

**EXAMINING THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE
PERFORMANCE AT UGANDA NATIONAL AIRLINES COMPANY LIMITED**

NATASHA JUDITH TAHIDI

J22B42/071

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

August, 2024



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I, Natasha Tahidi Judith, affirm that this research dissertation is my own original work, completed through my own efforts. It has not been submitted by anyone else nor presented to any institution of higher learning for any academic degree.

Signature  Date 4th / 10 / 2024

NATASHA TAHIDI JUDITH

REG NO: J22B42/071

APPROVAL

This dissertation, titled Examining the Impact of Training and Development on Employee Performance, has been conducted under my supervision and submitted to the School of Business.

Signature:  Date: 

MR. DAVID KIBBUKA

SUPERVISOR

DEDICATION

This dissertation is dedicated to Kibbuka David, Captain Steven, Bomba, Desire, Betty, and the staff of Uganda Airlines for their invaluable contributions and support in bringing this work to fruition.

ACKNOWLEDGEMENT

First and foremost, I give thanks and praise to the Almighty God for providing me with good health, wisdom, and knowledge to complete this dissertation.

Throughout the process of writing this work, I have been fortunate to receive the support of many individuals, though I cannot list everyone here due to space constraints. I would like to especially acknowledge my Supervisor, Mr. Kibbuka David, whose meticulous guidance, insightful feedback, and support were invaluable to the completion of this dissertation. May God bless you abundantly.

I am deeply grateful to my family—particularly Mummy, Ivan, Faith, and Aaron—for their unwavering physical, emotional, spiritual, and financial support throughout this journey. Thank you so much.

I also wish to express my heartfelt appreciation to my course mates for the engaging discussions and collaborative efforts, which significantly contributed to this research.

Lastly, I am profoundly thankful to all the respondents who participated in this study. May God bless each of you.

TABLE OF CONTENTS

<i>DECLARATION</i>	1
<i>APPROVAL</i>	
<i>DEDICATION</i>	iii

ABSTRACT	
.....iv	
CHAPTER ONE	1
1.0 Introduction	2
1.1 Background of the study	2
1.2 Problem statement	5
1.3 Major objective of the study	6
1.4 Specific objectives of the study	6
1.5 Research questions	6
1.6 Scope of the study	7
1.6.1 Content scope	7
1.6.2 Time scope	7
1.6.3 Geographical scope	7
1.7 Significance of the study	7
1.8 Conceptual framework	8
Figure 1.1: Conceptual framework	8
CHAPTER TWO	9
LITRETURE REWIEW	9
2.0 Introduction	9
2.1 Understanding Training and Development on employee performance.	9
2.1.1 Training and Development	9
2.1.2 Employee Performance	10
2.2 Relationship between Training and Employee Performance.	11
2.3 Strategies employed at Improving Training and Development on Employee performance .	12
CHAPTER THREE	15
RESEACH METHODOLOGY	15
3.0 Introduction	15
3.1 Research design	15
3.2 Qualitative data	15
3.3 Quantitative data	16
3.4 Population of the study and sample size.	16
3.5 Sources of data.	17
3.6.1 Questionnaire.	18
3.6.2 Interviews	18

3.7 Data collection procedure.	19
3.8 Data analysis, presentation and interpretation.	19
3.9 Ethical consideration.....	19
3.9 Anticipated Limitations and delimitations of the study.	20
CHAPTER FOUR	22
PRESENTATION, OF FINDINGS ANALYSIS AND INTERPRETATION	22
4.0 Introduction.....	22
4.1 Demographic characteristics of respondents.....	22
4.1Table showing Gender of the Respondents	22
4.1.2 Age distribution of respondents.....	23
4.1.3 Academic Level of respondents	23
4.1.4 Departments of the respondents	24
4.1.5 Period of working at Uganda National Airlines Company Limited.	25
4.2 Results on understanding Training and development on employee performance	25
4.4 Results on strategies implemented at Uganda Airlines for improved Training and Development on Employee Performance	28
CHAPTER FIVE	31
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	31
5.0. Introduction.....	31
5.1 Discussion of findings.....	31
5.1.2 Strategies Implemented by Uganda Airlines to improve Training and Development on Employee Performance.....	32
5.1.3 Conclusion make one paragraph	33
5.1.4 Recommendations	34
5.1.5 Limitations of the Study	35
5.1.6 Areas for further study.....	35
REFERENCES	37
Appendices	39
Appendix 1: Questionnaire for staff of Uganda National Airlines Company Limited.	39

ABSTRACT

The research examined the impact of training and development on employee performance at Uganda National Airlines company Limited. The study used a cross-sectional approach, combining both qualitative and quantitative methods. Cross-sectional studies provide a snapshot of a particular aspect within a population at a single point in time, offering a simple form of descriptive or observational epidemiology conducted on representative samples.

A descriptive design was employed, with 53 respondents selected from Uganda Airlines. Employees were chosen randomly, and those who agreed to participate completed

questionnaires and were interviewed along with the company's administrators. The results revealed that training positively impacts employee performance, and management should enhance training programs to improve employees' job satisfaction.

CHAPTER ONE

1.0 Introductions

In today's competitive business environment, organizations are constantly seeking ways to improve their performance. Training and development programs are crucial for equipping employees with the skills and knowledge they need to succeed. Uganda Airlines, a key player in Uganda's aviation industry, recognizes the importance of training its employees to ensure operational excellence and customer satisfaction. This study examines the impact of training and development on employee performance at Uganda National Airlines Company Limited (UNACL). This chapter provides a comprehensive overview of the study, including its background, problem statement, purpose, objectives, research questions, justification, significance, and theoretical framework.

1.1 Background of the study

Employees play a crucial role in every aspect of an organization, and their contributions are key to its success. Recognizing that employees are valuable assets, it's important to provide training and development tailored to both the organization's goals and individual needs. Lifelong learning is essential in today's ever-evolving organizational landscape, serving as a necessary strategy for adaptation. As the environment changes, continuous skill development and training are vital for improving job performance, fostering growth, and quickly adjusting to economic shifts to keep the organization competitive. Ongoing training and development help employees stay up-to-date with the latest practices (Amin, Saeed & Lodhi, 2013; Tsaur & Lin, 2024). Elnaga and Imran (2013) highlight that effective training programs are critical for equipping employees with the knowledge, skills, and abilities needed to excel in their roles. Abiodun (1999) describes training and development as a systematic approach to acquiring the necessary knowledge, skills, and attitudes for job performance. Harrison (2000) adds that training and development involve planned and unplanned learning activities that help transform an organization's workforce, enabling it to achieve and maintain a competitive edge.

According to Heathfield (2012), providing the right staff training and development at the appropriate time yields significant benefits for an organization, leading to improved performance. Training and development are crucial in shaping organizational success. For Uganda National Airlines, investing in the enhancement of employees' skills, knowledge, and abilities is a sound strategy to boost both individual and organizational performance.

