STAFF DEVELOPMENT AND EMPLOYEE PRODUCTIVITY AT EDUCATE! UGANDA

BY

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DECLARATION

I, Luuba Richard, hereby declare that, this research report is my own work towards the award of a Master of Business Administration and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for award of any other degree of any University, except where due acknowledgments have been made in the text.

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APPROVAL

This is to certify that the dissertation report by Luuba Richard, under the title ***"Staff Development and Employee Productivity at Educate! Uganda"*** was carried out under our supervision and is now ready for examination by the Board of Examiners as a requirement for the award of a Masters of Business Administration of Kyambogo University.

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DEDICATION

I dedicate this research to the Almighty God who always blesses me in all my endeavours and to my close family of Jayden, Samantha and my dear spouse and friend, Ngonzi Sudat for their encouraging support during this research period.

May the Almighty God reward them abundantly.

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LIST OF ABBREVIATIONS

CVI	:	Content Validity Index
HR	:	Human Resources
HRM	:	Human Resource manager
TVET	:	Technical Vocational Education and Training
HCT	:	Human Capital Theory
ICT	:	Information, Communication and Technology
OD	:	Organizational Development
HRD	:	Human Resource Development
HRP	:	Human Resource Planning
SODI	:	Self-awareness, Opportunity awareness, Decision making and planning and Implementing plans
OECD	:	Organisation for Economic Co-operation and Development

ABSTRACT

The purpose of this study was to establish the effect of employee development on productivity at Educate! Uganda. The guiding objectives of the study were to; establish the influence of mentorship on productivity at Educate! Uganda, examine the effect of training on productivity at Educate! Uganda and assess the effect of career planning on productivity at Educate! Uganda.

A case study research design was adopted considering both qualitative and quantitative approaches. A sample of 62 respondents was used. 52 randomly sampled from 60 officer to coordinator level employee while 10 managers were sampled by census. The research tools used included the questionnaires and interview guide. Data was analysed using linear regression and critical judgement approaches for quantitative and qualitative data respectively; and presented by use of tables, graphs and descriptive statements.

Findings revealed that mentoring has a significant effect on employee productivity with a 59.5% variations in employee development. The results also indicated that training predicted employee productivity 67.2%. This implies that provision of adequate desired training based on employee needs will enhance productivity at Educate Uganda! While Career planning showed significant effect on employee productivity with an adjusted R square of 81.7%.

The study concluded that, Educate! Uganda supervisors' knowledge sharing to employee did not induce commitment to fulfilling organizational goals. Poor mentor and mentee relationship did not provide supportive mentoring to positively influence productivity. Mentoring programs and relationships sometimes failed due to; lack of participation, no leadership involvement, poor planning, unrealistic expectations, and "fuzzy" goals. The training guidelines, were not broadly defined based on which activities are aimed at raising the standards of employee practice and thus lifting the quality of the employees and customers. Low career planning demotivated productivity at Educate! Uganda.

The study recommends that Management of Educate! Uganda should conduct bench marking to develop and strengthen proper understanding, planning, implementation and evaluation of mentoring program. Educate! Uganda Directors should prioritize the need for improved employee productivity through outsourcing service providers for both training and career planning. Further research should be conducted to; investigate the effect of career planning on employee commitment, examine the influence of mentoring mechanisms on retention of employees and analyse how effective needs assessment enhances employee productivity among NGOs, SMEs as well as public institutions.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Employee development has become increasingly vital to the success of modern organizations because rapid changes in technology require that employees possess the knowledge and skills necessary to cope with the new processes being introduced (Broadhurst, 2012 & Dukakis, 2002). As a result, equipping these unique assets through effective employee development becomes imperative in order to maximize productivity. Based on this, the researcher was prompted to conduct a study to identify the specific employee development strategies to thrust employee productivity. This chapter presents the background to the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, scope, significance, key definition of terms as well as the conceptual framework.

1.1 Background to the Study

1.1.1 Historical Perspective

The concept of employee development predates mankind; however, the earliest history of employee and Organizational development (OD) is rooted in the origins of education itself. An examination of the antiquity of education from the beginning shows a continuum of human progress from survival-driven learning to education rooted in ancient times, the classics, and religious beliefs; to the influences of war and military strategy on scientific and technical education; to the job skills employee development and scientific management spawned by the industrial revolution; to the post–World War II era leadership development programs and the employee development of teams; and, finally to the development of individuals, organizations, and communities for a variety of work-related purposes (Torraco, 2016). Although the fields overlap, employee development and OD are considered separate fields of practice, a recognition reinforced by McLagan (1989), as cited in Torraco, 2016).

Employee development in the United States emerged in the period during and after its involvement in World War II. During this period, there was a dramatic increase in the demand for trained workers brought on by the expanding wartime economy and by technological innovations. The rise of the U.S. labor movement during this period also contributed to the growth of employee employee development and development. After overcoming substantial

resistance to its establishment during the early 1900s, the U.S. labor movement has become a strong proponent of employee development (Glass, 2013).

In Africa, at the close of the 1980s, considerable doubts had begun to emerge among international donor agencies regarding the cost-effectiveness of publicly owned and managed technical and vocational education and employee development (TVET) to enhance employee development. Based on extensive analysis, a 1991 World Bank Policy Paper on TVET found a diverse market for skills development globally with national employee development systems consisting of public employee development, private employee development, and enterprise-based employee development (World Bank Report, 1991)

1.1.2 Theoretical Perspective

The study was guided by the Human Capital Theory which examines the Economic Value of Employee development. Becker's (1993) work on human capital theory catalysed its subsequent application to educational employee development and employee selection (Phillips, 1997 cited in Torraco, 2016). Although mainstream education is valued for its own sake, early proponents of employee development struggled to justify its costs to financial decision makers. Unlike in schools and free-standing employee development institutes, where the main purpose is education and employee development is providing a product or service. Consequently, employee development must compete with other business prerogatives, such as research and development, operations, and customer service, for the allocation of perennially scarce resources. Human capital theory provides the basis for the perspective that employee development is an investment in employees and productivity rather than a cost (Torraco, 2016).

With roots in the 1980s, the perception of employee development as a value-added function today still depends on the ability to demonstrate its return on investment, especially during periods of reduced business spending. Despite greater awareness of the importance of justifying employee development expenses, the challenges associated with these methods limit their use (Brinkerhoff, 2006 cited in Torraco, 2016).

Paradise (2007) stated that organizations alone spend more than $126 billion annually on employee training and development. In an environment where there is high uncertainty tends to

present organizations with high risk, the knowledge of business and market intelligence present organizations with a reliable competitive advantage over those that do not have. Therefore, knowledge is turning to basic capital that triggers development. The success of organizations is however dependent on its knowledgeable, skilled as well as experienced workforce. Therefore, in order to maintain sustainability, organizations must see continuous employee employee development and development as invaluable. Employee development and development is very essential at all employee levels, due to the reason that skills erode and become obsolete over a period of time and has to be replenished (Maimuna & Yazdani, 2013).

1.1.3 Conceptual Perspective

Employee development is the most pervasive process/methods to enhance the productivity of individuals and communicating organizational goals to personnel (Ekaterini & Constantinos-Vasilios, 2009). According to Konings & Vanormelingen (2009) employee development is an instrument that fundamentally affects the successful accomplishment of organizations' goals and objectives. However, the optimum goal of every organization is to generate high revenue and maximize profit and a vital tool to realize this is an efficient and effective workforce. Thus, a workforce is only efficient and effective if the appropriate training and development is provided for such and therefore leading to productivity (Collier, Green, Kim & Peirson, 2011)

The 1990s witnessed the influence of the performance paradigm and emphasis on employee development's ability to improve productivity (Rummler & Brache, 1995). Cascio, (2006) appeals for investing in employee development to grow among employers. The theory puts Human capital at the Centre of Organizations for productivity. And general performance of any team.

Employee development affects employees' behavior and their working skills which results into employees enhanced productivity as well as constructive changes (Satterfield & Hughes, 2007). Employee development is most effective way of motivating and retaining high quality in human resources within an organization (Kate, Cherrie, Brain, Cooper, Yiming Zhang & Sijun, 2009). Employee development is a way of enhancing employee commitment and maximizing employee potential.

According to Khawaja & Nadeem (2013) productivity is a measure of the quantity and quality of work done, considering the cost of the resources used. The more productive an organization, the better its competitive advantage, because the costs to produce its goods and services are lower. Better productivity does not necessarily mean more is produced; perhaps fewer people (or less money or time) was used to produce the same amount. McNamara (2003) cited in Kamau, (2013) further states that, results are usually the final and specific outputs desired from the employee. Results are often expressed as products or services for an internal or external customer, but not always. They may be in terms of financial accomplishments, impact on a community; and so whose results are expressed in terms of cost, quality, quantity or time. He further notes that measuring productivity involves determining the length of time that an average worker needs to generate a given level of production (McNamara, 2008).

Productivity is a relationship between outputs and inputs. It rises when an increase in output occurs with a less than proportionate increase in inputs, or when the same output is produced with fewer inputs (Falola & Osibanjo,2014) Productivity can also be considered in monetary terms. If the price received for an output rises with no increase in the cost of inputs, this is also seen as an increase in productivity. Productivity improvements can also be understood at different levels. The productivity of individuals may be reflected in employment rates wage rates, stability of employment, job satisfaction or employability across jobs or industries. Productivity of enterprises, in addition to output per worker, may be measured in terms of market share and export performance. The benefits to societies from higher individual and enterprise productivity may be evident in increased competitiveness and employment or in a shift of employment from low to higher productivity sectors. The objective of employee development is to attract and retain qualified and competent employees. It works on the premise that people will give their best productivity if their personal non-work needs are taken care of (Andrews, 2009).

Bernardin (2007) continues to state that controlling labour costs and increasing productivity through the establishment of clearer linkages between employee development and performance are considered to be key human resource management (HRM) component of competitive advantage. In addition, increased concerns over productivity and meeting customers' requirements have prompted renewed interest in methods designed to motivate employees to be

more focused on meeting (or exceeding) customer requirements and increasing productivity (Oravee & Hangeior, 2017).

1.1.4 Contextual Perspective

Educate! Uganda, is a non-profit organization incorporated in 2009 to focus on helping improve the quality of education to empower youths with the skillset to break poverty for themselves and their communities. It develops high school students into young leaders and entrepreneurs through one-on-one mentorship and practical learning experiences including starting their own enterprises. Educate! has also developed a leadership and entrepreneurship curriculum that is in use in over 500 secondary schools where it currently operates.

1.2 Statement of the Problem

Worldwide, Organization conduct employee development to promote teamwork and equip employee with new skills of handling tasks that will make them hit targets and above all enhance output. Nevertheless Employee productivity at Educate Uganda has tremendously declined despite several employee development initiatives. (Human Resource Report, 2017). It is evidenced that employee development strategy through mentorship for managers, training and career planning for the last 3 years, has continuously been conducted but employee productivity at Educate! Uganda has sharply dropped from 78% to a current 45% in the period of the FY2014/15 to 2016/2017(Human Resource report, 2017).

