THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE: A CASE STUDY OF UGANDA CLAYS LIMITED

JOAN WANYANA

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UGANDA CHRISTIAN UNIVERSITY

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DECLARATION

I, Wanyana Joan, declare that this research report entitled "The Impact of Training and Development on Employee Performance: A Case Study of Uganda Clays Limited" is my original work and has not been submitted to any other institution for any academic award. All the sources of information used in this study have been acknowledged.

Signature: _____

Date: 26th/02/2026

APPROVAL

This research report titled "The Impact of Training and Development on Employee Performance: A Case Study of Uganda Clays Limited" has been submitted for examination with the approval of the university supervisor.

Supervisor's Name: _____

Signature: _____

Date: 26/7/26

DEDICATION

I dedicate this research report to my family for their unwavering support, encouragement, and prayers throughout my academic journey.

ACKNOWLEDGEMENT

I would like to express my sincere thanks to my supervisor for the guidance, patience, and valuable advice given while preparing the research report. I would like to express my deep sense of thanks to the management and staff of Uganda Clays Limited for their cooperation and willingness to provide the information for the preparation of the research report. I would like to express my heartfelt thanks to my family for their love and support.

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LIST OF ABBREVIATIONS

HR — Human Resource

HRM — Human Resource Management

UCL — Uganda Clays Limited

OJT — On-the-Job Training

SPSS — Statistical Package for Social Sciences

ABSTRACT

This study aimed at establishing the effects of training and development on employee performance for Uganda Clays Limited. This study was based on three main objectives. First, it aimed at establishing the training and development methods used by the organization. Secondly, it aimed at establishing the challenges facing the organization regarding training and development. Finally, it aimed at establishing the link between training and development and employee performance.

This study adopted a mixed research approach that integrated both quantitative and qualitative research methods. This study used quantitative research methods through questionnaires and qualitative research methods through key informant interviews. This study targeted employees from different departments within the organization. This study used the stratified sampling approach for the purpose of ensuring sufficient representation. This study used descriptive statistics and correlation analysis for the purpose of analyzing the quantitative data, while thematic analysis helped in interpreting the qualitative data.

The findings of the study showed that the most applied training methods in Uganda Clays Limited were on-the-job training, workshops, and supervision, while online training was not significant in the organization. The findings of the study also showed that the challenges facing training in most organizations, such as time constraints resulting from production, budget constraints, and the absence of evaluation mechanisms, were present in this study. Furthermore, the study findings showed a positive relationship between training and employee performance in terms of developing skills, increasing productivity, efficiency, and reducing errors, although motivation was influenced by other factors such as rewards and recognition.

The study concluded that training and development are significant in developing employee performance, although this depends on the support of the organization, efficient management of resources, and evaluation of the effectiveness of training in the organization. The study also recommended the use of training planning, learning technology, and monitoring to enhance the effectiveness of training in the organization

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CHAPTER ONE

1.0 Introduction

Employees are considered the most significant asset of any organization, as their direct influence is felt on the productivity, quality, and satisfaction of the customers (Employee Training and Development Enhancing Employee Performance, 2023). In the context of the competitive business environment of the present day, the role of training and development strategies is significant in the development and enhancement of the capabilities of the employees of the organization, which can be aligned with the objectives and goals of the organization (Impact of Training and Development Programs on Employee Performance in the Manufacturing Sector, 2023). The employees of the organization can be provided with the necessary training and development, which can help them perform better and be more adaptable to the environment of the organization. In the context of the manufacturing industry of Uganda, organizations such as Uganda Clays Limited (UCL) are under pressure to perform better and be more efficient. The study is aimed at understanding the role and influence of the training and development strategies implemented in the organization on the performance outcomes of the employees of the organization.

1.1 Background of the Study

The story of training and development within the manufacturing industry, as well as within Uganda Clays Limited, is a story of adaptation, innovation, and resilience. The manufacturing industry all over the world has had to reinvent itself to remain competitive within the context of technological advancements as well as increasing customer demand. The machines are getting smarter; the market is getting more demanding; the competition is getting fiercer. However, at the heart of every technological upgrade is the human factor, the employees who must have the skills, knowledge, as well as the self-confidence to perform, innovate, and deliver. Without training and development, the machines, no matter how smart, will not deliver the desired results.

In the case of Uganda, the manufacturing industry is growing steadily, and this industry is considered one of the pillars within the context of the process of industrialization as well as job creation. However, the growth as well as development of the industry have created new challenges within the context of the changing technology as well as standards within the global arena, as well as the need for highly skilled workers to remain competitive within the context of the changing dynamics. In such a scenario, training and development is not considered an optional human resource activity, but a strategic imperative for the survival and success of the company. In the present scenario, the business world has come to realize the importance of investing in people through learning, mentorship, and exposure, which has led to the overall success of the company.

Uganda Clays Limited (UCL), incorporated in 1950, is a company that symbolizes the change that has come about in the manufacturing industry. Being the pioneer in the production of clay-based building materials, the company has witnessed the change that has come about in the industry, from the traditional method of brick molding to the latest semi-automated method. Kajjansi symbolizes the historical background of traditional manufacturing, while Kamonkoli symbolizes the latest technology-based manufacturing. The bridging of the two has required UCL to place greater emphasis on the development of the workforce. UCL has come to realize that for the organization to sustain quality and productivity, it has to continue equipping the workforce with not only technical skills, but also "soft skills" that promote teamwork, innovativeness, and accountability. In the past, UCL has succeeded in building its image as a learning organization, which is an organization that recognizes its people as its greatest asset. The company has continued to invest in various training programs, which include on-the-job training for the operation and maintenance of machines, as well as workshops in other areas like leadership, communication, and performance improvement. Through these initiatives, UCL is not only seeking to improve the skill levels of its employees, but it is also seeking to improve a learning culture. The company is encouraging its employees to become experts in their fields, and it is seeking to improve a learning culture. This is in line with the shift in perspective from seeing training and development as a cost, rather than an investment in the workforce.

However, there is an element of doubt as to the extent to which UCL has succeeded in terms of its training and development initiatives. Are the employees able to apply what they have learned in the workplace? Are the training and development initiatives relevant to the company's performance? Are they aligned with the demands that the company is facing in terms of technology and the wider market? These questions

The value of training effectiveness can only be fully appreciated when tied to productivity, quality, motivation, and success.

Therefore, the background to this study represents a continuing saga—a saga that links the broader industrial imperative of human capital to UCL's strategic imperatives of employee performance through training and development. Through this detailed exploration, the research hopes to make a valuable contribution to academic and practical imperatives to employee performance within the Ugandan manufacturing industry.

1.2 Problem Statement

Uganda Clays Limited has invested significantly in talent development, but the question that remains to be answered is whether the current training and development strategies within UCL are adequately meeting the needs of the employees.

