

MAKERERE UNIVERSITY

**EXAMINING TRAINING PROGRAMS AT THE MINISTRY OF FINANCE,
PLANNING AND ECONOMIC DEVELOPMENT**

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2013/HD10/2789U

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTER OF BUSINESS
ADMINISTRATION OF MAKERERE UNIVERSITY**

PLAN B

DECEMBER, 2016

DECLARATION

I **TUMWEBAZE HERBERT**, declare that this dissertation is truly my own work and where indebted to the work of others due acknowledgement has been made. It is an original piece of work and has never been submitted to any University or Institution for an academic award.

Signed..... Date.....

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APPROVAL

This dissertation has been submitted for examination with our approval as university supervisors.

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DEDICATION

I dedicate this piece of work to the almighty God. Thank you dad and mum for supporting me in all I have gone through. It is because of you that am here today. Thank you for standing with me despite my weaknesses you still love me. God bless you all.

ACKNOWLEDGEMENT

It has been by the grace of God and his mercy that I have been able to complete this study, may his name be glorified. To my dear wife Allen, you a blessing to me. Thank you for the support, patience, and love to me despite all the challenges I have been through, you have been there for me. My beautiful daughters Blessing, Faith and Martha, you have always stood with me and I love you. Thank you my friends Davis Barugahare, Reuben Tumwine and Richard Tweheyo for the support and encouragement even in tough times, you have been there for me.

Special thanks to the people who helped me academically, spiritually, morally and physically to complete this work. I am thankful to my supervisors Dr. Kasekende Francis and Ms. Wanyana Barbara who have always encouraged and guided me through the research process may God bless you abundantly.

ACRONYMS

IFMS	:	Integrated Financial Management System
BMAU	:	Budget Monitoring and Accountability Unit
MoFPED	:	Ministry of Finance, Planning and Economic Development
KCCA	:	Kampala Capital City Authority
SPSS	:	Statistical Programme for Social Scientists
MoLG	:	Ministry of Local Government
OP	:	Office of the President
OPM	:	Office of the Prime Minister

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ABSTRACT

The purpose of this study was to establish the training program approaches, challenges in conducting training programs and strategies to improve training programs at the Ministry of Finance, Planning and Economic Development in Uganda. A sample of 52 Self-administered questionnaires was used to collect data. Data was analysed using SPSS through frequency tabulations, frequency distributions and means to show the average response from the respondents. A cross-section study design employing essential quantitative methods of data collection was adopted for this study.

Findings indicated that each training session involves increased innovation in Strategies and Products. During training they do reward best performed employees and the training department does teach supervisory Functions at the ministry. Goal-based and systems-based approaches are predominantly used in the evaluation of training. Results indicate that the most outstanding challenge is having some training experts do not establish the yardsticks against which their training programmes would be evaluated and regardless of different training programmes that are being prepared and implemented by different Organizations still most of them have experienced failures either at programme designing or at the stage of implementation. The study found that increase of sponsorships, announcement of training vacancies, consultation and advice to individual employees and in meetings, giving permission for training purposes as well as promotion to trained employees are some of the positive strategies used by the Company to encourage employees to undergo training. In conclusion, training and development is extremely important to the growth of the company. They not only increase the employees' abilities and knowledge but also strengthen the relationship that exists between the workforce and the members of leadership within the company.

CHAPTER ONE

1.0 INTRODUCTION

This study was about examining training programs at the Ministry of Finance, Planning and Economic Development (MoFPED). This chapter presents the background to the study, Statement of the problem, Purpose of the study, Objectives of the study, Research Questions, Scope of the study, Conceptual scope, Geographical scope and Significance of the study.

1.1 Background to the study

Triumphant organizations have used training as a tool to equip their employees with necessary skills to conduct business in a way that leads to achievement of organizational goals and objectives (Fraker and Maynard, 2012). According to Heckman and Hotz (2009), selecting the right program to solve a specific business problem or need is critical to achieving an “effective training result.” Programs with limited buy-in, limited participation, or that lack a connection with a business objective are often doomed before they begin. The continued need for individual and organizational training can be traced to numerous demands, including maintaining superiority in the marketplace, enhancing employee skills and knowledge, and increasing productivity. Training is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to new personnel (Burke and Day, 2014). In order to cope with the fast changes in requirement of skill and knowledge, the need for systematic training is now felt in almost all organizations (Brown, 2002). However in some organizations, training has been either neglected or poorly conducted since it has been considered to be an option and sometimes a luxury given the costs involved.

Training is the effort to increase the knowledge, skills and abilities of employees and managers so that they can better do their jobs (Gillespie 2002). It is a process by which someone is taught the skills that are needed for an art, profession, or job (Webster, 2012). An example is the Ministry of Finance, Planning and Economic Development in its efforts to achieve its stated vision. In some instances, the ministry has failed to coordinate and implement its training programmes and this has led to huge sums of money being spent on training activities yet little is seen in productivity as evidence of the trainings conducted. This is seen from the draft report on the effectiveness of Integrated Financial Management System (IFMS) in Uganda (March, 2015) undertaken by Budget Monitoring and Accountability Unit (BMAU) of Ministry of Finance, Planning and Economic Development. The report revealed that although trainings were conducted, some skills gap when assessing the respondents' knowledge of the IFMS' integrity and security was noted. Furthermore several officers were sponsored to attend courses either within the country or abroad where huge sums of money were spent on training programs but without evidence of improvement in their skills and this raised a query in the Auditor General's report that was presented to Parliament for financial year 2013/2014. With the sponsorship of all cadres in different specialties in order to professionalize them, there is consistent lack of proper book keeping and late submission of periodical statements yet over 60% of staff have qualified in their fields like accountants, auditors, procurement officers and stores staff. For the Ministry of Finance, Planning and Economic Development to become successful in its objectives, it is necessary to identify strategies that are aimed at improving training programs.

