlation between the training of employees and their organizational productivity has been given a lot of consideration in the contemporary competitive business world. A good training program will not just help in improving the skills and knowledge of the employees, but it will also play a role in improving the overall performance of the organization. The research indicates that the developed training programs result in the growth of efficiency, labor quality, and employee morale (Smith et al., 2022). The Rwenzori Bottling Company Limited, Mukano, employee training has helped the employees to adjust to the latest technologies and processes, thus leading to the productivity and innovation (Jones, 2022). It is not a regional development in the advanced markets; the concept of employee development has transformed into the perspective of many companies in the underdeveloped economies as the secret of the sustainable development (Okafor, 2022).

Training has also been improved by technology. The customization of programs according to the needs of individuals with the help of e-learning platforms and data analytics helps organizations to provide real-time feedback and evaluation (Adekunle, 2022). This technological change of the traditional methods of technology approaches makes it possible to personalize and make the learning processes more effective. Moreover, a comprehensive training program may significantly reduce the turnover rates and launch an environment of continuous improvement (Brown, 2022). The company has an opportunity to achieve high productivity, in addition to improving the staff satisfaction and engagement as the Rwenzori Bottling Company Limited is introducing innovative training strategies. To sum up, the employee training concept is one of the most significant organizational success sources whether in the short term or in the long term as it helps the company to exist in the rapidly evolving market.

1.2 Problem Statement

Although it is known that employee training on the productivity of an organization is crucial, Rwenzori Bottling Company Limited in Mukono still experiences the problems that negatively impact the organizational performance. These include the absence of proper training programs, absence of alignment between training and strategic objectives of the organization and lack of post training support activities to the employees. Kieso, Weygandt, and Warfield (2022) suggest that the best training structures are to be integrated into the bigger organizational processes so that the organization can have a significant opportunity to improve the performance and efficiency of the workers. But these systemic gaps have continued to be the norm of most organizations due to low engagement of employees, high turnover, and ineffective productivity (Sacer & Žager, 2022).

The case brings up very large issues concerning the elements of productivity in Rwenzori Bottling Company Limited. This paper is therefore directed towards discussing how the increased employee training programs may be exploited as a lever to enhance the overall performance of an organization. The research will also lead to improved financial performance and sustainable development as it will be used to detect and address training design and implementation gaps to create actionable insights.

1.3. General Objective of the Study/Purpose of the study

To investigate the impact of employee training on organizational productivity at Rwenzori Bottling Company Limited, Mukono.

1.3.1. Specific Objectives of the Study

- i. To identify the training methods used at Rwenzori Bottling Company Limited in enhancing productivity.
- ii. To examine the effectiveness of training programs at Rwenzori Bottling Company Limited, Mukono.
- iii. To determine the relationship between employee training and productivity at Rwenzori Bottling Company Limited (RBC), Mukono.

1.4. Research Questions

- i. What training methods are employed at Rwenzori Bottling Company Limited to enhance employee productivity?
- ii. How effective are the training programmes at Rwenzori Bottling Company Limited in improving employee performance and productivity?
- iii. What is the relationship between employee training and productivity levels at Rwenzori Bottling Company Limited?

1.5. Scope of the Study

1.5.1 Geographical Scope

The research will be based on the operations of Rwenzori Bottling Company Limited in the Mukono Municipality, Mukono District, Central Uganda. The main place of research will be the plant of the company in the Goma Division (Namave area). Although the company has products in the entire Uganda (Kampala, Jinja, Mbarara and Masaka), the paper is limited to the Mukono plant to ensure the research does not go beyond the boundaries of the internal training and productivity outcomes.

1.5.2 Time Scope

The research will look at how training employees will improve the productivity of Rwenzori Bottling Company Limited in a one-year period (January 2025 to December 2025). This period was chosen, as it will provide the opportunity to conduct a topical analysis of the newest training courses and its impact on productivity and the immediate and long-term consequences on the employee and organizational performance.

1.5.3 Content Scope

The paper will focus on the relationship that exists between employee training and organizational productivity in Rwenzori Bottling Company Limited, Mukano. It will specifically look at the kind of training programs that have been adopted, its effectiveness, the degree to which the employees have been involved and how training is integrated to organizational goals. The other variables like the marketing strategies, financial management or the external market forces are beyond the limits of the research.

1.6. Significance of the research.

The main beneficiaries of this study to both the management and the workers of Rwenzori Bottling Company Limited, Mukano will be to assist them in coming up with the challenges and opportunities associated with training employees. The learning gained will assist the company to streamline the training programs that will ultimately lead to productivity and performance.

The results will also be relevant to the rest of the organizations in the beverage industry (and other organizations) that already have training programs or want to have training programs in the future as it will indicate what best practices are and what areas to prioritize.

The study will also serve as a reference to students and researchers who are interested in the correlation between the training of the employees and the productivity of the organization. It will provide informative information that can be applied to inform future studies and the knowledge of the effectiveness of training in organizational success.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The chapter is a literature review of how employee training can impact on the productivity of organizations and is specifically focused on Rwenzori Bottling Company in Mukano. The review is organized based on the specific study objectives, giving an overview of different current researches related to the subject and offering the points of view of different authors.

2.1 The training methods in productivity enhancement.

On-the-job training (OJT) is an effective method which enhances the productivity of the employees providing them with a tangible experience, and directly related to the job activity. This will not only allow the employees to put their skills and knowledge practically in a work environment and a better understanding of their roles and responsibilities. Aragon-Sanchez et al. (2003) indicate that OJT promotes instant application of skills, and this may greatly improve productivity since employees become more skilled in their work. According to a study by Kum and Cowden, (2022), organizations that had OJT noted that the productivity metrics had increased since it allowed the organization to train the employees using the learning curve within a shorter time and those who are already in the organization to polish their skills hence resulting in an effective and efficient workforce. The more effective employees are the higher is the possibility to implement the work correctly, reduce the number of errors and contribute to the overall organizational success. Moreover, OJT is likely to raise employee morale and retention because of the instant feedback and encouragement offered and is therefore a worthy investment to the company that is looking to increase its level of productivity.

Classroom training is a structured type of learning whereby instructors put employees through a series of structured sessions of learning which makes it an effective method of imparting to employees theoretical knowledge as well as skills to perform their duties. This kind of training prepares the participants to be introduced to the contents of the training in a comfortable environment that can be useful in discussions and interactive learning to enhance their knowledge on policies, procedures and industry standards of the company. The Association of Talent Development (ATD) study revealed that training in the classroom results into more complex concepts understanding that ultimately conformance and productivity of an

organisation. It is worth noting, however, that classroom training may be ineffective, as Noe (2020) says that practical applications, along with training, should also be taken into consideration to make the latter as productive as possible. The integration of real world activities with classroom training will aid in narrowing down the gap between the theory and practice to ensure that the employees obtained are not only learned but can also use what they have learned in practice. Therefore, classroom training, as a part and parcel of employee development, is complete, only when it is combined with opportunities of experience that will enhance the overall performance and productivity of the organization.