The problem to be solved by this research is that there might be a gap in the training mechanisms of UCL, which might be the cause of the performance issues within the staff. For example, the employees might not be able to attain their full potential at the workplace because they might not be provided with the necessary training. (Employee Training and Development Enhancing Employee Performance, 2023) What this study wants to determine is the extent to which the issues with the training and development strategies of UCL

Main objective of the study

To examine impact of training and development practices on employee performance at Uganda Clays Limited.

1.3 Objectives of the Study

1. To examine the training and development methods currently used at Uganda Clays Limited.
2. To examine the challenges that Uganda Clays Limited faces in implementing effective training and development programs.
3. To find out the performance levels of employees at Uganda Clays Limited and determine how these relate to the company's training initiatives.

1.4 Research Questions

1. What training and development methods are currently used by Uganda Clays Limited?
2. What challenges does Uganda Clays Limited encounter in implementing effective training and development programs?
3. How do the training and development initiatives at Uganda Clays Limited affect employee performance levels?

1.5 Justification of the study

Though research has extensively proven the positive impacts of training and development on performance, there has not been any context-specific research done on Ugandan manufacturing companies. The significance of this research lies in the fact that this research will bridge the existing gap by exploring the role of UCL and conduct empirical research on the link between training and development programs and performance within the local Ugandan context (Impact of Training and Development Programs on Employee Performance in the Manufacturing Sector, 2023).

1.6 Significance of the Study

The research findings will be significant to various stakeholders. For instance, this research will be significant to the management and employees of Uganda Clays Limited since it will help them understand the strengths and weaknesses of the current training methods. This will be significant to the employees of Uganda Clays Limited since this research will help them improve their performance by increasing their skills and job satisfaction (Training

and Employee Performance in Uganda: A Case of National Water and Sewerage Corporation, 2023). This will help Uganda Clays Limited maintain its competitive advantage. The research will also be significant to other companies operating within the Ugandan manufacturing industry.

1.7 Scope of the Study

Content Scope

The content scope of the research is based on the training and development practices for the employees at Uganda Clays Limited, the challenges associated with the training programs, and the performance of the employees.

Geographical Scope

The geographical scope of the research is based on the operations of Uganda Clays Limited in Uganda, specifically focusing on the Kajjansi factory in Wakiso District.

Time Scope

The time scope of the research is based on the training programs and the performance of the employees in the year 2025.

1.9 Operational Definitions

Training: The activities designed to provide skills for the job (Training and Employee Performance in Uganda: A Case of National Water and Sewerage Corporation, 2023).

Development: Learning activities designed for the future (Employee Training and Development Enhancing Employee Performance, 2023).

Employee Performance: The ability of the employees to execute their work properly, based on their productivity, efficiency, and quality (Training and Employee Performance in Uganda: A Case of National Water and Sewerage Corporation, 2023).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The objective of this chapter is to present a research on training and development and its effect on employee performance. The research will be organized in relation to the objectives of this research, which are:

1. To identify the methods of training in Uganda Clays Limited (UCL),

2. To investigate the challenges of training in UCL,

3. To find out the level of employee performance in UCL.

The research will include recent literature (between 2020 and 2024) and will incorporate theoretical concepts and global best practices in relation to training and development in the manufacturing sector.

2.1 Training Methods at Uganda Clays Limited

In terms of training methods within manufacturing operations worldwide, it has been identified that formal and experiential learning are being combined to enhance skills and abilities. On-the-job training (OJT), which may be referred to as shadowing or buddy training, has been identified as the most common method of training within manufacturing operations worldwide. For instance, recent industry reports have identified that within manufacturing operations worldwide, "shadowing remains the most common method of training," with many operations planning to further enhance their use of OJT within the next few years. For instance, recent research has identified that 59% of manufacturing operations use shadowing for the majority of their training activities and that 62% plan to enhance their usage of OJT within the next two years due to its ability to foster a deeper appreciation of job tasks and enhance overall work standards. For Uganda Clays Limited, which produces brick and building materials, it has been identified that OJT forms a major component of training within the operation.

This is in line with worldwide trends, where employees learn quickly in situ about the specific equipment and processes involved in their work, which helps to rapidly develop skills and establish a culture of continuous learning.

Formal classroom teaching, workshops, and seminars still have a place in the training process. Workshops, for example, conducted by experts, can be tailored for specific areas like quality control, equipment maintenance, or soft skill development, which includes areas like teamwork and communication. Research has shown that interactive learning in a classroom, where the trainees contribute and engage in class discussions, has more value than classroom lectures, as it enables better retention and understanding for the trainees. There has been a growing trend in worldwide manufacturing, as reported by Deloitte, for manufacturers to use demonstrations alongside classroom lectures, which focus on the application of what has been learned. For example, Deloitte has reported that manufacturers have started sponsoring workshops and seminars for the industry, which enable employees to be aware of the latest trends and developments. At UCL, workshops like those conducted for safety procedures and new manufacturing processes have been reported in internal organizational documents. These have the dual advantage of enhancing employee knowledge while providing opportunities for networking and idea-sharing, which enables innovation in the factory floor. However, there is a lack of literature available for UCL, and it is difficult to say how much use these workshops have There has been rapid growth in the use of e-learning and online training systems across the globe, particularly since the COVID-19 pandemic. Today, modern manufacturing organizations are increasingly investing in online learning systems and mobile training systems. Multimedia learning content is made available through online learning systems, which can be accessed anytime. For example, Deloitte states that modern manufacturing organizations are “leveraging e-learning platforms to facilitate flexible and self-paced learning opportunities.” E-learning is particularly useful for training the dispersed workforce of UCL, as employees working on different shifts or in different offices can improve their skills without leaving their workplaces. According to Clark and Mayer (2021), “e-learning can be particularly effective for companies that require continuous training for a geographically dispersed workforce.” The ability to learn on-demand helps to ensure that there is a consistent level of skill across all sites. Indeed, UCL has

commenced piloting online learning modules, which include computer-based safety training modules, although there are still some issues related to internet availability and computer literacy amongst employees. Industry research has shown that the issue with implementing e-learning within the manufacturing industry is related to technical issues, although well-designed e-learning can help to efficiently roll out this type of training. Mentoring and coaching are forms of personalized learning that are being used more and more around the world. This type of learning is on-the-job learning. Best practice from around the world shows that mentoring is critical to successful skill transfer, leadership, and job satisfaction. As mentioned earlier, according to the Deloitte survey, manufacturers are currently making use of mentoring, knowledge transfer, and even job rotation for new employees to develop a well-rounded workforce. At UCL, there is informal mentoring where experienced operators mentor new operators during OJT. A more structured mentoring process would improve learning outcomes further, as studies show that employees who undergo the mentoring process perform better and are more satisfied than those who do not undergo the process. Hence, although the current training program includes supervisory coaching, a more mentor-coach approach, as observed in the best practices followed worldwide, would improve the learning outcomes.