The Organization is serving only 60% of targeted clients with service rating by the clients dropping by 3 points from head teacher surveys from an expected 8/10 used scale which trend threatens the sustainability of the Organization. The Organization has tried new strategic approach of retraining managers and offering executive coaching but the problem seems to persist. This leaves one to wonder whether the core purpose of Educate! Uganda could be derived from its employees thus the need to conduct further research to examine the effect of employee development on employee productivity at Educate! Uganda.

1.3 Purpose of the Study

To establish the effect of employee development on employee productivity at Educate! Uganda. This is intended to bring out the knowledge, skills and attitudes required by Organizations and managers for optimal Organizational goals.

1.4 Objectives of the Study

i) To establish the influence of mentorship on employee productivity at Educate! Uganda.

ii) To examine the effect of training on employee productivity at Educate! Uganda.

iii) To assess the effect of career planning on employee productivity at Educate! Uganda.

1.5 Research Questions

i) What is the influence of mentorship on employee Productivity at Educate! Uganda?

ii) What is the effect of training on employee productivity at Educate! Uganda?

iii) What is the effect of career planning on employee productivity at Educate! Uganda?

1.5 Scope of the Study

1.5.1 Content Scope

The study was focused on establishing the effect of employee development on productivity at Educate! Uganda as a case study. The independent variable being employee development while the dependent variable was productivity. Employee development was measured by examining the relevance of training, career planning and mentorship programs conducted at Educate! Uganda. While productivity was measured by quality of work, quantity produced and timeliness of reports.

1.5.2 Geographical Scope

The study was conducted from Educate! Uganda established in 2009, located in Kisubi, Plot 71755 Kampala along Kibuli road for the employees, management in Central, East and Northern Uganda to capture regional diversity of youths across the same subject. The Organization also has tried out to develop its employee for at least 3 years.

1.5.3 Time Scope

The study examined the effect of employee development on productivity at Educate! Uganda covering a period from 2014 to 2017. This study was conducted within the period of January-November 2017).

1.6 Significance of the Study

The study can be of great importance and utilization to different stakeholders to:

Provide insights to the Human Resource manager into possible review of employee development policy at the organization as per the found results depending on what is working and not working in the employed mentoring strategy invested in at Educate! Uganda for the last three years especially in recognizing the role of mentoring relationships to the whole strategy success.

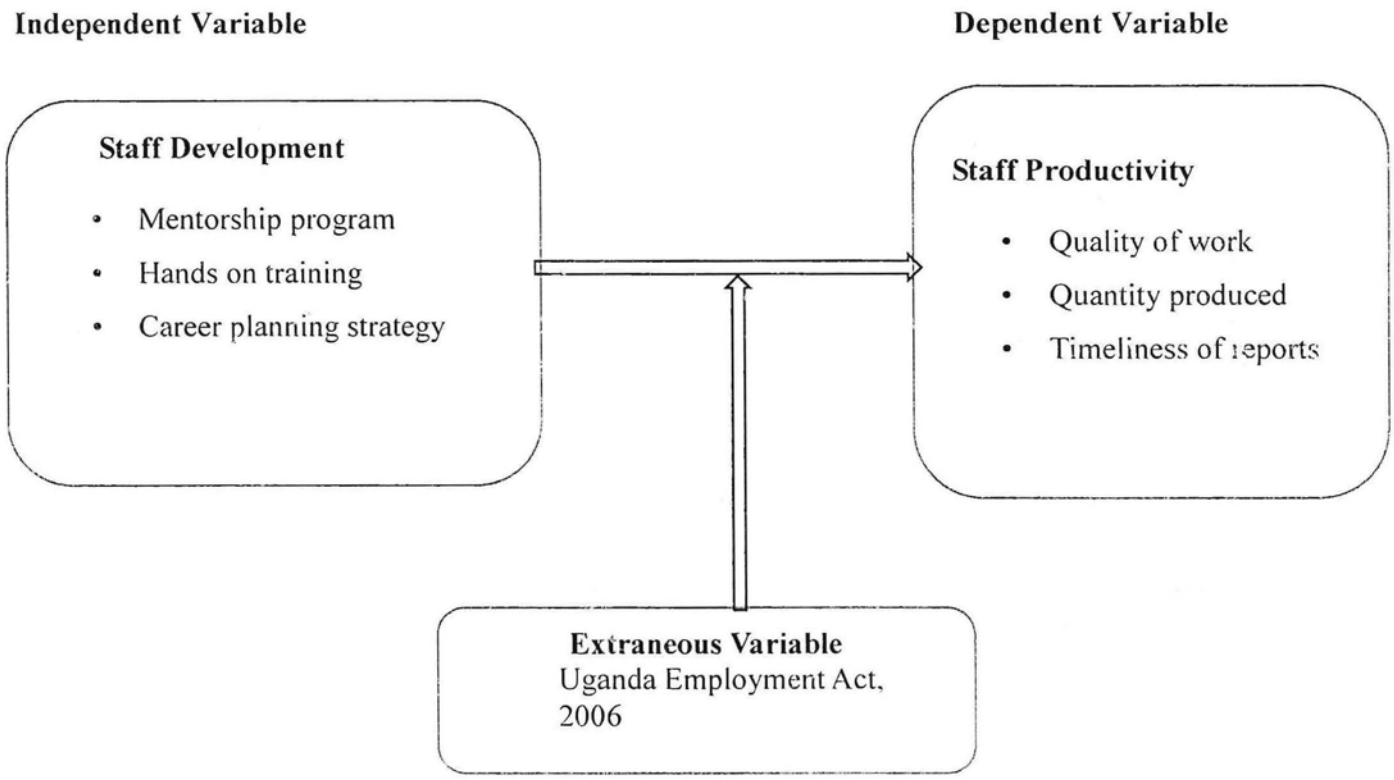
Provide insightful contribution to training planning, evaluation and continuous needs assessment for employee to support cyclical reviews of its relevance and bridge the gaps.

Work as a measuring tape for the effort of different departments in their interventions for employee development in assessing progress over time and use the results to aid career planning support systems.

Other like-minded institutions and individuals could learn from this research to enrich their foundation and inform best practice of handling work productivity.

1.7 Conceptual framework

The framework reflects staff development as the independent Variable which affects the dependent Variable, employee productivity. It indicates that employee development programmes such as the mentorship program, hand on training and career planning strategy directly affect employee productivity and overall productivity of the organization by influencing quality of output, quantity of out puts produced by employees and timeliness of reports as measures of employee productivity. On the other hand Uganda Employment Act, 2006 as an extraneous variable not to be studied though has undesirable effect on the effect of the study dependant and independent variables.



Source: *Adapted from Aiman & Muhammad (2015)and modified by the researcher.*

Figure 1: Conceptual Framework illustrating the effect of employee development on productivity.

1.8 Definition of key terms

Development refers to activities leading to the acquisition of new knowledge or skills for purposes of growing. Organizations provide employees with development programmes in order to enhance their capabilities. Employee development is gaining an increasingly critical and strategic imperative in organizations in the current business environment (Sheri-lynne 2007) in Abdul Hameed (2011).

Employee development is the organized way in which organizations provide development and enhance quality of new and existing employees. Employee development is viewed as a systematic approach of learning and development that improve individual, group and organization (Goldstein& Ford, 2002) in Khawaja & Nadeem (2013). Thus it is the series of activities embarked upon by organization that leads to knowledge or skills acquisition for growing purposes. Thereby, contributing to the well-being and performance of human capital, organization, as well as the society at large. According to Manju & Suresh (2011), employee development serves as an acts of intervention to improve organization's goods and services quality in stiff the competition by improvements in technical skills of employees.

Employee Productivity: Productivity as defined in Oxford dictionary (2007) is the efficiency with which things are being produced. Employee productivity however is the measure of output per unit of input economically. It is the log of net sales over total employees (Rohan & Madhumita 2012). Thus employee productivity of an economy as whole or industry could be determined.

Employee productivity can be measured for a firm, a process, an industry, or a country. It is often referred to as labor productivity because it was originally studied only with respect to the work of labourer's as opposed to managers or professionals (Scarth, 2002)

Human resource development is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfilment of organizations members as they work to accomplish the goals of the organization (Pace, Smith & Mills 1991, 6).

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature by different authors available on the problem under study. The information is a combination of extracts, paraphrased statements from textbooks, pamphlets, journals, magazines, websites, publications and other official reports related to the study. The literature review focuses on examining the effect of mentorship, training and career planning on productivity.

2.1 Theoretical Review

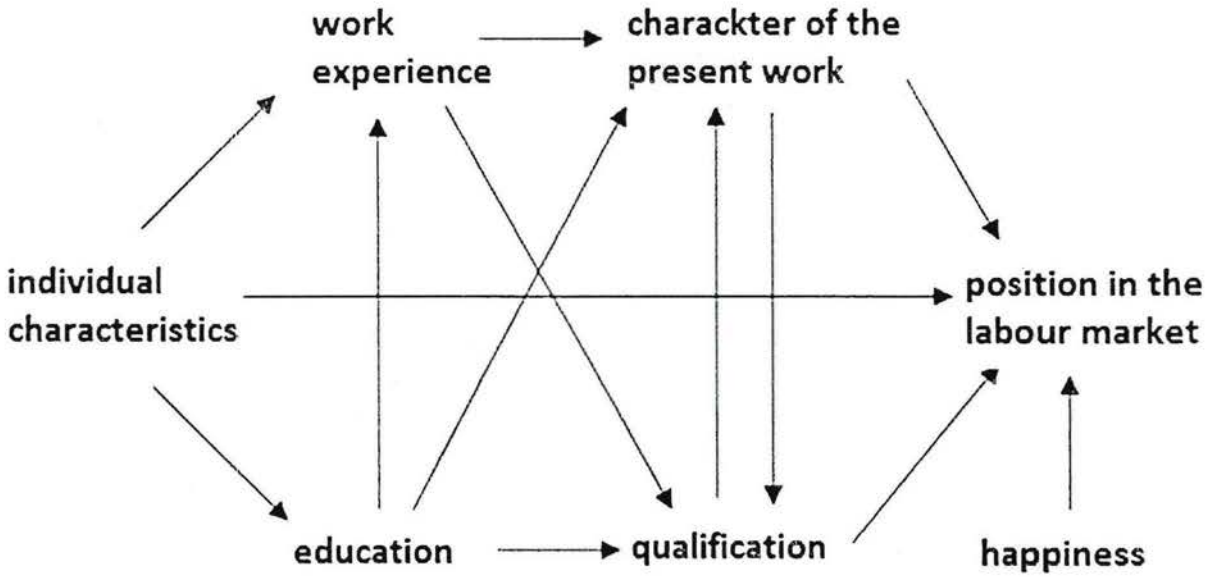
The study was guided by the Human Capital Theory. Human capital theory refers to the aggregate stock of competencies, knowledge, social, and personal attributes embodied in the ability to create intrinsic and measurable economic value. Human Capital Theory views humans and individuals as economic units acting as their own economy (Alice, 2014)

Olaniyan and Okemakinde (2008) posits that the basic concept of Human capital theory is that investments in individuals can be mathematically measured based on the economic value they are able to contribute to society. Human capital is often subdivided into categories such as cultural capital, social capital, economic capital, and symbolic capital. Human capital is developed in many ways. Economic capital is typically measured by the ability to perform labour which results in economic value. Education, job training, and marketable talents are all ways in which humans increase their ability to acquire knowledge and generate higher wages. Social capital and cultural capital refer to the relationships and influence individuals contribute to society (Becker,1993).