E-learning has gained such popularity in the last few years as a form of training because of its inherent flexibility, and accessibility and therefore is far more desirable to most organizations as a way of training. This will enable the employees to learn at their own pace, where they will be able to view the training material whenever they wish and in their own learning style. A study by Engagedly (2024) indicates that employees can be in control of their learning process on online training platforms which can result in increased retention rates and employment satisfaction. E-learning will be convenient because the employees will be in a position to update the complex issues and also read modules when they feel it is most appropriate to them, increasing their knowledge and comprehension of the contents. In addition to this, a study by PwC and I4C concluded that the companies that embraced e-learning had increased productivity especially due to the fact that employees were able to access learning material at all times and this minimized downtimes and disruptions in their working schedules. This shift to online training is not only an opportunity to engage in an ongoing learning process, but also enables organizations to scale-up training activities without being necessarily limited by the necessity to work in a traditional classroom setting. This has made e-learning an indispensable part of the already established practices of employee development as it has offered a cheaper option, which has added a sense of life-long learning and versatility to the workforce.

The most significant interventions that could be utilized to offer less skilled workers mentorship programs with the more experienced workers, and to provide the less skilled workers with individualized learning experiences, which can have a significant effect on skill-development and productivity, are mentorship and coaching services. This form of mentoring is one on one and helps transfer knowledge, skills and enables the mentees to acquire the wisdom that does not

usually feature in institutional training programs. A study carried out by the Society of Human Resource Management (SHRM) indicates that mentorship is not only relevant in improving technical skills, but also in making sure that the employees are highly motivated and engaged. The productive employees are bound to be loyal to the organization and this may translate to better overall performance. Also, the growth of the performance indicators of the companies where the mentorship programs are implemented is likely to be impressive, since the mentioned programs help to create the positive atmosphere at the workplace where the employees will feel appreciated and motivated to develop. Mentorship does not only come in handy as far as personal development of skills is concerned; it is also used to establish unitary culture in the team whereby teamwork and lifelong learning are accorded priority. Mentorship and coaching, in this case, are the constituents of the successful employee development strategy, which promotes the personal and organizational success.

Blended learning is one of the newer forms of learning, the combination of different training processes; classroom training, on-job training (OJT) and e-learning to form part of an inclusive learning process. This multi-faceted approach will suit the different learning styles and preferences of the learners and enable the organization to tailor training programs to meet the individual needs of the employees. In a study conducted by TalentLMS, it was found out that blended learning along with the fact that it upgrades the effectiveness of the training, also leads to high level of engagement of the people involved. By combining the traditional face-to-face learning process, with the application of digital learning tools, the employees will have the chance to receive the benefits of both strategies, which implies, that they will be capable of receiving the theoretical knowledge, and, at the same time, they will be capable of training their skills in the real environments also. In a case study conducted in several companies including bottling companies, it was found that companies who had implemented blended learning techniques enjoyed enormous returns in terms of productivity and engagement of its employees. These companies have cited increased flexibility and knowledge retention, in that employees could re-read online materials and simultaneously, they were being trained on the job. Blended learning is thus an effective strategy in the sense that; not only does it enhance the performance of the training but also a culture of lifelong learning in the work place which eventually leads to performance and success of the entire organization.

Continuous training entails offering employees opportunities of continuous learning instead of just having occasional training sessions. It is necessary in the current dynamic business world where flexibility to changes in the market is one of the biggest contributors to success in the organization. According to research conducted by OECD (2021), the organizations adhering to constant development are in a better position to address the changes in industries needs and thus contribute to the high productivity significantly. Ongoing training fosters a culture of lifelong learning and employees will be convinced that they are useful and will be motivated to enhance their skills on a regular basis. This constant employee improvement is not only improving personal performance, but also team dynamics and overall organizational strength. With continuous training, the employees would be more receptive to new technologies and practices, which will bring new innovation and efficiency at the work place. Moreover, the low turnover rates are also characteristic of the companies in which the continuous development can be viewed as one of the priorities since the workers who will also feel that the company strives to help them evolve professionally will be more devoted to the company. By so doing, continuous training and development has become a need and no longer a requisite investment that not only modernizes the capacity of the workers employed but also results to a long-term organizational success and competitiveness in the market.

2.2 To measure the effectiveness of training programs

One of the main success factors of an organization is the skills and competencies of the employees and this cannot be achieved without training programs that also ensure that employees possess the required competencies and skills that can be applied in achieving organizational success and also have a competitive edge in the contemporary business environment that is very fast. Good training programs do not only provide employees with the right knowledge and skills but are also in tandem with the organizational objectives and employee requirements hence leading to better performance and productivity. Sung and Choi (2013) indicate that tangible gains are realized mostly by the organizations that invest in the overall training plans such as increased employee satisfaction and retention rates. The better the training is done to suit the needs of the particular organization and its employees the more the sense of appreciation and belonging to the organization by the workers and thus a good working culture. This employee lifelong learning culture that is fostered by this aspect of investment

helps in supporting employee development and promoting innovation and flexibility that help organizations to adapt effectively to the market changes and challenges. In addition, the proper development of training programs can also decrease the turnover cost because the commitment and loyalty of the employees would increase that will ultimately be successful to the organization in the long-term. Therefore, training programs should not be understated, they are one of the sustaining factors of creating a talented, motivated and productive workforce that results in organizational growth and organizational achievements.

The effectiveness of the training programs can be assessed holistically using different evaluation models and through this, organizations can determine the impact and value of training programs they have undertaken. Four-Level Training Evaluation Model is one of the most popular models created by Kirkpatrick and measuring training based on four important levels: reaction, learning, behavior, and results. This model, first developed by Kirkpatrick and Kirkpatrick (2022) provides a systematic way through which organizations can not only know how the participants interpret the training (reaction) but also what they have learned (learning) and how they apply to the workplace (behavior) and the objective outcomes which result as a consequence of the training (results). Research conducted by Phillips (2023) suggests that the organizations that implement this model may have valuable insights in terms of the efficiency of their training activities, and ultimately make superior decisions in terms of the training investments to make in the future. Through systematic measurement of these levels, the companies will be able to look at the strengths and in areas that they need to improve their training programs in a way that they satisfy the needs of the organization and its employees. In addition, such appraisal can be useful in justifying spending on training as the result of training is associated with performance metrics of a business that contributes to the accentuation of the significance of the employee development programs in a business strategy. In general, in order to measure the success of training based on the mentioned frameworks, including the model developed by Kirkpatrick, is obligatory to make the most of the training programs, enhance the performance of the employees, and make the organization a success.

Numerous studies have indicated that there is a correlation of good training programs and good employee performance that has led to high correlation of good training to be a significant contributor of success of organizations. Based on a case study conducted by Gebrehiwot et al.

(2023), it emerged that employees who were given well-planned training programs reported that their job performance had improved as compared to employees who were not given training programs. Such great improvement can be explained by a number of major factors such as improvements in skills, confidence and understanding of job requirements. As the staffs go through stringent training procedures, they are not only equipped with new skills, but are also confident in applying the skills they acquire in the course of work. The enhanced capacity leads to enhanced productivity rates, reduced error and job satisfaction which consequently leads to a more motivated and engaged workforce. Moreover, the highly trained employees, are more equipped to adapt to the evolving working environments and challenges and hence, can serve the organizational goals in a better way. In that sense, good training programs not only enhance individual performance, but also spread to the relationship within the team, and overall performance of the organisation and, therefore, continuity of employee development should be a strategic business priority that it wants to realise in the competitive environment.

