

INFLUENCE OF TRAINING AND DEVELOPMENT PRACTICES ON THE PERFORMANCE OF NON-GOVERNMENT ORGANIZATIONS. A CROSS-SECTIONAL STUDY OF TASO MBARARA.

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Abstract

Background.

Human Resource Management practices are functions and practices of human resources such as recruitment and selection, skills monitoring and training, and ongoing performance management of businesses to ensure improved Organizational performance. The study aims to determine the influence of training and development practice on organizational performance.

Methodology.

A sectional study used both quantitative and qualitative research approaches. Using a simple random sampling technique 132 respondents were selected from TASO Mbarara comprising human resource managers from Ankole Cluster, MEAL officers, MEAL managers, HR department staff, and top management. Pearson correlation, multiple regression analysis, and t-test statistics were used to establish relationships between independent and dependent variables.

Results.

The majority of 80 (69%) respondents in the study were males whereas 36 (31%) were females. A Pearson correlation coefficient of 0.726 showed a positive and significant relationship between Training and Development Practices. The findings were important at a 0.000 level given that Training and Development Practices is statistically significant at a 95% confidence level since a sign value of 0.000 is less than 0.05. The coefficient of determination (Adjusted R Square) is 0.280. This implies that Training and Development Practices account for 28% of the variations in the Organisational Performance of TASO Mbarara. A simple linear regression analysis using the standardized coefficients for Training and Development Practices indicated a beta standardized coefficient value of 0.726, with p-value = 0.000. Meaning that Training and Development Practices has a positive and significant effect on Organizational performance of TASO Mbarara.

Conclusion.

Training and development practices are part of the significant practices that contribute to the better organizational performance of TASO Mbarara.

Recommendations.

TASO needs to conduct compliance training for all staff to ensure understanding and adherence to HR policies and improved performance.

Keywords: Training and development practices, Organizational performance, TASO

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Background.

Human Resource Management (HRM) is the process of employing people, training them, compensating them, developing policies relating to them, and developing strategies to retain them (Armstrong & Taylor, 2020). Human Resource Management practices are functions and practices of human resources such as recruitment and selection, skills monitoring and training, and ongoing performance management of businesses to ensure improved performance of various types of Organizations.

In Africa, many Non-Governmental Organisations embraced human resources management practices since the 1980s to date and they have been adopted as an alternative

to personnel management that was previously used in human resource management (Kasule, Mugizi, & Rwothumio, 2022). Hence, to date, most organizations in Africa, Sub-Saharan Africa, and East Africa at large have re-directed personnel management into human resources management practices including recruiting, training, and rewarding them, and is portrayed as a caring activity concerned with satisfying employees' work-related needs and dealing with their problems (Kasule & Bisaso, 2019). Striving to do better all the time requires humans to work harder and improve the quality of their products and services through learning new knowledge and skills (Kasule, 2019). Employees' training is an investment for future gains,

whereby the education and skill levels of employees are enhanced ensuring the availability of more productive and dedicated staff noting that such employees deliver better performance and sequentially enhance the profitability of the organization (Kasule, 2019). With increased profitability, the organization can dedicate more effort and funds toward training; thereby, a highly productive and synergistic cycle begins (Kasule, 2019). Organizations demonstrating keen insight make provisions for satisfying the training needs of their current workforce (Hourneaux and Corrêa, 2020). Training and education have been shown to have a significant positive effect on job involvement, and job satisfaction (Hourneaux and Corrêa, 2020). The study aims to determine the influence of training and development practice on the organizational performance of TASO Mbarara

Methodology

Research Design.

This study adopted a cross-sectional research design. Accordingly, a cross-sectional research design helps to investigate a phenomenon at one point in time on a group of respondents within a study population but further shows the

magnitude of effect an independent variable has on the dependent variable (Gupta & Gupta, 2022). The study used both quantitative and qualitative research approaches to facilitate the validation of data through cross-verification findings from more than two sources, thus, increasing the consistency of findings obtained through different instruments. Quantitatively, the study used a structured questionnaire to collect, analyze, and present numerical data. Qualitatively the study utilized an interview guide to generate in-depth information from key informants. This helped in providing meaning to quantitative findings.

Study Population.

The study population was 160 people from TASO Mbarara. These included human resource managers from the Ankole Cluster, MEAL officers, MEAL managers, HR department staff, and top management.

Sample Size Determination.