Human capital theory has practical implication for determining the value of training and education. It allows individuals to calculate the expected future returns of an investment in education. In addition, human capital theory's utility allows individuals to quantify the value of their intangible assets such as education and social status (Alice, 2014). Human capital theory

also introduces the investment risks of human capital theory including its illiquidity and assumptions about payback periods and opportunity cost (Khan *et al*, 2012).

Elements of human capital model



Source: Kuchař, (2007)

Figure 2: Shows elements of Human Capital theory

Human capital arises out of any activity able to raise individual worker productivity. In practice full-time education is, too readily, taken as the principal example. For workers, investment in human capital involves both direct costs, and costs in foregone earnings. Workers making the investment decisions compare the attractiveness of alternative future income and consumption streams, some of which offer enhanced future income, in exchange for higher present training costs and deferred consumption. Returns on societal investment in human capital may in principle be calculated in an analogous way (Kuchar, 2007)

Human-capital theory has attracted much criticism from sociologists of education and training. In the Marxist renaissance of the 1960s, it was attacked for legitimating so-called bourgeois individualism, especially in the United States where the theory originated and flourished. It was also accused of blaming individuals for the defects of the system, making pseudo-capitalists out of workers, and fudging the real conflict of interest between the two. However, even discounting these essentially political criticisms, human-capital theory can be

regarded as a species of rational-exchange theory and open to a standard critique, by sociologists, of individualist explanations of economic phenomena (Lee, 2010).

According to Keeley (2007) human capital theory (HCT) concludes that investment in human capital will lead to greater economic outputs however the validity of the theory is sometimes hard to prove and contradictory. In the past, economic strength was largely dependent on tangible physical assets such as land, factories and equipment. Labor was a necessary component, but increases in the value of the business came from investment in capital equipment.

Rindermann (2008) states that human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as a productive investment in human capital, which the proponents of the theory have considered as equally or even more equally worthwhile than that of physical capital.

According to Babalola (2003) the rationality behind investment in human capital is based on three arguments: The new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations. The new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services; People must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches.

Fagerlind and Saha (1997) posit that human capital theory provides a basic justification for large public expenditure on education both in developing and developed nations. The theory is consistent with the ideologies of democracy and liberal progression found in most western societies. Most economists agree that it is human resources of nation, not its capital nor its material resources, which ultimately determine the character and pace of its economic and social development. Human resources constitute the ultimate basis of the wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agencies who accumulate capital, exploit natural resources, build social, economic, and political organizations, and carry forward national development.

2.2 The effect of Mentorship on Productivity at Educate! Uganda.

According to Ahmad *et al.*, (2014) mentoring is the technique of attaching the higher skilled or experienced person with the goal of making lesser skilled person grow and develop specific competencies". Mentoring not only supports in polishing the abilities and competencies of the individuals and groups but also provides positive alteration of employees' skills to their improved productivity and organizational outcomes (Ahmad, 2014). There was need to conduct a study to establish if Educate! Uganda's mentoring is achieving the same desired goals of employee productivity.

Indermun, Mutambara and Naku (2014) state that, mentoring nourishes and relaxes the employees' behaviour as it guides them to develop and adjust themselves in their working environment. Consequently, it enables them to provide positive feedback. Planned mentoring programs ask for reduction in cost as in these programs mentors and protégé perform in their workplace and, mentor with high competencies and position in hierarchy behaves as a model of changing attitudes and learning (Indermun *et.al*, 2014). A number of organizations consider mentoring as a cost saving activity as its management is less expensive. It provides high return in the form of delivery and transferring of knowledge and educating each other about how to achieve the organizational goals. Seniors and professionals in the form of mentors share their information and experience with mentees which creates and develop in them a deeper sense of loyalty to the organization and increases their commitment to their tasks (Ofobruko & Nwakoby, 2013). There was need to conduct a study to establish if Educate! Uganda mentoring program is entrenching loyalty, knowledge transfer and commitment necessary for steady work productivity.

Lorenzo, Grande and Utrilla, (2015) observed that a mentor may play their role as a supervisor or a manager or otherwise. A mentor shares experience and knowledge with the mentee. Effective mentoring relation may be predicted by development–linked leadership traits of the mentor like, goal setting, planning, explaining the importance of the tasks, building protégé self-efficacy and providing the attention to the individuals. Creating and developing mentoring relationship with institutional employees is one of the most important parts of enabling productivity. It is due to mentor who allows sharing his experience with the employees and prepares to achieve the same

level of success as requires and expected from them. Under his influence they try to shun or avoid the mistakes which can set back or ruin their experience (Lorenzo, *et.al,* 2015). There was need to conduct a study to establish if Educate! Uganda's mentors have traits that promote goals setting, planning and attention to mentees critical to creating experiences that develop productivity environment.

Mentoring explains the relationships between less experienced/junior employees with a senior and highly experienced person who can be a supervisor, manager or a mentor. He is responsible for grooming the younger employees in order to enhance their capabilities to accomplish their tasks in an exclusive, identified and perfect manner. It also assists in developing three sorts of behaviour which constructs relationships between mentor and mentees. Career growth, role modelling and social assistance assist in creating, maintaining and developing those relationships (Schabmann, 2014). They are normally more skilled persons who own the status in an organization where they are role model for their subordinates. They can provide them guidance and support in their tasks and achievement of goals. Generally they are able to provide them with the ability to make innovative ideas which can not only add to their capabilities and personality but can also prepares them to lead the others while in future they will be on such leading position (Kui, Ramayah & Chiun, 2013). There was need to conduct a study to establish if Educate! Uganda

Mentoring improves individual behaviour, facilitates personal learning and attitude which consequently results in enhancing organizational capabilities and sustainable employees' learning (Malderez & Doyle, 2015). There was need to conduct a study to establish if Educate! Uganda

According to Blass *et al.,* (2007) mentoring ensures itself as a tool for development of an organization on the basis of evidence of work done. Blass also pronounce the reality that most of the organizations are planning, designing and implementing the mentoring programs in order to increase the momentum of performance of a protégé (Tonidandel *et al,* 2007).

Moon (2014) provided that innovations happen in the context of internal and external relationships. These relationships are with superior, subordinates and colleagues. These

relationships develop and stay firm when there are healthy relations among seniors (Mentor) and a junior (mentee). Many Institutions believe that one of the major functions of any organization is managing and application of knowledge. The researchers have explored that all mentors are not proven to be successful should be conscious regarding capabilities of potential mentor while establishing mentoring relationships with them.

In addition protégé (mentee) and mentor should collectively know that result oriented mentoring is time taking and long lasting (Philips, 2007). It asks the mentors to focus mainly on their relationship with their juniors (mentees) as this monotonous relation brings benefits for the organization in the long run (Thorndyke *et al,* 2008).

Neupane (2015) revealed that by establishing the successful mentoring relationships between mentor and a mentee can maximize and encourage the return of investment on mentoring. Therefore, recently there has been great stress on shaping the careers of the professionals through mentorship and appraising the healthy outcomes of career rewards (Kay and Wallace 2010). There is a strong relationship between productivity and mentoring provided to the employees. The strength of mentoring arranged and provided to the employees through regular intervals results in the improvement of their performance (Liu and Batt, 2010; Iravo & Mudia, 2014). There was need to conduct a study to establish if mentorship provides strong bond between mentors and mentees at Educate! Uganda.

Mentors are continuously appreciated and facilitated throughout the world as they are considered as an assistant in achieving organizational goals and targets in terms of their performance (Tonidandel, 2007). Mentors deliver knowledge on the basis of their track experience and prepare less skilled and experienced employees for challenging tasks and advancement in their career. The functions of a mentor not only develop the individual learning employees but also increases the performance level of a group or teams' career (Kay & Wallace, 2010). There was need to conduct a study to assess whether mentorship is increasing group learning and productivity at Educate! Uganda

It also develop, calculate and identify the skills of the subordinates and integrate their performance with the policies with the organizational goals and objectives (Liu & Batt, 2010).

The performance of the mentee is also affected in some groups where a person who is providing mentoring creates in his mind two groups of the people. He considers one with high performing qualities and abilities and deliver to them best and extensive mentoring along with the high level of information; while considering others as a low performing with less abilities and qualities and on the basis of differentiation he provides to them with less tough assignments and tends to provide active support for developing the basic skills (Naido *et al,* 2010). In another study of China Yang *et al,* (2010) concluded that, if employees are nourished with possible opportunities of their career advancement through educating the effective way of tackling the challenging tasks, it can support them in improving their skills and prepares them to be ready for future tasks and challenges those are unforeseen. From the study of literature on mentoring it is assumed that mentoring by a competent mentor enhances the capabilities of the protégé and prepares them to give higher performance (Okurame, 2008). There was need to conduct a study to establish whether mentoring prepares employee to tackle current and future tasks at Educate! Uganda.

Group mentoring is more effective than individual mentoring as in groups protégés are able to handle the assignments easily with the bulk of knowledge they gain from the mentor. When a mentor is functioning with the individual or group/team than his involvement can result into individual or team effectiveness (Falola, 2013). This reality creates ground for the people with any sort of calibre to mould their weaknesses of performing tasks into their strengths and turn undesired results into dreamed and attractive outcomes. These ideas assures that environment with more attributed employees will come alive with the application of techniques' and activities relevant to employees personal guidance and support through mentoring. Ultimately, their weak performance will be habitually and behaviourally converted into improved performance (Hegstad & Wentling, 2004). There was need to conduct a study to find out if group mentoring results against productivity.

Mentoring is a powerful way to provide context and help employees refine and build their skills, which in turn will enable them to put those skills to use on the job more quickly and efficiently. Savvy organizations have started using mentoring as a productivity tool, going well beyond its traditional role as a personal development tool geared toward career moves and career advancement (Heathfield, 2011). When mentoring is used as a productivity tool, people are able to learn from their peers and colleagues as a way to address skill gaps and learning needs.

Mentoring can provide a unique way to learn that allows employees to: study a concept, ask probing questions of experts and peers, apply their new knowledge on the job, share their experiences with their mentoring cohorts, learn from the experiences of those around them and adjust their approach as needed when applying their new skills. There was need to conduct a study to establish if Educate! Uganda is proving knowledge sharing platform to learn from each other's as a result of its mentorship form (Mincemoyer &Thomson, 1998)

Mentoring programs help professionals grow, develop and learn new skills under the direction and advice of a seasoned expert. Organizations implement mentoring programs to align the goals of the company with the professional development of its employees. Coaching and mentoring provides benefits for the "mentee", the mentor and the organization. There was need to conduct a study to establish if Educate! Uganda's mentorship has equipped employee with necessary socio skills to succeed in the work environment (Kutilek & Earnest, 2001)

2.3 The effect of hands on training on productivity at Educate! Uganda.

Olalere and Adesoji (2013) reveal that training is simply defined as 'the formal, ongoing efforts that are made within an organization to improve the productivity of its employees'. Training and development can also be described as 'an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the productivity of employees. While new methods are under continuous development, several common training methods have proved to be highly effective. Some notable examples include orientations, class room lectures, case studies, role playing, simulations and computer based training. Training programs may be focused on either individual or team productivity and eventual performance. In order to maximize the effectiveness of training and development program, organizations must constantly assess and identify their employees' current training and development needs to prepare them for their next positions to achieve higher growth (Hamid, 2011). There was need to conduct a study to establish if Educate! Uganda conducts needs assessment for employee training.