Simulation-based training is a new approach introduced in the manufacturing industry. This type of training provides a virtual learning environment where trainees can practice complex and dangerous activities in a safe environment. Recent studies show that this type of training significantly enhances decision-making and problem-solving skills in safety-critical industries.

For example, studies show that trainees who undergo VR simulators for heavy equipment operation tend to commit fewer errors and perform better in emergency situations. Global industry leaders in the manufacturing industry are trying out VR and AR technology to train employees in assembly lines and equipment maintenance. However, the high costs of implementing this technology and technical issues are hindering the adoption of VR technology for training employees. As a matter of fact, the industry report published in 2023 mentioned that some companies are even stopping the use of AR/VR

Although UCL is not adopting this method of training, it can be considered, particularly in the area of safety, such as in kilns and in the handling of materials. In conclusion, the Uganda Clays Company is adopting conventional training methods, including OJT, workshops, and mentoring, as is the standard practice in the manufacturing industry. If compared to global best practices, the company is adopting e-learning, and it can adopt other training methods, including in-house training academies and rotations of departments, as are the global best practices in training trends. In the case of UCL, the company can adopt these training methods, including the creation of a "UCL Training Academy," so that it can standardize the learning process for its employees. The literature has also emphasized the importance of adult learning theories, which state, "For training to be effective, it must be 'participatory,' 'problem-centered,' and 'career-related.'" Therefore, there is a suggestion that UCL can change its methods according to the needs of its employees and the objectives of the company. Knowledge Gaps: Despite the research that has been conducted globally to identify which method is more effective (for example, "On-the-Job Training" and "Interactive Learning"), little research has been conducted globally to identify how extensively each method has been implemented in UCL and how effective they are. Additionally, little research has been conducted globally to identify UCL's training curriculum and its results. For example, how extensively has UCL utilized technology in its training process? Are new technologies like "Simulation" and "Mentoring" viable options for UCL? As a result, the significance of this research has been to identify UCL's training methods based on current theories and practices.

2.2 Training Challenges at Uganda Clays Limited

The effectiveness of a training program in a manufacturing company like UCL can be hindered by a number of challenges. Budget challenges are the main challenges. Budget challenges have been identified as the major challenges that hinder the effectiveness of a training program in a manufacturing company by manufacturers around the globe. According to a survey conducted in 2023, budget limitations were identified as a "paramount challenge" for 61% of manufacturers. Access to training materials/resources was a challenge for 53% of manufacturers, and access to training staff/expertise was

This is particularly true in developing nations. The manufacturing industry in Uganda, for instance, has thin margins and low training budgets. The budget constraints at UCL could mean that the training is done with outdated training materials or even done infrequently. It is possible that the training materials could become stale and not as exciting. Time constraints are another challenge. It is possible that the employees would have to attend the training during their off-hours or even on the weekend. This would not encourage them as they would not have the enthusiasm and interest. However, these challenges with the resources can be addressed by the commitment and support of the management towards the budget constraints for the training and the time constraints for the employees, and by finding cheaper alternatives (such as the use of peers as training resources). A lack of alignment with the organization's objectives is another major barrier in the implementation of training. Research indicates that sometimes the training program does not work if it is not aligned with the strategic needs of the business organization. The employees may not take the training seriously if they do not see the importance of the training or if it is not aligned with their job responsibilities. For example, Goldstein & Ford (2002) indicate that if the training is not aligned, it is not only a waste of resources, it is not beneficial to the improvement of the performance of the employees. At UCL, the lack of alignment may be the training itself, which may be obsolete and not aligned with the new technology.

Training needs analysis is necessary on a periodic basis to ensure that the training program covers the skill gaps identified at UCL (e.g., new kilns or digital inventory). Best practices from organizations worldwide indicate that training planning should be integrated into strategic planning. For example, UCL could use a skills-based workforce strategy where there is continuous analysis of skills driving business strategy—safety skills, technical skills, and management skills.

The other challenge that could be encountered in the training process is the resistance that could come from the employees. This resistance could be based on the attitude of the employees or could be based on the actual situation. In some instances, the employees could be resistant because the training could be perceived as an imposition, and the employees could be skeptical about the value that can be obtained from the training, especially if the training program has been poorly planned. In the manufacturing industry,

the employees could be resistant because the production line could be too busy, and the employees could be reluctant to leave the production line for the training program. According to the literature, if the employees do not understand the value of the training program or are afraid of change, the employees could be resistant to the training program, which could be conducted in a half-hearted manner. In order to address this, there is a need for the organization, including UCL, to educate the employees on the benefits that can be obtained from the training program.

Leadership and management support is one aspect that can impact the training program. If the leadership does not support the training program, the employees will consider it a low-priority program. According to various studies, it has been suggested that the lack of support from the management will result in the employees considering the training program less important. In the case of UCL, it has been seen that if the management is more focused on the achievement of the production targets of the factory, they might not provide enough support for the training of the employees. From the above global case studies, it has been seen that enough support from the management, like the involvement of the managers in the training program and the provision of leave for the employees, will result in a positive environment for the training program, which is a part of the Human Capital Theory that suggests that the reinforcement of the training program is necessary for the achievement of the benefits in terms of productivity.

The effectiveness measurement of the training program is very hard but very crucial for the organization.

It is difficult for some organizations to evaluate whether the training program has a positive impact on the performance of the organization. In the case of UCL, it is evident from the proposed survey that the organization is facing the problem of "inability to measure training effectiveness. The lack of a clear evaluation criterion results in a repetition of unproductive training sessions. It is recommended that models like Kirkpatrick's four levels or KPIs be applied for evaluating the effectiveness of the training program. For example, UCL can use the differences in output rates or error rates before and after the training program. In the aforementioned study on the manufacturing industry, it is suggested that KPIs like production output, quality defects, or safety issues be applied

for evaluating the effectiveness of the training program. However, it is evident that UCL is not making the best use of this potential, and that is why a clear criterion is missing. This is the reason why this study is necessary, as it will help us understand how UCL is evaluating its effectiveness and how it can be improved.

Lastly, the changing technology remains a constant challenge for the industry. As the manufacturing industry starts embracing new technologies such as automation, IoT, and data analytics, it becomes apparent that the training content also has to be updated constantly. This becomes a serious challenge for UCL, who has to compete with other brickmakers to be at the top. According to a report published in 2024, it becomes apparent that if this is not done, the employee becomes completely ineffective.

