Original Article

Training and Employee Performance in Uganda: A Case of National Water and Sewarage Corporation

[1]Twongyeirwe Uster, [2]Agaba Moses, [3]Kaaya Siraj

[1,2,3]*Department of Management Sciences, Faculty of Economics and Management Sciences, Kabale University, Uganda.*

Abstract: This study investigated the relationship between Training and Employee Performance in Uganda, considering the case of National Water and Sewerage Corporation-Rukungiri District. The study's specific goals were to examine the relationship between on-the-job training and employee performance, determine the relationship between off-the-job training and employee performance, and find out the challenges that affect training and employee performance at NWSC Rukungiri District. Senior human resource managers and managerial and technical personnel made up the sample of 96 respondents, and the study was conducted using a cross-sectional and descriptive survey approach. Self-administered questionnaires and interviews were used to gather primary data, and document reviews were used to gather secondary data. The research findings indicate a statistically significant positive relationship (r=0.701, p<0.01) between on-the-job training and employee performance at NWSC-Rukungiri District. The study also found that off-the-job training and employee performance at NWSC-Rukungiri District had a moderately significant positive relationship (r=0.633, p<0.01). The study also discovered that the main challenges to training at NWSC-Rukungiri District are lack of proper training approaches (β =7.153, p<0.05), use of inappropriate training technology, and lack of training feedback (β =6.174, p<0.05). The study concluded that improving on-the-job training would significantly improve workers' productivity. It was also determined that enhancing staff training outside of the workplace will only marginally enhance output. The study came to a further conclusion that the absence of training feedback, using appropriate training technology, and a lack of diversity in training methodologies are the main issues affecting training at NWSC-Rukungiri District. The study advised the corporation to adopt coaching, job instructional approaches, and apprenticeship on-the-job training methods to train employees in order to increase performance. The study also suggested that the corporation should adopt the use of role acting, simulation, and case challenges and embrace a variety of training modalities, such as individualised digital platforms, online instruction, and feedback on training outcomes to identify any training gaps that future initiatives should fill.

Keywords: Employee Performance, National Water and Sewage Corporation, Training, Uganda.

I. INTRODUCTION

Employee training is a set of activities for imparting knowledge and skills to employees to enhance their performance. Employees with proper training will exhibit high levels of skill and knowledge of job needs, retention, and job satisfaction. These qualities are essential for increased employee performance, which is defined as how well workers carry out their assigned duties and responsibilities. Effectiveness of reaching performance goals, quality, and efficiency are the common criteria used to assess employee performance. According to BasuMallick (2020), employee training approaches include both on-the-job and off-job mentoring of employees, especially the new ones, to learn about the current and future work they are supposed to do so they can contribute to the achievement of organizational goals and objectives. Conceptually, training refers to a set of activities for imparting knowledge to employees with the aim of growing their job skills and improving their performance (BasuMallick, 2020). Training, in relation to employee performance, aims to enhance employees' knowledge, abilities, and experiences in accordance with present and future organizational job requirements so they can carry them out and assist the organization in achieving its set goals and objectives.

On-the-job training, or OJT, combines direct instruction for employees, practical experience, and observational learning to help workers learn new skills, advance their work proficiency, and boost productivity. This strategy uses a variety of techniques, such as work rotation, coaching, mentorship, apprenticeship, instructional technology, and understudy (Chand 2018). Off-the-job training, or OFT, is a type of training in which employees receive mentoring outside of the workplace. This approach encompasses a variety of techniques, including lectures, conferences, vestibule training, simulation exercises, and transactional training (Chand, 2018). Therefore, in this study, employee education and mentorship of the on the job training were operationalized as training with the goal of enhancing employees' performance through improved job skills, knowledge, competence, attitudes, morale, efficacy, and creativity. Grund & Titz, . (2022).