As Elnaga and Imran (2013) point out, organizations offer training and development to ensure that employees are well-prepared to perform their duties effectively, ultimately helping them reach their full potential. Many institutions, through strategic long-term planning, invest in developing their workforce's skills to better handle future uncertainties. This not only improves employee performance by increasing motivation and commitment but also encourages participation when employees see that their organization values their growth through training programs.

In Uganda, staff training has evolved significantly from its early focus on vocational training during colonial times in the 1920s to a more comprehensive approach today (Busingye, 2015). However, the country's progress in implementing best practices and improving public sector human resource management, which is crucial for better service delivery, is still hampered by limited financial resources. To keep up with the changing performance demands brought about by globalization and modernization, Uganda National Airlines Company Limited (UNACL) has consistently utilized various training methods, including induction, on-the-job, and off-the-job training (UNACL).

Many scholars emphasize the importance of performance and training in any organization. This study defines staff training as a deliberate and systematic effort to change or improve knowledge, skills, or attitudes through a learning experience, with the goal of achieving effective performance in specific tasks or related activities (Cole, 1983; Saleemi, 1999; Buckey & Caple, 2000; MPS, 2010). In this context, staff training is seen as a learning opportunity for employees, designed to enhance their knowledge, skills, and attitudes, enabling them to perform their duties and responsibilities effectively. The study categorizes on-the-job, off-the-job, and induction training as different forms of training.

Off-the-job training involves removing the trainee from their usual work environment to receive instruction that is relevant to their job performance. On the other hand, on-the-job training takes place while the employee is carrying out their normal job responsibilities. This type of training can involve the use of audiovisual aids, simulations, or classroom lectures (Subba, 2001), and may include seminars, lectures, and online courses. Informal on-the-job training often involves an experienced employee demonstrating how to complete tasks (Aswathappa, 2008). Examples of on-the-job training include task delegation, job rotation, and coaching.

According to Armstrong, training and development is the systematic alteration of behavior through learning, which results from education, instruction, development, and planned experiences. Development focuses on enhancing an individual's performance in their current roles and preparing them for greater responsibilities in the future. Uganda Airlines prioritizes training of its pilots, with specific programs designed for various levels of experience. For instance, pilots already qualified on certain aircraft models, like the Bombardier CRJ-900, undergo recurrent training, while those transitioning from different models undertake a differences course. Full type rating courses, essential for transitioning to new aircraft types, can take up to 28 days.

Training should be ongoing, not a one-time event. Regardless of the specific methods or approaches suggested by experts, effective training programs require a consistent set of steps to be successful. The systematic process for training and development of employees involves several key steps to ensure effectiveness and maximize returns on

investment. It begins with a needs assessment to identify areas where training is needed, followed by checking employees' readiness for training. Once prepared, the training is offered using suitable methods. Ensuring the transfer of training and development to actual job roles is crucial, followed by monitoring and evaluating the program's effectiveness. This includes developing an evaluation plan and identifying desired outcomes. By following this structured approach, organizations can manage training initiatives effectively and achieve the best results from their investments.

A training budget encompasses both direct and indirect resources allocated for employee development within an organization. This includes the costs associated with courses, books, and other learning materials, as well as indirect expenses like wages, compensation, and the time spent organizing training sessions. Allocating a training budget is crucial for empowering employees, enabling them to acquire the knowledge necessary to perform their jobs effectively. The budget also covers costs related to data collection, participant incentives, and software licenses for data analysis.

Similar to Uganda Airlines, many other organizations also satisfy their training demands in an ad hoc and unplanned manner. Such organizations, training is typically conducted in an ad hoc and non-systematic way. On the other hand, some businesses begin by identifying their training needs, then methodically plan and implement their training programs, and finally assess the outcomes. It's worth noting that Uganda has a large public sector, which employs the highest number of individuals with diverse skills. Uganda Airlines is one such public sector entity. Uganda Airlines has the responsibility of training its employees for effective services.

1.2 Problem statement

Training and development of employees in an organization is a powerful tool to directly improve their performance. By providing opportunities to acquire new skills, update existing knowledge, and refine their approach, employees become more confident and effective in their roles. This translates to increased productivity, better decision-making, and a stronger ability to adapt to changing circumstances. Ultimately,

a well-trained and developed workforce is a key driver of success for any organization. Despite continuous efforts by Uganda Airlines to train its employees and enhance their performance, the company still faces low productivity. This reflects a broader trend among public institutions in Uganda, where poor performance often stems from insufficient employee training. Organizational productivity fundamentally relies on employee performance, which remains subpar in many cases. Most leaders identify strategic and critical thinking as the most essential soft skill required in today's workforce, followed closely by problem-solving and decision-making abilities. Additionally, communication is another key area of concern, with 46% of leaders ranking it among the top three skills needed. This study aimed to explore the effect of training and development on employees.

1.3 Major objective of the study

The primary(goal) of the study was to investigate the impact of training and development of Training and Development on employee performance at Uganda Airlines.

1.4 Specific objectives of the study

1. Examine the current training and development practices implemented at Uganda Airlines.
2. Examine the factors influencing the effectiveness of training and development programs on employee performance at Uganda Airlines.
3. Examine the challenges and barriers hindering the successful implementation of training and development initiatives at Uganda Airlines.

1.5 Research questions

- 1.What is the existing training and development practices implemented at Uganda Airlines?

2.What factors contribute to the success of training and development programs on employee performance at Uganda Airlines?

3.What challenges and barriers exist that hinder the successful execution of training and development initiatives at Uganda Airlines?

1.6 Scope of the study

The study's scope encompasses three main dimensions: geographical, content, and temporal aspects, each of which will be detailed below.

1.6.1 Content scope

The study concentrated on assessing how training and development influence employee performance at Uganda Airlines. Specifically, it aimed to explore the significance of training and development, examine their correlation with employee performance and propose strategies for enhancing employee performance within Uganda Airlines.

1.6.2 Time scope

The research spanned a duration of four months to facilitate thorough data analysis by the researcher.

1.6.3 Geographical scope

The research was carried out among staff members employed at Uganda National Airlines Company Limited (UNACL) based in Entebbe Uganda.

1.7 Significance of the study

This research may benefit Uganda Airlines' management by illustrating the significance of quality training and demonstrating its impact on employee performance. It will aid in enhancing employee engagement and retention within the organization.