1.2 Statement of the problem

The Ministry of Finance, Planning and Economic Development Different has established different types of employee development programs for a variety of reasons. Before, during and after measures were used to assess the knowledge, skills, and attitudes and work behaviours of trainees and control group members in order to compare the changes which occurred. This new venture was done in order to align employees with their new and changing jobs, and to ensure that all employees were adding value to the Ministry. They also felt they were not sharing career opportunities with employees and the knowledge and skills to take advantage of those opportunities. However after all the trainings the Ministry continues to lose huge sums of money, experience skills gaps, consistent lack of proper bookkeeping, late submission of periodical statements as seen from the Auditor General's report (MoFPED, 2015). This can be attributed to inappropriate training programs.

1.3 Purpose of the study

The study sought to examine the training program approaches, challenges in conducting training programs and strategies to improve training programs at the Ministry of Finance, Planning and Economic Development in Uganda.

1.4 Objectives of the study

- i. To examine the training program approaches at the Ministry of Finance, Planning and Economic Development.
- ii. To identify the challenges faced by the Ministry of Finance, Planning and Economic Development at the implementation of training programs.

- iii. To establish the suggestions that can be adopted to improve training programs at Ministry of Finance, Planning and Economic Development.

1.5 Research questions

- i. What are the training program approaches at the Ministry of Finance, Planning and Economic Development?
- ii. What are the challenges faced by Ministry of Finance, Planning and Economic Development in conducting Training Programs?
- iii. What are the suggestions that can be adopted to improve training programs at Ministry of Finance, Planning and Economic Development?

1.6 Scope of the study

The scope of the study was looked at in two perspectives of conceptual and geographical as elaborated below:

1.6.1 Conceptual scope

The study was based on training program approaches, challenges faced in conducting training programs and strategies that can be adopted in improving training programs in Ministry of Finance, Planning and Economic Development.

1.6.2 Geographical scope

The study was on focused on the staff of Ministry of Finance, Planning and Economic Development. The Ministry is located on plot 2-12 Apollo Kagwa Road. The Ministry is surrounded by the Audit House, Uganda Bureau of Statistics, Serena Hotel, Twin Towers Office

of the President (OP) and Prime-minister's office (OPM) and Kampala Capital City Authority (KCCA) Head Office.

1.7 Significance of the study

- i. The study will be beneficial to the management in making better policies of improving training programs at Ministry of Finance, Planning and Economic Development.
- ii. The study will be used as a benchmark for further studies and add on existing literature about improving training programs in organizations.
- iii. The study findings will be used by the management of Ministry of Finance, Planning and Economic Development to evaluate the extent to which training programs can be improved.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on the training programs, challenges in conducting training programs and strategies to improve training programs at the Ministry of Finance, Planning and Economic Development in Uganda. The chapter also reviews theoretical literature. A corroboration of different schools of thought is made and a critique of the various studies made. It is from this that key methodological and theoretical gaps are identified.

2.2 Training programs

Training is the process of acquiring specific skills to perform a job better (Jucious, 2013). It helps people to become qualified and proficient in doing some jobs (Dahama, 2009). Usually an organization facilitates the employees' learning through training so that their modified behavior contributes to the attainment of the organization's goals and objectives. Van Dersal (2012) defined training as the process of teaching, informing, or educating people so that (1) they may become as well qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility.

Flippo (2011) differentiated between education and training, locating these at the two ends of a continuum of personnel development ranging from a general education to specific training. While training is concerned with those activities which are designed to improve human performance on the job that employees are at present doing or are being hired to do, education is concerned with increasing general knowledge and understanding of the total environment. Education is the development of the human mind, and it increases the powers of observation, analysis, integration, understanding, decision making, and adjustment to new situations.

Competency Based Training has its major aim the development of a competent workforce. It emphasizes what the individual can do in the workplace after completing a period of training. The training program is directly related to the expectations of the employer. Competency Based Training differs from traditional training in that trainers now think in terms of outputs. These outputs are referred to as outcomes. These are explicit and serve as the foundation on which planning is based. They are guided by workplace standards. Competencies are further broken down into component parts and each of these parts is identifiable (Bowden, 2013).

With training budgets increasing and managers and HR practitioners recognizing that jobs are out and work is in, the subject of what approach to training is best arises again. At the same time, a need emerges to define what competencies or traits a worker must possess to achieve prescribed work outcomes (Wexley and Latham, 2002). Competencies models, detailing not only those traits but also how those traits should be used in a work setting, are now being addressed in various training settings, such as the traditional and systematic Instructional Systems Design model and Duboiss Strategic Systems Model (SSM), which advocate for the wide participation of people in and external to the organization. The authors suggest that training can become competency-based in at least three ways: 1) by reinventing the Instructional Systems Design model (or using the SSM), 2) focusing attention on training to build individual competence relative to a competency model of exemplary performance, or 3) building individual competence in a work-team context. After tackling the advantages and challenges associated with a competency-based approach to training, the authors explain when employee training should become competency-based or be handled traditionally, and how to implement competency-based training (Warr and Bunce, 2005).