According to Shields *et al*. (2015), employee performance is defined as how well employees behave at work and carry out their assigned responsibilities in a cost-effective manner to help the organization achieve its objectives. The business usually establishes performance goals for each employee and aims to minimize waste, maximize efficiency, and provide customers with good value. Employees have the major responsibility for performing these duties (Stewart, Oliver, Cravens, & Oishi, 2017). Performance for a specific worker might include task-level productivity, quality, and effectiveness of work. A salesman would be required, for example, to reach a predetermined number of potential leads per hour and convert a predetermined percentage of those calls into closed sales. Conversely, a manufacturing worker can be subject to performance standards related to hourly output and product quality (Kagaari, Munene, and Ntayi, 2010).

The precise measures employed to gauge worker performance will eventually vary depending on the kind of company. There are some general metrics to consider. According to Groen, Wouters, and Wilderom (2017), they include the quantity of product faults, errors, sales, units manufactured, call handling time, first-call resolution, and absenteeism rate. To promote employee performance, businesses should keep an eye on the quality of work, the personal objectives of each employee, the efficacy of training, and worker productivity (Schneider, Yost, Kropp, Kind, & Lam, 2018). Assessing job quality and efficiency lowers the waste of time, materials, and effort, increases the likelihood that employees will achieve deadlines, and helps the business avoid costly errors (Pichler, Varma, Yu, Beenen, & Davoudpour, 2014). Employee suitability for the job and ability to help when required will be assessed based on training efficacy and individual work goals. Furthermore, all of this has to do with the workplace that workers are in (Schneider et al., 2018).

Esu and Inyang (2009) indicate that employee performance in parastatals such as the National Water and Sewerage Corporation (NWSC) may relatively differ from that of other corporate organisations due to the nature of service delivery. Broadly, Esu and Inyang (2009) point out that practitioners have advanced efficiency and effectiveness as measures of employee performance in public enterprises such as parastatals. However, other researchers have disintegrated efficiency using the number of errors committed, time of reporting, speed of issue resolution, and waste reduction. At the same time, effectiveness has been commonly measured using call response, attendance rate, number of hours worked, and customer complaints handling (Thuo & Muathe, 2018). Given their cohesiveness and precision in assessing employee performance in parastatal organizations, employee efficiency, employee attendance, and meeting work targets were adopted as indicators of employee performance in this study.

Employees at NWSC are characterized by poor performance as indicated by their reluctance in responding to calls aimed at addressing water issues, especially water leakages and bursts, and over-accumulation of customers' bills leading to ruthless water cuts without issuing disconnection orders despite this being a company policy (Auditor General's Report, 2020). This forced customers to resort to alternative, less hygienic water supply sources such as boreholes, local springs, and wells, while others have opted for illegal connections, which have led to further losses to the corporation through non-revenue water that was reported at 35.9% in 2019 (MWE Water Sector Report, 2020). In addition, the employees are characterized by late coming and absenteeism, as noted that sometimes service cannot be delivered immediately due to the untimely absence of some field staff

Despite employing several strategies to improve employee performance, including training, the performance levels are still poor and very low at NWSC Rukungiri District. It is against this background that the researcher carried out the study to determine the relationship between training and employee performance. This research aimed to investigate the relationship between training and employee performance and the various challenges to training at NWSC Rukungiri District.

The following objectives served as the study's guidelines:
  i. To investigate the relationship between on-the-job training and employee performance at NWSC Rukungiri District.
  ii. To determine the relationship between off-the-job training and employee performance at NWSC Rukungiri District.
  iii. To find out the challenges that affect training and employee performance at NWSC Rukungiri District.

II. LITERATURE REVIEW

Employee training is aimed at developing the knowledge, skills, capabilities, and experiences of the employees in line with the current and future organizational job requirements so that they are able to execute the job requirements and help the organization achieve its predetermined goals and objectives. Hence the process significantly shapes employees performance as well as organizational performance. Armstrong (2018) noted that the fundamental principle behind employee performance is training and pointed out that through training, employees can acquire the desired knowledge and skills that they can use to translate organizational resources into the desired output. According to Armstrong (2018), training is a type of organizational learning that enhances an employee's intangible intelligence. This is significant for training other employees to enhance their capabilities, which are important in carrying out the current jobs while positioning employees to carry out the organization's future jobs.