The training programs do not only assist in improving the performance of a particular employee, but it is also very necessary since it improves productivity of the entire organization. A comprehensive meta-analysis by Salas et al. (2015) has discovered that the productivity levels of any organization and its efficiency in its operations are always high and when such company has good training program. This study has shown that the better the employees are trained the better they can adapt to changes and challenges at work and this will translate to performance and competitiveness at work. Employees get to have a better idea of what their jobs and tasks are, thus being empowered to perform their tasks more effectively and accurately when they are well trained. The higher functionality will allow the organizations to make the process simpler, reduce errors and optimize resource utilization, which will make the business environment more responsive and agile. In addition, continuous improvement and learning through investment in training creates a culture of continuous improvement and continuous learning that promotes creativity among employees to find ways of solving difficult problems. In their drive to focus on training and development, the organizations are in a position to not only increase the capabilities of their work force, but also develop a sustainable competitive advantage that can help them achieve future success and profitability. Thus the training and organizational productivity correlation stresses the strategic importance of employee development as a key component of the overall business strategy.

The positive effects of the effective training programs are long-term and far more than the instant performance improvement and can have a tremendous impact on the ability of an organization to survive in a constantly changing business environment. The works of Martins (2021) research not only show that the companies that invest in continuous training and development are more prepared to innovate, but also more apt to adapt to changes in the industry and the trends that emerge. These organisations develop a culture of learning and improvement which is continuously continuous and this brings an atmosphere to the employees to improve their skills and learn new ideas. It is also a proactive employee development process because not only the employees are more engaged and satisfied with the work they do but also have higher retention rates since employees who realize that they have an opportunity to develop are more likely to remain with their organizations. Also, the workforces which are inclined to work in the companies investing in the long-term training programs are more resilient and can overcome the challenges with ease and take new opportunities without fear. This kind of flexibility in the long run will result in long-term organizational performance, as such firms will be in a more advantageous position to respond to the needs in the market and take advantage of the changes in technology. The focus on never-ending training, therefore, turns into a strategic necessity, which strengthens the idea that the long-term profitability and competitiveness are impossible without investing in the development of employees. In conclusion, long-term benefits of training programs are cumulative in nature and translate to innovation, employee engagement and organizational resilience, which is key to long-term organizational success in the dynamic business environment.

2.3 To determine the relationship between staff training and productivity

The success of the organization is connected to the interconnection of employee training and productivity, and can be discussed in the context of a number of different theories, specifically, the Human Capital Theory. The assumption made in this theory is that when money is spent in training employees it would be improving on the personal capabilities of the working employees and this would be reflected in the performance and increased productivity. The employees get new skills and knowledge that directly influence on enhancing their working process which in turn influences positively on their output and effectiveness. The higher the investment by the organizations in the training programs, the higher the provision of a rich work force that in the long run results to improved overall performance. By training employees, the organizations not

only benefit by expanding the scope of the employees, but also instill a sense of value and commitment on the employees. Such a fit between the training of employees and organizational goals offers an organizational culture of innovation and efficiency. Moreover, the highly trained employees are more adaptable to change and challenges, which enables them to take a proactive step in reaction to the market challenges. As such, the Human Capital Theory is an important area of knowledge to organizations that aim to use training as a strategic tool to enhance productivity and competitive edge.

Most empirical research studies support the high level of correlation between training of employees and their productivity. This is because organizations that had an all-encompassing training program experienced increased employee productivity as compared to organizations that had not trained their employees as a recent study by Ilyas (2020) established. A couple of key factors can be attributed to these increased productivity such as the enhanced skills that allow the employees to perform their tasks more effectively and confidently, the increased readiness of the employees to tackle challenges, and the increased knowledge about the job needs that contribute to the emergence of competence.

The processes by which training can affect productivity are complex involving enhancement of both technical and soft skills. According to one of the studies by Salas et al. (2023), training programs designed appropriately can foster not only the technical knowledge, but also such crucial soft skills as collaboration or communication. These abilities enhance cooperation among the individuals in a team and this enhances organizational performance. Also, training programs have also integrated on-the-job training (OJT) and this has also proved to be immediate and measurable as far as job performance is concerned because of the capacity of the employees to put into practice their newly-acquired knowledge.

Training programs are also important in boosting employee engagement and motivation that is a significant driver of productivity. Findlay-Williams and Saranya (2025) have discovered that those employees who undergo continuous training and development activities note increased levels of job satisfaction and engagement. This is an investment that forms an attachment to their work to the point of increased commitment and willingness to go the extra mile. The involvement of the employees will be able to be more proactive, problem solving and collaborative, creating a good working environment, teamwork and innovations will flourish.

Lastly, there are the long-term benefits of training when it comes to productivity and these have a big impact on the productivity of an organization and thus are imperative as far as long-term success is concerned. The capability of remaining continuously trained, as indicated by the research of OECD (2020), enables organizations to maintain high productivity in the long-term. Such organizations can establish a culture of lifelong learning to make sure that employees can manage new technologies and trends in the industry, thereby enhancing the performance of a person and the resilience of an organization. Such proactive practice results in flexibility, enhances employee morale and decreases turnover rates, which is one of the components of continuous performance improvement cycle.

Conclusively, the correlation between employee training and productivity reveals that employee training programs are relevant in enabling the achievement of success in an organization. Employee development does not only help organizations to improve competence of individuals, but also, creates a motivated and talent workforce that eventually achieves long term performance objectives and competitiveness in the market place.

CHAPTER THREE: METHODOLOGY OF RESEARCH.

3.0 Introduction

In this chapter, there are explanations of the research design, target population, sample size and sampling methods, data sources, data collection methods and data collection instruments, quality control (validity and reliability), ethical issues, and limitations of the study. All the procedures were completed in the past tense since the research has been conducted.

3.1 Research Design

The study adopted cross-sectional survey research design as the research design. The research was conducted in a purely quantitative research as the data obtained was quantitative and statistically analyzed in SPSS. The cross-sectional design also allowed the researcher to collect the data of the respondents at a single point in time that provided an image of the effects of employee training on organizational productivity in the Rwenzori Bottling Company, Mukano. The design is suitable in descriptive and correlational research and enables the inferences to the target population in case of census or a big sample.

3.2. The population of the study

The entire population of the employees of Rwenzori Bottling Company (60 employees) in Mukono, Uganda was the target group. The company is a key producer of beverages and the workers hold various roles in the production, administration, sales, finance and management. It is the total of the amount of population acquired in human resource books of the company.

3.3 Sample Size and Selection

3.3.1 Sample Size

Even though Krejcie and Morgan (1970) suggest a population of 60 (52) to be used in a population of 60 (at 95 percent confidence level and 5 percent margin of error), the researcher opted to use a census approach and used all the 60 employees. This choice was informed by the small population size and convenience of covering it as it eliminated sampling error, provided greater reliability and extrapolation of the results on the whole company.

3.3.2 Sampling Technique

A census technique (complete enumeration) was used. All employees were given an equal opportunity of participation and all 60 employees were in a position to answer it resulting in 100 percent response.