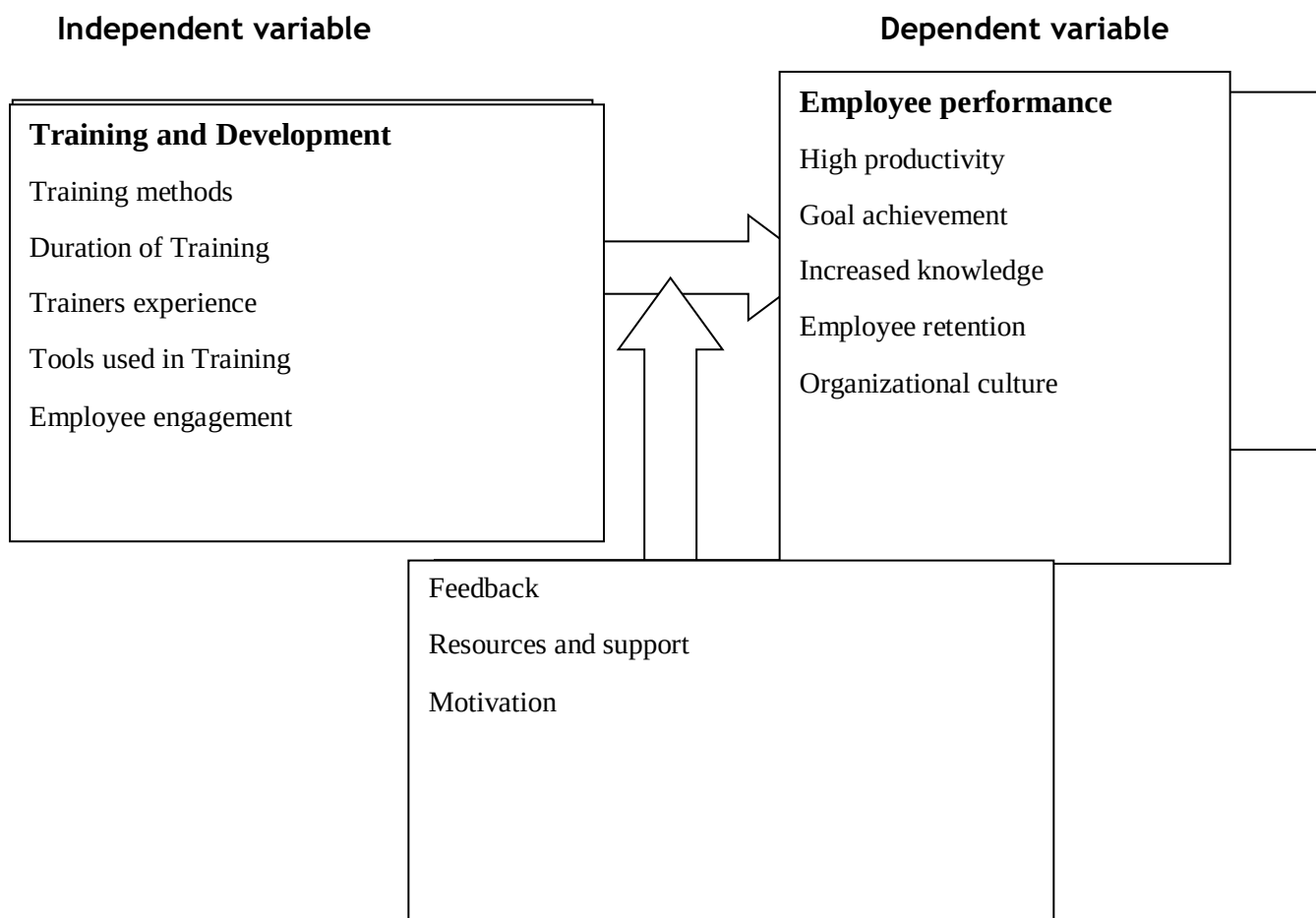
The findings will inform policy makers, including government agencies, on improving operations to boost employee performance.

Researchers and scholars will find value in this study as it contributes to the existing knowledge on training and development's influence on employee performance.

It will also inspire further research in unexplored areas of interest. Lastly this study contributes to the researcher's Human Resource Management degree requirements and expands their expertise in the subject matter.

1.8 Conceptual framework

Figure 1.1: Conceptual framework



CHAPTER TWO

LITRETURE REWIEW

2.0 Introduction

This section reviews the existing literature put forward by different scholars and personalities on training and development of employee performance as well as critically analyzing the deviations in the explanations to find out the research gap in the study variables. Literature will be reviewed objectively by starting with definition of a concept followed by reviewing of objectives. Sources like newspaper articles, magazines, encyclopedia and books related to the people were used.

2.1 Understanding Training and Development on employee performance.

To develop the most effective training and development plan, companies need to grasp their unique business goals and requirements. Consult with managers and departmental leaders to determine what types of training and development would benefit their teams the most. If there are numerous areas for improvement, prioritize addressing those that have the greatest impact on key organizational objectives.

2.1.1 Training and Development

According to Training and Development theory, training and development are essential for any organization and function as an interrelated subsystem designed to boost individual productivity (Salas et al., 2012). Research shows that the concept of “lifelong learning” is a common term associated with training and development. This concept encompasses ongoing learning (Field, 2008), competency development (Shandler, 2000), adding value, and adapting to changes (Jarvis, 2012; Nolfi & Parisi, 1996; Sartori et al., 2018). Kadiresan et al. (2015) describe development as preparing employees for future roles and challenges. Effective training requires organizations to address skill gaps, determine who needs training, and identify the appropriate timing and areas for it (Kum et al., 2014). Training, therefore, involves collaboration between experts and

employees, facilitating the transfer of knowledge, skills, and attitudes to enhance job performance. Training activities are designed and assessed based on recent job performance (Lerner, 2018). Consequently, well-executed training and development programs can reassure employees of management's support, boosting their satisfaction and commitment, and helping organizations achieve their goals and adapt to various challenges (Khan et al., 2016).

2.1.2 Employee Performance

Organizations should focus on enhancing employees' performance by equipping them with the necessary tools and skills to navigate new challenges and realities (Batarlienè et al., 2017). Factors such as globalization, evolving market demands, innovation, and the smart economy pose challenges but also drive companies to sustain and improve employee performance (Cooper & Ezzamel, 2013). Adapting to rapid technological changes, stakeholder expectations, and market demands requires addressing gaps in employee attitudes, which is crucial for achieving organizational goals (Shah et al., 2017).

Research has defined employee performance and highlighted various influencing factors. Anitha (2013) states that both individual and organizational performance are heavily influenced by organizational activities, policies, knowledge management practices, and employee engagement. Islami et al. (2018) identify performance management as a structured process involving agreement, measurement, support, feedback, and positive reinforcement, all of which impact performance outcomes. Bataineh (2017) views employee performance as a blend of efficiency and effectiveness in daily tasks to meet stakeholder expectations. Isaac et al. (2017) find that internet use enhances job performance by improving task processes, education, and communication quality. Conversely, Pawirosumarto et al. (2017) link employee performance to the work environment, including both physical and non-physical factors, which positively influence performance. Smith and Bititc (2017) stress the importance of refining performance measurement systems and management practices

to boost employee engagement. Mensah (2018) adds that talent management is a crucial success factor in today's dynamic and uncertain market environment.

Performance is defined as the outcome of work and behavior in completing assigned tasks and responsibilities over a specific period (Kasmir, 2019). Bintoro and Daryanto (2017) describe performance as the results generated by an organization, whether profit-oriented or nonprofit, over time. Similarly, Furtasan (2017) describes performance as the results produced by an organization over a period. Hery (2012) views performance as a continuous communication process between employees and their supervisors, focusing on clear expectations and mutual understanding of job requirements.