According to Pramono and Prahiawan (2021), employers reap large benefits from maintaining well-trained staff, as employee turnover might incur substantial costs. Severance pay, employment benefits, administrative tasks associated with termination, and departure interviews are examples of expenditures associated with separation. Attracting candidates, entrance interviews, testing, travel and relocation expenditures, pre-employment administrative fees, medical examinations, and providing job information are all included in replacement costs.

Tumi, Hasan and Khalid (2022) established that employees have diverse needs. This means that various training programs and approaches must be arranged to meet the needs of these employees. While this is an excellent approach, it is not cohesive or inexpensive. Rather than taking a one-size-fits-all approach, investing in all those courses, certificates, and coaching programs will come at a high expense. Still, how do you expand your training program to serve everyone, or at the very least, give most of your workforce contextual help (Tumi *et al*., 2022).

According to Schwab-Reese, Drury, Allan, and Matz (2020), employee training is more complicated than just bringing employees into a conference room for a three-hour lecture; in fact, lecturing is the least successful kind of training. The authors use Edgar Dale's Learning Pyramid to illustrate how different learning strategies affect retention. It should come as no surprise that lecturing comes in last, with listeners remembering only 5% of what they have been taught. As the memory curve widens, that percentage continues to decline, making it difficult to believe that this kind of training will increase worker productivity over an extended period of time.

As a result, businesses that continue to use inefficient training techniques may spend a lot of money on giving employees the tools they need to perform better. However, they will never see a satisfactory return on investment because their techniques merely check a box rather than meet the needs of the workforce (Schwab-Reese *et al*., 2020).

According to Akther and Rahman (2022), inefficient training programs merely check a box without giving workers any long-term skills. As a result, feedback is necessary to determine what your staff members are learning and whether your programs are having an effect on them. Without a feedback loop, it's simple to carry on with inefficient projects, assign responsibility to workers for subpar work, and eventually lower employee morale.

As remarked by management expert Peter Drucker, "What gets measured gets managed." In a sense, it serves as a reminder that training programs, no matter how good they are intended to be, won't be as effective if the business lacks clear performance metrics. The business may choose to use productivity, revenue, profit, or any other metric that best suits its organizational structure. However, it is crucial to specify how a training program is supposed to boost performance and to monitor whether it is actually accomplishing that goal, which calls for a significant financial outlay (Chașovschi, Nastase, Popescu, Scutariu, & Condratov, 2021).

III. METHODS

A) Research Design

A cross-sectional and descriptive survey approach was used for this investigation. The influence of the independent on the dependent variable at a particular point in time was examined in a cross-sectional study (Turyahebwa *et al.*, (2023); Agaba &Turyasingura (2022). Descriptive studies enable the use of descriptive statistics without controlling or manipulating the variables, unlike experimental research. Instead, the variables are only identified, observed, and measured (Agaba *et al.*, 2023). Therefore, it was ideal in this study that intends to establish the relationship between the variables without manipulating them (Agaba & Emenike, 2019).). Agaba *et al.* (2022) claim that survey designs save time by gathering information from sizable samples without requiring follow-up with the same respondents. Therefore, a survey design was the best way to get a lot of data quickly, given the size of the study's sample. Both qualitative and quantitative methods were applied in the investigation. By utilizing the complementary strengths of both methodologies, the triangulation process produces a well-organized discussion of the results.

B) Study Population

The population of the study was 125 people, comprising 120 employees at the management and technical levels and 5 HR managers. The five branches included branches A and B in the Rukungriri town center, branch C in the Rwerere Nyakagyeme sub-county, branch D in Buyanja sub-county, and Branch E in Kebisoni sub-county (NWSC, 2022). The 5 Human Resource Managers were the key informants and were HR managers of the respective five branches identified above. The 120 employees included 75 technical-level and 45 managerial-level employees across the five branches (NWSC, 2022).

