MAKERERE UNIVERSITY

MAKERERE UNIVERSITY BUSINESS SCHOOL

WORKER RELATIONS, EMPLOYEE TRAINING AND WELL-BEING OF EMPLOYEES OF FURNITURE MANUFACTURING FIRMS IN KAMPALA DISTRICT

BY

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DECLARATION

I, **Tumusiime Geraldine** hereby declare that this research dissertation is my original work and it has never been submitted to this or any other institution of higher learning for any award.

Signed...~Tumusiime Geraldine~......Date...07/04/2022.................................
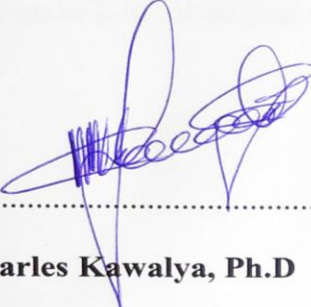
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APPROVAL

This is to certify that this dissertation has been submitted with our approval as university research supervisors.

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DEDICATION

TO

Maureen Mutatiina, Primrose Kobusingye and Linda Merrian Alinda.

To my dear sisters, I would like to thank you for the immense support and care during my study period. I heavily relied on you as I tried to balance work and studies. I am forever grateful.

May the good Lord bless you all the days of your lives.

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I would like to thank God Almighty

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ABSTRACT

The purpose of the study was to examine the relationship between worker relations, employee training and well-being of employees. The research problem was that many firms have continued to record very low levels of engagement, lack of trust and negative emotions over the years which have affected the level of well-being of employees. This is despite the fact that firms in Uganda have put a lot of effort in training and creating relations to their employees, through organizing seminars and some have gone as far as increasing employee salaries. The objectives of the study were to examine the relationship between worker relations and well-being of employees of furniture manufacturing firms in Kampala District, to examine the relationship between worker relations and employee training of furniture manufacturing firms in Kampala District and to establish the relationship between employee training and well-being of employees in furniture manufacturing firms in Kampala District.

The study used cross sectional and descriptive research designs. Out of 40 Furniture Manufacturing Firms in Kampala District, a sample of 36 firms was selected and 6 staff from each firm identified as respondents. A proportionate simple random sampling method and purposive sampling was used in the study. A questionnaire was used to collect data. The results indicate that both worker relations and well-being of employees are related in a significant way. More to that, worker relations and employee training are related in a significant way and results also found that both employee training and well-being of employees are related in a significant way.

On that basis the study recommended that furniture manufacturing firm managers need to review the relationships among the individuals as well as those between individuals and their supervisors, there is need for having conflict resolution mechanisms in place to settle worker disputes, and that firms need to boost their employee training efforts.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Global perspectives have increasingly recognized that the well-being of employees has the potential to improve an organization, as well as to bring it down. Healthy employee relations are important for individual well-being and are likely to contribute towards positive work outcomes (Biggs, Swailes & Baker, 2016; Cheng, Jepsen & Wang, 2020), because human resources are the most valuable assets of any organization, since with the machines, materials and even the money, nothing gets done without man-power (Adamu, 2018).

HR managers have developed increasing interest in well-being against the backdrop of the general decline in nature of workplace, ill health resulting from physical, psychosocial and personal factors. Employee well-being is about how the job –duties, expectations, stress level, and environment – affects the employee's overall health and happiness (Krekel, Ward & DeNeve, 2019). Tehrani et al. (2007) as well as Ponting (2020) points out that the well-being of employees in the organization is steadily rising up the business agenda as more employers recognize the benefits and contribution that can be made by introducing workplace health and wellness policies.

The history of well-being in the workplace starts with the Italian physician Bernardini Ramazzini (1633-1714) who is believed to be one of the first to write about the effects of work exposure on workers (occupational diseases) and was interested in the possibilities of taking preventative measures (Gainer, 2008) to help improve well-being of employees (Rucker, 2016). Recently, workplace well-being programs have seemingly taken off. These programs have moved from providing health information, counseling, and fitness delivery to using monetary rewards to

incentivize employees to stay well (Wieczner, 2013). With this increase in exposure, there has been an increase in attention paid by big businesses to the efficacy and cost-effectiveness of well-being programs, yet very little research exists for small and mid-sized businesses (Rucker, 2016).

In today's competitive organizations, many employees affirm that supervisors affect the well-being of employees (Van de Voorde *et al*., 2011). The ability of superiors to influence the behavior of subordinates helps in taking a particular course of action (Bernard, 2015). However, what has not been clear is the extent to which the relations with the supervisor affect the well-being of employees especially in connection with training (Kooij *et al*., 2010). Worker relations entail the interpersonal relationships between supervisors and subordinates (London, 2013). On the other hand, training refers to the degree of training received by employees to develop their skills from the organization (Delery & Doty 2016). Employee training is very essential in facilitating, not only the level of well-being but also the development of personnel in any organization (Clavelle, 2012; Cheng et al., 2020).

The issue of well-being of employees at work in manufacturing firms has increasingly attracted attention, as employment will continue to change (Department for Work and Pensions, 2015) as pointed out in the theory of hedonic well-being which is further elaborated below in section 1.7. Manufacturing firms in Uganda play a critical role in economic growth and development. They provide a significant source of supply of goods and services to other sectors of the economy, and these sales to other industries are not captured in measures of manufacturing sector GDP but are counted in the broader measure of its gross output (Background to the Budget, 2018). Consider the case below:

Transformation at Malaysia Furnishing Centre

Malaysia Furnishing Centre, established in January 2002, specializes in manufacture, stocking and supplying office and household furniture in Uganda. Malaysia Furnishing Centre offers a wide selection of office products and office furnishings made locally and from leading manufacturers in Asia. The company had a workforce of 60 in 2015 which soon fell to 38 in January 2016. An inquiry by the HR department found evidence that staff were not happy with their jobs and they felt that their well-being needed to be looked at or else many of them were on the verge of leaving, despite annual salary increments offered to them. Further probing showed there was a big rift between staff and their supervisors, most of whom were expatriate employees. It was also found that staff were only trained once on the job, at the time of induction and orientation.

To address these problems, the company launched a 'New Outlook 2016' strategy which was double pronged: to improve rapport among the staff at all levels and to boost training opportunities for all. Supervisors were encouraged to be more engaging with their staff and to solicit feedback on their styles, even if it was negative feedback. They were also facilitated to go on retreats and working picnics with their subordinates. More to that, the employee training program was launched in May 2016, and each staff member had to undergo training at least twice a year, with several on-the-job and off-the-job training options availed to them both at work and offsite. Staff were given more autonomy, recognition and the chance to hone their knowledge and skills.

These changes led to significant improvement in the well-being of employees. Negative feelings of despondency, sadness and moodiness were replaced by joy, hope and optimism. This also had an effect on the staff turnover level which significantly reduced and by January 2017 the staff numbers had increased to 65.

Therefore, managers in manufacturing firms might be able address the negative well-being of employees as evidenced by inadequate autonomy, lack of job security, limited recognition and lack of skill development through improving relations with supervisors as well as training of employees. If the management of the manufacturing firms does not look into the above issue, the rate of well-being of employees may continue getting affected hence the need to carry out a research study on the relationship between worker relations, employee training and well-being of employees of furniture manufacturing firms in Kampala district.