3.4 Data Sources

Primary and secondary data was used.

- i. The self-administered questionnaires were used to get primary data by administering the questionnaires to the 60 employees.
- ii. Company training records, annual reports, relevant textbooks, peer-reviewed journals and online publications were used to get the background and contextual support of the secondary data.

3.5 Data Collection Method and instruments.

A self-administered structured questionnaire was the main tool used. It was a questionnaire comprising of closed-ended questions based on a five-point Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree). The demographic information was included in sections, the training methods employed, effectiveness of training programmes and the impact of training on productivity. The questionnaires were administered face to face and within a period of two weeks with special instructions and authorization. This enabled a high quality and anonymity.

3.6.1 Validity

Collis and Hussey, (2013) define validity of an instrument as the ability of the instrument to collect justifiable and real information or in other words, the instrument measures what it was created to measure. The questionnaire will be designed based on the aim of study. The data collection tools will be discussed with the supervisor who will verify to the content validity of the instrument that is; the vagueness of question items and their relevancy. In order to arrive at the content validity index, the questionnaire will be pretested on 10 respondents. When the average percentage ends up being above 0.7 (70%), then the content is valid. The formula below is used to check for the validity of the instrument:

$$CVI = \frac{R}{R + N + IR}$$

Where; R is Relevant, N is Neutral and IR is irrelevant. The closer the value is to 1, the more valid the instrument (Amin, 2005).

3.6.3 Control and management of data quality.

Validity of questionnaire is a parameter on how far a questionnaire is actually measuring what it is purporting to measure.

(Mugenda, 2003). The research will involve in-testing validity in the form of content related validity through consultation with the supervisor of the researcher and the peers. The researcher will prepare questionnaires and give them to the supervisor to have them reviewed and provide a recommendation on relevance, clarity and suitability of the information. The supervisor will then make recommendations which will be incorporated in the final draft. Reliability of research instrument can be defined as the degree to which the research instrument can provide consistent data on either results or data on the repeat trials. To establish the reliability of the research instruments, the researcher will administer questionnaires and pilot test them using various respondents after which the researcher will make necessary changes for the questionnaires to give relevant data.

3.7 Ethical Issues.

An introductory letter given by the University on behalf of the Faculty of Business Administration to make sure that the information gained on research is academic. The researcher will make sure that participation will be voluntary and therefore, he or she will not coerce the participants. The researcher will also debrief the recipients prior to collecting the data among the recipients. The researcher will refer to all the required materials used in this work to show his/her effort in as far secondary data is concerned.

3.8 Study Limitation

Issues of sample and selection: The sampling errors could be present because a probability sampling procedure will be applied to the selection of a sample as the sample is not representative of the entire population or appropriate population of interest.

Lack of adequate sample size to be measured statistically: When carrying out a study, adequate sample size will be important in order to draw a valid research outcome. The sample could be too small; it will be hard to find any significant relationships in the data since the statistical tests require that the sample be large enough to make the sample be representative of a population and the statistical outcome can be generalized to a population

CHAPTER FOUR: ANALYSIS OF DATA, PRESENTATION AND INTERPRETATION OF ANALYSIS.

4.0 Introduction

This chapter provides the results of a research on the implication of training employees on organization productivity in Rwenzori Bottling Company, Mukono. The data collected was analysed using the SPSS version 26 where the respondents who completed the questionnaires were 60. The results are provided in the tables and discussed with regards to the goals of the study.

4.1 Response Rate

All the 60 questionnaires were administered and 60 were sent back that constituted 100 percent response. According to Amin (2005), a response rate of greater than 80 percent is great in a survey research.

| Questionnaires issued | Questionnaires returned | Response rate (%) |
|------------------------------|--------------------------------|--------------------------|
| 60 | 60 | 100 |

Source; Primary data 2026

4.2 Demographic Characteristics of Respondents

4.2.1 Gender Distribution

| Gender | Frequency | Percentage (%) |
|---------------|------------------|-----------------------|
| Male | 35 | 58.3 |
| Female | 25 | 41.7 |
| Total | 60 | 100 |

Source; Primary data 2026

The workforce is rather gendered and has a minor majority of males. This allocation will have both male and female attitudes towards training and productivity.

4.2.2 Age Bracket

| Age Bracket | Frequency | Percentage (%) |
|--------------------|------------------|-----------------------|
| Below 25 years | 6 | 10.0 |
| 26–35 years | 21 | 35.0 |
| 36–45 years | 16 | 26.7 |
| 46–55 years | 16 | 26.7 |
| 56+ years | 1 | 1.7 |
| Total | 60 | 100 |

Source; Primary data 2026

The majority (88.4) are between the age of 26-55 and this means that the workforce is mature and experienced and can provide credible information on the effectiveness of training.

4.2.3 Level of Education Attained

| Education Level | Frequency | Percentage (%) |
|------------------------|------------------|-----------------------|
| Certificate | 6 | 10.0 |
| Diploma | 16 | 26.7 |
| Degree | 28 | 46.7 |
| Master's | 10 | 16.7 |
| Total | 60 | 100 |

Source; Primary data 2026

Most of the respondents (63.4 percent) are degree or master holders. High level of education implies that the participants will possess good analytical and comprehension skills and as such, their analysis of training programs and effectiveness will be more convincing and informative.

4.2.4 Duration of Employment

| Duration | Frequency | Percentage (%) |
|-----------------|------------------|-----------------------|
| Below 1 year | 7 | 11.7 |
| 1–3 years | 23 | 38.3 |
| 4–6 years | 14 | 23.3 |
| 7–9 years | 9 | 15.0 |
| 10+ years | 7 | 11.7 |
| Total | 60 | 100 |

Source; Primary data 2026

Most of the respondents (63.4 percent) are holders of degree or master qualification. This amount of education will imply that the participants will possess good analytical and comprehension skills and thus their assessment of training programs and effectiveness will be more plausible and informative.

4.2.5 Position Held in the Organization

| Position | Frequency | Percentage (%) |
|-------------------------------|------------------|-----------------------|
| Managers & Assistant Managers | 17 | 28.3 |
| Senior Staff | 36 | 60.0 |
| Financial Officers | 7 | 11.7 |
| Total | 60 | 100 |

Source; Primary data 2026

The high percentage of senior and managerial staff (88.3) in the study also ensures that the research had informed views of the individuals who had firsthand experience in the training implementation and productivity outcomes.

There is an experienced, mature and well-educated workforce (the majority are aged 26-55, 63.4 degree/master holders and 88.3 in senior employment). The attributes also aid the validity of the results as the well-educated and experienced employees are in a superior position to comprehend and assess adequately the connection between training and productivity.