C) The Sample Size

The study included a sample of 108 responders. These comprised 40 individuals at the managerial level, 63 at the technical level, and 5 senior human resource managers. The sample size from a given population was determined using the tables for sample size determination from Agaba and Kanyesiime (2019).

D) Data Collection Tools and Methods

The data collecting methods, the kind of variable, the level of accuracy needed, the collection location, and the data collector's expertise all had an impact on the technique of data collection that was selected. The primary techniques for gathering data for this study were a self-administered questionnaire, key informant interviews and document review.

E) Data Quality Control

a. Validity

To ensure the relevancy of data, the researcher put procedures and efforts in place based on the validity and dependability of the instruments used for data collection. To achieve this, the questionnaire was rated by two professionals in the field of social research, and the CVI was then calculated using Equation 1 above. According to Arinaitwe *et al.* (2021), the questionnaire's items that met the minimum index of 0.7 minimum CVI criteria were kept in it. The inappropriate items were changed or removed.

Table 1: Validity Results

Dimensions	Items Subjected to Testing	Items Retained as Valid	CVI
On-the-job training	8	7	0.875
Off-the-job training	9	7	0.778
Challenges to employee training	10	8	0.800
Employee performance	21	17	0.810
Overall	48	39	0.813

Source: *Pilot data (2023)*

b. Reliability

Reliability, according to Mbabazi and Agaba (2021), is the instrument's level of consistency. By conducting pilot research of the instruments on 20 respondents from NWSC branches in Kanungu District, the study's dependability was ascertained. Using the Statistical Package for the Social Sciences' Cronbach alpha coefficients, pilot data was examined (SPSS 26.0). The questionnaire will continue to include items that satisfy the minimal coefficient criteria of 0.7 (. Table 2 presents the reliability results.

Table 2: Reliability results

Dimensions	Overall, Subjected to Testing	Items Retained	Cronbach's Alpha
On-the-job training	8	7	.866
Off-the-job training	9	7	.819
Challenges to employee training	10	8	.824
Employee performance	21	17	.896
Overall	48	39	.852

Source: *Pilot data (2023)*

F) Data Analysis

After correcting any errors, the quantitative data were coded and put into SPSS 26.0 for analysis. This kind of data required the application of both inferential and descriptive statistics for analysis. Prior to using inferential statistics, the responses to the items used to assess the study variables were interpreted using descriptive statistics, which included frequencies, percentages, means, and standard deviations (Marus *et al.*, 2019) Turyasingura and Agaba (2023).

IV. RESULTS AND DISCUSSION

A) The Response Rate

A summary of the response rate for management, technical-level employees, and key informants is shown in Table 3. The table shows that both the overall response rate and the response rates of the two categories of respondents were higher than the suggested minimum of 50% (Lindemann, 2019). Since the response rates in this study were a decent representation of the sample, the study's conclusions and recommendations can, therefore, be applied to the study population. It is significant to note that the following subsections' quantitative results are based on the opinions of 91 respondents who completed the questionnaire; however, the deductions were made after a qualitative analysis and thematic integration of the opinions of the five key respondents with the quantitative results.

Table 3: The response rate

Sample Category	Targeted Sample	Actual sample	Response rate
Branch Managers	5	5	100.0%
Management and technical-level employees	103	91	88.3%
Overall	108	96	88.9%

Source: *Data from survey (2023)*

B) Descriptive Statistics

Descriptive statistics about training approaches, training challenges, and staff performance at NWSC Rukungiri District are included in this section. The findings' interpretation is based on mean values and standard deviations, which provide the foundation.

a. On-the-Job Training at NWSC-Rukungiri District Descriptive Statistics

Respondents were asked to indicate whether they agreed, disagreed, or were neutral regarding each of the factors that were used to quantify on-the-job training at NWSC-Rukungiri District.