1.2 Statement of the problem

Worker relations in business organizations help employees in taking a particular course of action by influencing people towards achieving well-being of employees (Bernard, 2015). Managers use effective training and worker relations with a view of influencing the behavior and actions of subordinates towards achieving the organization's goals (Kooij *et al*, 2010). A survey by the Federation of Uganda Employers (FUE) found that many furniture manufacturing firms have continued to record very low levels of engagement (65%), lack of trust (66%) and negative emotions (74%) over the years which have affected the level of well-being of employees (FUE, 2019). This is despite the fact that firms in Uganda have put a lot of effort in training and creating relations to their employees, through organizing seminars and some have gone as far as increasing employee salaries. The relationship between worker relations, training and well-being therefore is unclear. It seems that if the manufacturing firms don't look into the above issues the level of well-being of employees may continue declining hence the need to carry out a research study on the relationship between worker relations and well-being of employees particularly of furniture manufacturing firms in Kampala District.

1.3 Purpose of the study

The purpose of the study was to examine the relationship between worker relations, employee training and well-being of employees.

1.4 Objectives of the study

The study was guided by the following research objectives:

i. To examine the relationship between worker relations and well-being of employees of furniture manufacturing firms in Kampala District.

ii. To examine the relationship between employee training and well-being of employees of furniture manufacturing firms in Kampala District.

iii. To establish the effect of worker relations and employee training on the well-being of employees of furniture manufacturing firms in Kampala District.

1.5 Research Questions

i. What is the relationship between worker relations and well-being of employees of furniture manufacturing firms in Kampala District?

ii. What is the relationship between employee training and well-being of employees of furniture manufacturing firms in Kampala District?

iii. What is the effect of worker relations and employee training on the well-being of employees of furniture manufacturing firms in Kampala District?

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was carried out in manufacturing firms head offices operating in Kampala. The reason for choosing Kampala business area is because it has a lot of manufacturing firms and it is geographically easier to reach all of them in the population. These firms are easily accessible to

the researcher and can easily give the information as pertains the well-being of employees at work. No study has specifically been done in furniture manufacturing firms in Uganda which further raised the urgency of this study.

1.6.2 Content Scope

The study focused on worker relations as an independent variable, employee training as mediating variable and well-being of employees as dependent variable. Worker relations focused on supervisor and individual relations. Employee training was measured by on-the-job training and off the job training and Well-being of employees focused on personal engagement, life satisfaction, positive emotions and negative emotions.

1.7 Theoretical Framework

The study was guided by the theory of hedonic well-being. Much as the research on well-being focused on the hedonic aspect of experiencing a pleasant life. "Subjective well-being" (SWB) is a well-established and frequently studied construct in this tradition. SWB is widely agreed to contain three aspects (Diener, 1984): the frequent experience of positive affect, the infrequent experience of negative affect, and positive cognitive evaluations of life satisfaction. Affective well-being is often measured with Bradburn's (1969) Affect Balance Scale. Diener et al. (2010) have recently developed the 12-item Scale of Positive and Negative Experiences (SPANE). This scale uses both broad affect (e.g., good, unpleasant) and specific emotion (afraid, joyful) terms, rated and frequency of occurrence over the preceding four weeks. The instrument is designed to be scored for positive affect and negative affect, and if desired, for affect balance by subtracting the negative affect score from the positive affect score. There has been a considerable debate as to whether or not positive and negative affect are opposite ends of the same bipolar continuum, or are separable unipolar dimensions that are less than perfectly correlated. The latter opinion holds the upper hand

at present (Schimmack, 2007). Positive and negative affect add uniquely to the prediction of some outcomes, and their ratio or relatively frequency has important implications (Diener, Sandvik & Pavot, 1991; Fredrickson, Losada, 2005). The other component of subjective well- being is the judgement of life satisfaction. This is sometimes measured by a single item or alternatively by the 5-item Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985).

1.8 Significance of the study

The study is important as it may help manufacturing firms to understand the importance of employee training, worker relations and well-being of employees in their organizations. It will therefore guide on how to improve well-being by introducing training programs for employees as well as promoting good working relations among them.

The study may also add to the scholarly material on worker relations, employee training and well-being of employees since these fields have been regarded immature in the field of academics. This will benefit future researchers who will need such findings to address their inquiries or to further validate them in different contexts.

1.9 Conceptual framework

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┌─────────────────────────┐
│ Worker Relations        │
│                         │────────────┐
│   • Supervisor          │            │
│   • Individual          │            │        ┌──────────────────────────┐
└─────────────────────────┘            │        │ Well-being of Employees  │
                                       ├───────▶│                          │
┌─────────────────────────┐            │        │   • Personal Engagement  │
│ Employee Training        │           │        │   • Life satisfaction    │
│   • On the job training  │───────────┘        │   • Positive emotions    │
│   • Off the job training │                    │   • Negative emotions    │
└─────────────────────────┘                    └──────────────────────────┘
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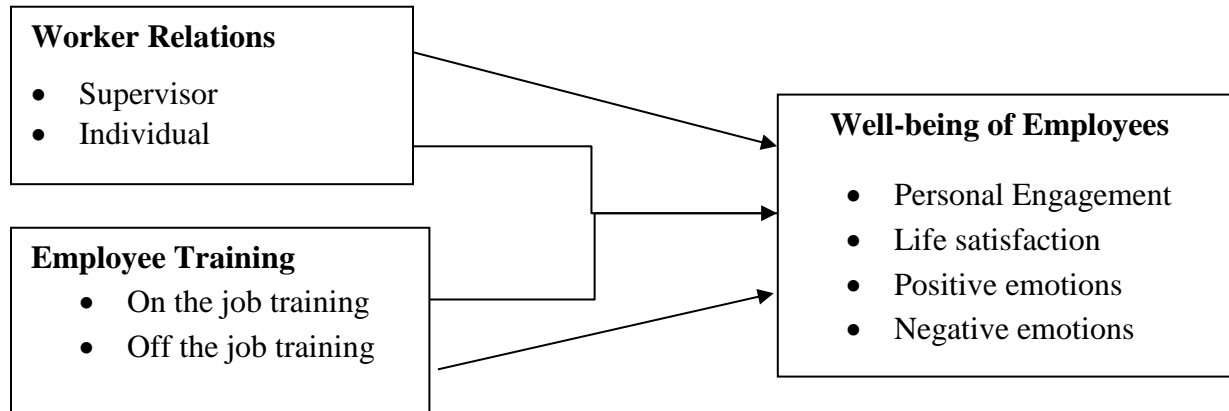
The model above shows that worker relations influence well-being of employees**.** It also shows that employee training influences well-being of employees. Worker relations and employee training together have strengthened influence on well-being of employees.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter looks at the opinions of various scholars on the variables and the interrelationships among them. It also expounds on a theoretical framework that will act as a guide to the current study. The study further provides literature showing the relationships between the variables.

2.1 Worker Relations

Worker relations lie at the heart of work psychology given the presumed links between healthy worker relations and positive work outcomes. Some of the most critical relationships that an individual can have are with their work colleagues (Struthers, Dupuis & Eaton, 2005) and worker relations can be described as the interactions between individuals and their co-workers, their supervisors and their organization (Biggs et al., 2016, Kettenbohrer, Beimborn & Eckhardt, 2016).

As explained by Tan and Chou (2018) support from a supervisor includes the useful evaluation of one's performance, career mentoring, the development of one's career network and job direction. According to Bigliardi et al. (2015) and Lee (2014) the provision of such support should facilitate positive attitudes towards the organization in general, as supervisors act as agents of the organization. At the point where the relationship between workers is characterized by obligations, trust, long term orientation and socio emotional resources, the employees perceive their supervisors support as a social exchange construct (Dysvik & Kuvaas 2012; Eisenberger, 2012).