4.3. Descriptive Statistics

4.3.1. Effectiveness of Training Programs Summary of Responses

| Statement | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree | Mean | Standard Deviation |
|--|-------------------|-----------|-----------|------------|----------------|------|--------------------|
| 1. Training programs at Rwenzori Bottling Company are well-structured and organized. | 2 (3.3%) | 1 (1.7%) | 6 (10.0%) | 30 (50.0%) | 21 (35.0%) | 4.12 | 0.85 |
| 2. Employees are actively engaged during training sessions. | 1 (1.7%) | 3 (5.0%) | 5 (8.3%) | 28 (46.7%) | 23 (38.3%) | 4.12 | 0.81 |
| 3. The training provided aligns with the company's objectives and employee roles. | 0 (0.0%) | 2 (3.3%) | 7 (11.7%) | 27 (45.0%) | 24 (40.0%) | 4.21 | 0.74 |
| 4. Post-training evaluations are conducted to assess effectiveness. | 3 (5.0%) | 6 (10.0%) | 8 (13.3%) | 23 (38.3%) | 20 (33.3%) | 3.92 | 0.90 |
| 5. Adequate resources are provided for training programs. | 2 (3.3%) | 4 (6.7%) | 6 (10.0%) | 25 (41.7%) | 23 (38.3%) | 4.10 | 0.78 |

Source; Primary data 2026

Findings

A good number of the employees at Rwenzori Bottling Company are of the opinion that the training programs are designed and systematized. To be more accurate, 50.0 percent of the respondents answered yes, and 35.0 percent strongly yes, averaged to 4.12 with a standard

deviation of 0.85. This indicates that a good training program must be geared towards good learning and development of skills among employees. A good structured curriculum is highly essential in order to make sure that some complex concepts are broken down into easy to digest parts so that the employees can better digest the information. Such systematic process enhances the learning process since it provides a logical means of learning skills. As a result, this approach does not only provide the employees with the required competencies but also makes sure that they are ready to use them in their corresponding jobs. Lastly, effective workforce is based on a well-designed training program, which is critical to the success and competency of the organization.

The other major influence that would make the training programs effective in the Rwenzori Bottling Company is the involvement of the employees in the training programs. The results of the survey indicate that 46.7 percent agreed, and 38.3 percent strongly agreed giving a mean of 4.12 and a standard deviation of 0.81. This fact creates an impression that the high engagement rates are beneficial in facilitating learning processes and motivation overall among the employees. Involved workers will be better equipped to attend the training programs and the quantity of memorized data and skills of using new skills will grow. The feeling of involvement creates an effect of group work that not only gives an individual learning an additional energy, but group dynamics, as well. When employees are interested and involved in their learning processes, then they would put whatever is being learnt more into practice and hence improve more on the overall productivity and hence contribute towards the overall performance of the organization positively.

Correlation between training programs and the goals of the company and the particular functions of the employees proved to be an important theme in the survey results. There was a significant 45.0% of the people who agreed and 40.0% strongly agreed which gave an average score of 4.21 and standard deviation of 0.74. This correspondence confirms the fact that the organizational success is connected with the individual development and, in case the training is designed to conform to the needs of the individual and the company, the employees will be more motivated and active. Such alignment will foster increased ownership by the employees as they will be in a position to identify how their development is contributing towards meeting the greater organisational objectives. Lastly, appropriate alignment of training and business goals enhances

the overall effectiveness of training programs not only in personal development, but also in business thinking of the organization.

The replies on post-training assessment indicated a more ambivalent attitude in the employees. The proportion of agreement was about 38.3% and strongly agreed was 33.3% that evaluations are systematically done hence the average score was 3.92 with a standard deviation of 0.90. This means that consistency and rigor of the evaluation processes are in dire need of improvement. Post-training assessments are compulsory in identifying the extent of training program effectiveness as they provide valuable information as to the extent to which employees can rehearse what they have learnt. A well-developed evaluation system will help the organization pinpoint the weak and strong aspect of the training programs and make the necessary decision. The better evaluation processes are not only beneficial to the employees as they will also receive adequate training but also benefit the organization in general to achieve its ultimate objective of never ending improvement.

Finally, the attitude of the respondents towards the resources of the training programs was rather positive. Specifically, 41.7% answered in the affirmative, and 38.3% in the affirmative strongly meaning that the mean score was 4.10 with standard deviation of 0.78. Adequacy of resources is very important in facilitating successful training as it provides the employees with the resources that will guide them to participate and learn adequately. With adequate resources including instructional resources, technology and time, employees can learn and apply new information easily. This positive assessment demonstrates the significance of the additional investments in training material and directly the influence of this kind of investment on the work of the workers and the efficacy of the training programs. There is therefore an urgent need that proper resources must be at hand to make sure that employee development, as well as optimization of organizational results, are acquired.

4.3.2. Training Methods Used Summary of Responses

| Training Method | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree | Mean | Standard Deviation |
|----------------------------------|-------------------|-----------|------------|------------|----------------|------|--------------------|
| 1. On-the-job training | 2 (3.3%) | 3 (5.0%) | 6 (10.0%) | 24 (40.0%) | 25 (41.7%) | 4.12 | 0.80 |
| 2. Workshops and seminars | 1 (1.7%) | 4 (6.7%) | 9 (15.0%) | 23 (38.3%) | 23 (38.3%) | 4.04 | 0.85 |
| 3. Mentoring and coaching | 3 (5.0%) | 4 (6.7%) | 8 (13.3%) | 25 (41.7%) | 20 (33.3%) | 3.89 | 0.91 |
| 4. E-learning and online courses | 1 (1.7%) | 5 (8.3%) | 5 (8.3%) | 25 (41.7%) | 24 (40.0%) | 4.08 | 0.78 |
| 5. Classroom training | 2 (3.3%) | 6 (10.0%) | 5 (8.3%) | 24 (40.0%) | 23 (38.3%) | 4.04 | 0.81 |
| 6. Team-building exercises | 1 (1.7%) | 3 (5.0%) | 10 (16.7%) | 20 (33.3%) | 26 (43.3%) | 4.06 | 0.76 |

Source; Primary data 2026

Findings

The same positive attitude towards the on-the-job training is also registered among the employees in the Rwenzori Bottling Company as 40.0% of the employees feel that on-the-job training is positive and 41.7% strongly agree to form the average score of 4.12 and the standard deviation of 0.80. This is also a very effective form of training since it can be learnt through example whereby the employees can learn the relevant skills within the context of their actual job tasks. On-the-job training is also practical and therefore, employees get an opportunity to apply the theoretical side of the training which also makes their training more concrete since they can put these ideas in practice. Not only does this enhance the amount of skills gained but also renders the employees experienced and qualified in executing their roles. Therefore, on-the-job training is an important process of performance and working efficiency improvement in the organization.

The attitude towards workshops and seminars is also favorable since 38.3% of the employees expressed that they agree and 38.3% strongly agree that results in the average score of 4.04 and a standard deviation of 0.85. These interactive training techniques will help in enhancing interaction among the participants which will bring an environment that promotes teamwork and team spirit. The active character of workshops and seminars motivates the participants to discuss, inquire, and give direct feedback to their colleagues and the instructors. This level of interaction facilitates learning to a great extent by offering an option of sharing knowledge and putting ideas into practice. The model of teamwork that has been created during the workshop and seminars is vital in terms of the development of the interpersonal competence, and teamwork that are key success factors of an organization.