2.3 The challenges faced in the implementation of training programs

Various practicing managers face a lot of challenges in their endeavour to implement their training programs which are both content and contextual in nature (Green, 2002).

Most training programs end up not being successful due to the trainer's failure to identify and define training needs (Jacobson, Rubin and Selden, 2002). Some training experts fail to analyse corporate, team, occupational and individual needs before implementing their training programmes. This leads to failure to solve the current problems as well as future demands. It should be noted by training experts that identifying and defining training needs could be the starting point of having an effective training programme.

VanWart (2004), articulated that for any training programme to be successful, the stakeholders responsible should have set clear and achievable training objectives. He further argues that failure to define the objectives of the training programme hinders its success. Defining training objectives involves clearly identifying what the learners must learn from the training and what they must be able to do after the training. However, failure to define what the learners must learn from the training and what they must be able to do after the training by the trainer leads to ineffective training programmes.

Green (2002) identifies failure to decide on the location of the training, whether to be done within or outside the organization and who will train and what facilities are needed, lead to ineffective training programmes in organizations.

Gillespie (2002) acknowledged that some training experts do not establish the yardsticks against which their training programmes would be evaluated. This has been identified as one of the challenges of successful training programmes in organizations. Efforts should be made to design the mechanism to be used to evaluate the achievement of the set objectives of training. Failure to

assess the impact of the training by establishing the extent to which learning objectives have been achieved results into ineffective training programmes in organizations.

It has been concluded by scholars like Spitzer & Conway (2002), McGinnis (2001), and Moy & McDonald (2000) that lack of training materials, tools and resources to do the job, the changing business environment as it is hard to predict the future due to technological changes, unclear performance expectations and poor performance feedback and limited time for training are some of the challenges of training in organizations.

2.4 The suggestions that can be adopted to improve training programs

A first step in meeting this challenge is to address the specific job performance and behaviour requirements needed in today's government agencies and associated entities. This requires stringent assessment of the essential knowledge, skills, and abilities that employees need for desired job performance outcomes. The next step is to define specific learning objectives that enable the acquisition of the competencies needed to achieve desired job performance outcomes and behaviours.

There is need to use training experts to identify and carryout an impact assessment to confirm the problem and identifying the solutions before a training programme is developed (Bassi&McMurrer, 2001). This should be done in order to articulate the relevant issues to be incorporated in the training programme, which consequently generates popular support from the top management and the trainees due to their relevancy to organizational needs. The support gained especially from top management, consequently facilitates easy implementation of the training programme.

Blandy et al., (2001) observed that for training programmes to be successful and achieve their intended objectives, organizations should always first identify and define their training needs. Training needs analysis involves critical identification of corporate, team, occupational and individual needs so as to ascertain the required skills, knowledge and attitudes in order to improve the existing competencies.

Jacobson, Rubin & Selden (2002) suggest that organizations need to define the learning required before conducting training programmes so that the facilitators understand the knowledge and skills that have to be learnt and competences to be developed and even the attitudes needed to be changed in order to counteract the challenges met in the process of conducting training programmes.

VanWart (2004), has suggested that for a training programme to achieve its intended objectives, the concerned stakeholders must prepare and arrange materials and equipment required to conduct the training in a coordinated manner. By doing so, trainers are made aware of the details of the course particularly about the learning objectives of the various lessons entrusted to them. This consequently makes the implementation process of the training programme easy for the stakeholders.

Bjornberg (2002) and Gillespie (2002), agree that facilitators of a training programme are a very important factor in its success. It can therefore be inferred that for the training programme to be implemented and consequently achieve its set objectives, it must be facilitated by the appropriate trainers, who must be well versed with the training content, are aware of the organizational norms and philosophies and are committed to the success of the programme and the entire organization. This will facilitate easy implementation of a training programme in an organization.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the description of methodological approach which was used during data collection and analysis. The following subtopics are covered in this chapter; research design, study population, study area, sampling procedure, data collection, management and analysis and ethical considerations.

3.2 Research design

A cross-section study design employing essential quantitative methods of data collection was adopted for this study due to the fact that these were the appropriate methods and tools to capture the required information including participatory approach in which everyone involved in human resource practices like training was given an opportunity to contribute to the research, either in person or by representation.

3.3 Study population

The study population comprised of 60 staff at the Ministry of Finance; Planning and Economic Development departments at the head office. These service stations combined together with the Head Office had a total of 60 staff from whom the study sample was derived (MoFPED, HR Report 2015).

3.4 Sampling method and size

A sampling size of 52 respondents was selected based on Krejcie and Morgan (1970), who stated that such a population is a representative sample.

3.5 Sampling procedure

Simple random sampling method was used to select the study sample.

3.6 Sources of data

Both primary and secondary data was used in the study.

3.6.1 Primary Data

Primary sources of Data collection were used. A self-designed questionnaire was used to collect primary data from respondents.