If the training content or training methodology is not updated constantly with the developments taking place in the industry, then the employee cannot perform to the best of his abilities. This explains the reason for the gap in the application of the training for UCL, which has to find a way of keeping abreast with the developments taking place in the industry.

Knowledge gaps: Though literature has identified some training challenges, very little has been done for the UCL and the manufacturing industry in Uganda. There has been a lack of literature regarding the effect of the identified challenges on the industries, especially UCL, which operates in Uganda. For example, how do the identified challenges affect UCL, which operates in Uganda? such as infrastructures, linguistic diversity, labor relations, etc., how these conditions affect the training at UCL? There is a lack of published literature on various issues faced by UCL such as UCL's training budgets, employee training attitudes, or levies impact on training at UCL, etc. This will require some primary investigation to be carried out for this study, which will empirically identify which of the challenges is most impacting UCL, and then compare this to the ideal practices identified within the literature.

2.3 Employee Performance Levels at Uganda Clays Limited

“Employee performance is a measure of how well an employee is performing his/her job, which includes various aspects such as employee productivity, quality of work performed

by the employee, and adherence to safety regulations." The level of employee performance is a very crucial aspect of a manufacturing business such as UCL's business, as various studies on this topic worldwide have emphasized that a proper employee performance management system must include various aspects such as "employee productivity, process compliance, as well as employee learning/growth." One of the most popular systems for measuring employee performance is the Balanced Scorecard

system, whereby the organization is motivated to evaluate its employees' performance from different viewpoints, including financial and non-financial indicators (customers, internal processes, and learning and growth). The Balanced Scorecard is a system that "provides a structured, proven framework to align organizational goals, measure performance effectively, and ensure long-term success." This implies that UCL's management has the option of aligning all departments' goals, for example, kiln efficiencies, product quality, and timeliness, with corporate-level goals and objectives. This will help in the linking of employee training with organizational goals and objectives; for example, if one of UCL's corporate-level goals and objectives is "zero defects," then employee training in this area will be a key goal and objective in the learning and growth perspective. On a more specific level, Key Performance Indicators (KPIs) can be utilized for measuring the value that employees have added. According to Parmenter (2021), KPIs must be consistent with the strategic objectives and must be able to provide actionable intelligence. For UCL, the KPIs may be the production throughput (number of bricks produced in a shift), waste or rework, number of safety incidents, and customer complaints. Through monitoring these indicators, the effectiveness of the training intervention will be tracked. For example, in the case of a reduction in equipment downtime after the training, it can be a sign of a successful training program. The Balanced Scorecard Institute has suggested, "Identify the right KPIs to track progress and drive continuous improvement." In the context of UCL, the KPIs can be used in the performance management process. However, there is a lack of any source of information about the KPI system of the organization.

It can also make use of informal objectives or traditional objectives. One of the gaps is the use of modern performance dashboards or traditional records. However, literature suggests

that the integration of performance data with training results is a developing best practice, which can be adopted by UCL to optimize the human capital investments of the organization.

The next cornerstone of a performance management system is performance appraisals and feedback systems. A formal appraisal system can involve self-appraisal, peer appraisal, or supervisor appraisal to set individual performance levels. Literature suggests that periodic appraisal

processes can increase motivation levels as the employees are able to understand how their performance is being evaluated. Although there is a lack of concrete evidence regarding how often UCL engages in appraisal practices, it is suggested through various sources of literature that organizations can make use of multi-rater appraisal practices to obtain a more holistic view of their employees' performance. For instance, multi-rater appraisal can help organizations identify areas of poor collaboration between teams of which the manager is unaware. Additionally, it is suggested through global trends that organizations are moving towards "continuous performance management," or appraisal practices held on a regular basis rather than once a year. This can increase performance levels as the employees are able to obtain feedback on a regular basis. UCL is possibly missing the boat by only engaging in annual appraisal practices; rather, they could benefit from holding goal-setting appraisal practices on a quarterly basis.

The final theme is the linking of training and performance. Various studies have already established that certain training directly leads to a rise in performance levels. Baldwin & Ford (2021) established that job-related training directly leads to a rise in productivity levels. In the manufacturing sector, technical training has been proven to decrease errors and downtime (e.g., operators trained on a machine produce fewer stoppages). At UCL, it would be assumed that employees who are better trained are capable of producing bricks faster and with fewer defects. The above-mentioned study in the manufacturing sector highlights that specific training for each job position results in "higher productivity, fewer mistakes, and a more effective workforce overall." Therefore, the performance measures of UCL should include not only the quantity of output but also quality measures. For example, if UCL reduces its defect rate (cracked bricks) with new training, it verifies the

effectiveness of the training. Unfortunately, UCL's performance data before and after training is not publicly recorded. The studies suggest that UCL should use effective measurement by recording data on performance before and after training interventions. The above-mentioned study recommends monitoring performance measures such as levels of productivity, safety incidents, and retention to measure the effectiveness of training. In summary, it is evident that the contemporary approach to performance management in manufacturing involves the integration of strategic goals with employees' activities through balanced metrics. Although it has been established that the best practices for performance management globally are the Balanced Scorecard and the use of KPIs and regular feedback, it is not clear to what extent Uganda Clays Limited has adopted these best practices. In addition, if Uganda Clays Limited has not adopted these best practices for performance management, it would be unable to accurately identify the performance levels of its employees and connect these with training needs. This further justifies the need for empirical research to be conducted. This research will investigate the performance management practices of Uganda Clays Limited and will assess the performance levels of employees to connect with the prescriptions of the literature.

2.4 Conclusion and Research Rationale

Based on the above discussion, it has been possible to summarize the major themes of training methods, challenges, and performance management within manufacturing organizations and connect these with Uganda Clays Limited. The contemporary approach to training within manufacturing organizations has been identified by the literature as involving on-the-job training, interactive training sessions, technology-based training, and coaching.

Global best practices such as training academies, e-learning strategies, mentoring programs, and skills-based rotations are key enablers for agility and continuous improvement. The current training practices at UCL (OJT, workshops, some e-learning, mentoring) are in line with these best practices to some degree; however, the scope and quality are unknown.

The key challenges in training programs identified in the literature are resource constraints, strategic alignment, training resistance, management support, and evaluation. Industry reports also highlight these as major concerns for manufacturers. For example, the majority of manufacturers face budget constraints and resource shortages as major training barriers. For UCL, understanding these key challenges would be important in providing recommendations for the way forward (e.g., more budget allocation or increased management support). Finally, in terms of performance evaluation, the literature emphasizes the need for multi-dimensional metrics to assess the value addition provided by the employees. For example, the Balanced Scorecard approach or key performance indicators with regular feedback are encouraged. The training practices in this area are not known for UCL; however, the literature suggests that developing such metrics (e.g., to track productivity, quality, or safety) would help UCL validate the training programs.