Table 4: Descriptive statistics for on the Job Training at NWSC-Rukungiri District

Items for measuring On the Job Training	N	Min.	Max.	Mean	Std.Dev.
NWSC uses coaching (one to one learns by doing) to train me to improve my job skills.	91	1	5	1.31	0.27
NWSC uses mentoring through the use of a senior manager to guide me in improving my job skills.	91	1	5	4.22	0.44
NWSC uses job rotation to train me to improve my job skills.	91	3	5	4.24	0.20
NWSC uses job instructional techniques (in settings similar to that of the job environment) to train me to improve my job skills.	91	1	5	2.21	0.32
NWSC uses apprenticeship (instruction under the guidance of the expert on the job) techniques to train me to improve my job skills.	91	1	5	1.52	0.53
NWSC trains me by placing me under my boss so that I can learn through experience and observation of his or her actions.	91	1	5	4.41	0.41

Source: Data from Survey (2023)

As can be seen from Table 4.'s results, the respondents agreed that NWSC employs work rotation to teach me to develop my job abilities (Mean=4.24), placement under the boss to learn via experience and observation of his or her actions (4.41), and mentoring employing senior manager assistance (Mean=4.22). The results objectivity is demonstrated by the low standard deviations of 0.44, 0.20, and 0.41, respectively, which imply that the remaining respondents differed slightly from the stated mean values.

b. Descriptive results on NWSC Rukungiri District's off-the-job training methods

Respondents were asked to indicate whether they agreed, disagreed, or were neutral regarding each of the items that were used to measure off-the-job training at NWSC-Rukungiri District.

Table 5: Descriptive statistics for Off the Job Training at NWSC-Rukungiri District

Items for Measuring Off-the-Job Training Methods	N	Min.	Max.	Mean	Std.Dev.
NWSC uses lectures to train me to improve my job skills	91	1	5	4.53	0.42
NWSC uses seminars to train me to improve my job skills	91	1	5	4.44	0.47
NWSC uses conferences to train me to improve my job skills.	91	3	5	4.12	0.53
NWSC uses simulation (work environment imitations) exercises to train time to improve my job skills.	91	1	5	1.21	0.22
NWSC trains me by giving me a case challenge to overcome to improve my job skills	91	1	5	1.28	0.39
NWSC trains me by assuming role-playing in a setting similar to that of the work environment to improve my job skills	91	1	5	2.31	0.30

Source: Data from Survey (2023)

Table 5. reveals that the participants concurred that NWSC employs off-the-job training methods such as conferences (Mean = 4.12), seminars (Mean = 4.43), and lectures (Mean value = 4.53) to enhance employees' skills. The low standard deviations of 0.47 and 0.53 indicate that a small percentage of the respondents deviated from the reported mean values, thereby demonstrating the objectivity of the findings. Table 4.3's findings also demonstrate that the respondents disagreed that NWSC uses training time through simulation or work environment imitation exercises to improve employees' job skills (Mean value = 2.21), case challenges (Mean value = 1.28), and role-playing (Mean value = 2.31). The low standard deviations of 0.42, 0.22, 0.39, and 0.3, respectively, suggest that the remaining respondents deviated slightly from the reported mean values, implying that the findings are significant objective.

c. Descriptive statistics of employee performance at NWSC-Rukungiri District

As regards the performance criterion, the respondents were asked if they agreed, disagreed, or were neutral.