According to Khan, Khan and Khan, (2011) training is concerned with organizational activity aimed at bettering the productivity of Individuals and groups in organizational setting. It is a combined role often called human resources development (HRD) meaning the development of

"Human" resources to remain competitive in the marketplace. This could be done through workshops, seminars, retreats among others. There was need to conduct a study to establish if Educate! Uganda to examine the level of skills development of employee.

Adamu (2008) says that in the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not.

Albaladejo and Romijn (2001) note that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Appiah (2010) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee productivity. According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be moulded according to the firm needs.

In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps. According to Alliger, Tannenbaum, Bennett, Traver and Shortland, (2007) employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

According Kogan, Baum and Devine (2007), through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities.

Chukwunenye and Igbokwe (2011) lamented training focuses on doing activities today to develop employees for their current jobs and development is preparing employees for future roles and responsibilities. It carry out an analysis that the objective of training and development is to creative learning organizations which ensure that employees through value addition can effectively perform their jobs, gains competitive advantage and seek self-growth: this measurable performance resulting from good training and development, shall enhance organization development. It is a process transferring information and knowledge to employers. It is equipping employers to translate that information and knowledge into practice with a view to enhancing organization effectiveness and productivity, and the quality of a management of people (Aiman et al., 2015). There was need to conduct a study to establish if Educate! Uganda considered training along with education policies and systems which are crucial to the development of human resources.

CommLab (2013) posits that across the globe trade unions, employers and policy makers have emphasized the importance of skill upgrading of workers and lifelong learning in order to cope with increased pressures induced by technological change and globalization (European Commission, 2007).

Heathfield (2011) states that large organizations generally provide training to their employees for better utilization of their skills. Also, they know the importance of training impact on the organization. While some firms don't feel much benefit because they concentrate on single amount spend on the business. There was need to conduct a study to establish if Educate! Uganda trains employee in bid to attain a competitive strategy in the global village.

Mahwah, Erlbaum and Laing (2009) noted that organizations have to recognize that different employees have different needs and these needs will change over the time as these workers continue in their careers. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. In nutshell Training is crucial for organizational development and its success which is indeed fruitful to both employers and employees of an organization. There was need to conduct a study to establish if Educate! Uganda training benefits both employees and the entity as well.

Larossi, Mousley and Radwan (2009) state that once the employees obtain the desired skills required for the task to execute tasks, productivity improves. Their weakness will turn into their strengths and they get the better understanding what and how to execute with better ideas. There was need to conduct a study to establish if Educate! Uganda training were aimed at improving employee results/output

According to Nielson (2010) training helps employees to get satisfaction and feel confident by gaining skills. Training helps the employees to perform tasks easily and also they can innovate new strategies to execute the task. This builds the some level of satisfaction in employees. There was need to conduct a study to establish if Educate! Uganda employees were satisfied with the training outcomes and now confident to handle tasks at hand with relative ease.

Similarly, Noe (2008) reveals that initially, training aids employee to reduce turnover, it will cost an organization less time and money. Once the employee gets skilled in their role they can provide a firm with better revenue than before. It reduces the frustration level of both the employee and the employer. Expertise brings the quality in the work and development in the organization. There was need to conduct a study to establish if Educate! Uganda employees to not leave work because of the training benefits attained.

Olaniyan and Ojo (2008) observed that Training and development directly improves efficiency and productivity of employees. Employees remain up to date with new technology and thus use existing ones in a better way. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources when employees are properly

trained. There was need to conduct a study to establish if Educate! Uganda the level of efficiency and effective employee accomplish tasks within the targeted period.

Thang, Quang and Buyens (2010) training improves necessary skill sets in employees and empowers them to address tasks independently. In other words a well-trained employee will be well acquainted with the job and hence they incur less or reduced costs of supervision. There was need to conduct a study to the training skills employees of Educate! Uganda gained and extent to which supervision costs were minimised.

Tharenou, Saks and Moore (2007) most of the errors occur because of many employees lack the desired knowledge and precise skills required for doing a particular job. Continuous Training and development ensures that employees get the right skills at right time. The more trained an employee is, the less are the chances of committing errors in job. There was need to conduct a study to establish if Educate! Uganda trains employees to minimise errors in production.

Olalere and Adesoji (2013) noted that creating a pool of cross-trained employees helps to bridge gaps when someone unexpectedly leaves the company - or if they accept a transfer or a promotion. Employees can be trained on a minor additional skill in sales, customer service, administration and operations. Cross-training also fosters team spirit, as employees appreciate the challenges faced by co-workers. There was need to conduct a study to establish if Educate! Uganda employees appreciate role challenges that makes them to collaborate for effective service delivery.

Khan (2011) noted that most of the companies overlook the hidden talent of their employees, Training provides a catalytic platform for employees to share their ideas with management. It has been proved that some employees might be yearning for a leadership role within the business, but because there is no leadership development program in place, these individuals don't get the chance to prove their ability or further develop these hidden skills. Allowing employees to attend these programs helps to spot the leaders of tomorrow within current work force. There was need to conduct a study to establish if Educate! Uganda uncover employee potential through training.

According to Adamu (2008) Training and development makes the employees feel more satisfied with the role they play in the company or organization. This is driven by the great ability they gain to execute their duties. They feel they belong to the company or the organization that they work for and the only way to reward it is giving the best services they can. There was need to conduct a study to establish if Educate! Uganda employees appreciate role challenges that makes them to collaborate for effective service delivery.

Kogan, Baum and Devine (2007) said that reduction of turnover and absenteeism: Employee turnaround costs time and money. Training creates a feeling of confidence in the minds of the employees. It gives them a security at the workplace. As a result, labor turnover and absenteeism rates are reduced. There was need to conduct a study to establish if Educate! Uganda employees appreciate role challenges that makes them to collaborate for effective service delivery.

According to Chukwunenye and Igbokwe (2011) most of the employees have certain weaknesses in their workplace, which hinder them from giving the best outputs. Training assists in eliminating these weaknesses, by strengthening workers skills and dissolving inner barriers. A well-organized development program helps employees gain analogous skills and knowledge, thus bringing them all to an advanced uniform level. This simply means that the whole workforce is reliable, so the company or organization doesn't have to rely only on specific employees. There was need to conduct a study to establish if Educate! Uganda employees appreciate role challenges that makes them to collaborate for effective service delivery.

CommLab (2013) lamented that a well-organized training program gives employees constant knowledge and experience. Access to regular training ensures that all employees have a consistent experience and consistent knowledge of tasks and procedures, something which is particularly important when it comes to basic company policies and procedures. Ensuring that all employees have consistent knowledge also helps to ensure that tasks are completed on time and without issues, and there are no questions to be asked about how things should be done. Safety, discrimination and administrative chores should be crucial tasks which require training. This mostly includes administrative procedures and ethics during execution of duty (CommLab 2013). There was need to conduct a study to establish if Educate! Uganda addresses employee

weaknesses to increased consistency to appreciate role challenges that makes them to collaborate for effective service delivery.

Hamid (2011) posits that training helps in instilling the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees. There was need to conduct a study to establish if Educate! Uganda trains employee to acquire and develop Team spirit to collaborate for effective service delivery. Relatedly Heathfield (2011) considered that training helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees. There was need to ascertain the extent to which this applied at Educate! Uganda.

Mahwah, Erlbaum and Laing (2009) say that training significantly helps to provide an opportunity and broad structure for the development of human resources' technical and behavioural skills in an organization which ultimately results in optimum resource utilization, moreover it also helps the employees in attaining personal growth. There was need to conduct a study to establish if Educate! Uganda if training helped employee to achieve optimum resource utilization and allocation. There was need to ascertain the extent to which Educate! Uganda trained employee to improve decision making and attain ultimate results.

Larossi, Mousley and Radwan (2009) advance that in addition to above scenarios training and development leads to improved profitability and more positive attitudes towards profit orientation, it also aids in organizational development thus organization gets more effective decision making and problem solving.

Lilly (2011) postulates that training and development helps in understanding and carrying out organizational policies thereby developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful employees and managers usually display. Training and development demonstrates a commitment to keeping employees on the cutting edge of knowledge and practice. There was need to conduct a study to establish if Educate! Uganda employees clearly had no role ambiguities to attain organizational requirements.

Nielson (2010) noted that higher skill levels support innovation and more sophisticated production processes and were associated with the production of higher quality products. Lilly (2011) showed that more productive UK firms hired more skilled workers. Their finding showed that skills were positively related to total factor productivity (TFP) and the skill gap between the top- and bottom-performing firms explained some 8% of the productivity gap. There was need to conduct a study to establish if Educate! Uganda training facilitated or enhanced innovation and creativity among employee.

Similarly, Nielson (2010) found in the US, that an extra year of education raised productivity by between 4.9 and 8.5% in the manufacturing sector and between 5.9 and 12.7% in the services sector. There was need to conduct a study to establish if Educate! Uganda training raised a desirable margin of productivity to a given tune.

Other research has suggested that a more highly skilled workforce can bring other benefits such as enhancing company survival. Noe (2008) opined that a more skilled UK workforce was related to a greater commercial orientation and strategic awareness and propensity to innovate and to retain competitive advantage. An OECD study looked at innovation in UK SMEs and found that higher qualification levels of both managers and employee boosted innovation (Nielson, 2010). There was need to conduct a study to establish if Educate! Uganda employees made the company to survive because of trainings accorded.

Noe, (2008) analyzed the impact of training on performance for a variety of measures including value added output, profits and wages for a group of British industries between 1983 and 1996. They found connections between more training and higher labour productivity across a number of sectors. In essence, manufacturing firms undertaking training were found to be more productive, to have higher capital intensity, to conduct more research and development and have a more highly qualified workforce (Pe Noe, 2008).

A study Olaniyan and Ojo (2008) found that the more training given, the better the productivity and economic performance. Training was permanently and clearly associated with an increase in profitability and productivity. Raising the proportion of workers trained in an industry by 5% points (say, from the average of 10% to 15%) was associated with a 4% increase in value added

per worker and a 1.6% increase in wages. They note that this level of increase has also been found by other researchers like (Olaniyan & Ojo, 2008). There was need to conduct a study to establish if Educate! Uganda trained employees to attain high output levels.

Diab & Ajlouni, (2015) have found that increasing investment in training reduces the chance of firm closure. For small firms it was the training of craft and manual workers that made the difference, for larger firms it was training of professional and clerical employee.

Based from the above review, despite the increasing effects on training of organizational employees by organizations, there is still limited literature on human resource development issues in developing countries, specifically Uganda and increasing concerns would be customers. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Kraak 2005) have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of training on employee productivity. This study will contribute in minimizing this gap in the literature and thereby establish the basis to understanding of some aspects of human resource management in general and training in particular at Educate.

2.4 The effect of career planning on productivity at Educate! Uganda.

According to Mubashar, (2016), a career refers to all of the jobs that people hold during their working lives. Career planning is the process by which employees plan their career goals and paths. Career development refers to all the technical and managerial skills employees acquire to achieve their career plans. Career advancement, which gives a picture of future opportunities in terms of promotion, is a motivating factor for productivity and development of skills (Adekola, 2011).