The feeling and the knowledge that the employees have with mentoring and coaching is also variable with the mean of 3.89 and the standard deviation of 0.91 with 41.7 percent agreeing and 33.3 percent strongly agree. It is a skills development program and is individually designed, and is based on the needs and career goals of the individual employees. However, the mixed feedbacks indicate that mentoring and coaching programs need to be introduced with greater intensity to ensure that all employees know about these resources and can utilize them to the maximum. In order to develop an effective mentoring and coaching system, one has to invest in the training of mentors and develop effective mentoring relationships. These programs need to be improved in such a way that it will be able to realize the best of its potentials both in employee development and workplace culture.

The level of knowledge about e-learning and online courses among the employees can be seen to be quite high since the results indicated that 41.7% of the employees agreed and 40.0% strongly agreed to provide a mean of 4.08 and the standard deviation of 0.78. The e-learning systems flexibility is an advantageous attribute to the employees because it enables them to engage in lifelong learning and to effectively address their work related problems. It is one of the training modes that can fit the various learning styles and schedules thereby improving the overall learning process. The availability of online courses also means that the employees will be able to digest the material at their pace, and hence, can become a valuable asset both in the skill development and career development. In a more digitalized world, it is hard to overestimate the importance of e-learning as a channel of continuing education.

The survey data indicate that classroom training is well perceived, 40.0% agree and 38.3% strongly agree and this provides an average of 4.04. The close contact and communication between learners and teachers are improved by this traditional teaching method and it can be especially useful when it is needed to discuss complex topics. During the classroom training, it is also possible to discuss the material in time, find solutions to the problems collectively, and complete group tasks, which further enhances the level of knowledge of the participants. The learning in the classroom is facilitated by the classroom training since it allows concentration and engagement which facilitates effective learning due to the organized setting. As a rule, classroom training is more efficient when it is actively involved and the employees are giving their direct feedback, which has a positive correlation with the skills and knowledge gaining and the knowledge retention among the employees.

The responses to the team-building exercises were also good, 33.33 responded yes, 43.33 strongly yes, leading to a mean of 4.06 and standard error of 0.76. The exercises will be designed in such a way that interaction and collaboration among the employees will be increased, which is important in improving the rapport in the workplace and the overall productivity. Team-building also helps employees to develop trust and rapport with each other, which fosters an environment of cooperation, and allows the employees to work together effectively. These drills not only carry the direct advantageous impact of interpersonal betterment, but also help in establishing a unified organizational culture that has ensured that team work and group achievement are given due priority. Such attempts may yield a better communication and teamwork that may subsequently result in better performance and satisfaction among the employees in an organization.

4.5 Effect of Training on Productivity

| Statement | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree | Mean | Standard Deviation |
|---|-------------------|----------|-----------|------------|----------------|------|--------------------|
| 1. Employee training has led to improved efficiency in work tasks. | 1 (1.7%) | 2 (3.3%) | 5 (8.3%) | 26 (43.3%) | 26 (43.3%) | 4.24 | 0.76 |
| 2. Training programs have resulted in higher quality of output. | 0 (0.0%) | 3 (5.0%) | 6 (10.0%) | 24 (40.0%) | 27 (45.0%) | 4.21 | 0.79 |
| 3. Employee training has increased employee motivation and job satisfaction. | 1 (1.7%) | 1 (1.7%) | 6 (10.0%) | 21 (35.0%) | 31 (51.7%) | 4.32 | 0.68 |
| 4. Training has assisted in reducing errors and rework in production. | 1 (1.7%) | 2 (3.3%) | 7 (11.7%) | 22 (36.7%) | 28 (46.7%) | 4.21 | 0.77 |
| 5. Overall productivity at Rwenzori Bottling Company has improved due to employee training. | 0 (0.0%) | 2 (3.3%) | 5 (8.3%) | 22 (36.7%) | 31 (51.7%) | 4.32 | 0.70 |

Source; Primary data 2026

Findings

Rwenzori Bottling Company has numerous employees, who believe that training has streamlined their work. The average of 4.24 was due to the number of people that were in agreement (43.3) and strongly agreed (43.3). This indicates that effective training equips the employees with the skills to perform their tasks more quickly and efficiently. Training imparts the employees with the knowledge on how to go about their task in the most desirable manner and through it, they undertake their tasks more confidently and comfortably. This enhances their performance since

they get more competent in their work and the company productivity is boosted. The skill of efficient employees to satisfy the job requirements better and resolve the arising challenges could help to retain high standards in the work of employees.

The results of the survey also show that a substantial portion of the employees are of the view that the quality of their work has improved as a result of training. Forty percent of them concurred with it and 45 percent strongly concurred leading to a good average of 4.21. The reason behind this is that such feedback indicates that well trained workers make fewer errors and, therefore, deliver quality work. Well-trained workers are aware of how to execute their duties appropriately and in the right way. They can be taught by training them on proper practices and quality assurance of providing the products and services to the expectation of the customers as an example. The emphasis on quality is highly significant to the success of the company as it can make the customers happy and loyal.

Most employees are convinced that training could be employed to enhance their motivation and job satisfaction. The proportion of the respondents who agreed and strongly agreed was found to be 35.0 and 51.7 respectively such that the mean is 4.32. This shows that the training will make the employees feel that they are valued and encouraged hence increasing their morale and work motivation. Through training, employees are likely to believe that the company is interested in their development and this may give them a sense of commitment to their employment. The importance of this connection between job satisfaction and training lies in the fact that happy employees will work harder, are willing to take new challenges and make the workplace a nice place to work. Employees will also be more likely to perform better when they are pleased with their occupation and this will reduce the turnover rates and the rewards to the employees and business.

Most of the respondents feel that training has greatly contributed to the minimization of the number of mistakes and rework required at Rwenzori Bottling Company. In particular, 36.7 percent of the employees responded to the affirmative and 46.7 percent of the employees responded to the affirmative with a strong response leading to an average of 4.21. This positive feedback indicates that the training is effective to provide the employees with a clear understanding of the tasks that they need to complete and that can assist in minimizing the amount of mistakes. Once properly trained employees learn how to carry out their duties

properly once, therefore saving them and time and resources wasted to the employees as well as the organization. As an example, practical training and workshops make employees believe in their skills and allow them to better and properly execute their job. This kind of reduction in errors eventually results in the growth in efficiency in its operations and assists the company in maintaining high standards in its operations and production.

In Rwenzori Bottling Company, the employees believe that training has contributed in a significant way on the general productivity. The participants of the survey expressed that 36.7 percent were in agreement with the survey and 51.7 percent strongly agreed, giving it an average score of 4.32. This is a powerful feeling, which proves that not only appropriate training improves the performance of a particular individual, but the productivity of a team that will subsequently raise the rate of productivity in an organization. As the employees are taken through training programs, they learn new skills and knowledge that will help them in performing their jobs more effectively. This heightened potential also enables the teams to work more efficiently, to find solutions to the problems faster and to deliver faster. In turn, it will improve workflow and productivity of the organization which will prove that training employees is a key to success of any organization. Finally, training does not necessarily imply enhancing individual performance, but also making the whole team act on a higher level, which would become beneficial to the company, goal-wise.

CHAPTER FIVE: DISCUSSION AND RECOMMENDATIONS AND CONCLUSIONS.

5.1. Introduction

This chapter explains what Chapter Four found out and the general conclusions made about what was learnt in Chapter Four and also gives practical suggestions to Rwenzori Bottling Company and other organizations interested in enhancing productivity by training employees. It also determines research gaps in the future on the impacts of training on the performance of the organization.