Table 6: Results of employee performance at NWSC-Rukungiri District

Items for Measuring Employee Performance	N	Min.	Max.	Mean	Std. Dev.
Work efficiency					
I always work with minimum errors	91	1	5	3.94	0.52
I always meet the deadline for submitting reports	91	1	5	2.24	0.49

	N	Min.	Max.	Mean	Std. Dev.
I always resolve issues on my desk very fast	91	3	5	3.33	0.80
I always execute my field tasks within the stipulated time	91	1	5	3.31	0.29
I always execute work at a minimum cost to the corporation	91	1	5	2.43	0.74
Overall	91	1.4	5	3.05	0.57
Employee Attendance					
	N	Min.	Max.	Mean	Std. Dev.
I always report for duty every working day of the week	91	1	5	3.37	0.66
I always report for duty on time	91	1	5	3.49	0.48
I always leave work in the stipulated time	91	1	5	3.77	0.67
I always attend to all calls that come to my desk in time	91	1	5	2.36	0.59
All the times I have been absent from work have been legitimate	91	1	5	2.11	0.71
Overall	91	1	5	3.02	0.62
Meeting Performance Targets					
	N	Min.	Max.	Mean	Std. Dev.
My manager/supervisor sets me performance targets in line with organizational objectives	91	1	5	4.43	0.58
I am involved by my manager/supervisor in setting my performance targets	91	1	5	1.44	0.19
I always meet daily performance targets	91	1	5	3.31	0.74
I always meet my weekly performance targets	91	1	5	3.29	0.78
I always meet my monthly performance targets	91	1	5	4.09	0.88
I always meet my annual performance targets	91	1	5	2.81	0.92
Overall	91	1	5	2.99	0.70

Source: Data from Survey (2023)

With respect to worker productivity, Table 4.4's results indicate that most respondents (Mean=3.94) agree that they operate with few errors. The low standard deviations of 0.52 for each group indicate that the remaining respondents varied from the stated mean, which contributes to the results' objectivity. The results, however, show that the respondents disagreed that they always resolve issues on their desk very fast (Mean=3.33), that they always meet the deadline of submitting reports (Mean= 1.44). At the same time, they also disagreed that they always execute the work at a minimum cost to the corporation (Mean=2.43), although they were neutral that they always execute their field tasks in stipulated time (Mean=3.31). The results are more objective because of the low standard deviations of 0.80, 0.49, 0.74, and 0.29, which indicate that the remaining respondents slightly varied from the stated mean.

C) *Correlation Analysis*

a. **Employee performance and on-the-job training correlation results**

The relationship between on-the-job training and employee performance at NWSC Rukungiri was assessed using Pearson correlation coefficients. Table 7 provides a summary of the findings.

Table 7: Employee performance and on-the-job training correlation results

Variables		On the Job Training	Employee Performance
On the Job Training	Pearson Correlation	1	.701[**]
	Sig. (2-tailed)		.000
	N	91	91
Employee Performance	Pearson Correlation	.701[**]	1
	Sig. (2-tailed)	.000	
	N	91	91

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

The results in Table 7 show that on-the-job training and employee performance at NWSC-Rukungiri District has a highly significant positive relationship(r=0.701, p<0.01). The findings imply that on-the-job training and employee performance at the corporation have a substantial link. The results suggest that employee performance would be significantly enhanced by enhancing on-the-job training.

b. **Off the Job Training and Employee Performance Correlation Results**

Employee performance at NWSC Rukungiri District was correlated with off-the-job training using Pearson correlation coefficients, which were calculated.

Table 8: Off The Job Training and Employee Performance Correlation Results

Variables		Off the Job Training	Employee Performance
Off the Job Training	Pearson Correlation	1	.633[**]
	Sig. (2-tailed)		.002

		91	91
Employee Performance	Pearson Correlation	.633**	1
	Sig. (2-tailed)	.002	
	N	91	91

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

The results in Table 8 show that at NWSC-Rukungiri District, employee performance and off-the-job training have a moderately significant positive correlation (r=0.633, p<0.01). The findings imply that employee performance at the corporation and off-the-job training have a moderate relationship. The results suggest that enhancing on-the-job training could lead to a moderate increase in employee performance.