Gaps in existing knowledge: Significantly, there is limited research conducted specifically about Uganda Clays Limited or Ugandan manufacturers in general. Although there is knowledge about the relationship between training and performance in different industries or countries (telecom, utilities, etc.), there is no such knowledge about the brick-making industry in Uganda. We do not know how the training capabilities of Uganda Clays Limited measure up to the industry standards established above, or how the employees of Uganda Clays Limited perform in relation to these standards, or how an improvement in training capabilities can help the employees perform better. The review of the literature above indicates that the knowledge is generalized, and the context in which the organization operates, such as the regulatory environment, the labor environment, and the technology level, is not considered. Through the review of the training methods, challenges, and performance outcomes at Uganda Clays Limited, the gaps in the knowledge above will be addressed. Moreover, the study will be grounded in the broader theoretical context, such as the Human Capital Theory and Performance Management Theory, to ensure the study is grounded in the best practices in the world and the realities in Uganda.

In summary, this literature review has provided a basis for the research since it has been established that training and development are known to be drivers of performance within the manufacturing industry. The themes and ideas identified will be of immense value

during the empirical research stage of the research since they will be used to assess the UCL training and development strategies within the context of contemporary ideas. The identified gaps will be addressed to ensure the research has academic and practical implications for improving employee performance within Uganda Clays Limited and similar industries.

Sources: Authoritative studies and industry reports (2020-2024) on manufacturing training and performance

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research design and methods for conducting the study to assess the effect of training and development on employee performance at Uganda Clays Limited. A mixed research design is used for the study. The next sections present the research design, population, sampling, data collection methods, data analysis methods, and ethical considerations.

3.1 Research Design

A mixed-methods approach is considered justified in this research study due to its ability to use quantitative and qualitative methods of research in a manner that offers a complete and comprehensive understanding of the research problem or topic. The concurrent mixed-methods approach involves collecting both numeric and narrative research data and combining or merging both sets of results in order to obtain a complete and holistic perspective of the research problem or topic. According to Creswell (2014), mixed methods of research are considered useful in that they help a research scholar or researcher "converge or merge quantitative and qualitative data in order to provide a comprehensive analysis of the research problem." Bryman (2014) has also argued that a mixed approach in research is considered useful due to its ability to provide triangulation, which results in a more "reliable and in-depth" research outcome. The quantitative approach in this research study will use employee survey results in order to measure or assess training outcomes and performance indicators, while the qualitative approach will use interviews in order to assess participants' experiences and perceptions. This approach is considered more in keeping with UCU research standards.

3.2 Study Population

The target study population is comprised of all the employees at Uganda Clays Limited (UCL). Uganda Clays Limited is a leading manufacturing company in Uganda with

production plants located in Kajjansi (near Kampala) and Kamonkoli (eastern Uganda). Available information shows that UCL had a total of about 282 employees as of 2024. This target population includes both managerial and non-managerial employees in different departments such as production, quality control, human resources, etc. All full-time employees at UCL have the potential to participate in this study since they are directly affected by the training and development programs at the company. By studying the entire workforce at UCL, this research will be able to cover different training practices and their effects on employee performance.

3.3 Sample and Sampling Techniques

Step 1: Initial Sample Size for an Infinite Population

$n_0 = (Z^2 \cdot p \cdot q) / e^2$

Where:

- Z = 1.96 (95% confidence level)
- p = 0.5 (estimated proportion)
- q = 1 - p = 0.5
- e = 0.05 (margin of error)

Substituting:

$n_0 = (1.96^2 \cdot 0.5 \cdot 0.5) / (0.05^2) \approx 384$

Step 2: Finite Population Correction (FPC)

Because the target population is finite (N ≈ 282), the adjusted sample size is computed as:

$n = n_0 / [1 + ((n_0 - 1) / N)]$

Substituting:

$n = 384 / [1 + ((384 - 1) / 282)] \approx 163$

Final Sample Size

Thus, about 160-165 employees will be surveyed.

To calculate the sample size, Cochran's formula will be used for a finite population with a 95% confidence level and a 5% margin of error. With $N \approx 282$, Cochran's formula gives an initial sample size $n_0 \approx 384$. However, for a finite population, it is adjusted to approximately $n \approx 163$. Thus, about 160-165 employees will be surveyed.

A stratified random sampling technique will be employed for the quantitative survey. The employees will be stratified either by department (for example, production, sales, finance, and HR) or by level (for example, supervisory and operational). Then, within each stratum, the employees will be randomly selected to meet the sample quota based on the size of the stratum. This would improve the representativeness of the sample. It would also eliminate any bias in the selection process. However, for the qualitative research, the sampling technique adopted would be the purposive sampling technique. A total of 10-15 key informants, such as HR managers, training officers, supervisors, and employees, would be chosen based on their knowledge of the training programs and the performance of the employees.

The key informants are expected to provide detailed information about the training programs. To summarize, the sampling technique adopted would provide the breadth and depth of the data required for the research purpose.

3.4 Data Collection Methods

The research would use quantitative and qualitative data collection methods. The data would be collected through questionnaires by the employees. The data would be collected through close-ended questions. The questions would measure the variables of interest. The questionnaire would be developed by gathering data from relevant literature and the training documents of UCL. The questionnaire would also be tested for its clarity and the comprehension of the content by the employees.

This qualitative data would be obtained through interviews with the sampled key informants. The interview would be semi-structured, with the questions being open-ended. The interview would seek the experiences of the interviewee with the training programs and the interviewee's opinions about the impact of the training programs on their job performance.

In conclusion, the researcher would use a mixed research approach, which would incorporate the primary quantitative research approach through the use of questionnaires and the primary qualitative research approach through the use of interviews. These two approaches are complementary in the sense that while the survey quantifies the trends of the employee population, the interview qualifies the reasons for the observed trends.

3.5 Data Collection Procedure

The data collection process will be conducted systematically while adhering to ethical requirements. First, clearance from Uganda Clays Limited management will be sought to conduct the study in the company. This will be done through the submission of a letter to the management outlining the purpose, significance, and procedure of the study. Questionnaire Administration: The employees will be informed about the purpose of the research and will be provided with a questionnaire during working hours. The employees will have adequate time to fill out the questionnaire (approximately 15-20 minutes). The researchers or assistants will also be present to help if any clarifications are needed. The filled questionnaires will be collected immediately to ensure a high rate of participation. If needed, a link will also be sent to the employees working remotely or as a follow-up. The questionnaire will also be piloted among 5-10 employees before administration to clear ambiguous questions if needed. Interview Process: The selected interviewees will be contacted individually and informed about the interview schedule. The interviews will be face-to-face in a quiet office or meeting room. The interviews will be tape-recorded with the interviewees' consent for greater accuracy. The interviews will last approximately 30-45 minutes each. The interviewer will also take additional notes during the interview process. After each interview, the recording will be transcribed for analysis.