Human resources are vital to achieving organizational goals. Enhancing employee performance benefits both the company and the employees, as improved performance can lead to better career development opportunities (Siahaan et al., 2016).

2.2 Relationship between Training and Employee Performance.

Training is a systematic approach aimed at helping individuals acquire knowledge or skills for specific purposes (Jones and George, 2005). The goal of training is to alter the behavior of the trainees, enabling them to develop new technical skills and knowledge that contribute to the achievement of organizational objectives (Archieve, 2008). Grobler et al. (2006) define training as a methodical process of imparting specific learning through identifiable and describable techniques that should be continually refined. Training is intentionally designed to teach particular skills, knowledge, and attitudes for a specific goal (Archive, 2008). It not only focuses on enhancing an employee's functional and administrative abilities but also aims to instill virtues like diligence, integrity, and responsibility.

Training plays a crucial role at every organizational level, including city councils, where it is continuously emphasized to achieve organizational objectives. According to Lane and Robinson (2009), effective training contributes positively to organizational performance and helps meet corporate goals. For instance, employees at Mutare City

Treasurer's Department benefit from improved job understanding and work quality through training (Omole, 2005).

The nature, content, and scope of training should align with the organization's needs for specialized skills. Effective training must be conducted under the guidance of a knowledgeable instructor who possesses the requisite expertise and attitudes (Stahl, 2009). In Nigeria, the importance of training is particularly evident due to the complexities of the work environment, rapid organizational changes, and technological advancements (Stahl, 2009). City councils in Nigeria recognize training as a means to develop skills, enhance productivity, improve quality, and foster employee loyalty. Jones and George (2005) also emphasize that training improves quality, customer satisfaction, productivity, morale, management succession, and business growth.

In Zimbabwe, a developing country undergoing transformation, there is a growing need for well-trained personnel across various public institutions to meet rising demands (Shora, 2004). As the country navigates technological, political, and economic changes, municipalities must adapt by training their staff to meet future expectations. With employees coming from diverse backgrounds, training is essential to bridge gaps arising from these cultural differences. Collis and Hussey (2009) highlight that training programs are structured efforts to help employees acquire new skills, enhance existing ones, and adapt to organizational changes. Training should start when individuals join the organization and continue throughout their careers.

2.3 Strategies employed at Improving Training and Development on Employee performance.

To create an effective training and development plan, companies need to thoroughly understand their unique business goals and requirements. Recognizing these specific objectives and needs is crucial for tailoring a program that enhances employee skills and aligns with the company's strategic direction.

Managers must consistently maintain firmness and fairness with all subordinates. According to Byrne (2003), being firm means employees understand that there are

definitive consequences for violating policies or failing to meet company standards or goals. While it can be challenging to treat high and low performers impartially, this impartiality is a crucial managerial trait. Any perceived preferential treatment can lead to a significant loss of respect from coworkers, a respect that is extremely difficult to restore once lost. Establishing and preserving this respect is essential for maintaining a productive and harmonious workplace environment.

Managers should recognize the significance of supporting their subordinates' professional growth. While not every employee aspires to become a manager every employee desires some form of advancement, whether it's through pay increases or title promotions (Daniel Quinn Mills, 1997). Therefore, managers need to understand these aspirations and be able to guide their employees on how to improve and progress within the company. Providing this information in written form is crucial to ensure clarity and avoid misunderstandings. By doing so managers can foster a more motivated and capable workforce, ultimately benefiting the organization as a whole.

Effective Communication. The importance of managers communicating with their employees clearly and directly cannot be overstated. Employees need to be continuously informed about their expectations, including which tasks need to be completed, deadlines, and the methods to be used. Providing honest feedback on their work is essential, as is listening to their input and concerns. Ensuring that employees feel heard and valued not only boosts morale but also enhances productivity and fosters a collaborative work environment.

Hoobler (2006) emphasizes that while providing proper training and tools for company tasks might seem like common sense, it is often neglected or underestimated by managers. It is crucial for managers and supervisors to recognize skill and tool deficiencies within their teams. Moreover, keeping one's personal skill levels up-to-date with the latest technological advancements and trends is essential. Supervisors should actively encourage employees to contribute ideas for training improvements. Although managers are responsible for setting the standards, they should remain open to new ideas. Additionally, it is important for managers to hold subordinates accountable for

company tools and ensure that any deficiencies are promptly identified and addressed (Burton, 2006). By doing so, managers can foster a more skilled, efficient, and adaptable workforce.

CHAPTER THREE

RESEACH METHODOLOGY

2.0 Introduction

This chapter outlines the methodological approach used in the study, detailing aspects such as research design, target population, sample size, sampling methods, data collection techniques, research procedures, analysis, and ethical considerations.

3.1 Research design

Research design, as defined by Andrew B. Kirumbi (2018), encompasses the strategies and procedures employed for collecting and analyzing data related to the research question. This study used a descriptive survey design. Such designs are typically applied in initial and exploratory research phases to gather, summarize, present, and interpret data for clarity (Orodho, 2002). The objective of this descriptive approach is to document and report on the current state without altering any variables. The study followed these descriptive research principles by collecting and presenting data on existing conditions without intervening in the variables.

3.2Qualitative data

Qualitative data involves investigating the nature of phenomena, particularly focusing on understanding the reasons behind observations, evaluating intricate interventions, and improving those interventions. It prioritizes understanding the underlying reasons behind social phenomena rather than just describing them, relying on individuals' direct experiences as they interpret their daily lives.

3.3 Quantitative data

Quantitative data involves numerical analysis, logical reasoning, and maintaining an objective stance. This type of research focuses on numerical data and detailed, convergent reasoning, contrasting with divergent reasoning which involves generating a range of ideas about a research problem in a more spontaneous way.

3.4 Population of the study and sample size.

A sample represents a portion of the broader population that will participate in the survey (Stuart, 2016). As noted by Creswell (2012), a sample is a subset that accurately reflects the entire population, allowing for generalizations to be made about the entire group. Consequently, the size of the sample will be calculated using Slovene's (1960) formula.

$$N = \frac{N}{1 + n(e)^2}$$

In this context, "n" represents the sample size, "N" denotes the population, and "e" stands for the margin of error (0.05), corresponding to a 95% confidence level. The population ("N") consists of 583 employees from Uganda Airlines.

As reported by the Human Resource Management of Uganda National Airlines Company Limited, the organization has 583 employees. This group includes respondents from the Human Resource, Flight Operations, Engineering, Safety, Procurement, Quality, and IT Departments, as they are anticipated to possess the required information. To calculate the sample size, Krejcie and Morgan (1970) table was used.

$$N = \frac{583}{1 + 583(0.05)^2}$$

$$N = \frac{583}{1 + 583(0.0025)}$$

$$N = \frac{583}{584}$$

$$N = \frac{583}{0.0399}$$

n = 400 employees from Uganda Airlines.