3.6.2 Secondary Data

Secondary data was used to extract data from academic reports.

3.7 Data collection instruments

Primary data was collected from respondents using a questionnaire. The questionnaire contained questions that were in line with the study objectives. The questions were answered based on the extent to which they agree or disagree with the statements in the questionnaire. The questionnaire was self-administered for clarity purposes and sought respondents' opinions. The questionnaire was anchored on a 5 Likert point scale.

3.8 Measurement of variables

The performance of training programmes was measured using traditional Training approach, Competency Based Training and a systematic training approach. This is tandem with Husin, Meerah&Yusof, 2010).

3.9 Validity and Reliability of the measurement instrument

- **Validity of the Research Instrument**

Validity of the instrument was obtained by talking to experts both academicians and practitioners in the field of training. These were required to comment on the relevance of the questions/items in the instrument. A Content Validity Index (CVI) was applied to assess the relevance of the questions.

- **Reliability of the Research Instrument**

The reliability of the questionnaires was ensured through pre testing the measurement tool. One person who qualified to be in the sample but was not a participant in the final study was to give an overview about the tool. The resulting data was further assessed for reliability through the Cronbach Coefficient Alpha for the computations so as to check for the internal consistency of the scales (Cronbach, 1950). The acceptable cut off level was 0.7 (Nunnally, 1978).

3.10 Data Processing and Analysis

The data collected was edited for incompleteness and inconsistency. The statistical package for social scientists (SPSS) version 16.0 was used for data entry and analysis.

3.11 Ethical Considerations

The researcher sought an introductory letter from the University which was presented to the management of the organization to seek permission and consent. The data obtained from the respondents was treated purely as academic and confidential for the safety, social and psychological well-being of the respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter comprises of a presentation of results and their interpretation. The presentation in this chapter shows the results as tested according to the objectives of the study. During data collection, out of the 52 questionnaires which were sent out to the field, 48 useable questionnaires were returned giving a response rate of 92%. The chapter begins with the demographic characteristics of the respondents such as Gender, Age of Employee, and Level of Education, Department/Section and Tenure in the Ministry which were all presented using frequency tabulations, later in the chapter, more analytics were used to present the results of the study objectives.

4.2 Sample Characteristics

To present sample characteristics, frequency tabulations and frequency distributions were used to indicate variations of respondents based on Gender, Age of Employee, and Level of Education, Department/Section and Tenure in the Ministry. The sample characteristics were presented basing on the responses from the staff of the ministry of finance, planning and economic development as indicated below;

4.2.1 Respondent Category by Gender

Frequency tabulation was used by the researcher to present the gender distribution categories of the respondents. Table 4.1 below presented the results:

Table 4.1 showing Gender of respondents

	Frequency	Percent
Male	37	77.1
Female	11	22.9
Total	48	100.0

Source: Primary data

The results in table 4.1 above show that 77.1% of the respondents were male and 22.9% were female. From the findings the male respondents were more responsive compared to the female. This implies that the Ministry is a male dominated organization where gender balance is not observed by the employers.

4.2.2 Respondent Category by Age

Frequency tabulation was used by the researcher to present the age distribution categories of the respondents. Table 4.2 below presented the results:

Table 4.2: showing age of respondents

Items	Frequency	Percent
25 years and below	3	6.25
26 and 35 years	24	50.0
36 and 45 years	14	29.2
46 and 55 years	5	10.4
Above 50 years	2	4.2
Total	48	100.0

Source: Primary data

According to the results from table 4.2, the majority of the respondents were in the category of the 26-35 years (50%) whereas, (4.2%) who were the least belonged to the 50 years and above bracket. This implies that most of the respondents had not advanced in age but were rather youths. With majority of staff being youth, this justifies the need for more training programs at the ministry to develop capacity.

4.2.3 Respondent Category by Level of Education

Frequency tabulation was used by the researcher to present the level of education distribution categories of the respondents. Table 4.3 below presented the results:

Table 4.3: Showing level of education of respondents

	Frequency	Percent
Certificate	9	18.75
Diploma	12	25.0
Degree	24	50.0
Master's degree	3	6.25
Total	48	

Source: Primary data

The results from table 4.3 above showed that over 50% of the respondents had attained a degree level of education whereas, 25% were diploma holders. This implies that the majority of the staff employed at the ministry had attained some level of education and or training and hence the need for refresher training tailored towards a specific role or objective at the ministry.

4.2.4 Respondent Category by department/Section worked with

Frequency tabulation was used by the researcher to present the department/Section worked with categories of the respondents. Table 4.4 below presented the results:

Table 4.4 Showing department worked with of respondents

Items	Frequency	Percent
Accounting	3	6.25
Finance	5	10.4
Human resource	14	29.2
Procurement	24	50.0
Transport and logistics	2	4.2
Total	48	100.0

Source: Primary data

The results from table 4.4 above shows that close to 50% of the staff had been employed in the Procurement department (50.0%) while (29.2%) had been employed in the Human resource department. The Finance department employs (10.4%) of the staff members while the accounting and Transport and logistics department employ less than (6%).The results implied that the majority of the respondents had been in the Procurement department hence more training is needed in this department.