Using a simple random sampling technique 132 respondents were selected from TASO Mbarara. Table 1 shows the distribution of the Sample;

Table 1: Study Population and Sample Size.

Category	Total Population	Sample	Sampling technique
TASO Mbarara Head office staff	95	76	Simple random sampling
TASO Mbarara Cluster staff	65	56	Simple random sampling
Total	160	132	

Source: Adopted and modified from Krejcie & Morgan, (1970) table cited in Amin, (2005)

Sampling Techniques and Procedure.

The study used both probabilistic and non-probabilistic sampling techniques. Sampling is a statistical selection method to identify the desired number of respondents out of a target population. Using a simple random sampling technique, 160 respondents were selected from different departments within TASO Mbarara. Purposive sampling was used to choose 3 top management officers for the study.

Data Collection Methods.

The following section presents the data collection methods to be employed in this study.

Questionnaire.

In this study, a structured questionnaire was utilized. A self-administered questionnaire was utilized for this method. Questionnaires are ideal for saving time, are cost-effective, and provide room for a high response rate (Creswell, 2018). The questionnaires provided room for confidentiality, and are ideal for sensitive areas of study like HRM practices and how they affect the performance of non-government

organizations. The respondents had to choose options based on their level of agreement with the questionnaire items.

Interviewing.

The researcher engaged the respondents in a face-to-face interview focused on the study topic and objectives. Each interview will take 5-10 minutes. The interviews were facilitated by an open-ended and semi-structured interview guide to probe information from the interviewees. Personal interviews help get insights into respondents' attitudes which in turn assist in uncovering different issues that are associated with the study (Khan, 2020). These interviews were used for a comprehensive scope of data collection about HRM practices and how they affect the performance of Non-government organizations using the case of TASO Mbarara. However, there was observance of Standard Operating Procedures (SOPs) to counter the spread of diseases like Covid-19 and Ebola.

Data Collection Instruments.

Various instruments were used by the researcher to collect data and these included questionnaires and an interview guide as explained below.

Questionnaires.

A self-administered questionnaire was prepared and used for this study. The researcher used pre-coded questions anchored on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

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Interview Guide.

Interview guides also were used in this study. The researcher designed an interview guide to be administered in a face-to-face interview session with the selected employees of TASO Mbarara. The guide was designed with open-ended questions. At least three (3) questions were asked, on each study variable. The interviews also allowed the participants to freely express themselves, giving a comprehensive scope of coverage of the information about the study variables.

Validity and Reliability for Quantitative Research.

The study tools were pre-tested for their content validity and face validity. Face validity deals with the appearance of the tool, and the question is whether the scale considered is valid or not. It examines the level of difficulty, the degree of appropriateness, and the ambiguity of questions in scale or questionnaires. To ensure face validity of quantitative research, 15 pretest respondents, selected from TASO Mbarara but not part of the study population, were asked to rate each question in the tool from "Not at all important," "Slightly important," "Important," "Fairly important," and "Very important." The average rating given to each question was calculated and multiplied by the percentage of people who considered that question important and very important, and finally, a score was calculated for each question. Questions with a score of less than 1.5 were removed from the set of questions (Bahariniya, Ezatiasar, & Madadzadeh, 2021). Content validity focuses on the degree to which the instrument fully assesses or measures the construct of interest. To measure this, each of the pretest respondents was requested to rate the questions in the questionnaire and interview guide indicating if the questions were Relevant (R) or irrelevant (IR) as a way of showing their level of agreement or disagreement with the fact in questions. The respondents were freely allowed to make comments on the questions concerning difficult wording, limited options, or missing options. From respondents' ratings, Content Validity Indices (CVI) was computed using the following formula: $CVI = \frac{\text{Number of Relevant Items}}{\text{Total Number of Items}}$. The tools were considered valid if their CVI was 0.7 and above as recommended (Amin, 2005). Wherever necessary adjustments were made to improve the validity of the tools on items and questions that were ranked Irrelevant (IR).

On the other hand, internal consistency was checked to ensure reliability. The tools were pre-tested on 10 people who were not part of the main study as guided by Creswell

(2018). The results of the pre-testing exercise were entered into Statistical Package for Social Sciences (SPSS) Version 20 and tested for reliability based on the Cronbach reliability test scores (alpha values). The tools were considered reliable if their alpha values were 0.7 and above as recommended (Mugenda & Mugenda, 2013).

Validity and Reliability for Qualitative Research.