Consequently, according to the above, a sample size of 400 respondents was chosen from the total population of 583 employees at Uganda National Airlines Company Limited. This selection included representatives from diverse departments such as Human Resources, Flight Operations, Engineering, Safety, Procurement, Quality, and IT, ensuring a comprehensive and informed sample for the study.

Sampling method.

The sampling methods offer essential information about how the samples are selected. They also establish a detailed basis from which the research sample can be drawn, ensuring that the population is sufficiently represented to facilitate a high-quality selection of participants (Lewis and Ritchie, 2003).

The study utilized the stratified sampling method with samples drawn from the Human Resource and Administration, Finance, Flight Operations, Quality, Procurement, Engineering, IT, and Safety and Security departments. This approach is chosen for its relevance to the topic and area under study ensuring that each segment of the population is adequately represented. Additionally, this technique helps minimize the costs associated with data collection and analysis.

Simple random sampling was utilized allowing the researcher to choose a subset of participants from a larger population for data collection. Additionally, selective sampling, stratified sampling, and simple random sampling techniques were all employed to gather data throughout the research process.

3.5 Sources of data.

During my research at Uganda Airlines, I used both secondary and primary.

Primary data was collected through survey questionnaires featuring structured, closed-ended questions for ease of administration. Additionally, observation was utilized to gather information, even if participants were unwilling to provide it directly. Interviews with participants was also conducted to collect data.

Secondary data, which was originally collected for different purposes but can provide valuable insights for this study, was also gathered. These sources included archived materials from newspapers, internet databases, journals, books, and periodicals. By incorporating these diverse sources, the study aims to enrich its analysis with a broader context and deeper understanding

3.6 Data collection methods.

According to Katamba and Nsubuga (2014), these methods are used by researchers to collect data from the field. They help in tracking observations and reporting them accurately. Therefore, the researcher used a maximum of two methods for data collection. questionnaires and interviews.

3.6.1 Questionnaire.

According to Katamba & Nsubuga (2014), a questionnaire is a tool created by researchers to gather data. It can be open-ended, with questions that do not have predetermined answers; semi-structured, where some questions have set answers while others are open-ended; or structured, with provided answer options. The researcher used structured questionnaires that offer answer choices for some questions while leaving others open-ended. This approach allows respondents to freely express their opinions and think carefully before answering as it eliminates personal contact. The questionnaire's responses were evaluated using a five-point Likert scale. 5 for Strongly Agree, 4 for Agree, 3 for Not Sure, 2 for Disagree, and 1 for Strongly Disagree.

3.6.2 Interviews.

According to Katamba & Nsubuga (2014), interviewing is a technique primarily used to understand the underlying reasons and motivations behind people's attitudes, preferences, or behavior. The researcher employed face to face structured, semi-

structured, and unstructured interview types. For instance, one on one interviews allowed the researcher to observe non-verbal cues such as gestures and facial expressions, enabling them to obtain complete and immediate information. Interviews will be conducted in a quiet environment with key informants from the finance and administration departments, including the Human Resource Officer and department supervisors. The importance of the interview will be clarified, emphasizing confidentiality. The interview format will be an informal conversational style, where questions are asked, and responses are recorded by the interviewer.

3.7 Data collection procedure.

The researcher secured an introductory letter from the Faculty of Business and Administration at Uganda Christian University. Following this, she had to seek permission from the administration of Uganda Airlines to use the airline as a case study. The researcher was in position to approach various respondents to distribute and administer questionnaires and conduct interviews with them.

3.8 Data analysis, presentation and interpretation.

In this phase, qualitative data underwent content analysis, where it was refined and structured into significant phrases. A thematic analysis approach was used to explore the data, identifying key themes, categories, and patterns. The results were illustrated with recurring themes relevant to each interview question, along with selected direct quotes from participants.

3.9 Ethical consideration.

The researcher addressed several ethical issues, including maintaining participant confidentiality. Participants were not required to provide personal details on the questionnaires. Instead, identification numbers were utilized to ensure anonymity and prevent tracing responses back to individual participants.

All data collected for the study was used exclusively for its intended purpose, ensuring confidentiality and respect for participants' privacy. Before their involvement, participants were thoroughly briefed on research procedures, with informed consent carefully obtained. Throughout the study, meticulous citation and referencing practices acknowledged all sources of literature. Personal bias was actively mitigated across all phases, from interviews through data analysis to reporting, maintaining the integrity and objectivity of the research findings.

3.9 Anticipated Limitations and delimitations of the study

Initially, due to the non-standardization of research instruments, a validity and reliability test was conducted to establish a credible measurement of the research variables.

The researcher encountered financial constraints, including expenses for motivating respondents, printing fees, and daily transportation to the organization for data collection. Despite these challenges, proactive efforts were made to secure financial support from family and friends

Limited access to necessary resources such as funding, equipment, or specific materials restricted the extent of data collection or analysis.

Due to busy schedules, respondents in key offices had limited time to respond during their tasks.

To address this, questionnaires were distributed and collected at a later, more convenient time. Some respondents were hesitant to provide information due to concerns about its use.

To mitigate this, the study leveraged the reputable status of the university and provided an introductory letter to assure respondents about the study's credibility and purpose.

Limited funds hindered various aspects of the research, including motivating respondents, covering printing costs, and funding daily transport to collect data.

The researcher overcame this challenge by mobilizing financial support from family and using personal initiatives. Some respondents delayed returning questionnaires, affecting the researcher's planned analysis timeline.

To address this, additional questionnaires were issued beyond the initial target, ensuring coverage and minimizing gaps caused by delays.

CHAPTER FOUR

PRESENTATION, OF FINDINGS ANALYSIS AND INTERPRETATION.

4.0 Introduction

This chapter outlines the results of the research conducted to investigate how training and development affect employee performance at Uganda National Airlines Company Limited. Information was gathered from 53 individuals across various departments. The data was systematically organized, presented, and analyzed qualitatively, utilizing basic percentages for clarity.

4.1 Demographic features of the participants

The researcher wanted to know more about the people who answered their questions (respondents) because those people's backgrounds might affect the quality of the answers. To learn about the backgrounds, researchers asked the respondents about things like their gender, age, education level, job title, and how long they'd been in that job. This information is presented below, grouped by category.

4.1A table displaying the gender distribution of the respondents

Respondents	Frequency	Percentage
Female	19	36
Male	34	64
Total	53	100

Source: firsthand account

The data presented in Table I indicates that the majority of respondents are male, accounting for 64% of the total participants. Females make up the remain 36% This finding suggests that the study population is predominantly male.

4.1.2 Age distribution of respondents

The table down shows the age of participants who are employees of Uganda National Airline Company Limited.

Table 4.2: Showing age distribution of respondents

Respondents	Frequency	Percentage
21-29	8	15
31-40	29	55
41-50	12	23
50 years and above	4	7
Total	53	100

Source, firsthand account

The table up shows that most respondents are 31-40-year-old age range, with fewer in each older age range. Because of this, the author(me) believes the respondents have a good understanding of the company and their answers can be relied on to reflect the true situation regarding training and development on employee performance at Uganda Airlines.