Aspects of worker relations are usually studied individually. Cross (1973) was arguably the first to create a set of measures that could be used as a Workers' Opinion Survey. They measured a

number of different aspects of work which in-turn related to job satisfaction including co-workers, the attitudes of employees towards their workmates; immediate superior, the superior-subordinate relationship and the firm as a whole (Cross, 1973, pp.193-194). Cross's measures benefit from being short and easily combined with other measures (Soutar & Weaver, 1982). Ahmad, Bibi and Majid (2016) also highlight that if individuals receive adequate support, they will demonstrate positive behavior toward their organization in return.

Supervisors play a crucial role in that they can influence their subordinates on whether to participate in training programs (MacDonald, 2015). The quality and tenor of the relationship between a supervisor and employee depends on several factors. Factors include the relationship that may have existed before the supervisor was promoted; the company size and structure; the physical location of supervisors and employees; and even quality of the employee's work. Supervisors' emotional support has been found to be the most effective source of support at work (Berkovich & Eyal, 2018).

Individual relations are also important because building a good relationship with an employee is the best way to close the employee's productivity gap. Good individual relations help build the foundation for a healthy work environment (Abugre, 2017; Olderback & Wilhem, 2017).

2.1.2 Employee Training

According to Schuler and MacMillan (2014) employee training is a human resource management practice that helps organizations to gain a competitive edge. Generally, it helps to increase the employees' levels of commitment and loyalty, causing them to stay for longer with the organization, hence it decreases turnover and enhances retention (Samuel & Chipunza, 2009). Employee training is very essential in facilitating not only the level of well-being but also the

development of personnel in any organization. Therefore, training can be put in a contact relevant to school administrators. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires acquiring in order to be able to function effectively and perform efficiently.

To achieve the real purpose of the training process and to make it systematic, it is very important that company leaders must integrate with functional departmental heads and Human Resources personnel for planning (Bartlett, 2011). While delivering an employee training and development program it must be kept in mind that its success mainly depends upon its proper execution and development of methods to identify training needs that must align with organizational goals (Meyer & Herscovitch, 2001). If training is conducted specially to achieve specific corporate goals, then any financial considerations resulting from the training act as an investment in the prolonged existence of any business. Employee training involves off- the-job and on-the- job training.

According to Noe (2015) on-the-job training refers to new or inexperienced employees learning through observing peers or managers performing the job and trying to imitate their behavior. He further posits that on-the-job training can be useful for training newly hired employees, upgrading experienced employees' skills when technology is introduced, cross-training employees within a department or work unit, and orienting transferred or promoted employees to their new jobs. According to Bocodol (2014) when on the job training was introduced its aim was to change the knowledge, attitude, skills and behavior patterns of the workers in relation to the performance of a given task or organizational goals.

Off-the-job training are methods require trainees to leave their workplace and concentrate their entire time towards the training objectives (Adam & Kamuzora, 2008). These days, off-the-job training methods have become popular due to limitations of the on-the-job training methods such as facilities and environment, lack of group discussion and full participation among the trainees from different disciplines (Aswathappa, 2015). Determining who will practice as the trainer and what methods will be used are difficult decisions. Off-the-job training is the act of training employees while away from work premises. A study by Guni (2015) shows that, off-the-job training is important in improving the well-being of employees.

2.1.3 Well-being of employees

Well-being of employees is a key issue that companies are striving to address to ensure that their employees remain happy and motivated at work. After all, a happy workforce is a productive workforce. Feeling good and functioning well at work are therefore key components of person's overall well-being. Experiencing a high level of well-being is associated with a range of positive organizational attitudes. These include superior work performance (Lyubomirsky, 2005; Ponting, 2020), low turnover intentions, low actual turnover (Boehm & Lyubomirsky, 2008), greater effort and thought put into work, less absenteeism and fewer work-related injuries (Keyes & Grzywacz, 2005). Given that work affects well-being, and that well-being is important for organizational success, it is in an organization's best interests to support and promote well-being at work (Dewe & Cooper, 2012; Hone et al., 2015). Despite the many positive organizational attitudes associated with well-being of employees, organizations have traditionally focused on reducing employee stress rather than increasing well-being of employees (Hone et al., 2015).

Well-being is important to people both in general and in the workplace, and has implications for mental and physical health (Diener, 2000; Lyubomirsky, King, & Diener, 2005; Crane, 2017). Rath and Harter (2010) identify five domains comprising overall well-being, and conclude that career well-being is probably the most important of the five for most people. Organizational scholars have long been interested in job satisfaction and related positive attitudes and experiences involving work, jobs, and employers. This interest has intensified following the rise of positive psychology (Seligman & Csikszentmihalyi, 2000), which directs attention toward flourishing and vibrant mental health rather than merely the absence of stress, mental illness, and suffering. Organizational scholars have followed this lead with streams of research called positive organizational scholarship (Cameron, Dutton, & Quinn, 2003; Cameron & Spreitzer, 2011) and positive organizational behavior (Luthans, 2002; Nelson & Cooper, 2007), as well as a great deal of research on engagement and on positive moods and emotions at work. Our understanding of the antecedents and consequences of happiness and well-being in the workplace is growing rapidly (Fisher, 2010; Walia, 2018).

Andrew (1974) states life satisfaction symbolizing an overarching criterion or ultimate outcome of human experience. Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. It is one of three major indicators of well-being: life satisfaction, positive affect, and negative affect (Diener, 1984). Life satisfaction is characterized, in agreement with the cognitive theory, as "individual's cognitive judgment about comparisons based on the compatibility of their own living conditions with the standards" (Diener, Emmons, Larsen, & Griffen, 1985). Life satisfaction is believed to have antecedents in the work domain, family domain, and personality traits Ruut Veenhoven (1993) has best summarized Life Satisfaction; "Life satisfaction is the degree to which a person positively

evaluates the overall quality of his/her life as-a-whole." Crane (2017) also included the following under life satisfaction: desire to change one's life; satisfaction with past; satisfaction with future; and significant other's views of one's life." life-satisfaction is one of the pointers of 'apparent' quality of life along with other indicators of mental and physical health. It is referred as an assessment of the overall conditions of existence as derived from a comparison of one's aspiration to one's actual achievement (Cribb, 2000). Job satisfaction might be considered the workplace analog of life satisfaction an important component of subjective well-being, but this is by no means the whole story (Walia, 2018).

Personal engagement is a unique and important motivational concept: the harnessing of an employee's full self in terms of physical, cognitive, and emotional energies to work role performances (Bourne, Pavlov, Franco-Santos, Lucianetti, & Mura, 2013; Deloitte, 2016; Robyn & Du Preez, 2013; Rupp et al., 2018). In engagement, organization members harness their full selves in active, complete work role performances by driving personal energy into physical, cognitive, and emotional labors. Engaged individuals are described as being psychologically present, fully there, attentive, feeling, connected, integrated, and focused in their role performances. They are open to themselves and others, connected to work and others, and bring their complete selves to perform (Kahn, 1992). Kahn noted that engagement is observed through the behavioral investment of personal physical, cognitive, and emotional energy into work roles (Kahn, 1992). People get engaged when there exists similarity, or congruence, in tasks assigned to them and others.