To ensure face validity for qualitative research, 15 pretest respondents were interviewed, about the level of difficulty, appropriateness, and ambiguity in the questions. Word shifting was used to improve the face validity of the tools (Bahariniya, Ezatiasar, & Madadzadeh, 2021). To ensure content validity, 15 people were asked to express their views on the observance of language grammar and how to score each question's options. If corrections are needed, corrections are made according to their opinion. To ensure the reliability of qualitative research, pretest results and final study results were reviewed by a peer to ensure the data was consistent with the findings. (Bahariniya, Ezatiasar, & Madadzadeh, 2021).

Procedure of Data Collection.

After the approval of data collection tools by the supervisors, the researcher obtained an introductory letter from Bishop Stuart University. The introductory letter introduced the researcher to respondents and the community and sought permission to collect data from administrators and community members. The data collection tools were pre-tested. The researcher identified and trained two research assistants to assist in data collection and pre-testing of tools. The research assistants were trained on how to use tools and ways of avoiding mistakes in recording the responses from the questionnaire and interview notes. This reduced not only the interview bias but also the missing values in data entry. The researcher pre-tested the data collection tools on 15 pre-test respondents. Pre-test results were used to test the validity and reliability of the data collection tools as stated above.

Data Analysis.

Each data set collected was checked for consistency to eliminate misleading data that could arise from the misrepresentation of questions.

Analysis of Quantitative Data.

The data collected was checked and edited each day to check for consistency and accuracy. After data collection, data was then entered in SPSS Version 20 for analysis. Descriptive statistics in the form of frequency and percentages were obtained and used to provide descriptions of variables. Pearson correlation, multiple regression analysis, and t-test statistics were used to establish relationships between

independent and dependent variables. Multiple linear regression determined the extent independent variables predict dependence. Information was explained with the assistance of p-values for hypothesis testing. The hypothesis was accepted when their p-value is less than 0.05 to be considered significant relationships. The correlation coefficient (R) and coefficient of determination (R²) was used to determine the relationship between variables. Data was presented in frequency tables.

Analysis of Qualitative Data.

All the qualitative data collected from the interview was edited continuously to ensure completeness. Data collected with the use of interview schedules was put into meaningful and exhaustive categories. Content analysis was the main method of analyzing the data collected to determine the adequacy of the information, credibility, usefulness, and consistency (Mugenda & Mugenda, 2013). Data collected was categorized according to emerging variables from each question in the interview guide. All data sources were triangulated during the analysis to increase the validity of the study. Outstanding and relevant quotations, sentences, statements, and expressions were picked and used in the study to reflect the actual feelings of the respondents about the study variables.

Ethical Clearance.

Participants Informed Consent: Before engaging any of the participants in the study, the researcher will first seek their informed consent. The purpose and objectives, as well as the mode of participation, will be elaborated on to potential participants. The participants were allowed to ask questions for clarification (if need be). They were asked to fill out a consent form if they agreed to participate in the study. Only consenting participants were involved in the study.
Integrity: Acknowledgement of all the authors used in the study as quoted in the text and references. The study

findings were generalized to ensure privacy and avoid incriminating any participants

Privacy: No participant was allowed to tick the questionnaire in groups, and for the sake of interviews, each interviewee was contacted separately. Any recording done was used for the study and later deleted from the researcher's database. Privacy of all official documents accessed and reviewed was also upheld.

Confidentiality and Objectivity; Names of respondents were not included to protect individual and school identities and also created confidence among the participants to give the right information needed from them.

All responses provided in the questionnaires and interviews are used for only academic purposes. The names, particulars, and other details were not disclosed.

Anonymity: All private data, details, and opinions from respondents were upheld as anonymous. Information was kept under key and lock and was used exclusively for academic purposes. Specific names of persons and areas that can hardly be ignored in the report, were represented by Pseudo names for this purpose. Only information that causally relates to the study objectives was included in the study report.

Ethical approval; Given that this study is academic, the researcher first submitted the proposal to the BSU Research Ethics Committee to seek approval before it was conducted in TASO Mbarara. Hence, concerns identified in the proposal were addressed to the researcher upon which the approval was signed.

Results

Response rate.

The response rate was computed as a percentage where the number of respondents who agreed and participated in the study was divided by the targeted sample size multiplied by 100%. This is shown in Table 2.

Table 2: Response rate for the study.