Antoniu, (2010) states that Career planning process involves both individual and organization responsibility. In the contemporary business environment, highly competitive, we find that career management responsibility rests increasingly on the individuals. Organizations also play an important role; its need to have and maintain a competent employee, considered as the main

source for obtaining competitive advantage, most advanced companies develop and apply an integrated management career system, beneficial both for themselves and for their employees.

Olalere, and Adesoji (2013), state that career development and employee motivation are key strategic considerations for all organizations regardless of size of the firm, market or organisational profile. Career planning therefore permits the development of the capacity and capability of the organization's employee to course a fundamental effect on efficiency, effectiveness, morale, productivity and profitability of an organization. While Bashir, & Ramay, (2008) posit that Career planning is an activity which plays an increasingly representative role in the human resources management to enable employees get concerned about choosing and building careers aspirations to meet their needs.

In human resource management, career planning aims to identify needs, aspirations and opportunities for individuals' career and the implementation of developing human resources programs to support that career (Cohen, 2007). According to Merchant, (2010) career planning is a continuous process of unearthing in which an individual slowly develops his own occupational concept as a result of skills or abilities, needs, motivations and aspirations of his own value system.

Dodand Hooley, (2015) Career guidance and planning is primarily concerned with realizing the aspirations and potential of the individuals. Career guidance/planning contribute to a range of outcomes of individual efforts which influence number of primary and secondary outcomes which ultimately lead to macroeconomic benefits. The evidence by Cohen and Soto, (2007) clearly shows that career guidance/planning can have substantial benefits for the economy by supporting individuals to enhance their capacities which in turn contribute enhanced job, skills and growth. So, all the Public and Private sector organizations should deeply see into the importance of Career guidance/planning in order to be entertained with above mentioned macro-economic benefits.

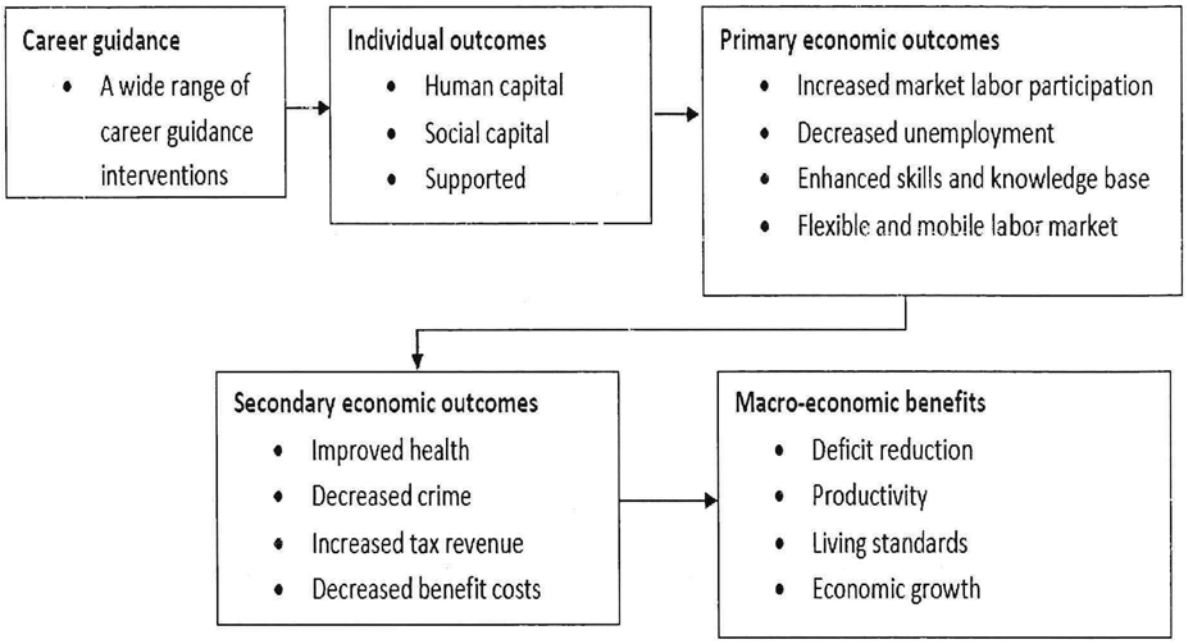


Figure 3: The basics of Career Management (Dodand Hooley, 2015)

Rehmdil, (2012) in his one report on career development has used the term of Career management for Career planning and he defined it as the process for enabling employees to better understand and develop their career skills and interests and to use these skills and interests more effectively. He defined career planning in the report as, an intentional process through which someone becomes aware of personal skills, interests, knowledge, motivation and other characteristics: and establishes action plans to attain specific goals.

Jandaghi, Mokhles & Bahrami, (2011) explains that Career planning is seen as a very systematic and comprehensive process of targeting career development and implementation of strategies, self-assessment and analysis of opportunities and evaluate the results. The career planning process involves both the organization and the individual responsibility. Thus, the individuals must identify their aspirations and abilities, and through assessment and counseling to understand their needs of training and development while the organization needs to identify its needs and opportunities, to plan its employees and to ensure its employee the necessary information and appropriate training for career development.

Johnson, (2009) career planning must link individual needs and aspirations with organizational needs and opportunities, evaluating, advising and informing its employee on career planning, individual development efforts with training and development programs. Most often this match is not done, the organizations paying a differential attention to its employees, planning career of the high performance individuals with greater opportunities for promotion and not taking into account the performance potential employees (Elsevier, Kaur & Sandhu, 2010).

The SODI career planning model

Given the complexity of career development and the fluidity of the world of work that employee would need to be able to navigate career paths with purpose and clarity.

Law and Watts (1977) devised a simple model of career education, which has stood the test of time. This model has been changed slightly to become a career planning (rather than a career education) model and named the SODI model – where the last element is 'implementation' rather than 'transition learning' and 'decision learning' becomes 'decision making and planning'. The model encapsulates four concepts:

- self-awareness – the individual having knowledge about and understanding of their own personal development. Self-awareness in a careers context involves an understanding of the kind of personal resources (both actual and potential) that they bring to the world
- opportunity awareness – an understanding of the general structures of the world of work, including career possibilities and alternative pathways
- decision-making and planning – an understanding of how to make career decisions and being aware of pressures, influences, styles, consequences and goal setting
- implementing plans – having the appropriate skill level in a range of areas to be able to translate job and career planning into reality.

Using the SODI model for self-assessment

The first segment of the SODI career planning model (self-assessment) is concerned with identifying and understanding personal characteristics that influence choices in both learning and work contexts. It's important when embarking on career decision-making that you develop an understanding of yourself as an individual by exploring the personal skills that you bring to learning and work.

For example, if a person has a strong set of personal interaction skills, a strong interest in scientific matters and a strong need or desire to be in a non-structured environment, then these

personal characteristics (along with some others) will influence the types of learning and work situations to which the person will be best suited.

Identifying and understanding personal characteristics can be a difficult process. All the different components of an individual's personality come into play during self-assessment and they all have a bearing on what makes a person the way they are. Young people may find it difficult to embark on self-assessment due to embarrassment, unease or lack of life experience, but self-assessment is a critical component of career development and perseverance is key. The effort will pay off in the end!

Personal characteristics include: abilities, aptitudes, cognitive styles, generic or transferable skills, specific or technical skills, personal values, work values, interests, personality, physical attributes and needs. To be an effective career decision maker other self-awareness issues – such as achievements, coping strategies, goals and performance – may also need to be explored.

There are numerous online exercises and tests that examine personal characteristics.

Exploring opportunities and information

The second segment of the SODI model (opportunity awareness) is concerned with knowledge of the world of work and training. It aims to identify what options or opportunities exist, how they can be accessed, the changes that are occurring in the workplace and how these will impact on individuals.

You can conduct your own research by examining sites that provide information about:

- occupations – job descriptions, qualifications required to gain entry to careers and sources of additional and related information
- industries and professions – current developments and activities in industries and professions
- labour market trends – current and projected labour market demands, recent salaries and skills required for employment
- training courses – information on the range of courses available through universities, VET/TAFE and some of the major private providers.

Making decisions and planning

The third segment of the SODI model (decision making) addresses how to actually go about making decisions relevant to career planning or development. Decision making occurs at a number of points in career planning and some decisions will be revisited. Students need to understand the types of decisions (and hence decision making styles) that need to be analysed, in

light of the various pressures, expectations and cues that affect decision making – aspects such as unforeseen situations, obstacles and limitations. It's crucial that students understand the importance of taking responsibility for the outcomes of these decisions.

Goal setting

Setting goals (both short- and long-term) is important in career decision making. It may be that a student needs to understand and identify his or her short- and medium-term goals in order to accomplish long-term goals. These goals could include meeting academic entry requirements, attaining required skills or completing particular courses in the short term in order to achieve future long-term career goals.

Implementing plans

The final stage in the four-step SODI model (implementing plans) relates to putting existing plans into action. In this stage, the information gained from previous steps about you, the world of work and decision making is utilized.

Typical activities at this stage of the career planning process include preparing cover letters and résumés, completing application forms and thinking about how to prepare for interviews. This is the stage where you utilize much of the information gained in the earlier steps of the SODI model. The ability to tell your story by focusing on your skills, abilities and achievements is invaluable in the job-seeking process.

Management of any workplace when supported by effective plans and policies constructed by true support of organizational leader it smoothly transforms their skills into their followers and convert them from weak to effective status with developed skills and new ways of performing their tasks (Gikopoulou, 2008).

It secures them from getting unemployed in the near future, (Mikacic, 2015) Various purposes of the work environment are fulfilled through proper career planning. Consistence planning for employee's career yields their development and assures their stay with work place in the long run (Johnson, 2009).

It also sweeps away the barriers which are stake for Effective Career Management Strategic Leadership Career Transformation employee's intentions of prolonging their stay with their job. It also prepares them to cash the future opportunities as with wide range of support for their

development, they are encouraged to provide their potentials for the organizational efforts of achievement of their goals. Career Planning assures the organizational intent of securing the jobs of their employees and the secured employees are the more committed and active performers. This is one of the core responsibilities of the management of one place that it should consistently work out to plan for securing their employee through securing theirs job. In current tedious and competitive global situation one need to develop their workforce to prepare them to stand along global competition and challenges (Antoniu, 2010; Leung, 2008).

Career Planning and Job Commitment Every organization aims to produce the high momentum in their routine tasks and increase the acceleration of adopting more professional ways of concluding their tasks and projects (Cohen & Soto, 2007). Number of organizations seek after the outputs rather the quality of input provided. Employees are the true asset of any work place. Therefore, organization who care most and are concious about their importance in their environment, they always work out to nourish their satisfaction and commitment with the job through monotnous caring about their career and providing security against their jobs (Jandhaghi et al., 2011).

These organizations not only tend to hire good employees but they rather emphasise on developing the career and encouraging the commitment with the job of existing employees (Kaur & Sandhu, 2010). Employees who are more cared they are more motivated and satisfied and hence they are willing to stay and more committed with the Organization (Riveros, & Tsai, 2011).