Positive emotions are characterized by individuals' short-lived inner states of joy, interests, pride and contentment (Fredrickson, 2001). Walia (2018) argues that displays of positive emotion in group situations constitute an essential ingredient necessary for establishment of group cohesion.

According to Frederickson (2001) various discrete positive emotions (e.g., joy, contentment, and interest) broaden one's thought–action repertoire, expanding the range of cognitions and behaviors that come to mind. These broadened positive mindsets, in turn, build an individual's physical, intellectual, and social resources.

Emotions that are perceived as" negative" are inherent in the human experience (Luria, Zoran & Forlizzi, 2019). Negative emotion or affect is the experience of feeling negative emotions such as anger, frustration, guilt, nervousness and fear. Negative emotions can be difficult, even painful at times. These emotions make one dislike themselves and others, and reduce confidence and self-esteem, and general life satisfaction (Arimitsu & Hofmann, 2017). While we can use the label negative, with what we know about emotions, it's important to acknowledge that all emotions are completely normal to experience. They are a part of our ingrained DNA (van Tilburg, & Igou, 2017; Cheng et al., 2020).

2.2 The relationship between worker relations and well-being of employees

Senior managers exert a strong influence on all aspects of organizational functioning and gaining the support of top management sends out a message that management understands the importance of employee health and is prepared to devote considerable time and resources to identify and address priority issues (Bacon, Blyton, & Dastmalchian, 2015). Employees are unlikely to become involved in, or support, organizational health-related initiatives if they feel managers are only superficially interested in the program and are not genuine in their attempts to enhance employee health (Maharee-Lawler, Noblet & Rodwell, 2010). Supervision is an extremely vital part of a workplace that intends to maximize its success potential. It naturally follows, then, that poor supervisor relation in a workplace is among the primary obstacles to achieving potential successes

by a business. After all, employees, no matter their task, must have the proper instruction and training to ensure that they are doing their jobs correctly, and with minimal risk of error or injury (Leiter, 2011; Walia, 2018).

Well-being of employees is essential in ensuring that a company's workforce is motivated, productive and committed to their jobs. Traditionally, managers monitor their employees' wellbeing through quarterly or annual performance reviews. These sessions allow managers and employees to discuss the employee's strengths and weaknesses exemplified over the course of the review period. However, other activities are required to monitor well-being because supervision improves employee performance (Hinkin, 2010). In most organizations, supervisors and managers ensure that they have a continuous follow up of the subordinates to make them perform better in form of daily tasks reviews and well-being (Harris, 2017).

According to Roberson, (2018), when a company has poor supervision, there is not enough responsibility for taking action for the prevention of problems, mistakes, accidents, and injuries. Poor supervision removes a very important part of the employee support process, eliminating the opportunity for reference, learning, and safety. After the initial training has been completed, supervision remains necessary for continuing skill and knowledge development among employees (Dibben & James, 2017). When the organization has good and regular supervisor relationships with subordinates, it increases well-being of employees. Regular supervision acts as continuous monitoring. At this time, supervisors should compare employees' wellbeing against the standards and expectations. Supervision sessions also allow employees to express concerns and ask questions as things come up, rather than having to wait all year to touch base at their annual review (Marchington & Wilkinson, 2015). By being available to connect with employees,

managers monitor wellbeing on a more consistent basis. In turn, they detect concerns and resolve issues more promptly (Zivnuska, & Shaw, 2017).

2.3 The relationship between worker relations and employee training

The supervisor's role in training programs is often viewed as a critical organizational climate dimension where it may influence the effectiveness of training programs in an organization (Noe, 1986, 2018; Blanchard & Thackers, 2017). Many scholars like Facteau et al. (2015), Chiaburu and Tekleab (2015), and Ismail et al. (2018) view that supervisor's role in training programs has two salient features: support and communication. Support is often related to a supervisor who provides encouragement and opportunities to improve employee well-being in organizations (MacNeil, 2014; Noe, 2015). In a training context, supervisors often encourage and motivate trainees to attend training programs, help employees before, during and after training programs in terms of time, budgetary support and resources. Supervisors also play important roles in getting employees to be actively involved in decision-making and guide trainees in applying the new competencies to accomplish organizational goals (Elangovan & Karakowsky, 1999; Tai, 2016).

Furthermore, communication is often seen as supervisors' express ideas or feelings while giving people information, as well as encourage exchanging and sharing ideas and up to date information between a person or a group of people through symbols, actions, written or spoken words (Lumsden & Lumsden, 2013; Harris et al., 2010). In a training program, supervisors openly deliver information about the procedures, content, tasks and objectives of the training program, conducting discussions about tasks that should be learned, giving detailed explanations about the benefits of attending training programs and providing feedback (Sisson & Jackman, 2019).

Interestingly, a careful investigation of such relationships reveals that the effect of a supervisor's role in training programs on employees' wellbeing is indirectly influenced by employee motivation to learn (Cohen & Levinthal, 2015; Farr & Middlebrooks, 1990). Although the nature of this relationship is interesting, little is known about the mediating role of the motivation to learn in training management literature (Chiaburu & Takleab, 2015; Tai, 2016). Hence, it motivates the researchers to measure the effect of supervisor role in training programs and the motivation to learn on employee training.

Interestingly, extant research in this area highlights that the ability of supervisors to provide sufficient support and use of good communication styles in training programs may lead to better wellbeing (Axtell, 1997; Ismail et al., 2018; Nijman, 2004; Tai, 2016; Kettenbohrer et al., 2016). Within a training program perspective, the ability of supervisors to provide sufficient support (e.g., encouragement and guidance) and use communication openness in training management (e.g. feedback and discussion) will invoke their employees' motivation to perform a better job in organizations (Martocchio & Webster, 1992; Blanchard & Thacker, 2000). Although the nature of this relationship is interesting, little is known about the predicting variable of supervisor's role in training management models (Chiaburu & Takleab, 2015). After attending such training programs, managers and supervisors are required to conduct formal and/or informal in-house training programs which may involve coaching, mentoring, seminar and/or workshop for their own staff (Ismail et al., 2018; Tai, 2006). This approach is often practiced to create a positive learning culture, knowledge sharing and enhance competencies among staff.

Supervisors are considered as the first level of management who are given major duties and responsibilities to lead work groups in organizations (Elangovan & Karakowsky, 1999; Goldstein & Ford, 2012; Noe 2008). As an experienced leader, problem solver and role model at the group

level, supervisors often work together with their employers to design, implement and monitor the organizational policies, procedures and plans, including training programs (Comstock, 1994; Robbins & DeCenzo, 2004; Ellinger *et al.*, 2005).

A training program is a strategic function of human capital management, where it focuses on developing overall employee competencies to overcome their daily work problems. This may lead to supporting the development and growth of an organization in the future (DeSimone, Warner & Harris, 2002; MacNeil, 2004). In the traditional management perspective, supervisors are given the important responsibility by an employer to identify the daily, routine and short-term employee deficiencies, as well as report such deficiencies to the top management. Top management will then identify the training requirements or training needs to overcome such employee deficiencies (Pfeffer, 1998; Rodrígues & Gregory, 2005).