Category	Sample	Response	Response rate
TASO Mbarara Head office staff	76	69	90.8%
TASO Mbarara Cluster staff	56	47	83.9%
Total	132	116	87.8%

Source: Primary data

Table 2 indicates a total of 132 questionnaires were distributed to both TASO Mbarara Head office staff and TASO Mbarara Cluster staff from Ibanda and Bushenyi clusters 116 questionnaires were returned giving an overall response rate of 87.9%. Given that the response rate was way above the 50% rate, the data was highly relied on to inform this study. Regarding the interviews, 3 cluster team leads for Mbarara, Ibanda, and Bushenyi were interviewed and were 100% responses. A qualitative response rate that

is 50% and above is appropriate for any academic study to generate realistic and dependable findings. This response rate indicates that data was collected from a realistic number of respondents compared to the target sample; hence this data and findings from these respondents were highly relied on to inform the study. The high response rate was achievable given that the researcher was strategic from the start of the data collection process by making constant phone calls to the selected respondents time after time reminding

them to fill out the questionnaires whenever they had a chance. In most instances, questionnaires were researcher administered given that respondents had busy schedules and

would request administering them instantly upon agreement to participate

Table 3: Demographic characteristics of respondents.

Category		Frequency	Percentage
Gender	Male	36	31
	Female	80	69
	Total	116	100
Age of respondents	20-30years	16	13.8
	31-40years	34	29.3
	41-50years	40	34.5
	51-60years	26	22.4
	Total	116	100
Education	Certificate	3	2.5
	Diploma	40	34.5
	Degree	54	46.6
	Postgraduate	19	16.4
Total	116	100	
Period working with TASO	Below 1 years	14	12.1
	1-5 years	43	37.1
	6-10years	27	23.3
	Above 10years	32	27.6
	Total	116	100

Gender of respondents.

The study findings on the gender of respondents showed that 80 (69%) respondents in the study were males whereas 36 (31%) were females. This implies that both male and female respondents participated in the study although the females were more than males. Worth noting however that was there was no researcher bias in the selection of respondents in this study since the selection of either males or females was methodological after the usage of a simple random technique and no gender was favored against the other during this study.

Age of respondents.

Findings on the age of respondents showed that 16 (13.8%) were aged between 20-30 years, followed by 34 (29.3%) aged 31-40 years, 40 (34.5%) aged 41-50 years and 26 (22.4%) were aged 51-60 years. Since the majority of the respondents were above 20 years old, it implied that people who participated in this study on the HRM Practices and performance of TASO were adults and in a position to effectively offer reliable information regarding the study.

Level of education.

The findings in Table 2 showed respondents' level of education, 3 (2.6%) had Certificates, 40 (34.5%) had Diplomas, 54(46.6%) had Bachelor's degrees and

19(16.4%) had Post Graduate Diplomas/degrees. The findings mean that all the respondents had the minimum education level which was vital in the interpretation of the data collection tools, especially the questionnaire, and therefore were in a position to ably provide the required information about how HRM Practices influenced the performance of TASO Mbarara.

Period of Work with TASO.

Findings on the period of work with TASO show that 14 (12.1%) had been in TASO for less than 1 year, 43 (37.1%) had been in TASO for a period between 1-5 years, followed by 27 (23.3%) for 6-10 years and 32 (27.6%) had worked with TASO for over 10 years. The findings implied that all the respondents had a considerable number of years while working with TASO, hence they were highly knowledgeable about how HRM Practices influenced the performance of TASO Mbarara.

Influence of Training and Development Practices on Organisational Performance.

The study required respondents to provide their agreements regarding how Training and Development Practices influence Organisational Performance at TASA Mbarara and the response provided a clear picture of whether there was orientation, mentorship, job rotation, and workshops

among others. The responses were coded as follows; 1- Strongly Disagree, 2-Disagree, 3-Unsure, 4-Agree, and 5- Strongly Agree. For the descriptive statistics on the level of

agreement, mean implied mean response for the statement. The findings are shown in the table 4.

Table 4: Influence of Training and Development Practices on Organisational Performance.