Organizations work for sorting the troubles of their employees by sharing their grievances and try to prepare even weak performers by encouraging their efforts and maintaining the balance between their abilities and job requirements. In order to maintain the employees' job and performance they must feel or realize security against their job (Bockerman et al., 2011).

Employees who are much cared, guided and supported by their supervisor regarding their career they tend to be affectively comitted with their tasks and responsibilities and hence, carry the potential to accopolish the challenging assignments (Chang, E. 1999). It prepares them to be encouraged and to develop in them the sense of their responsibilities and value of their existence

in any work place. Employees get emotionally attached with the organization when they realize that management is protecting their positions by making them worthy through properly planning for their career which encourages their attachment with their work place (Gantasala & Padmakumar, 2011; Adekola, 2011).

Professionals in few organizations like IT carry bulk of responsibilities on their shoulders. They have to render their hours more than their obligatory duty hours and to sacrifice their after the job period. In such cases they are unable to participate actively in their family matters which does generate work life conflicts. So, in order to maintain the balance between their work life and off the job routines, management should try to find out the affective solution for making them remain attached and more committed with the organization (Bashir & Ramay, 2008).

Employee career planning also reduces their turnover intentions and absenteeism. It is the result of management realization of their workforce through persistently nourishing and polishing their skills and lying down policies which work for providing them affective guidelines regarding improvement in their career (Bimrose *et al,* 2005). Only those employees are committed to stay and show their interest in the management requirements who are much satisfied with them, their supervisors and their colleagues.

Employees commitment to their profession also strengthen their commitment with the organization (Rahman & Hanafiah, 2002). They not only show their interest in their work but also try to show their efforts to elevate the organizational position among others. It clearly indicates that if employees are keenly interested in their assigned tasks than they are actually strengthening the position of their institution (Kiyani *et al,* 2011). Job satisfaction has positive relation with the work environment and career support.

Noordin *et al,* (2007) investigated that different teachers of educational institutions especially high level are emotionally attached with their job as most of them have high identity about their career owing to long practical experience and much reliable and respectable profession. This identity prepares them to realize the sense of their job security and get highly involved in their job (Morrison *et al*, 2005).They therefore, they are able to create strong ties of their career with the requirements of their institution. Outputs of the employees does reflect their level of interest

in their tasks and ability of performing and accomplishing them fruitfully. Their success lies behind their achievements and production of extraordinary results. It is the only way which create congruence between organizational targets and employees strength of performing their tasks (Cohen, 2007). If they are not regularly generating the positive results than, it indicates their lack of satisfaction with the work environment or the management. Career planning is not only the after job process but rather it should be before the starting of any job. Specially, students at university level most of the times are not provided with proper career counselling and due to lack of such support they 8 are unable to plan regarding selection of their area of interest (Cohen, 2003; Chuang *et al,* 2009).

Career Planning and Employee Performance Employees are the valuable assets of the firm and it cannot be wasted in vain and they should not be left on their own intentionally. Every employee in the firm or organization is not well equipped with all sorts of strengths and capabilities of finishing every task up to mark. Letting them to carry on for every tasks is to put their employment at stake which is destructive and harsh not only for the employee himself but also for the environment in which they work (Hughes &Karp, 2004).

Some fresh or junior employees who are least aware of the techniques of performing their job and settling themselves in their work environment, they need care, support and proper planning at the start of their career to provide healthy nourishment to their on-going job (Witko *et al*, 2004). Employees career planning acts as a tool of strengthening the employment relationship between employer and employee indicating the fruitful sensation for all the levels and groups of employees. It also assures the employability of an employee when they are consistently learning and applying learned and more developed skills (Watts, 2006).

Organizational level goals achievement relies on professional and satisfied workforce. Employees who are satisfied, they tend to perform efficiently and effectively as they realize the importance of healthy input they give into accomplishing their tasks. It consequently can bring appreciation and reward for them. They will ultimately be motivated through it and they will work with more diligence and commitment, Hameed &Waheed (2011)

It indicates that employee career planning is very much necessary and must be practiced on professional basis by every work environment. Effective career planning of employees is dependent on effective performance management, where management considers communication and integration as a source of keeping employees steadily on their way to goals achievement. The intervention of true management support in the employees' routine activities elevates their courage and polishes their capabilities to bring down the barriers in the way to their career and organizational success (Thessaloniki, 2007). Hence, they direct their efforts to approach and achieve the goals. In consequence of meeting the defined targets they are able to gain appreciation and importance in the eyes of management and, management tries to prolong their stay with them through better planning and recommendations for their career.

The same idea is reflected by Strandberg, 2009; Marwat *et al.*, 2006) while he says that: some HR managers realize and understand the importance of Career planning specially for individuals who perform extraordinary. Such employees are included in advancing their career during their stay in an organization and they are very much motivated, productive and happily prolong their stay with their organization. In the later discussion we would like discuss the importance of career planning for the critical positions of any workplace. Succession planning through keeping an eye over the need of that position and making availability of that before the incumbent takes the charge. It will not only keep up their momentum of previous performance but it will encourage them not only to develop their own skills but also to transfer them to their juniors (Oracle, 2012).

CONCLUSIONS

In current and the modern era, Career Planning has been the focus of the many researchers and they targeted various aspects where it can bring the change to create the difference from monotonous old and least productive methods. In the literature covering number of aspects relevant to it we have analysed that all the contributions made to it still have a room to add more important concepts elaborating and explaining its contribution to more fields of life. People from around the globe are consistently working and flourishing the concept of career planning and broadening and spreading its concepts and values.

In literature contributing to work life environment it has overwhelming impact on strengthening employee's productivity not only with his/her own job but also with the whole environment in their surroundings; hence, they share and contribute their experience with everyone. Career Planning has an overwhelming influence over the academic institutions and their activities as it starts from adolescents and continue till work life experience. If it continues its contribution than within a few coming years every single of this world who will be capitalizing it will be able to achieve their goals and emerging needs.

Restructuring of the organizations in the current crisis (marked by mergers, layoffs and restrictions on activity) and change their strategies make career planning a very important process for both employees and employers. From the company perspective, the failure to motivate the employees by planning their careers can lead to hinder the process of filling vacant posts, a decrease of the employee involvement and an inappropriate use of the money allocated to training and development programs. From the employees' perspective, the lack of career planning can lead to frustration, feelings of not being appreciated by the company and non-identifying the right position leads to the need of a job change and / or the company.

Career planning is effective when the organizations use fully the skills and knowledge of their employees and they are motivated to achieve maximum performance and be satisfied with their work, which helps the organization to achieve its objectives. The frequent manifestation of layoffs, especially in the current crisis, requires that employees demonstrate certain skills and competencies that prove indispensable to the actual or potential employers.

2.5 Literature Summary/Gaps

Though various scholars wrote about staff employee development and employee productivity. The gaps that remain unanswered are; to what extent mentorship, training and career planning affect productivity in developing countries like Uganda. At times, researchers overlook the studies showing that pay is not as important as organizational, career, and job factors for motivating and engaging employees. Some institutions provide competitive salary levels, no financial incentives and do a good job of addressing non-pay motivational and engagement factors could achieve the same performance levels as employers rely primarily on financial incentives, such as merit pay plans. When pay becomes the important goal, an individual's

interest tends to focus on the goal rather than the productivity of the task which is an important source of intrinsic satisfaction. In addition, studies noted a major shortcoming of research supporting the use of financial incentives, most of it deals with simple tasks and may not apply to employee at Educate! Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used during the study. It involves the Research design, study population, sample size and selection, sampling techniques, data collection methods, data collection instruments, procedure of data collection, reliability and validity of instruments, data analysis, measurement of variables, data presentation and analysis and the limitations to the study.

3.1 Research Design

The study used a case study design which focused on a single entity, Educate! Uganda. The case study approach was adopted in order to place more emphasis on an in-depth contextual analysis of events and their interrelationship (Yin, 2009). According to Cooper & Schindler (2008) a case study research design bases on a practical, logical and structured manner of the organization relating to the area of study. The case study research design was used to test whether a specific theory and model actually applied to phenomena in the real world (Yin, 2012).

3.2 Study Population

A research population can be defined as the totality of a well-defined collection of individuals or objects that have a common, binding characteristics or traits (Mbokane, 2009). The population for this study comprised of all employee engaged in administration, human resource, human resource, monitoring and Evaluation and programs departments within the Educate!! Uganda. The main reason for using this category of people was be employee targeted in employee development interventions that are either directly or indirectly having an effect on productivity of Educate!! Uganda. The study was based on a population of 70 with a sample size of 62 expected respondents (Amin, 2005)

3.3 Sampling size and design

The sample size of 62 participants was selected from a population of 70 employees using Krejcie et al (1970) sample size determination model after which the researcher proportionately divided the population in each department to determine the optimal sample size for the departments using random sampling.

The results are illustrated in the table below:

Table 3.1: Population and sample size

Category	Population	Sample size	Sampling Technique	Research tool
Management employee	10	10	Purposive sampling	Interview guide
Officer to Coordinator	60	52	Random Sampling	Questionniare
Total	70	62		

Source: Educate! Human resource Mannual, (2017)

3.4 Sampling Technique and Procedure

According to Shahrokh, Dougherty and Edward (2014) random sampling is the process of dividing members of the population into homogeneous subgroups before sampling. Random samplying was used because the measurements within strata have lower standard deviation, stratification gave a smaller error in estimation and measurements become more manageable and/or cheaper when the population was grouped into strata.The researcher will use purpusive sampling for managers" involvement as shown in table 3.1 above. The selection of the sample from the sections was done by purposive sampling for the Heads of Departments .This is because all the target respondents engaged in managing different departments at Educate! Uganda who are in a better position to respond to the research questions effectively.

3.5 Sources of Data

The study was based on primary and secondary data.

3.5.1 Primary data

Both the questionnaires and interview guide were used to obtain primary data. This involved one-on-one interviews with the respondents by the researcher allowing the researcher to clarify

ambiguous answers and obtain in-depth information through probing. Semi-structured interviews are the most widely used interviewing formats for qualitative research (Amin, 2005).

3.5.1.1 Questionnaire Forms

Questionnaires consisting of closed ended and open ended questions were administered among Educate! employee . Open-ended questions were used and they catered for other valuable questions which emerged from the dialogue between interviewer and interviewee.

3.5.1.2 Interview Guide

The researcher involved one-on-one interviews with all the ten members of management employee of Educate! Uganda. They also allowed the researcher to clarify ambiguous answers and obtain in-depth information through probing. Semi-structured interviews, the most widely used was applied to will be interview formats for qualitative research (Amin, 2005). In this study, the probing interviewing tactic was extensively utilized to obtain a deeper explanation of the issue at hand from the respondents as respondents needed to expand and clarify their answers more broadly (Saunder *et al,* 2012).

3.5.2 Secondary data

This consisted of data that is written as well as published in form of annual reports, departmental reports, school newsletters and other books from the Educate! library. The researcher thoroughly reviewed these documents to obtain supplementary data to the one provided by the respondents (Tran *et.al*, 2013).