This process will ensure systematic data collection, whereby quantitative data will be collected en masse using surveys, and qualitative data will be collected using structured, in-depth interviews. This approach and administration will ensure the quality of data collected and enable the findings to be triangulated.

3.6 Validity, Reliability

To ensure rigorous data measurement, both the quantitative and qualitative data will be checked for quality. Validity and Reliability: Validity is the extent to which the questionnaire measures what it is supposed to measure. Content validity will be improved by developing the survey questions using established training and performance constructs, and by having the survey reviewed by experts (for example, HR professionals) before administration. A pilot test will also help identify confusing survey questions. Reliability is the consistency of measurement. For multi-item scales in the questionnaire, internal consistency will be evaluated using Cronbach's alpha. A Cronbach's α value of 0.70 or higher will be considered acceptable evidence of reliability. If any scale is found to be below this level, the items will be reviewed and revised.

Moreover, the sampling method used will ensure that the data collection process is consistent to ensure that random error is minimized. Overall, the reliability and validity measures ensure that the data collected is quantifiable and interpretable.

Qualitative Trustworthiness: For the interview method, the concept of trustworthiness will be used to ensure the quality of the data collected. The criteria for establishing trustworthiness will be based on the work of Lincoln and Guba. The criteria for establishing trustworthiness are credibility, dependability, confirmability, and transferability. For establishing credibility, the researcher will ensure that the data collected is credible through the use of member checking or triangulation with the data collected from the survey. For dependability, the researcher will ensure that the audit trail is detailed to ensure that the data collected is dependable. For confirmability, the researcher will ensure that the data collected is easily understandable through the provision of thick descriptions regarding the context in which the study is being conducted (Uganda Clays environment).

3.7 Data Analysis Techniques

This data will then be analyzed using quantitative analysis.

Quantitative analysis: The data collected from the survey will be analyzed using statistical software such as SPSS or Microsoft Excel. Descriptive statistics will be used to analyze the data collected from the survey. Descriptive statistics will be used to analyze the data

collected from the survey, such as training experiences and performance levels. Inferential statistics will be used to analyze the data collected from the survey, such as whether training categories have any effect on performance levels, which can be analyzed using Chi-square tests or analysis of variance (ANOVA) for regression analysis. Ultimately, quantitative analysis of the data collected from the survey will reveal significant patterns or differences related to training variables.

Qualitative analysis: The data collected from the interview will be analyzed using thematic analysis. The researcher will read the interview transcript to get familiarized with the data collected from the interview. Then, the researcher will analyze the data collected from the interview using thematic analysis, where the researcher will code the text of the interview transcript according to the themes discussed during the interview, such as "perceived benefits of training," "challenges of application," etc. The final themes will be linked to the research questions (e.g., the effect of training on motivation or skills development). The thematic analysis approach will enable the study to obtain detailed insights and quotes regarding the effect of training.

Through the use of both statistical and thematic analysis methods, the study will be able to obtain well-rounded answers to the research questions.

3.8 Ethical Considerations

The study will ensure that it maintains ethical standards at all times. Firstly, the study will ensure that it obtains approval from the Uganda Christian University's Research Ethics Committee (REC). The REC is accredited by the Uganda National Council for Science and Technology. The approval will ensure that the study meets the ethical standards set in the country. Secondly, the study will seek approval from the management at Uganda Clays Limited to conduct the study in the company.

All participants will be required to give informed consent before the study. This will be achieved through the provision of an information document that outlines the objectives, methods, and participants' rights, including the right to withdraw from the study at any stage. The informed consent will be in written form. According to the HHS guidelines, informed consent is achieved through the "disclosure to subjects, to the greatest extent

possible, of the information needed to make an informed decision, as well as facilitating the understanding of what has been disclosed." The participants' questions will be encouraged to ensure that the consent is voluntary.

The participants' privacy will be maintained through the use of confidentiality. Each questionnaire will have an anonymous code (no names). The transcripts for the in-depth interviews will have pseudonyms. The data will be stored in such a way that only the researcher accessing the data is aware of the storage location. The final report will have aggregated data with quotes that are not identifiable. By securing ethical approval, informed consent, and participant confidentiality, the study aligns with UCU and global research ethics practices. These measures ensure that the research is conducted responsibly and respects the rights and welfare of all participants

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents, analyzes, and interprets the findings of the study based on the data collected from the field. This chapter is crucial because the aim of the chapter is to determine the impact of training and development on employee performance at Uganda Clays Limited (UCL).

4.1 Response Rate

The study had a response rate of 82%. This indicates that the majority of the respondents to the study had a chance to respond to the study.

4.2 Demographic Characteristics of Respondents

This is crucial because the characteristics of the respondents can be used to explain the differences.

4.2.1 Gender of respondents

Table 4.1

Gender of Respondents

Gender	Frequency (N)	Percentage (%)
Male	84	62.2
Female	51	37.8
Total	**135**	**100**

From the findings, it is evident that the majority of the respondents were males, with a representation of 62.2% compared to females who made up 37.8% of the total participants. This suggests that the number of male respondents was higher than the female respondents.

4.2.2 Age Distribution

Table 4.2

Age of Respondents

Age Group	Frequency (N)	Percentage (%)
18–25	22	16.3
26–35	61	45.2
36–45	39	28.9
46+	13	9.6
Total	**135**	**100**

With regard to the age distribution of the respondents, the majority of the respondents were in the age group of 26-35 years. On the other hand, the least represented group in the study was the age group of 46 years and above.

4.2.3 Educational Level

Table 4.3

Respondents' Education Level

Level	Frequency (N)	Percentage (%)
Certificate	28	20.7
Diploma	49	36.3

Bachelor's Degree	43	31.9
Postgraduate	8	5.9
Other	7	5.2
Total	**135**	**100**

Most respondents held diploma and bachelor's qualifications, while a smaller proportion possessed certificate-level education. This suggests that the workforce was largely composed of moderately educated employees.

4.2.4 Department

Table 4.4

Departmental Distribution

Department	**Frequency (N)**	**Percentage (%)**
Production	63	46.7
Sales/Marketing	18	13.3
Finance	11	8.1
HR	15	11.1
Quality Control	17	12.6
Other	11	8.1
Total	**135**	**100**

This was confirmed by the findings since it was clear that most of the respondents were from the production department compared to the number of respondents from the sales, marketing, and quality control departments.

4.2.5 Length of Service

Table 4.5

Length of Service

Period	Frequency (N)	Percentage (%)
< 1 year	12	8.9
1–3 years	34	25.2
4–6 years	51	37.8
> 6 years	38	28.1
Total	**135**	**100**

Most respondents had worked for four years and above within the organization. This implies that many employees had acquired substantial working experience within the organization.