Statement	SD	D	NS	A	SA	Mean
TASO offers orientation to all its new employees to enhance performance	37(31.9%)	40(34.5%)	0	23(19.8%)	16(13.8%)	2.49
TASO offers mentorship placements for new staff to enhance their performance levels	18(15.5%)	47(40.5%)	4(3.4%)	33(28.4%)	14(12.1%)	2.81
There is continuous job rotation to enable employees to gain skills to serve clients better	40(34.5%)	53(45.7%)	3(2.6%)	16(13.8%)	4(3.4%)	2.06
Employees are placed under mentors to develop them in work-related tasks and assignments	5(4.3%)	22(19%)	7(6%)	65(56%)	17(14.7%)	3.58
TASO staff undertakes courses in universities to enhance their knowledge and skills offered to the organization	11(9.5%)	31(26.7%)	6(5.2%)	59(50.9%)	9(7.8%)	3.21
TASO staff attend work-related workshops to enhance their contribution to the organisation	8(6.9%)	33(28.4%)	12(10.3%)	54(46.6%)	9(7.8%)	3.20
Scholarships are provided to some employees to enable them to acquire the knowledge and skills needed to push the organizational agenda forward	2(1.7%)	6(5.2%)	7(6%)	84(72.4%)	17(14.7%)	3.93

Source: Primary data

Table 4 shows the descriptive statistics on Training and Development Practices on Organisational Performance and on whether TASO offers orientation to all its new employees to enhance performance, 7.8% strongly disagreed, 44.8% disagreed whereas 4.3% were not sure, 38.8% of respondents agreed and 5.2% strongly agreed. Therefore, 52.6% disagreed that TASO offers orientation to all its new employees to enhance performance. The mean response was 2.89 which implied disagreement. KI1 said; *"In TASO, orientation is sometimes done and in other instances not done. To some extent, this has enhanced employee and organizational performance. KI2 also noted; "It is inevitable to conduct orientation but we have not recently surveyed our employees to determine whether it contributes to performance. But in my view, it does contribute".* The findings above implied that orientation is done and partly contributes to organizational performance.

On whether TASO offers mentorship placements for new staff to enhance their performance levels, 3.4% strongly disagreed, 7.8% disagreed 5.2% were not sure, 71.6% agreed and 12.1% strongly agreed. Generally, 83.7% were positive that TASO offers mentorship placements for new

staff to enhance their performance levels. The mean response was 3.81 implying an agreement. This agreed with KI3 who said; *"We mentor our employees during the first months of work with TASO. This means that the performance we are enjoying is because of orientation.* The findings above implied that mentorships have greatly contributed to the performance of TASO Mbarara.

Regarding whether there is continuous job rotation to enable employees to gain skills to serve clients better, 14.7% strongly disagreed, 37.9% disagreed 6.9% were not sure, 31.9% agreed and 8.6% strongly agreed. Largely, 52.6% disagreed on continuous job rotation to enable employees to gain skills to serve clients better. The mean response was 2.83 meaning disagreement with the statement. KI1 said; *"Yes, continuous job rotations have greatly improved employee skills and competencies, and this enhanced TASOs performance.* The findings therefore implied that job rotations play a significant role in contributing to the organizational performance of TASO Mbarara.

Regarding whether employees are placed under mentors to develop them in work-related tasks and assignments, 11.2% strongly disagreed, 55.2% disagreed, 6% were unsure

whereas 22.4% agreed and 5.2% strongly agreed respectively. Generally, 66.4% disagreed that employees are placed under mentors to develop them in work-related tasks and assignments. The mean response was 2.55 to show disagreement. KI3 noted; *“On that issue, we have a big challenge because whenever our employees are mentored, their performance improves because their capabilities are enhanced which also trickles down to organizational performance”*. The findings above implied that however many employees are placed under mentors, it has not contributed to organizational performance in TASO Mbarara.

On whether the TASO staff undertakes courses in universities to enhance their knowledge and skills offered to the organization, 6.9% disagreed, 5.2% were unsure whereas 64.7% agreed and 23.3% agreed. In general, 88% of the respondents agreed that TASO staff undertakes courses in universities to enhance their knowledge and skills offered to the organization. The mean response was 4.04 to imply strong agreement with the statement. KI1 said; *“We offer courses to some employees and in some instances allow them to take leave during examinations”*. The findings above implied that when undertaking university courses provides a foundation for better organizational performance. Regarding the issue of whether TASO staff attend work-related workshops to enhance their contribution to the organization, 1.7% disagreed, 6.9% were unsure whereas 52.6% and 38.8% agreed and strongly agreed respectively.