5.2. Discussion of Findings

The study identified various training strategies that were embraced in Rwenzori Bottling Company as a way of enhancing productivity. These training methods included on-the-job training (mean = 4.12), workshops and seminars (mean = 4.04), e-learning and online courses (mean = 4.08), classroom training (mean = 4.04), team-building exercises (mean = 4.06) and mentoring/coaching (mean = 3.89). The integration of training techniques would lead to the company equipping the employees with the right skills needed to help them effectively perform their duties. Training particularly on the job allowed the employees to apply the new skills in the field itself, which allowed them to train and to assist them in addressing problems that they may face in their everyday lives without fear of doing so. These results correspond to the literature on blended learning strategies (Noe, 2023; Blume et al., 2010) and prove that an integrated approach to practical and flexible strategies is the most effective to develop skills and use them immediately in a manufacturing facility.

The other trait of the quality of training programs in Rwenzori Bottling Company was that the average score on most of the items (the range was 3.92-4.21) is excellent. According to the respondents, training was well structured and organized (mean = 4.12), employees were engaged (mean = 4.12), and training was in line with the company objectives (mean = 4.21). The majority of the employees added that training helped them to work more efficiently and produce quality products. This is in line with the literature available (Elnaga and Imran, 2013; Kirkpatrick and Kirkpatrick, 2006) that demonstrates that a structured training enhances job performance. Individuals who were more insightful of their jobs and had enough resources (mean = 4.10) could sail through the challenges without any issues at hand, which made them more efficient

and reduced errors. Furthermore, motivation and job satisfaction were also linked to training as the employees believed that the company was interested in their growth. The post-training scores were however relatively lower (mean = 3.92) which could be attributed to the fact that systematic follow-up had not been in place as Phillips (2023) highlighted that to maintain the long-term training impact, effective evaluation systems are required.

A high correlation between the employee training and productivity was also determined in the study at Rwenzori Bottling Company. The mean scores of all the five statements on effect of training on productivity were very high (range 4.21-4.32). Increased efficiency in work tasks (mean = 4.24), quality output (mean = 4.21), increased motivation and job satisfaction (mean = 4.32), reduced error and rework (mean = 4.21), and overall productivity (mean = 4.32) were also reported by employees. This would be immediately translated into better performance and therefore better productivity of the organization because the staff who were taken through such training programs would have the acquired skills. What can be used as an example is that the time and resources saved was as a consequence of reduced errors that were brought about by proper training and this helped the company in regards to profitability. According to the respondents, the added confidence and level of skill acquired in training made them actively contribute to team objectives. These findings are well consistent with the Human Capital Theory (Becker, 1993; Schultz, 1961): and are consistent with the findings of other empirical studies by Wang and Chen (2023) and Salas et al. (2023) who found that the investments in employee training result in quantifiable productivity benefits, increased flexibility, and long-term organizational performance.

5.3 Recommendations

Using the objectives of this research paper and empirical evidence of this research paper, the recommendation to improve the training and productivity of the employees of Rwenzori Bottling Company is as follows:

- i. Training methods: The Company ought to periodically check and re-examine their training methods. It is to be accompanied by the introduction of more structured onboarding programs of new employees, the inclusion of more e-learning programs and the strengthening of mentorship and coaching programs (the lowest of 3.89 mean). The

different styles of learning will be catered to by the various approaches, the employees will be involved more and skills on how to retain will be increased.

- ii. Enhance assessment of training programs: The company is to establish a framework on how the training programs can be assessed to make sure they are actually working. This should entail pre and post training tests, 3 and 6 months follow-up surveys and the comparison of training outcomes with the key performance indexes such as error rate and quality in output. Continuous monitoring will also help in identifying the most beneficial programs and give time to effect necessary changes.
- iii. Nurture training and productivity relationship: The Company should be enthusiastic in sharing success stories of those employees that have gone through training. The emphasis on particular cases (e.g., less work and more efficiency) will be provided by the use of internal newsletters, meetings and recognition programs, which will encourage more people to be involved and the necessity to understand the importance of the continuous learning process.
- iv. Involve employees in training design: To make the training design more relevant; Ruwenzori Bottling Company needs to involve the employees in the design. The surveys and focus group discussions will be carried out every year to make sure that the training needs assessment establishes the real skill gaps and enhances on employee ownership and commitment.
- v. Promote the culture of the lifelong learning: The Company needs to promote life long learning using incentives on certification completion, online learning and specific time allocated to learning. This will not only add flexibility to the fast changing market but will also assist in increasing the competitiveness of the organization long term.

5.4. Conclusions

The research has determined that the Ruwenzori Bottling Company has been employing several training techniques that are geared towards enhancing the rate of employee productivity. On-the-job training, workshops, e-learning, classroom training, team-building and mentoring/coaching are these techniques. The different training methods are effective in ensuring that the employees have the skills and knowledge that they require to efficiently carry out their duties.

The findings proved that employee-training programs of Rwenzori Bottling Company are largely effective, in the sense of enhancing the performance of the employees. The employees were said to have realized immense improvements in their efficiency, quality of work, motivation and minimization of errors as a direct result of the training that they received. This is consistent with the literature that is available which states that a well-organised and synchronized training positively impacts on job performance. Overall, the effectiveness of training results in the development of a more skilled, inspired and efficient workforce which can deliver organizational goals.

The research found a high positive correlation between employee training and productivity in Rwenzori Bottling Company. The results of the enhanced skills obtained through training were increased individual performance, a decreased number of errors, motivation, and measurable improvements in the overall productivity of the organization. Effective workforce is therefore important to improve on the long term productivity, cost reduction and the overall success of the organization.

Future Research

In the future, the study could focus on the effects of specific training programs on productivity and retention rates of staff in the long term (2-5 years) in the future. These would benefit more understanding of how to undertake training based on long term longitudinal impacts of training in these areas. The mediating role of various demographic variables (age, gender, education level, years of experience) on the perception that workers are identifying with the efficacy of training and its impact on productivity could also be factored into further studies. The generalizability and customization of training programs to specific needs of different working population would also be enhanced by comparative analysis of different manufacturing companies in.

References

- Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, *60*(1), 451–474.
<https://doi.org/10.1146/annurev.psych.60.110707.163505>
- Amin, M. E. (2005). *Social science research: Conception, methodology and analysis*. Makerere University Press.
- Aragon-Sanchez, A., Barba-Aragon, I., & Sanz-Valle, R. (2003). Effects of training on business results. *International Journal of Human Resource Management*, *14*(6), 956–980.
- Baldwin, T. T., & Ford, K. J. (1988). Transfer of training: A review and directions for future research. In K. K. Ford, I. L. Goldstein, & J. K. Ford (Eds.), *Learning, training, and development in organizations* (pp. 41–65). Lawrence Erlbaum Associates.
- Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education* (3rd ed.). University of Chicago Press.
- Blume, B. D., Ford, K. J., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, *36*(4), 1065–1105.
<https://doi.org/10.1177/0149206308321372>
- Blume, B. D., Fox, J. C., & Yang, L. (2023). The immediate impact of on-the-job training on job performance: A meta-analysis. *Journal of Applied Psychology*, *108*(5), 875–892.
- Brown, K. G., & Sitzmann, T. (2011). Training and employee development for improved performance. In *APA handbook of industrial and organizational psychology, Vol. 2: Selecting and developing members for the organization* (pp. 469–503). American Psychological Association. <https://doi.org/10.1037/12170-016>
- Collis, J., & Hussey, R. (2013). *Business research: A practical guide for undergraduate and postgraduate students* (4th ed.). Palgrave Macmillan.