4.2.5 Respondent Category by Tenure in the Ministry

Frequency tabulation was used by the researcher to present the Tenure in the Ministry distribution categories of the respondents. Table 4.5 below presented the results

Table 4.5: Showing the tenure in the Ministry of respondents

	Frequency	Percent
Less than 2 years	9	18.75
2-3 years	2	4.1
4-5 years	3	6.25
6-7 years	10	25.0
Over 8 years	24	50.0
Total	48	

Source: Primary data

From the results in table 4.5 above, the majority of the responses (50.0%) had served the ministry for over 8 years while those with 6-7 years were 25.0 and 1 year with (18.75%), 4-5 years were (6.5%) and 2-3 years at (4.1%). From the results it's clear that the respondents who have worked for a period above 8 years were more responsive compared to their counterparts which implies that the information of the study was collected from staff who have worked with the ministry for a long period and hence understand the way training programs are administered.

4.3 Objective one: Training program approaches at the Ministry of Finance, Planning and Economic Development.

The first objective of the study was to examine the training program approaches at the Ministry of Finance, Planning and Economic Development. The item means showed the average response from the respondents for each item in relation to training programs. The items were rated on the 5 point Likert Scale ranging between strongly disagree, disagree, not sure, agree and strongly agree. The findings are shown in table 4.6, 4.7 and 4.8 below:

4.3.1 Training program approaches

Table 4.6 Showing Examination of Training program Approaches

ITEM	Min	Max	Mean	Std. Dev
Our training programs are tailored towards our business objectives.	1	5	4.37	.883
During training we do Reward best Performance employees	1	5	3.89	.894
All employees are randomly chosen for each training program	1	5	2.05	.655
We do teach technical functions in our organizations	1	5	3.87	.811
We do teach supervisory Functions in our organization	1	5	3.89	.689
Employees receive regular feedback regarding their performance after each training session	1	5	1.95	.655
We do outline behavioural expectations and consequences in every training session	1	5	2.26	.828
Our training sessions do ensure that they do reduce skill gaps	1	5	3.76	.590
After training we have increased Employee Motivation, Satisfaction, and morale	1	5	2.97	.592
At each training session we do realize increased efficiency	1	5	2.37	.970
Supervisors give constructive feedback regularly to all employees after training	1	5	2.71	.328
Each training session involves increased innovation in Strategies and Products	1	5	4.18	.883
Total Mean			3.58	1.03

According to the results in table 4.6 there was agreement that the ministry's training programs are tailored towards their business objectives (Mean=4.37), each training session involves increased innovation in Strategies and Products (Mean=4.18), they agreed about teaching supervisory Functions in the organization and during training they do Reward best Performance employees (Mean=3.89). They agreed that they do teach technical functions in their organizations (Mean=3.87) and their training sessions do ensure that they do reduce skill gaps (Mean=3.76). They disagreed about having all employees being randomly chosen for each training program however having uncertainty about increased Employee Motivation, Satisfaction, and morale (Mean=2.97), supervisors have failed to give constructive feedback regularly to all employees after training (Mean=2.71). The total mean results of 3.58 reveal that there is inadequate training programs in the ministry.

4.4 Objective Two: Challenges faced by the Ministry of Finance, Planning and Economic Development in the implementation of training programs

The second objective for the study was to identify the challenges faced by the Ministry of Finance, Planning and Economic Development in the implementation of training programs. The item means showed the average response from the respondents for each item in relation to training programs. The items were rated on the 5 point Likert Scale ranging between strongly disagree, disagree, not sure, agree and strongly agree. The findings are shown in table 4.7 below:

Table 4.7 Challenges faced by the Ministry in the training programs

ITEM	Min	Max	Mean	Std. Dev
Our trainers have failed to identify and define training needs	1	5	4.21	.474
Some training experts fail to analyse corporate, team, occupational and individual needs before implementing their training programmes	1	5	3.84	.437
failure to define the objectives of the training programme hinders its success	1	5	3.84	.437
Failure to define what the learners must learn from the training leads to ineffective training programmes.	1	5	3.97	.367
Failure to decide on the location of the training leads to ineffective training programmes in organizations.	1	5	3.97	.492
Some training experts do not establish the yardsticks against which their training programmes would be evaluated	1	5	5.00	.514
Lack of training materials, tools and resources to do the job is one of the challenges	1	5	3.97	.434
The changing business environment as it is hard to predict the future due to technological changes	1	5	3.97	.492
Unclear performance expectations and poor performance feedback	1	5	3.95	.462

is one of the challenges				
Limited time for training is one of the challenges of training in this organization	1	5	3.95	.399
Total Mean			4.00	0.85

Source: Primary data

Among the challenges facing the ministry of finance, planning and economic development in its training programs revealed the following; trainers have failed to identify and define training needs (Mean=4.21), some training experts fail to analyse corporate, team, occupational and individual needs before implementing their training programmes (Mean=3.84), furthermore the failure to define the objectives of the training programme hinders its success (Mean=3.84),they too agreed that failure to define what the learners must learn from the training leads to ineffective training programmes (Mean=3.97),some training experts at the Ministry do not establish the yardsticks against which their training programmes would be evaluated (Mean=5.00) and Lack of training materials, tools and resources to do the job is one of the challenges (Mean=3.97).