3.6 Data Collection Instruments

Research instruments or measurement scales simply mean devices for measuring the variables of interest (Bowling, 2002). In this study, both questionnaires and interview guides were used as explained next ;

3.6.1 Questionnaire Forms

In this study, questionniare (Appendix:I) was administered. According to Mugenda and Mugenda (2003) questionnaires are valuable tools for collecting a wide range of information from a large number of respondents. Amin (2005) further confirms that carefully designed

questionnaires easily answer research questions. The researcher ensured that each item in the closed ended questionnaire is designed to address a specific objective as well as the research question in the entire research process and the responses guide was arranged on a five-point Likert scale to enable respondents choose the option that best supports their opinion; where 'SA' means 'strongly agree', 'A' means 'agree', 'N' means 'Neutral', 'D' means 'disagree', 'SD' means strongly disagree'. This was done to enhance simplicity where straight forward answers are required. The questionnaires was hand delivered to respondents and collected within an agreed time frame for and analysis and presentation

3.6.2 Interview Guide

Interviews are considered primary data since it allows researches to collect qualitative information for a specific study (Saunders, 2012). An interview guide (Appendix: II) was used to collect qualitative data from a team of 10 manager who were in position to provide in-depth information through probing during the face-to-face interview, (Mugenda & Mugenda, 1999). The researcher presented questions to the respondents and their views were written down. This helped the researcher to obtain first hand information by using the interview guide. Data obtained during the interview was used to supplement what was collected through the questionnaires in form of quotations references from managers relevant to the issues of the questionnaire and study at large.

3.7 Procedure for Data Collection

The researcher obtained an introductory letter from Graduate School upo prposal submission. He laer presented it to the Eduate! Hman Resource manager who grantec permission for data collection. The questionnaire was.delivered to respondents and collected within an agreed time frame and Interviews arranged with due managers.

3.8 Validity and Reliability of the Instruments

3.8.1 Validity

Validity refers to the extent to which research results can be accurately interpreted and generated to other populations. Research tools were first prepared, and then presented to the supervisors to check on their correctiveness. The supervisors' comments were used to improve the questionnaire to eliminate errors. This enabled the study to ensure that only relevant questions

meaningful and reliable results represented by variables in the study, (Mugenda and Mugenda, 2005).

The researcher also used the formula below to establish validity of the questionnaire;

Content Validity Index (CVI) = $\frac{\text{Agreed items by 3 judges}}{\text{Total number of items judged}} = \frac{20}{25} = 0.8$

The overall CVI of the questionnaire was 0.8; a qualifier for the instrument to be accepted and ready for field application the CVI is beyond 0.7 as advanced by Amin, (2005).

3.8.2 Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results after repeat. Cronbach's Alpha coefficient was used to measure reliability of the instrument. According to Amin (2005) an alpha of 0.6 or higher is sufficient to show reliability. The closer it is to 1 the higher the internal consistency in reliability (Sekaran, 2003). The questionnaires were pretested using a few respondents within Educate! Uganda and reliability computed using statistical Package for Social Scientists (SPSS) and scores were evaluated.

Table 3.2: Cronbach's Alpha coefficients and CVI for the variables under study

Variable	Anchor	Cronbach Alpha Coefficient	Content Validity Index
Mentorship program	5 Point	.654	.727
Hands on training	5 Point	.779	.733
Career planning	5 Point	.633	.777
Productivity	5 Point	.674	.825

Source: Primary data

In both cases, the Cronbach Alpha and the Content Validity Index were above 0.600, showing that the research instrument was both valid and reliable. As such, it was fit for use to collect data on these study variables so as to address the research questions (Yaghmaie, 2003).

3.9 Data Presentation and Analysis

The aim of the data analysis is to interpret data and draw meaning from it (Saunders et al, 2012) Data presentation and analysis was used to answer the research questions presented in this thesis

and formulate conclusions. In this thesis, two types of data will be analysed separately and simultaneously. According to Merriam (2009) and (Saunders et al, 2012), this procedure is a way of acquiring more reliable data. Hence both quantitative and qualitative approaches will be as explained below;

3.9.1 Quantitative Data Analysis

Data collected from the field was processed, coded and entered in a Statistical Package for Social Sciences (SPSS), where frequency tables were extracted for analysis. Pearson correlation coefficient and regression analysis used to determine the extent to which employee development affects employee productivity. Inferential statistics were utilized to answer the research questions. Tables, means, standard deviation provide a quick snap shot at the current situation of the institution (Savid and Major, 2013)

The table below shows numerical values and response modes used to interpret the means to be used in the analysis of data collected.

Table 3.3: Numerical values and response modes used to interpret the means

Response Mode	Interpretation
4.0 – 5.00 Agree to Strongly Agree	High
3.0 – 3.90 Neutral	Moderate
0 – 2.90 Strongly disagree to disagree	Low

Source: ***Mabonga (2012) as cited by Pule (2014)***

3.9.2 Qualitative Data Analysis

Data was categorized under different themes and sub-themes using critical judgmental approach. This kind of data was interpreted by explanations and substantiated using open responses from the field (Mugenda & Mugenda, 2003).

Information collected was categorized and organized based on pattern, repetitions and commonalities into different themes and sub-themes using content analysis and substantiated using quotations to support questionnaire results. While analysing qualitative data, conclusions

were made under different themes and correlated to ascertain the effect of employee development and employee productivity at Educate! Uganda.

3.10 Ethical Considerations

The ethical considerations was initiated as early as January 2017, when applying to conduct a study at Educate! Uganda. Before, granted access two requirements set by the case study had to be fulfilled. Since Educate! Uganda manages classified documents and information on different classifications levels and operates in more than one country, caution was required from the researcher at all times. All respondents were informed about their anonymity and that participation would be voluntary. Educate! Uganda employee agreed to give the researcher permission to use the institutional specific information. However, respondents were requested not to be referred to as name working title. In order to overcome ethical issues, the author considered the code of ethics, along with the principles that followed such obligations as discussed in Sunders *et al.*; (2012). Confidentiality and anonymity was adhered to and any data provided has been treated entirely for academic purposes only. Lastly, the author has no previous close experience to Educate! Uganda or the respondents within this research.

3.11 Limitations of the study

Like any other research, the study was not without limitations and these are:

The research covered one single entity in the education industry. However, the analysis and findings were related to other like institutions. Selecting only Educate!! Uganda may not be a true representation of the views of all entities in Uganda. Reviewing related literature and deep respondent interviews to put study in perspective was pursued to minimise this effect.

The researcher used close-ended questionnaire for data collection and this has a weakness of limiting the amount of data collected. There is likelihood that relevant data may not have been captured because of the use of close-ended questionnaire. However the qualitative data from interviews was used to build blocks to gaps by understanding deeper the studied areas being followed up as per objective.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS

4.0 Introduction

This study was conducted to examine the employee development and productivity at Educate! Uganda. Specifically, the study aimed at analysing the effect of mentorship on productivity at Educate! Uganda. It also focused at assessing the effect of training on productivity at Educate! Uganda and also assessing the effect of career planning on productivity at Educate!. This chapter presents the findings from the study, their analysis and interpretation. First it presents coverage of demographic characteristics of the respondents and then empirical results on research variables.

4.1 Response Rate

Table 4.1: Rate Responses

Tools Administered	Distribution/returns	Frequency	Percentage (%)
Questionnaires	i) Distributed	52	100
	ii) Returned	52	100
Interviews	iii) Planned	10	100
	iv) Interviewees who turned up	08	80
Total responses	(ii) + (iv)	60	96.8
Targeted Sample	(i) + (iii)	62	100

Source: *Primary Data (2017)*

The response rate was well above 70% which is acceptable as argued by Mubanzi (2009).

4.2 Demographic Data of the respondents

The researcher set out to find out characteristics of the respondents and these included gender, age, level of education and length of service at Educate!

4.2.1 Gender

The researcher requested respondents to indicate their gender and below is the figure showing the results.

Table 4.2: Showing respondents by gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	19	31.7	31.7	31.7
	Female	41	68.3	68.3	100.0
	Total	60	100.0	100.0	

Source: Own computation from survey data (2017)

Table 4.1 above shows that out of 60 respondents, majority 41(68.9%) of the respondents who participated in the study were female compared to their counter parts (male respondents) who were 19 (31.1%). The implication of the above finding is that the study was dominated by female respondents. Although this was the case, the ideas and opinions of all the respondents were taken and thus considered very essential to accomplish the study.

4.2.2 Age of Respondents

Table 4.3: Showing respondents by Age Bracket

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< = 25 Years	10	16.7	16.7	16.7
	26> = 34 Years	25	41.7	41.7	58.3
	35 - 44 Years	19	31.7	31.7	90.0
	Above 44 Years	6	10.0	10.0	100.0
	Total	60	100.0	100.0	

Source: Primary Data (2017)

From the table it is illustrated that, 10 (16.7%) of the respondents were aged 25years and below, 25(41.7%) were in the age group between 26>=34years, 19(31.7%) of the respondents were of

the age group of 35>=44years while 6(10%) were aged 44years and above. The implication of the above finding is that, majority of the employees at Educate! Uganda were between 26 to 44 years that provided information about the effect of employee development on employee productivity.

4.2.3 Departments at Educate! Uganda

The employee belonged to different departments where task where performed. This is illustrated as follows:

Table 4.4: Departments where respondents were assigned

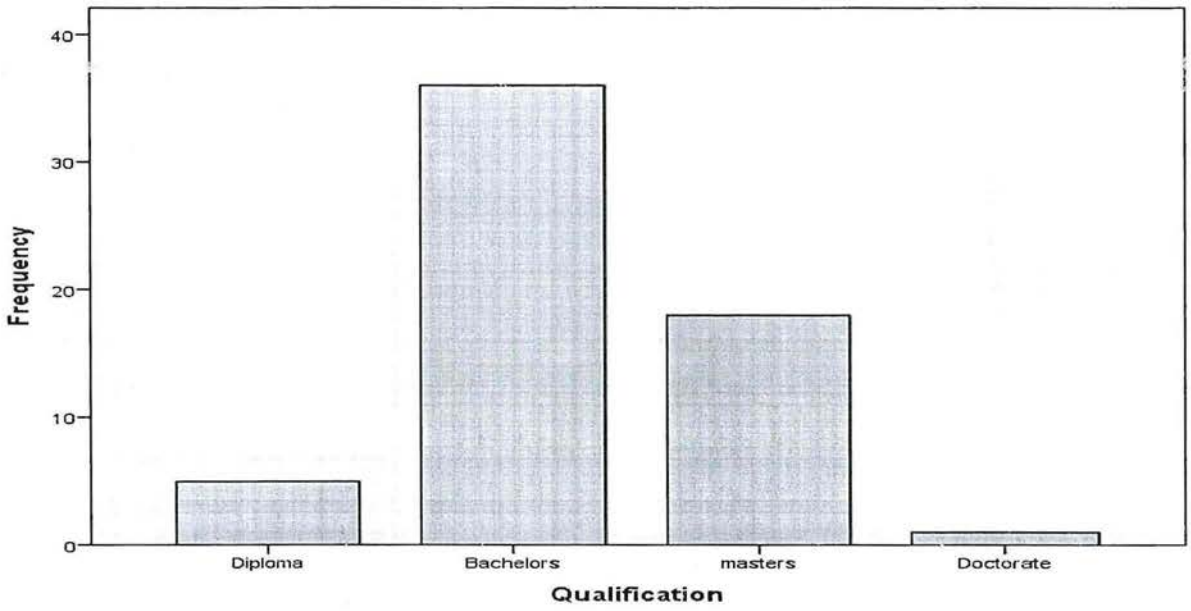
Departments	Frequency	Percent	Valid Percent	Cumulative Percent
Finance and Administration	04	6.7	6.7	6.7
Programs	38	63.3	63.3	70.0
Human Resource	05	8.3	8.3	78.3
Administration/management	10	16.7	16.7	95.0
Monitoring & Evaluation	03	5.0	5.0	100.0
Total	60	100.0	100.0	

Source: Primary Data (2017)

From table 4.4 above, 63.3% of the respondents were working under the programs department, 16.7% were administrative employee, 8.3% discharged human resource activities, 6.7% were finance and administration employee while 5% members belonged to the monitoring and evaluation department. The implication of the above finding is that all respondents had diverse roles to play at Educate Uganda whose productivity margins needed determination.