Many organizations now have shifted their paradigms from traditional job-based training to organizational business strategies and cultures (MacNeil, 2004; Ellinger *et al.*, 2005). Under this approach, supervisors are empowered by an employer to effectively design and administer training programs to develop useful competencies for future organizational development and change (Elangovan & Karakowsky, 1999). During the designing stage of training programs, supervisors often work together in tandem with the management team and other employees in establishing objectives, selecting suitable trainers, developing effective lesson plans, selecting program methods and techniques, preparing course materials, scheduling the program, as well as conducting training needs analyses (Goleman, 2010; Nijman, 2014). In the administration of training programs, supervisors usually refer to the management team and experienced employees to ensure that the implementation of training activities will achieve the set objectives (Yamnill & McLean, 2011; DeSimone *et al.*, 2012). For example, the role of supervisors in administering training

programs does not only provide financial and physical facility support, but they also have the capabilities to establish realistic and achievable learning expectations, encourage positive reinforcements, create a positive impetus for the training program, make employees feel comfortable to attend training, and improve and develop employees' competencies (Brinkerhoff & Montesino, 1995; Goleman, 2010).

2.4 The relationship between employee training and well-being of employees

Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006). To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also affect the well-being of employees (Meyer & Allen, 2011). In order to prepare their workers to do their job as desired, organizations provides training as to optimize their employee's potential. Most of the firms, by applying long term planning, invest in building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the well-being of employees through superior level of motivation and commitment. When employees recognize their organization's interest in them through offering training programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on job (Nijman, 2014).

Employees are often responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events (Ismail, Chandra Segaran; Cheekiong, & Ong, 2007). Without proper training, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Employees who undergo proper training tend to keep their jobs longer than those who

do not (Abang, Chandra Segaran, 2008; Noe & Kodwani, 2018). Training is a necessity in the workplace. Without it, employees don't have a firm grasp on their responsibilities or duties. Employee training provides workers with information, new skills, or professional development opportunities. According to Farooq & Aslam (2011), managers are trying their level best to develop the employee's capabilities, ultimately creating good working environment within the organization. For the sake of capacity building managers are involved in developing the effective training programs for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals. This struggle by the top management not only improves the well-being of employees but also creates a positive image of the firm worldwide, (Jia-Fang, 2010; Crane, 2017).

Effective training programs help employees to get acquaintance with the desired new technological advancement, also gaining full command on the competencies and skills required to perform at s particular job and to void on the job errors and mistakes (Robert, 2006; Noe & Kodwani, 2018).

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices and well-being of employees (Purcell et al., 2003). According to Guest (1997) mentioned in his study that training and development programs, as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher well-being of employees on job (Farooq & Aslam, 2011). Training is the only way of identifying the deprived needs of employees and then building the required competence level so that they can perform well to achieve organizational goals (Hanaysha & Tahrir, 2016). As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater well-being of employees, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs

as a solution to covering well-being issues such as filling the gap between the standard and the actual wellbeing is an effective way of improving well-being of employees (Swart et al., 2005; Walia, 2018).

He further elaborates the concept by stating that training facilitates the organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes need to be molded according to the firm's needs (Sohail & Delin, 2013). There might be various reasons for poor well-being of the employees such as workers may not feel motivated anymore to use their competencies, or may not be confident enough in their capabilities, or they may be facing work-life conflict (Singh and Dixit, 2011). All the above aspects must be considered by the firm while selecting the most appropriate training intervention that helps organization to solve all problems and enhance well-being of employees' level to participate and meet firm expectations by showing the desired wellbeing. As mentioned by Swart et al. (2005) this well-being of employees occurs only because of a good quality training program that leads to employee motivation and their needs fulfillment.

According to Noe and Kodwani (2018), employee competencies change through effective training programs. It not only improves the overall well-being of the employees to effectively perform the current job but also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational well-being. Through training, employee competencies are developed to enable them to implement the job-related work efficiently, and achieve firm objectives in a competitive manner (Bigliardi et al., 2005; Lee, 2004). However, well-being of employees is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above-mentioned problems exist in the firm, well-being

of employees decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles.

To make training effective and to ensure positive effect of training on well-being of employees, these elements should be taken into consideration (Wright & Gero, 2001). Besides, Eisenbergeret al. (1986) stated that workers feel more committed to the firm, when they feel organizational commitment towards them and thus show better wellbeing. Bartel (1994), reports that there is a positive correlation between effective training programs and well-being of employees, however to make it possible (Swart et al., 2005), it is the responsibility of the managers to identify the factors that hinder training program effectiveness and should take necessary measures to neutralize their effect on employee well-being. In addition, Meng (2019) supports the view that a level of employee commitment is achieved if training achieves learning outcomes and improves the wellbeing, both on individual and organizational level.

2.5 Conclusion

The review of literature shows that whereas worker relations, employee training and employee well-being are separate concepts, they are interlinked. However, within the context of the current study problem, it is not clear which or if any of the independent variables (employee training and worker relations) affect employee well-being. The extent of the relationship is also unclear hence needs to be ascertained. This is the reason why the study needs to be undertaken.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter presents methods that were used to collect data. These include study population, sample size, sampling techniques, data collection instruments, validity and reliability of the instrument and data analysis.

3.2   Research Design

The study used cross sectional and descriptive research designs. A cross-sectional study is a type of research design in which you collect data from many different individuals at a single point in time. In cross-sectional research, you observe variables without influencing them (Amin, 2005).

This was used because it is not costly to perform and does not require a lot of time, captures a specific point in time, contains multiple variables at the time of the data snapshot and the data can be used for various types of research. While the descriptive design was used to describe the characteristics of the respondents and variables in relation to the current phenomena using quantitative data. Descriptive research design is effective in analyzing non-quantified topics and issues, there is possibility to observe the phenomenon in a completely natural and unchanged natural environment and opportunity to integrate the qualitative and quantitative methods of data collection.

3.3   Study Population

The study population consisted of the Forty (40) Furniture Manufacturing Firms based in Kampala District according to records available from the Uganda Registration Services Bureau (URSB) in

2020 (URSB, 2020). The unit of analysis was the company and the units of inquiry included the employees of Furniture Manufacturing Firms in Kampala district. This took into account five respondents.

3.4   Sample size and Sampling Procedure

Out of 40 Furniture Manufacturing Firms in Kampala District, a sample of 36 Firms was determined according to sample size determination table by (Krejce & Morgan, 1970). This table helps to determine the sample size (n) from a given population (N) at a 95% confidence level and 5% margin of error.

The proportionate simple random sampling method and purposive sampling was used in the study. The proportions were determined using proportionate simple random sampling method. Simple random sampling was used in order to avoid biases which helped to give an equal chance to all samples to be selected. A manager, supervisor and four (4) permanent staff were the units of inquiry and the manufacturing firm was used as unit of analysis. The number of was six (6) who were used as respondents that are 36x6 =216. This means that each manufacturing firm had six respondents. According to Crossman (2017) purposive sampling is a non-probability sampling where the sample selected depends on the objective of the study and characteristics of the population. Purposive sampling technique is also referred to as judgmental, selective, or subjective sampling. Permani (2014) state that purposive sampling allows a specific number of respondents with the knowledge and expertise in the area of study. The sampling technique allows the

researcher to select subjects who in his opinion are likely give information important to the research problem.

Table 1: Showing Population, Sample and Sampling Technique

Category of the population	Population	Sample	Sampling technique
Managers	40	30	Purposive sampling techniques
Supervisor	40	30	Purposive sampling techniques
Permanent Employees	160	156	Simple Random Sampling techniques
Total	240	216	

3.5   Data Sources

The study relied on primary data which was first hand and directly obtained from the respondents using the tools and methods in the subsequent sections.