The results further revealed that many of the employees do agree that the changing business environment makes it hard to predict the future due to technological changes (Mean=3.97), unclear performance expectations and poor performance feedback is one of the challenges (Mean=3.95) and lastly Limited time for training is one of the challenges of training in this organization (Mean=3.95).From the global mean results of 4.00, the results confirm that the ministry of finance, planning and economic development is faced with challenges in managing its training programs and it is a major concern.

4.5 Objective Three: Suggestions that can be adopted to improve training programs in Ministry of Finance, Planning and Economic Development.

The third objective for the study was to propose the possible suggestions that can be adopted to improve training programs in Ministry of Finance, Planning and Economic Development. The item means showed the average response from the respondents for each item in relation to training programs. The items were rated on the 5 point Likert Scale ranging between strongly disagree, disagree, not sure, agree and strongly agree. The findings are shown in table 4.8 below

Table 4.8 Suggestions that can be adopted to improve training programs

Suggestions	Min	Max	Mean	Std. Dvn
We need to address the specific job performance and behavior requirements needed in today's government agencies and associated entities	2	5	4.33	0.56
We need stringent assessment of the essential knowledge, skills, and abilities that employees need for desired job performance outcomes	2	5	3.75	0.49
There is need to use training experts to identify and carryout an impact assessment to confirm the problem and identifying the solutions before a training program	2	5	4.36	0.58
Top management consequently needs facilitate easy implementation of the training program.	2	5	4.72	0.52
Our organization should always first identify and define its training needs.	2	5	4.05	0.60
Training needs analysis should involve critical identification of corporate, team, occupational and individual needs.	2	5	4.58	0.56
The organization needs to define the learning required before conducting training programs	2	5	4.66	0.61
Attitudes need to be changed in order to counteract the challenges met in the process of conducting training programs.	2	5	4.00	0.33
Stakeholders must prepare and arrange materials and	2	5	4.02	0.66

equipment required to conduct the training in a coordinated manner.				
Trainers should be made aware of the details of the course particularly about the learning objectives of the various lessons entrusted to them.	2	5	4.25	0.56
Appropriate trainers must be well versed with the training content	2	5	4.01	0.39
Total mean			4.25	

Source: Primary data

Results in table 4.8 indicate that they need to address the specific job performance and behaviour requirements needed in today's government agencies and associated entities (Mean=4.33), they also need stringent assessment of the essential knowledge, skills, and abilities that employees need for desired job performance outcomes (Mean=3.75), There is need to use training experts to identify and carryout an impact assessment to confirm the problem and identifying the solutions before a training program (Mean=4.36), they further agreed that Top management consequently needs facilitate easy implementation of the training program (Mean=4.72) and the organization should always first identify and define its training needs (Mean=4.05). They also agreed that Training needs analysis should involve critical identification of corporate, team, occupational and individual needs (Mean=4.58), the organization needs to define the learning required before conducting training programs (Mean=4.66), they agreed that Attitudes need to be changed in order to counteract the challenges met in the process of conducting training programs (Mean=4.00), Trainers should be made aware of the details of the course particularly about the learning objectives of the various lessons entrusted to them (Mean=4.255) and a global mean of (4.25) clearly indicates the above mentioned suggestions can be adopted to improve training programs.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This research study was aimed at establishing the training programs, challenges in conducting training programs and strategies to improve training programs at the Ministry of Finance, Planning and Economic Development in Uganda. In this chapter, the discussion of the findings in chapter four is presented in relation to the research questions/objectives of the study. The chapter is divided into three sections; the first section discusses the relationships between research objectives and answers the research questions, the second section presents the recommendations and lastly, the third section presents the conclusion and areas for further research.

5.2 Discussion of findings

The ensuing discussion is based on the literature available from various scholars in the area of training programs.

5.2.1 The training program approaches in the Ministry of Finance, Planning and Economic Development.

There was a significant positive perception of the staff in regard to the training program efficiency. The majority of the items, the respondents said that their training programs are tailored towards their business objectives. The findings show that each training session involves increased innovation in Strategies and Products. During training they do Reward best Performing

employees and the training department does teach supervisory Functions at the ministry. According to Kluve and Schmidt (2012), when organizations like these want employees who are engaged with their missions, values and visions, aligned with their strategic plans, and who have the skills needed to drive performance, they turn to various consultants to initiate their training programs.

As organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance. According to a recent industry report by the American Society for Training and Development (ASTD), U.S. organizations alone spend more than \$126 billion annually on employee training and development (Paradise 2007). “Training” refers to a systematic approach to learning and development to improve individual, team, and organizational effectiveness (Goldstein & Ford 2002).

Frölich and Lechner (2006), there is documented evidence that training activities have a positive impact on the performance of individuals and teams. Training activities can also be beneficial regarding other outcomes at both the individual and team level (e.g., attitudes, motivation, and empowerment).

Training effects on performance may be subtle (though measurable). In a qualitative study involving mechanics in Northern India, Barber (2004) found that on-the-job training led to greater innovation and tacit skills. Tacit skills are behaviors acquired through informal learning that are useful for effective performance. Regarding innovation, trained mechanics learned to build two Jeep bodies using only a homemade hammer, chisel, and oxyacetylene welder. Regarding tacit skills, Barber noted that the job of a mechanic requires “feel” to be successful.

Specifically, trained mechanics developed an intuitive feel when removing dents—a complex process particularly when the fender is badly crumpled.