Generally, 91.4% agreed that TASO staff attend work-related workshops to enhance their contribution to the organization. The statement generated a mean of 4.28 implying a strong agreement by the respondents. KI1 said; *“Workshops provide employees with opportunities to learn new skills or enhance existing ones”*. KI2 also noted; *“Workshops can boost employee morale and motivation by providing growth opportunities and can highlight and recognize employees’ skills and contributions, fostering a sense of achievement”*. In a nutshell, the above quantitative and qualitative findings revealed that workshops are a versatile tool that can address a wide range of organizational needs because organizations can develop their human capital, enhance communication, foster innovation, engage employees, manage change, build teams, share knowledge, tackle specific challenges, and measure performance”.

Correlation for Training and Development Practices on Organisational Performance.

The level of significance used is 0.05 (95% confidence level) whereby the sign value below implied significant findings and that one above 0.05 implied non-significant findings. The Pearson correlation analysis technique was used to determine the relationship between Training and Development Practices on Organisational Performance and the Pearson correlation coefficient was used to this effect as presented in the table 5.

Table 5: Pearson Correlation for Training and Development Practices on Organisational Performance.

Correlations		
	Training and Development Practices	Organisational Performance
Training and Development Practices	Pearson Correlation	1
	Sig. (2-tailed)	.726
	N	116
Organisational Performance	Pearson Correlation	.726
	Sig. (2-tailed)	.000
	N	116

Table 5 shows a positive and significant relationship between Training and Development Practices on Organisational Performance in TASO Mbarara. This is shown by a Pearson correlation coefficient of 0.726. The findings were important at a 0.000 level given that Training and Development Practices is statistically significant at a 95% confidence level since a sign value of 0.000 is less than 0.05. Therefore, the study’s hypothesis that there exists a significant relationship between Training and Development Practices and Organisational Performance is accepted. Hence, conclude that there exists a significant positive

relationship between Training and Development Practices and Organisational Performance at TASO Mbarara.

Simple Regression for Training and Development Practices on Organisational Performance.

The study also adopted a simple regression analysis to show the direction and extent of effect Training and Development Practices had on Organisational Performance. The explanation is in the form of an Adjusted R square. The level of significance was set at less than or equal to 0.05.

Table 6: Model Summary Training and Development Practices on Organisational Performance.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.726 ^a	.021	.280	1.33690

a. Predictors: (Constant), Training and Development Practices

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Table 6; shows that the coefficient of determination (Adjusted R Square) is 0.280. This implies that Training and Development Practices account for 28% of the variations in the Organisational Performance of TASO Mbarara. The

findings therefore implied that Training and Development Practices increase the Organizational performance of TASO Mbarara by 0.28% and 72% is due to other factors.

Table 7: Regression Coefficient for Training and Development Practices and Organizational Performance.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.267	.396		8.258	.000
	Training and Development Practices	.729	.106	.726	.274	.000

a. Dependent Variable: Organizational performance

Table 7 provides a simple linear regression analysis using the standardized coefficients for Training and Development Practices which indicates the beta standardized coefficient value of 0.726, with p value = 0.000. This means that Training and Development Practices have a positive and significant effect on the Organizational Performance of TASO Mbarara.

and Saxena, (2022) who also revealed a positive and significant relationship between Training and Development Practices on Organisational Performance. However, Laursen and Foss, (2020) found an insignificant negative relationship between Training and Development Practices on Organisational Performance.

Discussion Training and Development Practices and Organisational Performance.

Findings on Training and Development Practices on Organisational Performance show that TASO offers orientation to all its new employees to enhance performance and offers mentorship placements for new staff to enhance their performance levels. It was evident that continuous job rotation enabled employees to gain skills to serve clients better.

TASO staff undertakes courses in universities to enhance their knowledge and skills offered to the organization. Generally, 91.4% agreed that TASO staff attend work-related workshops to enhance their contribution to the organization.

Inferential findings show a positive and significant relationship between Training and Development Practices on Organisational Performance in TASO Mbarara shown by a Pearson correlation coefficient of 0.726 at 0.000 level given that Training and Development Practices is statistically significant at a 95% confidence level since sign value 0.000 is less than 0.05. The study agreed with Tiwari

Conclusion.

Training and development practices are part of the significant practices that contribute to the better organizational performance of TASO Mbarara.

Recommendations.

TASO needs to conduct compliance training for all staff to ensure understanding and adherence to HR policies and improved performance.

List of abbreviations.

SPSS Statistical Package for Social Sciences
TASO The Aids Support Organization

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Conflict of interest.

There was no conflict of interest.

Author Biography.

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