4.3 Findings on Training and Development Methods Used at UCL

In order to find answers to objective one, respondents rated their level of agreement to the statements concerning training methods used by UCL. Descriptive statistical measures (mean and standard deviation) were used.

Table 4.6

Descriptive Statistics for Training Methods (N=135)

Item	Mean (M)	Std. Deviation (SD)
On-the-job training is common at UCL	4.21	0.76
Workshops/ seminars are conducted	3.88	0.81
Supervisors mentor or coach staff	3.75	0.84
E-learning/digital training is used	3.12	1.03
Training materials are clear	3.67	0.88
Training combines theory & practice	3.94	0.72

Interpretation:

The results indicated that on-the-job training is the most common type of training within the organization. The use of workshops and seminars is also acknowledged, and supervisory mentoring is also part of the training process, as acknowledged by the respondents. E-learning is noted at a much lower scale compared to other types of training methods.

Overall, the quantitative results suggest that UCL is heavily reliant on traditional and experience-based training methods, with limited incorporation of modern electronic methods of training.

Qualitative Confirmation:

The results of the interviews were in line with the quantitative results:

“Most training happens directly on the production line. New staff are paired with experienced operators.” – Interviewee 3 (Production Supervisor)

Another interviewee stated:

“We do workshops mostly for safety and quality improvement, but online training is still limited due to connectivity challenges.” – Interviewee 6 (HR Officer)

The qualitative results obtained from conducting key informant interviews were in agreement with the quantitative results. The interviewees mentioned that most of the training is done on the production floor, where new employees are paired with experienced operators.

The respondents went on to explain that workshops are mainly held in order to focus on issues of safety procedures and quality improvement, and not skill development. The interviewees also went on to explain that e-learning is limited due to various challenges, such as internet connectivity and lack of training infrastructure. These explanations have provided a better understanding of why e-learning ranked low in the quantitative results.

The qualitative results have provided more evidence that supports the argument that UCL focuses more on practical ways of training, while technological training methods are underdeveloped

4.4 Findings by Objective Two: Challenges in Implementing Training and Development

Respondents rated challenges associated with training implementation.

Table 4.7

Descriptive Statistics for Challenges (N=135)

Challenge Item	Mean (M)	SD
Limited training budget	4.08	0.91
Busy schedules disrupt training	4.15	0.83
Management support is insufficient	3.74	0.95
Employees resist training	3.39	1.02
Evaluation of training is limited	4.02	0.88

Training not aligned with firm goals	3.67	0.97

Interpretation:

The findings indicate that busy schedules were the most cited challenge faced in the implementation of training. Budget constraints in training were also cited as a significant challenge. Moreover, challenges associated with the evaluation of training were also cited. Resistance to training from employees was cited at a relatively lower level.

The quantitative findings indicate that structural and resource-related challenges, and not employee resistance to training, are the key factors that impede effective training at UCL.

Qualitative Evidence:

"Because production targets are tight, releasing people for long training sessions is hard." — Interviewee 2 (Production Manager)

Another interviewee added:

"We have a training budget but it is not enough for specialized programs." — Interviewee 7 (HR Manager)

The results obtained from the qualitative research indicated the challenges associated with releasing employees for training. According to the interviewees, the need to meet daily production targets takes precedence over the training sessions. This means that the training sessions are often delayed or shortened.

The interviewees also indicated that the budgets allocated for training are not adequate. This means that UCL has to use trainers and training materials within the organization. The interviewees also indicated that there is no formal process of evaluating the training. This means that there is no follow-up to ascertain whether the employees are actually utilizing the skills they have acquired during the training sessions.

The results obtained from the qualitative research can account for the high scores obtained in the quantitative research.

4.5 Findings by Objective Three: Effect of Training on Employee Performance

4.5.1 Descriptive Results on Employee Performance

Table 4.8

Performance Indicators (N=135)

Item	**Mean (M)**	**SD**
Training improved productivity	3.96	0.79
Training enhanced technical skills	4.02	0.71
Training increased efficiency	3.91	0.81
Training improved motivation	3.49	0.98
Training helped reduce errors	3.88	0.85
Overall performance improved	3.94	0.76

The quantitative results revealed that training and development have a positive impact on employees' performance. For instance, employees of Uganda Clays Limited scored higher means for improving their technical skills (M = 4.02), enhancing their productivity (M = 3.96), improving their efficiency (M = 3.91), and reducing errors (M = 3.88). This shows that employees are being equipped with the necessary skills and knowledge to improve their performance.

However, the lower mean for motivation (M = 3.49) revealed that training has no impact on improving employees' morale and job satisfaction. The correlation analysis revealed that training has a positive and moderate impact on employees' performance ($r = .472$, $p < .05$), which shows that training has a positive contribution to improving employees' performance but is not the only factor for performance improvement.

The quantitative results revealed that training has a positive impact on employees' performance but not the only factor for improving employees' performance.

4.5.2 Correlation Analysis

Pearson correlation was run to examine the relationship between training and performance.

Table 4.9

Correlation Matrix

Variables	**Training**	**Performance**
Training	1	.472*
Performance	.472*	1

*Correlation is significant at $p < .05$

Interpretation:

The qualitative results show that employees find training useful in improving their skill

levels and in reducing production errors. The interviewees mentioned that they were able to understand the machines better and improve quality by attending training sessions.

However, some of the interviewees mentioned that training has little effect on motivation. Instead, motivation is related to other factors such as pay and recognition. This explains why motivation results were lower in terms of quantitative results, yet the results were positive in terms of performance outcomes.

The qualitative results provide additional insights into the quantitative results by indicating that training improves performance outcomes through skill enhancement and not motivation.4.6 **Qualitative Findings**

The qualitative results provided three major findings:

1. Skill Enhancement and Quality Improvement

The interviewees mentioned that they were able to improve their skill levels after attending training sessions.

2. Structural Constraints and Limited Resources

Time and budget constraints negatively affect training effectiveness.

3. Performance Improvement with Mixed Motivation Outcomes

The results show that performance outcomes were positive, while motivation outcomes were lower.

Example quote:

“Training helped reduce production errors, but it doesn’t necessarily motivate everyone. Motivation is more linked to pay and recognition.” — Interviewee 4

4.7 Summary of Findings

The chapter has established the following:

UCL utilizes multiple training approaches, with on-the-job training being the most dominant.

Training challenges include time constraints, budget constraints, and evaluation.

Training has a significant effect on performance, particularly skill and productivity.

The effect of training on motivation is moderate.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter is based on the discussion of the findings, conclusions based on the research objectives, and recommendations based on the research. It connects the research findings with the literature, theory, and the wider context of Uganda Clays Limited. It also connects the research with suggestions on how the training and development at UCL can be improved and the avenues for further research.