3.6   Data Collections Methods

3.6.1   Questionnaires

Questionnaires were administered purposively to randomly sampled respondents. Garlton (1870) developed questionnaires. Kothari (2010) asserts that questionnaires are free from bias because of objectivity which makes data reliable and valid.

3.7 Data Validity and Reliability

3.7.1 Validity Tests

To ensure data quality, the study adopted a Content Validity Index (CVI), (Polit & Beck, 2004) defines CVI 'as the degree to which an instrument has an appropriate sample of items for the construct being measured''. Shi, Mo, and Sun (2006) recommend 'that a scale with excellent content validity should be composed of CVIs of'' 0.70 or 'higher''.

3.7.2 Reliability Tests

Reliability determines the degree to which an assessment tool produces stable and consistent results. A measure is said to be highly reliable if it produces similar results under consistent conditions. Sekaran, 2003, asserts that the reliability of a measure indicates the extent to which it is without bias and hence ensures consistency measurement across time and the various items in the instrument. Cronbach's Alpha coefficient was used to show how reliable the data is using Software Package for Social Sciences (SPSS).

Table 2: Validity and reliability statistics for the study variables

Variable	No of Items	Content Validity Index (CVI)	Cronbach's Alpha Coefficient (CAC)
Worker relations	16	0.78	.880
Employee Training	24	0.94	.907
Employee Well-being	24	0.87	.924

Source: Primary data

3.8   Data presentation and Data Analysis

Quantitative raw data was checked for anomalies prior to performing analysis, re-performing important calculations such as verifying columns of data that are formula driven to confirm main totals are the sum of subtotals and checking relationships between numbers that should be related in a predictable way such as ratios over time (Mugenda, 1999) Postulate converting data to numerical codes for simplicity analysis. Quantitative data was coded, edited and tabulated for easy interpretation and this was analyzed using the SPSS package.

Data was analyzed using descriptive" analytics "such as frequencies inferential analysis of statistics were generated to examine the relationships using Pearson Correlation Model while

Regression analysis was used to determine the strength of variable relationships of the independent and dependent variables.

3.9 Measurement of Variables

The measurement of ordinal variables was scaled on a 5 point Likert scale questionnaires with a five score response continuum of Strongly Agree (5), Agree (4), Not Sure (3), Disagree(2) and Strongly Disagree(1). In the study carried out by Nebo et al., (2015), the following were sighted as key components of worker relations which included supervisor and individual relations. Based on the study carried out by the Santos-Vijande, & Álvarez-González, (2007) Carrillo, et al (2012) who said that the measurement for employee training includes on the job and off the job training. Recent European research by Huppert and So (2013) suggests a four-dimensional model of well-being/flourishing. The dimensions are life satisfaction, personal engagement, positive emotion, and negative emotion.

3.10   Ethical Considerations

An ethical consideration is an accumulation of values and principles that address questions of what is good or bad in human affairs (Pettigrew, 2009). A high level of confidentiality was relied on while handling any information that was availed and solely used for only and only research study purposes. The researcher conducted the study absolutely voluntarily and any other opinions and authorities in the compilation of the research report were respected and acknowledged. The researcher ensured anonymity and confidentiality during the data collection process and during the writing of the report.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

4.0   Introduction

This chapter contains the presentation, interpretation and analysis of the findings. It includes frequency distribution statistics, correlation and regression results. The inferential results are tested and presented as per the objectives of the study which were:

i.   To examine the relationship between worker relations and well-being of employees of furniture manufacturing firms in Kampala District.

ii. To examine the relationship between employee training and well-being of employees of furniture manufacturing firms in Kampala District.

iii. To establish the effect of worker relations and employee training on well-being of employees in furniture manufacturing firms in Kampala District.

4.1   Response Rate

The response rate is the percentage of those who responded to the study. The researcher targeted a total of 216 respondents in 36 firms but got information from 192 respondents only in 32 firms, which gives a response rate of 88.9%. The data was aggregated to the unit of analysis for purposes of correlation and regression analysis.

According to Mugenda and Mugenda (2003), if the response rate is 50% or less, it shows that the data is inadequate for analysis, but if the response rate is 60%, it indicates that the data is good for analysis and if it is 70% and above, then the data is considered as very good for analysis. Basing

on the above response rate, the data was very good for analysis hence the researcher proceeded to

analyze the findings.

4.2 Background Characteristics

4.2.1 Background Information on the firms

The study sought background information on the organisations. Results are in Table 3 below:

Table 3: Characteristics of the Firms (N=32)

		Freq	%
How long has the firm been in existence?	less than 1 year	6	18.8
	3-6 years	10	31.3
	7-10 years	11	34.4
	Above 10 years	5	15.6
Turnover of the firm	less than 50 million	11	34.4
	50-100 million	13	40.6
	More than 100 million	8	25.0

Source: primary data

The results in table 3 show that the biggest category (34.4%) of the firms have been in operation

in Uganda for 7-10 years. Others have been operating for varying time periods. This implies that

we have a significant number of furniture manufacturing firms that are familiar with the situation

on the ground hence this lends reliability to the findings in that data was obtained from firms that

have been in Uganda long enough to provide dependable information on the well-being of their

employees.

Results further show that the biggest category of 40.6 percent has a turnover of 50-100 million

while 34.4 percent have a turnover of less than 50 million and 25 percent have a turnover of more

than 100 million. This shows that the firms have different turnovers hence implying that they could

also have varying workforces which they need to take care of.

4.2.2 Background Information on the Respondents

The study sought background information on the respondents. Results are in Table 4 below:

Table 4:Characteristics of the Respondents (N=192)

		Freq	**%**
Gender	Male	106	55.2
	Female	86	44.8
Age	18-29	12	6.3
	30-39	107	55.7
	40-49	36	18.8
	50-59	30	15.6
	60 and above	7	3.6
Marital Status	Single	82	42.7
	Married	110	57.3
	Certificate	3	1.6
	Diploma	19	9.9
Education Level	Bachelor's degree	105	54.7
	Postgraduate diploma	27	14.1
	Masters degree	38	19.8

Source: primary data

The results in Table 4 show that the majority, 55.2 percent (106) of the respondents are male while 44.8 percent (86) are female. This implies that the manufacturing firms which are the subject of this study mostly employ male staff, and they were therefore the majority of participants in this study.

Results in table 4 further reveal that the biggest category, 55.7 percent (107) of the respondents are aged 30-39 years followed by 18.8 percent (36) who are aged 40-49 years. This implies that most of the manufacturing firms employ people below 50 years although the other age brackets are represented in the workforce.

Regarding marital status, results show that the majority (57.3%) are married while the minority are single. This implies that most of the employees are indeed married and therefore have commitments at home besides those at work.

The study also inquired on the education background of the respondents. Results indicate that the majority of 54.7 percent (105) of them have a Bachelor's degree while 19.8 percent (38) have a master's degree. This implies that most of the staff working in these manufacturing firms have a Bachelor's degree. Furthermore, it can be safely implied that they were sufficiently educated to understand the nature of this study hence provide dependable and reliable information to aid the findings on employee wellbeing.