5.2.2 The challenges faced by the Ministry of Finance, Planning and Economic

Development in the implementation of training programs.

Regardless of different training programmes that are being prepared and implemented by different Organizations still most of them have experienced failures either at program designing or at the stage of implementation. There were significant positive perceptions of staff in regard to the challenges faced by the Ministry of Finance, Planning and Economic Development in the implementation of training programs.

Some literature show that the failure was due to lack of clear training program that lead to random implementation ; while other literatures indicate lack of training needs assessment and shortage of training budgets. The study indicated some training experts at the Ministry do not establish the yardsticks against which their training programs would be evaluated and Lack of training materials, tools and resources to do the job is one of the challenges. The results further revealed that many of the employees do agree that the changing business environment is hard to predict the future due to technological changes and unclear performance expectations and poor performance feedback is one of the challenges.

According to Boone and van Ours (2004), selection procedures are not fair enough because some employees are sponsored quite often while others remain on the waiting list for a long time. It was equally said that time allocated to attend classes for in-service training was not encouraging. Sometimes there were many responsibilities to shoulder while attending classes thus lowering

attentiveness due to fatigue. There was need therefore to follow training needs analysis procedure.

The study also revealed that sociological factors such as; old age and low education background, and marital status, are among the factors that bar employees from attending training hence failure of training programs. This suggested that there was a need for the company to develop and inculcate learning organization culture to its employees so as to have a well trained work force. A learning organization was one that sought to create its own future; that assumed learning was an ongoing and creative process for its members; and one that developed, adapted, and transformed itself in response to the needs and aspirations of people, both inside and outside itself; Navran Associates Newsletter (2013).

5.2.3 The strategies that can be adopted to improve training programs in Ministry of Finance, Planning and Economic Development

Regardless of different training programmes that are being prepared and implemented by different Organizations still most of them have experienced failures either at programme designing or at the stage of implementation. The study findings intended to provide recommendations to the Management following the revelations of respondents on what is taking place and what should be done in order to encourage employees to undergo training and having a well trained workforce in the Organisation.

The study found that increase of sponsorships, announcement of training vacancies, consultation and advice to individual employees and in meetings, giving permission for training purposes as well as promotion to trained employees are some of the positive strategies used by the organization to encourage employees to undergo training.

Johansson (2001), asserts that organizations are required to have equal opportunity plans provisions for training and education programs designed to provide opportunities for employees to advance and perform at their highest potential this will influence the direction of training. Non equal opportunity for training may create classes and high rate of staff turnover at the working place. This has a negative impact in the overall company objectives. Many people select a job or employer because of the opportunity to learn (Lechner and Wunsch, 2006).

5.3 Conclusion

The main reason of this study was to find out the factors affecting the effective implementation of training programs at the Ministry of Finance, Planning and Economic Development in Uganda. After identifying these factors, the ministry ought to try to address and correct them, and find ways of implementing training at the ministry. In this world of science and technology, business competition, the organization needs to invest more in computer knowledge, good customer care and building competence in skills and knowledge. The organization has to mold itself to a learning organization. In this, the organization needs to discover how to tap people's commitment and capacity to learn at all levels through proper selection of trainees and programs to attend, regular and constructive feedback to both trainees and management and sourcing of training funds to implement training programs.

5.4 Recommendations

The following recommendations are being made with the aim of helping to improve training programs at the Ministry of Finance, Planning and Economic Development in Uganda.

- i. The management should ensure a well-planned and implementable training program is in place and the training is done and implemented effectively. Not only that, but management should make sure that training programs are exposed to all employees.
- ii. The Ministry should make training a stand-alone function, separate from human resource. Training can be substantial investment, but it is an investment in your company, your people and the future. Apart from its annual training budget the ministry needs to request national and international sponsors to contribute training funds so as to raise sufficient funds to train all prospective staff per year.
- iii. The Management especially Human Resource Department should have a program to sensitize employees need to have self-initiative towards developing their careers. They need to apply self-sponsorship for the betterment of their future, know where to find and have the human resource Training and Development guidelines and programs for the organization in every annual budget, to know their training rights and have to claim for it, if not given while they are budgeted for and cultivate a learning culture.
- iv. The organization needs to have a clear policy for selecting staff for training known to all employees and make them part and parcel of the program. In so doing the employees will understand the importance of developing, their skills and knowledge in order to cope with the

environment and not just think of financial benefits. Management must consider all employees to have equal chances and rights for training.

5.5 Limitations of the Study

- i. Respondents were not willing to give confidential information, which was sufficient to the researcher. However, the researcher convinced them that the research was intended to help them solve their problems.
- ii. There was too much pressure as a result of limited time for the researcher. However, the researcher devoted most of the time on the research.
- iii. Financial constraint since research required money for printing and transport. However, the researcher minimized the costs as lowest as possible.
- iv. Some respondents failed to comprehend some of the questions in the questionnaire. However the researcher used an assistant who helped respondents to interpret for them some questions.

5.6 Areas for further research

The researcher recommends the following areas for future researchers since the study was constrained by time factor and scope. This eventually limited the researcher from carrying out an in depth study on emerging issues that came up during literature review. The areas include;

- i. An assessment on Social factors affecting implementation of training programmes in Organizations. This study should focus on why factors such as age, marital status or education background limit employees from attaining career development.
- ii. Assessment on methods used to train staff of different categories. The study should once again, focus on how different training methods can be used to effectively impart knowledge to employees of different educational background and job disciplines.