4.1.3 Academic Level of Participants

The table below shows the education level of the respondents who are employees at Uganda National Airlines Company Limited.

Table 4.3: Showing academic qualifications of the respondents

Academic Level	Frequency	Percentage
Masters	11	21%
Degree	32	60%
Diploma	10	19%
Total	53	100

Source, firsthand account

An analysis of Table 3 reveals the majority of participants held degrees 60% followed by those with Masters 21% and Diploma 19%. This high level of education suggests the respondents are knowledgeable and their insights are credible for this study.

4.1.4 Departments of the respondents

Respondents	Frequency	Percentage
HR and Administration	8	15%
Finance	9	16%
Flight Operations	24	45%
Engineering	7	13%
Procurement	6	11%
Total	53	100

Source, firsthand account

Basing on my findings, most of the respondents work in Flight Operations, comprising over half 45% of the total. This department appears to be the lifeblood of the

organization, keeping the wings in motion. Finance, HR and Administration follow closely behind at 16.6% each, likely ensuring smooth financial flow and technical expertise. Engineering 13% and Procurement 11% round out the picture, playing their vital roles in keeping things running smoothly behind the scenes.

4.1.5 Period of working at Uganda National Airlines Company Limited.

Below in the table shows the period of years spent by employees working at Uganda National Airlines Company Limited.

Table 5: Period of working at Uganda Airlines

Respondents	Frequency	Percentage
1-6 years	14	26%
7-10 years	29	55%
10-15 years and above	10	19%
Total	53	100

Source, firsthand account

The survey results indicate that most respondents 55% have between 7 and 10 years of experience working at Uganda Airlines. This is followed by those with 1-6 years of experience 26%. The smallest group 19% has over 10 years of experience. With a majority having a decent amount of time working with Uganda National Airlines Company Limited, this suggests the respondents likely possess the relevant knowledge and expertise required for the survey topic.

4.2 Results on understanding Training and development on employee performance

Declaration	Level of consensus/dissension				
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
	Number	Number	Number	Number	Number

	(%)	(%)	(%)	(%)	(%)
Uganda airlines provides adequate training programs to its employees	29 54.7%	25 47.1%	16 30.1%	6 11.3%	6 11.3%
How does staff participation in training and development impact overall performance and growth within the organization	35 66%	20 37.7%	17 32%	10 18.9%	4 7.5%
Do you believe the training program provided by Uganda Airlines are relevant to your job role	49 92.4%	32 60.3%	18 33.9%	9 16.9%	5 9.4%
Do you notice any improvement in your performance after attending the training programs	19 35.8%	45 84.9%	7 13.2%	4 7.5%	-
Do you feel more confident in your job after receiving training	29 54.7%	15 28.3%	2 3.7%	-	2 3.7%
Do you believe continuous training and development is crucial for your career growth at Uganda Airlines	50 94.3%	40 75.4%	10 18.8%	-	--
Is Training at Uganda Airlines done at all levels from top management to the lower management	52 98.1%	35 6..6%	11 20.7%	-	-

HR and supervisors guide more on what to do aiming towards the goals of the Airlines which satisfies your job	30 56.6%	30 56.6%	3 5.6%	2 3.7%	-
Training at the Airlines is done by highly trained and experienced personnel which enhances productivity at work	49 94.4%	36 67.9%	6 11.3%	3 5.7%	—
Do you believe that training and has a big impact on your job performance at Uganda Airlines	50 94.3%	43 81.1%	2 3.8%	-	-

Source: *firsthand account*

Table 7 above focuses on understanding how respondents(employees) view Training and development on employee Performance at Uganda Airlines. By use of Descriptive statistics, a significant majority of respondents expressed strong satisfaction with Uganda Airlines' training programs.

The provided data sheds light on the perceptions of Uganda Airlines employees regarding the adequacy and impact of training programs on the employee performance. The survey provides a range of training programs with 54.7% of employees finding them adequate for improving performance. Participation in these programs over the last 12 months has been significant, with 66% of respondents indicating they have attended. Furthermore 92.4% believe that the training is relevant to their job roles suggesting a well-targeted approach to development.

The effectiveness of these training programs is evident with 84.9% of participants noticing an improvement in their performance. Additionally, 54.7% feel more confident in their roles post-training, highlighting the positive impact of these initiatives. Continuous training and development are seen as crucial for career growth by 94.3% of employees, emphasizing the importance of ongoing learning opportunities.

Training at Uganda Airlines is conducted at all levels from top management to lower management, as indicated by 98.1% of respondents. The guidance provided by HR and supervisors is seen as goal-oriented and job-satisfying by 56.6% of employees reflecting a supportive environment for professional development. The quality of trainers is also highly regarded with 94.4% of respondents believing that training is conducted by highly trained and experienced personnel thereby enhancing productivity.

Overall, the impact of training and development on job performance is overwhelmingly positive, with 94.3% of employees affirming its benefits. This strong endorsement suggests that Uganda Airlines is effectively fostering an environment of continuous improvement and skill enhancement which is essential for both individual and organizational growth.

4.4 Results on strategies implemented at Uganda Airlines for improved Training and Development on Employee Performance

Table 9: Below shows the strategies implemented at Uganda Airlines for improved Training and Development on Employee Performance

Declaration	Level of consensus/dissension				
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
	Number (%)	Number (%)	Number (%)	Number (%)	Number (%)
Uganda Airlines offers a variety of training programs to cater different employee needs	42 79.2%	46 86.7%	7 13.2%	2 3.7%	-
The training programs at Uganda Airlines are tailored to address specific job roles and responsibility	46 86.7%	40 75.4%	2 3.7%	4 7.5%	-

Uganda Airlines Provides opportunities for employees to participate in external training and workshops for skill enhancement	36 67.9%	51 96.2%	2 3.7%	-	-
There are mentorship programs in place at Uganda Airlines to support employee development	41 77.3%	28 52.8%	14 26.4%	9 16.9%	1 18.9%
Employees at Uganda Airlines are encouraged to pursue future education or certification relevant to their jobs	40 75.4%	30 56.6%	12 22.6%	5 9.4%	-
Regular performance evaluation at Uganda Airlines are used to identify training needs and areas of improvement	28 52.8%	21 39.6%	18 33.9%	7 13.2%	3 5.6%
Uganda Airlines offers on -the job training opportunities to employees for hands on learning	52 98.1%	42 79.2%	2 3.7%	-	-
There is a clear career development path outlined for employees at Uganda Airlines	25 47.1%	34 64.1%	19 35.8%	6 11.3%	3 5.6%
Managers at Uganda Airlines actively support and encourage employees participation in training and development activities	48 90.5%	37 69.8%	-	-	2 3.7%

The training and development budget at Uganda Airlines is adequate to support employees growth and skill development	49 92.4%	31 58.4%	5 9.4%	-	-
--	-------------	-------------	-----------	---	---

Source: *firsthand account*

The data on training programs at Uganda Airlines reveals a diverse range of perspectives among employees.