4.3   Correlation Analysis

Pursuant to the objectives laid out in the first chapter, the study set out to ascertain the relationships between the variables under study. In order to achieve this, Pearson (r) correlation coefficient was computed given the interval nature of the data and the need to test the direction and strength of this relationship. A Pearson correlation is a number between -1 and 1 that indicates the extent to which two variables are linearly related. It can be used in a causal as well as a associative research hypothesis (Amin, 2005). Table 5 below presents the correlation analysis results:

Table 5: Correlation Results

Variable	1	2	3
1. Worker Relations	1		
2. Employee Training	$.818^{**}$	1	
3. Wellbeing	$.792^{**}$	$.824^{**}$	1

**. Correlation is significant at the 0.01 level (2-tailed).

4.3.1 The relationship between worker relations and well-being of employees

The first objective of the study was to examine the relationship between worker relations and well-being of employees. The results in Table 5 indicate that both worker relations and well-being of employees are related (r = .792*, p<.01) in a significant way.

This means that if workers relations are good then employee well-being can be expected to take the same direction.

4.3.2 The relationship between worker relations and employee training

The second objective of the study was to examine the relationship between worker relations and employee training. The results in Table 5 indicate that worker relations and employee training are related (r = .818*, p<.01) in a significant way.

This means that if workers relations are good then employee training is well managed in these furniture manufacturing firms.

4.3.3 The relationship between employee training and well-being of employees

The third objective of the study was to examine the relationship between employee training and well-being of employees. The results in Table 5 indicate that both employee training and well-being of employees are related (r = .824*, p<.01) in a significant way.

This means that if employees are trained then their wellbeing is better assured in these manufacturing firms.

4.4   Regression Analysis

In order to ascertain the predictive power and combined effect of the independent variables (worker relations and employee training) on the dependent variable (employee wellbeing), a multiple regression was run using SPSS version 21. The results are shown in Table 6.

Table 6: Regression Results (N=192)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.129	.182		.708	.480
	Worker Relations	.416	.074	.389	5.625	.000
	Employee Training	.590	.083	.493	7.138	.000

R=0.841, R Square=0.708, Adjusted R Square=0.705, Std. Error of the Estimate=0.39170

a. Dependent Variable: Wellbeing

Source: primary data

The results in Table 6 show that worker relations and employee training predict employee wellbeing in the furniture manufacturing firms by 70.5 percent (Adjusted R Square = 0.454). This implies that the remaining 29.5 percent is explained by factors other than the two cited variables.

More to that, the results show that both worker relations (β=.389, p<.01) and employee (β=.493, p<.01) are significant predictors of employee wellbeing.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0   Introduction

This chapter comprises the discussion of the findings, conclusion and recommendations. Once results have been presented and interpretation, there is a need to discuss it in relation to the literature, thereafter make conclusions and recommendations.

5.1   Discussion of the Findings

This section is useful to understand whether the current finding of the study related to the arguments and findings of the earlier authors in literature. It helps to indicate whether the gaps in literature have been filled by the current study.

5.1.1 The relationship between worker relations and well-being of employees

The first objective of the study was to examine the relationship between worker relations and well-being of employees. The results indicate that both worker relations and well-being of employees are related in a significant way. This means that if workers relations are good then employee wellbeing can be expected to take the same direction.

By implication therefore, when there are good relationships between supervisors and individuals at the workplace, we can also expect that there will be higher levels of personal engagement, greater life satisfaction, improved positive emotions and reduced negative emotions. The opposite is also true. Even the findings from the regression analysis show us that worker relations are a significant predictor of wellbeing of employees.

The findings are in line with the scholarly views of Bacon et al (2015), Leiter (2011), Walia (2018), Harris (2017), Roberson (2018), Dibben and James (2017) as well as Marchington and Wilkinson (2015). The general position of these scholars is that employees are unlikely to become involved in, or support, organizational health-related initiatives if they feel managers are only superficially interested in the program and are not genuine in their attempts to enhance employee health.

The results agree with the position that supervision is an extremely vital part of a workplace that intends to maximize its success potential. It naturally follows, then, that poor supervisor relation in a workplace is among the primary obstacles to achieving potential successes by a business. After all, employees, no matter their task, must have the proper instruction and training to ensure that they are doing their jobs correctly, and with minimal risk of error or injury. Hence well-being of employees is essential in ensuring that a company's workforce is motivated, productive and committed to their jobs.

5.1.2 The relationship between worker relations and employee training

The second objective of the study was to examine the relationship between worker relations and employee training. The results indicate that worker relations and employee training are related in a significant way. This means that if workers relations are good then employee training is well managed in these furniture manufacturing firms.

In other words, when there are good worker relationships between supervisors and individuals at the workplace, we can also expect that there will be better on the job training and off the job training. The opposite is also true. This is because training is a collaborative effort where relations among and between individual workers and their managers are important determinant of whether the training will be beneficial or not.

The findings are in line with the positions of Noe (2018) as ewll as Facteau et al. (2015), Chiaburu and Tekleab (2015), and Ismail et al. (2018) view that supervisor's role in training programs has two salient features: support and communication. This is also supported by MacNeil (2015), Sisson and Jackman (2019). The general premise is that the ability of supervisors to provide sufficient support and use of good communication styles in training programs may lead to better wellbeing (Axtell, 1997; Ismail et al., 2018; Nijman, 2004; Tai, 2016; Kettenbohrer et al., 2016).

5.1.3 The relationship between employee training and well-being of employees

The third objective of the study was to examine the relationship between employee training and well-being of employees. The results indicate that both employee training and well-being of employees are related in a significant way. This means that if employees are trained then their wellbeing is better assured in these manufacturing firms.

In other words, with appropriate training on the job and off the job at these organisations, we can also expect that there will be higher levels of personal engagement, greater life satisfaction, improved positive emotions and reduced negative emotions. The opposite is also true. The regression results also show that employee training is a significant predictor or influencer of wellbeing of employees.

These findings are in line with the scholarly views put forward by McKinsey et al (2006), Meyer and Allen (2011), Nijman (2014), Ismail et al (2007), Abang and Segaran (2008), as well as Noe and Kodwani (2018) who point out that to develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also affect the well-being of employees. This is also supported by Robert (2006) as well as Hanaysha and Tahrir (2016) who were of the view that effective training programs help employees to get acquaintance with

the desired new technological advancement, also gaining full command on the competencies and skills required to perform at s particular job and to void on the job errors and mistakes. Meng (2019) supports the view that a level of employee commitment is achieved if training achieves learning outcomes and improves the well-being, both on individual and organizational level. This is not surprising because workers feel more committed to the firm, when they feel organizational commitment towards them and thus show better wellbeing. Employee training is one of the ways to demonstrate organisational commitment to workers and thus boost wellbeing of these staff.

5.2 Conclusions

The study sought to find out the relationship between worker relations and well-being of employees. Findings show a strong link between the two and when these findings are contextualised, it is conclusive to say that the low levels of wellbeing among employees in manufacturing firms can be attributed to lack of Good relations between workers is one of the reasons for poor wellbeing of employees among the staff in the furniture manufacturing firms which are the basis of this study.

We can also conclude, on the basis of the second objective which examined the relationship between worker relations and employee training that worker relations are not only crucial for wellbeing of employees, but also for the employee training programs in the furniture manufacturing firms which were targeted this study.

Another reason why there is lack of wellbeing among employees in the furniture manufacturing firms is that the employee training is not undertaken as expected hence the staff feel like there is little or no support from the organisation towards them hence their well-being is negatively affected.

5.3   Recommendations

Furniture Manufacturing firm managers need to review the relationships among the individuals as well as those between individuals and their supervisors with a view to realigning them for better so that the well-being of employees is taken care of. This review should be spearheaded by the Human resource departments and should be done on a regular (at least biannual) basis.