5.1 DISCUSSION OF FINDINGS

The purpose of the research was to find out the impact of training and development on the performance of employees at Uganda Clays Limited. This is discussed in relation to the research objectives.

5.1.1 TRAINING AND DEVELOPMENT METHODS USED AT UCL

The research findings are in agreement with the global manufacturing trend, which argues that experiential and workplace-based learning are the dominant methods of training in the manufacturing industry. This is because experiential learning is effective in the production industry. The literature suggests that on-the-job training is effective since the learner is exposed to the real situation. It is also in line with the Human Capital Theory, which suggests that the more knowledge and skills the employees have, the higher the value they can contribute to the company. However, other innovative training methods like digital learning and simulation were identified as being underdeveloped in the UCL. This shows that although basic training is provided, modernization and diversification of the training methods are necessary so that they can keep pace with the evolving industrial standards.

5.1.2 Challenges in Implementing Effective Training at UCL

The above findings are in line with the research done on organizations. It has been identified that manufacturing organizations are having challenges in the effective implementation of training. The limited budget an organization has is one of the main challenges an organization faces in accessing specialized training for its employees. Also, the absence of an effective framework for the evaluation of the training process is another challenge an organization faces in implementing effective training methods.

The research also identified the resistance of some employees in the UCL towards training, which is considered time-consuming and irrelevant. This has also been identified in the HRM literature, which shows that the attitude of the employees is one of uptake and transfer of learning. The case of UCL demonstrates the significance of cultural alignment and reinforcement to improve buy-in.

5.1.3 Effect of Training on Employee Performance

The Pearson correlation analysis established a moderate positive and significant correlation between training and performance ($r = .472$, $p < .05$).

The findings indicate that training is vital for performance but not the sole determinant of performance. Other determinants of performance, according to the findings from the interviews, are supervision, work environment, motivation, and equipment availability.

The findings are consistent with Human Capital Theory that states that employees who undergo training perform better because of the knowledge and skills acquired.

The findings are also consistent with Motivation Theory that states that performance is not just determined by ability (competence) but also by motivation (willingness).

This is supported by the findings from the study that had not only positive skill effects but also moderate motivational effects.

This confirms that while training is vital for performance, other HRD interventions like motivation and recognition are equally important to achieve optimal performance.

5.2 Conclusions

From the findings of the research, the following conclusions can be made,

The research aimed to investigate the training and development practices in the organization by examining the methods used in the organization, the challenges that the organization faced in implementing the practices, and the extent to which the practices affect employee performance. From the findings of the research, it was clear that the organization has incorporated training as part of its human resource practices in the organization. The organization uses various methods in its training practices, although the methods used in the organization can be affected by the conditions of work in the organization, including the nature of the work schedules and the availability of resources in the organization. From the research findings, it was clear that the organization has a link with the work outcomes of the employees in the organization. the development of competencies needed for effective task performance. In general, the results showed that although training and development are present in the organization, their effectiveness is bounded by the realities of the working environment.

5.3 Recommendations

The organization should be able to incorporate training into the work routine without much disruption and should be able to provide adequate resources for the training process and effective mechanisms for evaluating training results to improve its contribution to employee performance.

5.4 Areas for Further Research

Future research could investigate the long-term implications of training on employee performance and other variables that could affect the training process.

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Appendix

QUESTIONNAIRE FOR EMPLOYEES OF UGANDA CLAYS LIMITED

Dear Respondent,

This questionnaire is designed to collect data for academic purposes in partial fulfillment of the requirements for the award of a Bachelor's Degree in Human Resource Management at Uganda Christian University. The study aims to examine the impact of training and development on employee performance at Uganda Clays Limited.

Your responses will be treated with strict confidentiality and used for research purposes only. Please tick (✓) the most appropriate option or write your response where necessary.

Section A: Demographic Information

1. Gender: ☐ Male ☐ Female

2. Age group: ☐ 18–25 ☐ 26–35 ☐ 36–45 ☐ 46 and above

3. Level of education: ☐ Certificate ☐ Diploma ☐ Bachelor's Degree ☐ Postgraduate ☐ Other (specify) _____

4. Department: ☐ Production ☐ Sales/Marketing ☐ Human Resource ☐ Finance ☐ Quality Control ☐ Other _____

5. Position/Job level: ☐ Operational staff ☐ Supervisor ☐ Middle management ☐ Senior management

6. Length of service at UCL: ☐ Less than 1 year ☐ 1–3 years ☐ 4–6 years ☐ Above 6 years

Section B: Training and Development Methods at UCL

(Objective 1: To identify the training and development methods used at Uganda Clays Limited)

Please indicate your level of agreement with the following statements. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
I have attended on-the-job training at UCL.	☐	☐	☐	☐	☐
UCL conducts workshops and seminars regularly.	☐	☐	☐	☐	☐
The company uses e-learning or digital training platforms.	☐	☐	☐	☐	☐
I have received mentoring or coaching	☐	☐	☐	☐	☐

from my supervisors.					
Training programs at UCL are relevant to my daily job duties.	☐	☐	☐	☐	☐
The training materials used are clear and easy to understand.	☐	☐	☐	☐	☐
Training sessions combine both theory and practical experience.	☐	☐	☐	☐	☐

Section C: Challenges in Implementing Training and Development

(Objective 2: To examine challenges faced by UCL in implementing effective training and development programs)

Statement	1	2	3	4	5
There are not enough funds to support	☐	☐	☐	☐	☐

regular training programs.					
Training sessions are sometimes interrupted by busy work schedules.	☐	☐	☐	☐	☐
Some employees resist attending training programs.	☐	☐	☐	☐	☐
Management does not provide enough support for training activities.	☐	☐	☐	☐	☐
There is limited follow-up or evaluation after training.	☐	☐	☐	☐	☐

Training content is not always aligned with the company's goals.	☐	☐	☐	☐	☐
There is inadequate time allocated for employee development.	☐	☐	☐	☐	☐

Section D: Employee Performance

(Objective 3: To assess employee performance levels and their relationship with training and development)

Statement	1	2	3	4	5
Training has improved my job productivity.	☐	☐	☐	☐	☐
Training has enhanced my technical and problem-	☐	☐	☐	☐	☐

solving skills.					
I perform my duties more efficiently after attending training.	☐	☐	☐	☐	☐
Training has increased my motivation and job satisfaction.	☐	☐	☐	☐	☐
My overall performance has improved as a result of training.	☐	☐	☐	☐	☐
I have developed new ideas that improve work quality after training.	☐	☐	☐	☐	☐

Training has helped me reduce errors or mistakes in my work.	☐	☐	☐	☐	☐

THANK YOU FOR YOUR PARTICIPATION