A notable of 79.2% employees acknowledging the diverse training options. However, 13.2% did not agree. The tailored training programs address specific job roles and responsibilities, as recognized by 86.7% of employees, although 7.5% did not agree. Additionally, 67.9% of employees appreciate the opportunities to participate in external training and workshops for skill enhancement, while 3.7% did not agree. Mentorship programs in place to support employee development are valued by 77.3% of employees, but 16.9% did not agree.

The airline encourages employees to pursue further education or certification relevant to their jobs, with 75.4% of employees supporting this initiative, while 22.6% did not agree. Regular performance evaluations are used to identify training needs and areas of improvement, as noted by 52.8% of employees, though 33.9% did not agree. On-the-job training opportunities are highly valued with 98.1% of employees appreciating hands-on learning experiences, while 3.7% did not agree.

Despite these positive aspects only 47.1% of employees believe there is a clear career development path outlined for them while 35.8% did not agree. However, 90.5% of managers actively support and encourage employee participation in training and development activities, with 3.7% not in agreement. Additionally, 92.4% of employees feel that the training and development budget is adequate to support their growth and skill development, though 9.4% did not agree.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter focuses on analyzing the findings. The researcher has examined the results for each question individually, using relevant literature to reinforce the findings and enhance the discussion's credibility. The conclusions and recommendations are derived from this discussion, which is structured around the research question.

5.1 Discussion of findings

Training employees is a crucial approach used by human resource managers to enhance employee motivation and performance. As noted by Aswathappa (2003), providing training that meets established quality standards is essential for ensuring employees can perform their tasks efficiently. Thersia (2004) suggests that because training needs differ across organizations, it's important to create diverse tools and methods to achieve training goals. This approach exposes employees to innovative ideas and business practices necessary in a rapidly evolving organizational environment, which in turn motivates them to elevate their performance.

5.1.1 Understanding Training and Development on Employee Performance

The analysis highlights how targeted training programs and continuous development initiatives can significantly enhance employee skills, knowledge and competencies within the airline industry. Effective training ensures that employees are well-equipped to handle their tasks efficiently, leading to improved job performance and productivity. Development opportunities, such as career growth plans and skill enhancement workshops, not only motivate employees but also increase their job satisfaction and engagement. This, in turn, reduces turnover rates and fosters a more committed and capable workforce. The correlation between training and development and employee performance underscores the importance of investing in human capital, particularly in

dynamic sectors like aviation to achieve organizational success and maintain a competitive edge.

5.1.2 Strategies Implemented by Uganda Airlines to improve Training and Development on Employee Performance.

The study indicated that the primary strategies used at Uganda Airlines to enhance training and development involve effective communication between managers and their subordinates and the need for monitoring and evaluating supervisors' performance, as agreed by respondents. Additional strategies for improving training and development at Uganda Airlines include offering managers proper training on managing their subordinates ensuring supervisors are firm and consistent with their team, preparing subordinates for professional growth and increasing supervisors' remuneration to strengthen their support in training and development initiatives.

Furthermore, the findings revealed a predominantly positive reception among employees. At Uganda Airlines most employees appreciate the diverse and tailored training programs that match specific job roles, as well as the chance to attend external workshops for skill improvement. The company also has valuable mentorship programs and encourages further education and certification relevant to employees' jobs. On-the-job training is highly valued and managers actively support participation in these activities. Regular performance evaluations help identify training needs and the budget for training and development is generally seen as adequate. However, some employees feel that the career development path is not clear enough.

5.1.3 Conclusion

Based on the findings, the examination of the impact of training and development on employee performance at Uganda Airlines reveals that training is a significant motivational factor for employees. The results indicate that employees felt motivated by training, which positively influenced their job performance. These findings align with Jennifer (2003), who noted that training enhances individual, team, and organizational performance in terms of output, quality, speed, and overall productivity. Additionally, they are consistent with Roontz and Wehrich (1999), who described motivation as the drives, desires, and wishes that prompt employees to act in a desired way.

However, a small portion of respondents at Uganda Airlines had not yet participated in or received any training since their employment. The findings also suggest that while most employees are satisfied with their job performance, there is a possibility that a few are dissatisfied. Moreover, although many more employees could benefit from training, human resource managers should be mindful that not all employees may gain from every training program. These results reinforce Robbins' (2002) view that training equips employees with the necessary knowledge and skills, enabling smooth production. Employers should therefore prioritize maximizing the benefits of staff training and conduct thorough training needs assessments to ensure that the training provided is aligned with the areas where employees need skill enhancement for improved performance.

5.1.4 Recommendations

The study put forward the following recommendations.

Opportunities in Education: It is essential to create more educational opportunities. The study demonstrated that well-informed employees tend to be more satisfied with their jobs, which contributes to a positive working environment.

Provision of Educational Training: There should be educational training programs, particularly focusing on human resource and conflict management, offered as in-service programs. This is important because many managers in the study reached their positions due to their technical skills and experience but have limited management experience.

Employee Assessment and Development: Human resource managers should regularly assess and evaluate employees at all levels. This could be achieved through recruitment exercises, seminars, and workshops. Such initiatives would help managers and workers in training to understand the importance of leadership and time management.

Training Policy Development: To effectively train employees, organizations should develop comprehensive human resource policies and practices tailored to employee satisfaction and educational levels. This would encourage regular and timely on-the-job training, thereby enhancing employee performance.

Strengthening Collaboration with Training Institutions: There is a need to establish and strengthen partnerships between the organization and vocational or training institutions. This would enable the organization to make timely plans for employee training with reputable educational agencies, such as the Center for Basic Research, ensuring that organizations stay updated on upcoming training opportunities and can allocate resources effectively.

Addressing Disparities in Training Access: Efforts should be made to address existing inequalities in accessing training opportunities within the workplace. The findings from the research at Uganda Airlines are particularly valuable for guiding those responsible for national skills policy in identifying critical skill gaps across various occupations and sectors.

Designing Effective Training Programs: The first step in designing effective training activities is crucial and must be carried out accurately. Proper instructional design is key to ensuring successful training outcomes.

5.1.5 Limitations of the Study

The study identified the following limitations:

Financial Constraints: The researcher encountered financial challenges during data collection, as the process involved expenses related to transportation, time, airtime, and other costs.

Reluctance to Share Confidential Information: Some respondents were hesitant to discuss sensitive information, particularly regarding motivation, training, and the poor working environment they were experiencing, which made it difficult to access certain data.

Busy Respondents: Many respondents were too busy to provide essential information, which led to the need for rescheduling interviews and delayed the data collection process.

Challenges in Organizing Group Discussions: It was challenging to gather respondents for group discussions, which limited the amount of detailed information that could be obtained.

5.1.6 Areas for further study

The researcher suggests that future research should explore additional factors affecting employee performance such as,

Training needs assessment

Training programs design

Development

Deployment to gain knowledge

This is important because the current study focused only on the impact of training on employee performance, without addressing a broader range of factors that are related to employee performance and have significant effects on overall organizational performance.