Improvement of worker relations is also important to help in the training efforts by the firms. This can be adopted by having conflict resolution mechanisms in place to settle worker disputes as well as organizing team building events in these firms.

The furniture manufacturing firms need to boost their employee training efforts whereby the respective human resource departments come up with employee training rosters so that staff are trained when they start a job and that they receive regular training on an ongoing basis so as to keep them on the cutting edge of being able to perform their duties seamlessly.

Training programs in these firms should have a mix of both on-the-job and off-the-job training opportunities in order to ensure that they maximize the benefits that employee training imparts upon the organisation in terms of better levels of employee wellbeing.

5.4   Limitations and Delimitations of the Study

5.4.1   Limitations of the Study

The researcher faced a problem with some respondents who were not willing to respond to the researcher due to fear of disclosing confidential information of the company in regard to the research project.

The covid-19 situation and associated lockdown meant that movement were restricted as well as personal interactions which made it difficult to distribute questionnaires to the respondents and to collect them afterwards.

5.4.2   Delimitations

The researcher obtained permission from the university as well as from the senior management at the respective furniture manufacturing companies. The evidence of such permission was provided to employees who were hesitant and this was effective in addressing their reservations about providing confidential information.

Data collection was eased by distributing questionnaires mostly by email, or by getting a contact person at the respective firms to distribute and collect them on behalf of the researcher who would later pick them up for further processing.

5.5   Areas for Future Research

This study used a cross sectional design approach but future studies should consider a longitudinal approach in order to cross validate the findings of this study, whether in support or contradiction.

Other factors (for example employee motivation, organisational support and working conditions) that contribute to wellbeing of employees should looked at in future studies since this dissertation has shown that the independent variable doesn't fully explain wellbeing of employees, leaving a significant part of the phenomenon unexplained.

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APPENDIX 1: QUESTIONNAIRE

Introduction

Dear Respondent, I am a student of Makerere University Business School, pursuing a Masters in Business Administration degree and currently carrying out research on the topic **"WORKER RELATIONS, EMPLOYEE TRAINING AND WELL-BEING OF EMPLOYEES OF FURNITURE MANUFACTURING FIRMS IN KAMPALA DISTRICT"**

You have been identified as a key respondent in carrying out this study. It is purely an academic research being undertaken. Your responses will be treated with utmost confidentiality and will purely be used for the purpose of this study.

I appreciate your cooperation

SECTION 1: BACKGROUND INFORMATION

Tick where applicable

1. **Gender**: Male ☐   Female ☐

2. **Marital status:** Single ☐   Married ☐   Divorced/Separated ☐

3. **Age**

18-29	30-39	40-49	50-59	60 and above
1	2	3	4	5

4. **Highest Level of Education**

Certificate	Ordinary Diploma	Bachelor's Degree	Postgraduate Diploma	Master's Degree	PhD	Others: specify
1	2	3	4	5	6	7

5. **How long has the firm been in existence?**

Less than 1 year	1-5 years	6-10 years	Above 10 years
1	2	3	4

6. **What is the turnover of the firm?**

Less than 50million	50-100 million	More than 100 million
1	2	3

SECTION 3: WORKER RELATIONS

Using the following scale of Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4) and Strongly Agree (5), please indicate the level of opinion by ticking the appropriate box.

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	Supervisor					
SU1	My supervisor provides support to perform my activities					
SU2	I find it easy to work with my supervisor					
SU3	My supervisor shows me how to perform tasks that I cannot handle					
SU4	My supervisor actively encourages me to improve my knowledge					
SU5	I am valued by my supervisor					
	Organisation					
OR1	A culture of harmonious working relationships is encouraged in this organisation					
OR2	Positive working relationships are encouraged in this organisation					
OR3	The organisation does not favor certain groups or individuals over others					
OR4	I always have a cordial relationship with fellow stall					
OR5	I find it easy to work with any team in this organisation					
	Individual					
IN1	I have a clear career path at this organization					
IN2	I am encouraged to take up tasks which are in line with my career plans					
IN3	My rights as an employee are fully respected at work					
IN4	I find no reason to be uncomfortable at work					
IN5	The career program is a great selling point for potential employment candidates					
IN6	I get along well with fellow co-workers					
IN7	I am able to use contacts to improve my career					

SECTION 2: EMPLOYEE TRAINING

Using the following scale of Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4) and Strongly Agree (5), please indicate the level of opinion by ticking the appropriate box.

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	On the job training					
ON1	I am given the opportunity to develop new skills while doing my everyday duties					
ON2	Training of this nature occurs on a regular basis					
ON3	Training while on the job is considered very important in this company					
ON4	On-the-job training is usually held by at the level of department					
ON5	Supervisors are responsible for this kind of training					
ON6	Supervisors emphasize the importance of active learning					
ON7	I work under the mentorship of another employee					
ON8	As part of the company culture, employees are allowed to train others					
ON9	Sharing knowledge and skills is encouraged at this organisation					
ON10	I am carefully guided and observed as I work					
ON11	The skills learned are immediately applicable to the job					
ON12	There is regular movement of staff from one job to another gain knowledge and experience from different job assignment					
	Off the job training					
OF1	I am given the opportunity to develop new skills while away from my everyday duties					
OF2	I sometimes undergo training outside the office routine					
OF3	Training of this nature occurs on a regular basis					
OF4	Training while off the job is considered very important in this company					
OF5	Cross training is used to assist employees to receive knowledge and skills from other departments					
OF6	Supervisors emphasize the importance of passive learning					
OF7	I am sometimes trained by experts who are not employees of this company					
OF8	I am sometimes presented with a case study of a problem which can be solved by me.					
OF9	Simulations are sometimes done as part of off-the-job training					
OF10	We have sessions where the entire group discusses the incident and takes decisions related to the incident					
OF11	I sometimes have to assume the role of a particular person in the organisation and					
OF12	We take time off to play business games					

SECTION 3: EMPLOYEE WELL-BEING

Using the following scale of Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4) and Strongly Agree (5), please indicate the level of opinion by ticking the appropriate box.

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	Personal Engagement					
PE1	The staff at the organisation feel energy to go to work every day					
PE2	I believe I will be able to reach my full potential here					
PE3	There is a high level of motivation among staff at work					
PE4	I would gladly recommend others to work here					
PE5	I am self-focused while at work					
PE6	When at work I do not allow to be distracted					
	Life satisfaction					
LS1	In most ways, my life is close to my ideal					
LS2	I believe this organisation looks out for my best interests					
LS3	So far, I have gotten the important things i want in life					
LS4	I am confident in this organization's ability to develop my career					
LS5	I am happy with my work					
LS6	I am not considering any improvements to my work conditions					
	Positive Emotions					
PM1	I am interested in everything that is related to my work					
PM2	I feel happy working at this organisation					
PM3	Working here gives me feelings of joy					
PM4	I am proud to be part of this organisation					
PM5	I believe better days on the job are yet to come					
PM6	Any challenges will not derail me from my job					
	Negative Emotions					
NE1	I do not find anything particularly annoying at work					
NE2	I never feel sad when on the job					
NE3	My good feelings about the job outweigh the bad ones					
NE4	I can handle anxiety on the job					
NE5	I am never overwhelmed at work					
NE6	I never allow frustration to prevent me from achieving my work targets					

Thank you for your time