Elnaga, A., & Imran, A. (2013). The effect of training on employee performance. *European Journal of Business and Management*, 5(4), 137–147.

Engagedly. (2024). *The state of employee engagement and learning report 2024*. Engagedly Inc.

Gebrehiwot, M., et al. (2023). [Specific title not located; cited as Gebrehiwot et al. (2023) in Chapter 2].

Gliem, J. A., & Gliem, R. R. (2003). Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales. *Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education*.

Goldstein, I. L., & Ford, J. K. (2002). *Training in organizations: Needs assessment, development, and evaluation* (4th ed.). Wadsworth/Thomson Learning.

Ilyas, M. (2020). [Specific title not located; cited as Ilyas (2020) in Chapter 2].

Kieso, D. E., Weygandt, J. J., & Warfield, T. D. (2022). *Intermediate accounting* (18th ed.). John Wiley & Sons.

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler Publishers.

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2022). [Updated edition or related work cited in Chapter 2].

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
<https://doi.org/10.1177/001316447003000308>

Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners* (2nd ed.). Pearson Longman.

Kum, F. D., & Cowden, R. (2022). [Specific title not located; cited as Kum and Cowden (2022) in Chapter 2].

- Martins, L. B. (2021). [Specific title not located; cited as Martins (2021) in Chapter 2].
- Noe, R. A. (2020). *Employee training and development* (8th ed.). McGraw-Hill Education. (Note: 2023 edition also cited in other sections.)
- Noe, R. A. (2023). *Employee training and development* (9th ed.). McGraw Hill.
- OECD. (2020). *OECD skills outlook 2020: Skills for a changing world*. OECD Publishing.
- OECD. (2021). *The future of work and skills*. OECD Publishing.
- Phillips, J. J. (2023). The link between training investment, employee engagement, and organizational commitment. *Training and Development Journal*, 77(2), 45–58.
- Pujianto, S. (2024). Effectiveness of employee training and development in increasing productivity and innovation in multinational companies. *Global International Journal of Innovative Research*, 2(9), 2245–2256.
- Salas, E., Tannenbaum, S. I., & Burke, L. A. (2015). [Meta-analysis edition cited in Chapter 2].
- Salas, E., Tannenbaum, S. I., & Burke, L. A. (2023). Beyond technical skills: The role of soft skills in team performance and organizational success. *Academy of Management Review*, 48(4), 601–620.
- Schultz, T. W. (1961). Investment in human capital. *The American Economic Review*, 51(1), 1–17.
- Society for Human Resource Management (SHRM). (2020). *The impact of training on employee engagement*. <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/impactoftraining.aspx>
- Sung, S. Y., & Choi, J. N. (2013). Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations. *Journal of Organizational Behavior*, 35(3), 393–412.

TalentLMS. (n.d.). *Blended learning: The best of both worlds*. TalentLMS Research Report.

Tharp, R. K. (2023). Sustaining high productivity through continuous learning cultures in a dynamic business environment. *Journal of Organizational Sustainability*, 15(3), 210–225.

Wang, Y., & Chen, L. (2023). The quantitative effect of comprehensive training programs on employee productivity: A comparative study. *International Journal of Human Resource Management*, 34(11), 2100–2120.

APPENDICIES

APPENDIX 1: RESEARCH QUESTIONNAIRE

TOPIC: EFFECTS OF EMPLOYEE TRAINING AND ORGANIZATIONAL PRODUCTIVITY: A CASE STUDY OF RWENZORI BOTTLING COMPANY, MUKONO

Dear Sir/Madam,

I am Patience, a student at Uganda Christian University (UCU) pursuing a Bachelor's degree in Human Resource Management. I am conducting a study on the effects of employee training on organizational productivity at Rwenzori Bottling Company, Mukono. Your responses will be confidential and used solely for academic purposes.

SECTION A: BIODATA Instructions:

Tick (✓) or write answers in full where applicable.

Gender: a) Male b) Female

Age bracket (years): a) Below 25 years b) 26-35 years c) 36-45 years d) 46-55 years

Educational Level: a) High School b) Diploma c) Bachelor's Degree d) Master's Degree
Others (please specify): _____

Years of Service at Rwenzori Bottling Company: a) Less than 1 year b) 1-3 years c) 4-6 years d) 7-9 years e) 10 years and above

Position Held: a) Manager b) Assistant Manager c) Senior Staff d) Production Staff
e) Other (please specify): _____

SECTION B: TRAINING METHODS USED

Instructions: Rate your familiarity with the following training methods used at Rwenzori Bottling Company. Please tick (√) one box per statement.

| Statement | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
|----------------------------------|--------------------------|-----------------|-----------------|--------------|-----------------------|
| 1. On-the-job training | | | | | |
| 2. Workshops and seminars | | | | | |
| 3. Mentoring and coaching | | | | | |
| 4. E-learning and online courses | | | | | |
| 5. Classroom training | | | | | |
| 6. Team-building exercises | | | | | |

SECTION C: EFFECTIVENESS OF TRAINING PROGRAMS

Instructions: Rate your agreement with the following statements regarding the effectiveness of training programs. Please tick (√) one box per statement.

| Statement | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
|--|--------------------------|-----------------|-----------------|--------------|-----------------------|
| 7. Training programs at Rwenzori Bottling Company are well-structured and organized. | | | | | |
| 8. Employees are actively engaged during training sessions. | | | | | |
| 9. The training provided aligns with the company’s objectives and employee roles. | | | | | |
| 10. Post-training evaluations are conducted to assess effectiveness. | | | | | |
| 11. Adequate resources are provided for training programs. | | | | | |

SECTION D: EFFECT OF TRAINING ON PRODUCTIVITY

Instructions: Rate your agreement with the following statements regarding the effect of employee training on productivity. Please tick (√) one box per statement.





| Statement | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
|--|-------------------|----------|----------|-------|----------------|
| 12. Employee training has led to improved efficiency in work tasks. | | | | | |
| 13. Training programs have resulted in higher quality of output. | | | | | |
| 14. Employee training has increased employee motivation and job satisfaction. | | | | | |
| 15. Training has assisted in reducing errors and rework in production. | | | | | |
| 16. Overall productivity at Rwenzori Bottling Company has improved due to employee training. | | | | | |

Thank you for taking the time to complete this questionnaire! Your honest responses will greatly help this academic study.




19% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Match Groups

-  **160 Not Cited or Quoted 19%**
Matches with neither in-text citation nor quotation marks
-  **6 Missing Quotations 0%**
Matches that are still very similar to source material
-  **0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 18%  Internet sources
- 10%  Publications
- 9%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

*% detected as AI

AI detection includes the possibility of false positives. Although some text in this submission is likely AI generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Frequently Asked Questions

How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.



What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be