Additionally, the role of managerial and leadership factors in employee training and performance should be investigated. Understanding how a manager or leader can enhance or diminish the effectiveness of training is crucial, as this ultimately impacts employee performance.

REFERENCES

Amin, Saeed and Lodhi (2023)

Tsaur and Lin 2004) Staff training and development.

Effective training program according to Elnaga and Imra(2013)

Training and development according to Abiodm(1999), Training and development according to Harrison (2000)

Heathfield (2012) providing correct staff training and development at the right time.

Elnaga and Imra (2013) Organizations provide training and development to proper workers.

Businge(2015) The limited financial resources Uganda has.<https://en.wikipedia.org>.

Cole, (1983), Saleem,1999, Becky and Caple 2000 MPS 2010) Performance and training are essential components of every organization.<http://www.scirp.org>

Sales et al 2012) Training and development is necessary for every firm.

Field 2008) lifelong learning, Khan et al, (2016) <https://ojs.suothfloridapublishing.com>.

Jennifer, (2003) who observed that training improves on individuals.

Katamba and Nsubuga, (2014) methods used by researchers.<https://oapub.org>

Lewis and Ritchie, (2003) Sampling Methods, Krejcie and Morgan, (1970) Sample size.

Stuart(2006) Population of the study, Andrew B Kurumba,(2018) Research Design.

Hoobler (2006), Providing proper training.<https://www.researchgate.net>

Stahl (2009), Importance of training, Robbins training equips employees with skills.

Salas, (2012), Training and Development Theory, Nolfi and Parisi

Bintoro and Daryanto,, Kasmir, Furtusan, Performance, Pawirosumarto, Sarjan and Gunawan (2017), Employee Performance.

Bataliene, Ciziuniene, V alciute, Sapalate and Jarasuininene (2017), Positive performance.

Amstrong, Training and Development, asawathampa (2008), Abiodm (1999), Harisson

APPENDICES

Appendix 1: Questionnaire for staff of Uganda National Airlines Company Limited.

Introduction

Dear Respondent,

I am Natasha Tahidi Judith, a student at Uganda Christian University. My research focuses on analyzing how training and development influence employee performance, with a specific case study on Uganda National Airlines Company Limited. Rest assured, any information you provide will be kept confidential and used exclusively for the purposes of this study.

Could you please take a few minutes to respond to the following questions?

Section A; Demographic Features of the respondents

Please SELECT a number that best reflect your responses to the following items:

1. Age

- | | | | |
|------------------|----------------------|-------------------|----------------------|
| a) 21-29 years | <input type="text"/> | b) 41 50 yea | <input type="text"/> |
| c) 31 - 40 years | <input type="text"/> | d) Above 50 years | <input type="text"/> |

2. Gender

- | | | | |
|---------|----------------------|-----------|----------------------|
| a) Male | <input type="text"/> | b) Female | <input type="text"/> |
|---------|----------------------|-----------|----------------------|

3. Education level

- | | | | |
|----------------|----------------------|------------|----------------------|
| a) Certificate | <input type="text"/> | b) Diploma | <input type="text"/> |
| c) Degree | <input type="text"/> | d) Masters | <input type="text"/> |

e) Other (please specify)

4. Your Department within the Airlines

a) HR & Administration ☐ b) Flight operations ☐

c) Finance ☐ d) Engineering ☐

e) Other (please specify)

5. Duration of Employment at the Airlines

a) Under 1 year ☐ b) 1-5 years ☐

c) 6-10 years ☐ d) More than 10 ☐s

Instructions for completing the questionnaire:

Please answer the questions by placing a tick (✓) in the appropriate box and provide explanations where necessary.

For the following sections, please use the Likert scale below to rank your answers by ticking the box that best matches your response.

you answer using the Likert scale below

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

Section B: Understanding Training and Development on Employee performance

	Understanding Training and Development on Employee Performance	5	4	3	2	1
1	Does Uganda Airlines provide adequate training programs for its employees					
2	Have you participated in any training and development programs provided by Uganda Airlines in the last 12 months					
3	Do you feel the training programs provided by Uganda Airlines are relevant to your job role					
4	Have you noticed any improvement in your performance after attending the training programs					
5	Do you feel more confident in your job after receiving training?					
6	Do you think continues training and development are essential for your career growth at Uganda Airlines					
7	Is Training at Uganda Airlines done at all levels from top management to the lower management					
8	HR and supervisors guides more on what to do aiming towards the goals of the Airlines which satisfies your job.					
9	Training in the Airlines is done by highly trained and experienced personnel which enhances productivity at work.					
10	Do you believe that training and development have a positive impact on your job performance at Uganda Airlines					

How else can you interpret the impact of Training and Development on Employee Performance besides the aforementioned points?

.....

.....

Section C: Relationship between Training and Development on Employee Performance

	Relationship among Training and Development on Employee performance.	5	4	3	2	1
1	Has training and development helped you achieve your career goals within Uganda Airlines					
2	Do you believe there is a direct correlation between the training you receive and your performance metrics (for example productivity and quality of work					
3	How does quality training impact task completion rates among airline employees					
4	Does quality training and development lead to increased productivity among employees at Uganda Airlines					
5	Do you feel more confident in your job after receiving training					
6	Do you think your organization invests enough in employee training and development					
7	Have you been promoted or received any career advancement opportunities as a result of training					
8	Do you believe that training and development programs align with the overall goals and strategy of the organization					
9	Do you think Uganda Airlines invests enough in employee training and development					
10	The training methods used by Uganda Airlines (for example workshops, online courses, on-the-job training and off- the job training) are effective in enhancing my skills and knowledge					

In what other ways is Training and Development connected to Employee Performance beyond the points already mentioned?

.....

.....

Section D: Strategies Implemented at Uganda Airlines for improved Training and Development on Employee Performance

	Strategies Implemented at Uganda Airlines for improved Training and Development on Employee Performance.	5	4	3	2	1
1	Uganda Airlines offers a variety of training programs to cater to different employee needs.					
2	The training programs at Uganda Airlines are tailored to address specific job roles and responsibilities.					
3	Uganda Airlines provides opportunities for employees to participate in external training and workshops for skill enhancement.					
4	There are mentorship programs in place at Uganda Airlines to support employee development.					
5	Employees at Uganda Airlines are encouraged to pursue further education or certifications relevant to their job roles.					
6	Regular performance evaluations at Uganda Airlines are used to identify training needs and areas for improvement.					
7	Uganda Airlines offers on-the-job training opportunities to employees for hands-on learning.					
8	There is a clear career development path outlined for employees at Uganda Airlines.					
9	Managers at Uganda Airlines actively support and encourage employee participation in training and development activities.					
10	The training and development budget at Uganda Airlines is adequate to support employee growth and skill development.					

Can you propose additional strategies that Uganda Airlines could use to enhance Training and Development to boost Employee Performance, apart from those already mentioned?

.....

.....

Thank you very much for your assistance.