D) Discussion
a. Employee Performance and on-the-job Training Correlation Results
The results are consistent with the Social Learning Theory, which is predicated on the idea that people pick up new skills by seeing and copying the behaviour of mentors, teachers, and peers (Hanna, Crittenden, & Crittenden, 2013). Thus, having a new hire or an underperforming employee follow their peers' lead on how to complete a job or solve a specific problem-based learning is the ideal strategy to implement this theory in the workplace (Costello *et a*l., 2021). According to the theory, people pick up notions like imitation, modeling, and observational learning from one another. The theory is crucial in explaining employee performance because of this. Specifically, the hypothesis is predicated on the notion that workers become more productive with increasing job experience. The worker will finish a new project or execute a new task (Pinho, Franco, & Mendes, 2020).

The results also support those of Vasanthi and Basariya (2019), who found out that On the Job Training can be applied broadly to any kind of work or circumstance in which management anticipates that (OJT) is the most popular type of training when a learner is assigned to a particular job and given the skills and information required to do it. This training approach has several benefits. The learner is strongly motivated and encouraged to learn using this flexible and affordable approach, and minimal preparation is needed for the instruction (Baek, Gil, & Kim, 2021). Organizations use a variety of approaches for on-the-job training. According to Armstrong and Landers (2018), these include work rotation, coaching, mentorship, apprenticeships, and understudies.

b. Off the Job Training and Employee Performance Correlation Results
The findings are further supported by Joshi et al. (2021), who assert that off the job training approach is largely verbal where the lecturer has a substantial knowledge in the subject. The training method is normally carried out in higher learning institutions such as colleges and universities. This training approach enables employees to gain theoretical and hands-on knowledge, which, with the boost of on-the-job learning, improves work efficiency (Joshi et al., 2021).

V. CONCLUSION
A) On-the-Job Training and Employee Performance at NWSC- Rukungiri District
The study also found that using mentorship, rotating jobs, and being placed under a supervisor to gain experience and observational learning are effective components of on-the-job training. The inability to use job instructional techniques and coaching to train employees to improve their job skills, as well as apprenticeship to train me to improve my job skills, are inferred to be the weak aspects of on-the-job training at NWSC Rukungiri District.

B) Off-the-Job Training and Employee Performance at NWSC- Rukungiri District
The findings imply that employee performance at the corporation and off-the-job training have a moderate relationship. The strong aspects of off-the-job training are the use of lectures, seminars and conferences that offer employees a wider experience since these methods allow interactions among employees. It is further deduced that the weak aspects of Off the Job Training at NWSC Rukungiri District are failure to adapt to simulation or work environment, imitation exercises to train time to improve employees job skills, case challenges and role-playing to improve employee skills.

C) Challenges to Training at NWSC- Rukungiri District
Based on the study findings, it is concluded that the significant challenges that affect training at NWSC-Rukungiri District are improper training approaches, inappropriate training technology, and lack of feedback from training. These challenges should be addressed to improve training and, hence, employee performance.

D) Recommendations
a. On-the-Job Training and Employee Performance at NWSC- Rukungiri District
The corporation should improve the weak aspects to improve employee performance. The organisation should embrace the use of coaching to train employees to improve their job skills, job instructional techniques to train employees

to improve their job skills, and apprenticeship techniques to train them to improve their job skills.

b. Off-the-Job Training and Employee Performance at NWSC- Rukungiri District

The corporation should improve on the weak aspects of Off the Job Training at NWSC Rukungiri District. Particularly, the corporation should adopt simulation or work environment imitation exercises to train employees to improve employees job skills, and it should adopt the use of case challenges and role-playing to improve employee skills while undertaking off-the-job training to ensure hands-on and improve employee skills and expertise.

c. Challenges to Training at NWSC- Rukungiri District

These challenges to employee training, namely, improper training approaches, inappropriate training technology, and lack of feedback from training, should be addressed to improve training and, hence, employee performance.

The organisation should undertake research to explore and implement suitable training approaches to embrace diverse employee training needs. Approaches such as online training would be important in addressing the geographical gap between the different main branches and rural-based branches. In terms of inappropriate training technology, the company should, for example, use digital platforms to create customized training.

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