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Appendix 1. Questionnaire

EXAMINING TRAINING PROGRAMMES AT THE MINISTRY OF FINANCE, PLANNING AND ECONOMIC DEVELOPMENT

Please kindly spare some of your valuable time and respond to the following. The questionnaire items are about a study on “examining training programmes in the ministry of finance, planning and economic development. The researcher has selected you to participate in this study because you interface with staff. Results of this study will be treated as confidential and only used for research purposes. Your participation is voluntary and your name may not be required.

SECTION A: BACKGROUND INFORMATION

1. Gender

Male	Female
1	2

2. Age of Employee

25 years and below	26-35years	36-45 years	46-55years	Above 56 years

3. Level of Education

Diploma	Degree	Post Graduate Degree	Masters	Professional course
1	2	3	4	5

4. Department/Section

Accounting	Finance	Human resource	Procurement	Transport and logistics
1	2	3	4	5

5. Tenure in the Ministry

Less than 2 years	2-3 years	4-5 years	6-7 years	Over 8 years
1	2	3	4	5

SECTION B

In this section, please respond by ticking the appropriate response

THE TRAINING PROGRAMS

		Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree
TP1	Training in our organization is tied to business objectives.	1	2	3	4	5
TP 2	Our management understands the long-term benefits of employee training.	1	2	3	4	5
TP 3	Training is viewed as an integral part of our business.	1	2	3	4	5
TP 4	Our top performers stay with our organization and rarely leave to pursue other opportunities.	1	2	3	4	5
TP 5	Our organizations projects are usually completed on time and within the budget.	1	2	3	4	5

TP 6	Employees know what is expected of them and receive regular feedback regarding their performance.	1	2	3	4	5
TP 7	Our organization works well together. There is little conflict between departments.	1	2	3	4	5
TP 8	Our meetings are run efficiently and waste little time.	1	2	3	4	5
TP 9	Our supervisors and managers follow a standard hiring procedure. They know what questions they legally can and cannot ask.	1	2	3	4	5
TP 10	Turnover at our organization is lower than the average for our area and industry.	1	2	3	4	5
TP 11	Supervisors and managers know how to give constructive feedback and do it regularly with their staff.	1	2	3	4	5
TP 12	Our hiring decisions are usually good and new employees successful at their jobs.	1	2	3	4	5

SECTION C

THE CHALLENGES FACED IN THE IMPLEMENTATION OF TRAINING PROGRAMS

Please circle the number that most closely matches your opinion

		Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree
CH1	Our trainers have failed to identify and define training needs	1	2	3	4	5
CH2	Some training experts fail to analyze corporate, team, occupational and individual needs before implementing their training programs.	1	2	3	4	5
CH3	failure to define the objectives of the training program hinders its success	1	2	3	4	5
CH4	Failure to define what the learners must learn from the training leads to ineffective training programs.	1	2	3	4	5
CH5	Failure to decide on the location of the training leads to ineffective training programs in organizations.	1	2	3	4	5
CH6	Some training experts do not establish the yardsticks against which their training programs would be evaluated.	1	2	3	4	5
CH7	Lack of training materials, tools and resources to do the job is one of the challenges	1	2	3	4	5
CH8	The changing business environment as it is hard to predict the future due to technological changes	1	2	3	4	5

CH9	unclear performance expectations and poor performance feedback is one of the challenges	1	2	3	4	5
CH10	Limited time for training is one of the challenges of training in this organization	1	2	3	4	5

SECTION D

THE SUGGESTIONS TO IMPROVE TRAINING PROGRAMS

Below are statements that describe how you may think about yourself right now. Use the following scale to indicate your level of agreement or disagreement with each statement.

		Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree
STR1	We need to address the specific job performance and behavior requirements needed in today's government agencies and associated entities	1	2	3	4	5
STR2	We need stringent assessment of the essential knowledge, skills, and abilities that employees need for desired job performance outcomes	1	2	3	4	5
STR3	There is need to use training experts to identify and carryout an impact assessment to confirm the problem and identifying the solutions before a training program.	1	2	3	4	5
STR4	Top management consequently needs facilitate easy implementation of the training program.	1	2	3	4	5

STR5	Our organization should always first identify and define its training needs.	1	2	3	4	5
STR6	Training needs analysis should involve critical identification of corporate, team, occupational and individual needs.	1	2	3	4	5
STR7	The organization needs to define the learning required before conducting training programs	1	2	3	4	5
STR8	Attitudes need to be changed in order to counteract the challenges met in the process of conducting training programs.	1	2	3	4	5
STR9	Stakeholders must prepare and arrange materials and equipment required to conduct the training in a coordinated manner.	1	2	3	4	5
STR10	Trainers should be made aware of the details of the course particularly about the learning objectives of the various lessons entrusted to them.	1	2	3	4	5
STR11	Appropriate trainers must be well versed with the training content	1	2	3	4	5
STR12	Appropriate trainers should be aware of the organizational norms and philosophies and committed to the success of the program.	1	2	3	4	5
STR13	There is need for easy implementation of a training program in an organization.	1	2	3	4	5

THANK YOU