4.2.3 Level of Education

The researcher asked the respondents to indicate their levels of education and next is the figure showing the results.



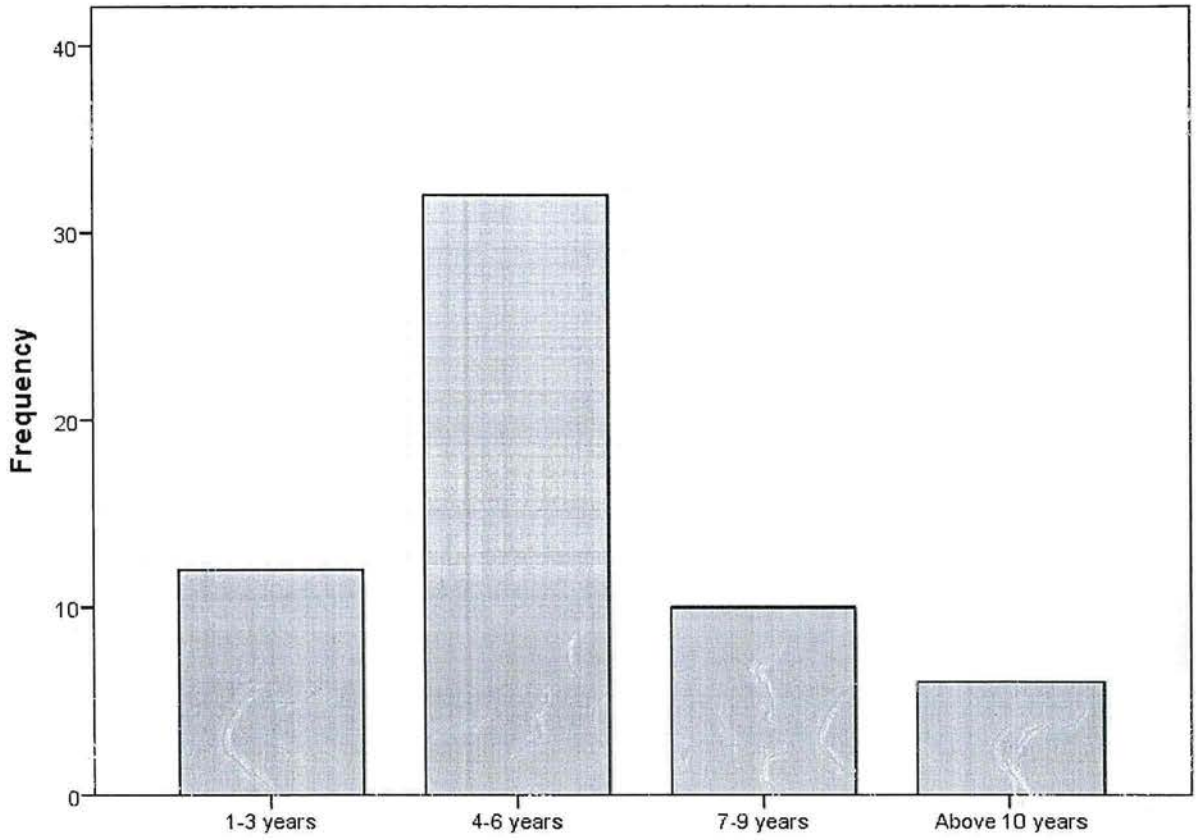
Source: Own computation based on survey data (2017)

Figure 4. 1: Showing respondents by level of Education

Figure 4.1 above indicates that, majority 36(60%) of the respondents held Bachelor's Degrees, 18(30%) were Masters degrees, 5 (8.3%) were diploma holders whereas 1(1.7%) had doctorate degrees. The implication of the findings is that, majority of the respondents were literate and clearly understood the questions and interpreted them correctly without interventions of the researcher. This helped to save time taken on administering questionnaires and conducting the interviews to elicit data about the effect of employee development on productivity.

4.2.4 Length of Service at Educate! Uganda

The researcher asked respondents to indicate the period they have worked with Educate! Uganda and below is the figure showing the results



Source: Own computation based on survey data (2017)

Figure 4.2: Showing respondents work experience with Educate! Uganda

Results in figure 4.2 above suggest that 12(20%) of the respondents had worked at Educate! Uganda for a period between 1-3years, 32 (53.3%) had served at Educate for a period between 4-6 years, 10(16.7%) had served for a period between 7-9years, while 5(10%) of the respondents had worked 10 years and more.

The above demographic profile showed that majority of the respondents had worked for a considerable period of time (4years and more). This means that employees were familiar with the employee development interventions and how it influenced their ability to deliver services.

4.2 The effect of Mentorship on Productivity at Educate! Uganda.

In bid to establish the findings on the first objective, which was to examine the effect of mentorship on productivity at Educate! Uganda. For each of the statement, respondents were to encircle the appropriate number against each statement, according to the scale given below: "SD"- strongly disagree' (1), "D"-Disagree (2), "N"-Neutral (3), "A" Agree (4), to SA-Strongly Agree (5). This was presented and analysed in the table below, the interpretation of the results is based on the mean and the standard Deviation (S.D.)

Table 4. 5: Showing Descriptive views on mentorship at Educate! Uganda.

	Statement on mentorship and productivity	N	Minimum	Maximum	Mean	Std. Deviation
1	Internal Workshops/retreats Promote team motivation and relations that is key to productivity	60	1	5	2.47	1.61
2	social skills inspires/impresses your relationship with your mentor	60	1	5	2.44	1.56
3	During one-on-one mentoring, my mentor was accessible and available to guide me better at my work.	60	1	5	2.49	1.49
4	My mentor assisted me with my career challenges.	60	1	5	2.62	1.64
5	Group Mentoring: My mentor communicated regularly with me.	60	1	5	2.68	1.68
6	My mentor assisted me with improving my planning and execution skills	60	1	5	2.54	1.46
7	My mentor's behavior and attitude generally is an example of professionalism that shapes my conduct to produce.	60	1	5	3.34	1.39
9	Mentoring improved my work relations with the team to achieve more than before	60	1	5	2.37	1.29
10	Mentorship generally improved my work productivity	60	1	5	2.05	1.34
	Overall Mean Value=∑ mean/n=2.62				**2.56**	**1.52**

Source: Own computation based on survey data (2017)

Table 4.5, explores the effect of mentorship on productivity at Educate! Uganda. Results showed that Internal Workshops/retreats promoted team motivation and relations that is key to productivity (Mean=2.47, S.D=1.61). The findings means that majority of the employee neither

attended workshops nor the few who attended did not gain productive values to stimulate the efforts to work hard. Respondents also agreed that social skills inspires/impresses employees relationship with their mentors (Mean=2.44, S.D=1.56). The implication of the above finding is that limited social skills at Educate! created team work disparities hence regarding productivity. During interviews with the head of the programmes at Educate! Uganda held on 23rd October at the head office, had this to say;

> *"Educate! as a private entity ensures that employee are mentored with various critical social skills not limited to team work, change management, leadership skills, conflict management, negotiation as well as effective and efficient communication among employees to achieve desired output within the stipulated time."*

This means the intention is good but not either being implemented as per the plan to achieve necessary skillset for a more productive workforce.

Respondents further agreed that during one-on-one mentoring, mentors were accessible and available to guide employee better at their work (Mean=2.49, S.D=1.49). The results imply that supervisors did not have one to one mentorship program which reduced the team spirit as well as hard work hence decreasing productivity levels. The study also found out that, mentors assisted employee with their career necessities (Mean=2.4, S.D=1.400). This means that career issues were not seriously considered which limited employee understanding of institutional goals and objectives. This further lowers employee commitment level attributing to low performance. The study also found out mentors communicated regularly employee (Mean=2.54, S.D=1.46). This meant that top down communication was not an efficient form of communication and this affected workers morale.

Findings also revealed that, mentors assisted employees to improve planning and execution skills (Mean=3.34, S.D=1.39). On analysis of the above finding it implies that employees did not have the capacity to plan and schedule tasks appropriately to suite the desired targets.

It was also established that mentor's behavior and attitude professionally shaped employee conduct to produce high output (Mean=2.37, S.D=1.29). The results imply that mentors lacked potential to practically demonstrate capacity from which lower employee would emulate as leading by example. Results further provided that mentoring improved work relations with the team to achieve more than before (Mean=2.05, S.D=1.34). This implies that the low mean meant

that majority of the respondents disagreed with the view implying that at Educate! Uganda there were low work relationships which discourage team work to achieve targeted level of output.

One of the HR officers, on 24th October 2017 lamented that,

> *"Mentoring is based on a relationship between the mentor and mentee. Through this relationship, the mentor and mentee can benefit from a range of personal and professional development opportunities though this is not maximised in most departments"*

This was supplemented by the senior HR officer who added that,

> *"In an informal arrangement, employee choose their own mentor. The mentor and mentee then set a loose time frame for casual meetings to discuss the mentee's career goals. A formal mentoring arrangement is usually more structured, with regular meetings and reviews of the mentee's progress. Regardless of whether the arrangement is informal or formal, the mentor-mentee relationship must be based on trust and open communication".*

Educate! seems to set a framework for mentoring and the values critical to successful implementation

The findings also indicated that mentorship generally did not improve employee productivity (Mean=2.3, S.D=1.25). the low mean value means that majority of the respondents refuted the view implying that although Educate! mentored employee in accordance to the institutional policy, the program leaves employees with limited social skills to build/incorporate in the routine discharge of their responsibilities. Hence achievement of optimal results remains a key concern and challenge to the institution.

This was supported by interview results from the head of human resource responsible performance management who had this to say;

> *"mentoring as a way to develop employee skills at little cost. This has helped Educate! to realise some of its performance targets in terms of fostering innovative ideas, improving employee retention rates and team relations; promote employee internally and ensure that valuable knowledge stays within an entity."*

The HR manager recognizes what key benefits have accrued so far for the Organization from mentoring. The HR manager further emphasised that the aim of the department instituting mentoring was to: help with career progression, improve job satisfaction, increase motivation, develop leadership and problem-solving skills, build confidence and self-esteem, boost morale, provide regular constructive feedback and as well widen networking circles.

4.2.1 Linear regression analysis for mentorship and productivity

Table 4.6: Showing Regression coefficient model between mentoring and employee productivity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.244(a)	.595	.595	.121

a. Predictors: (Constant), mentoring

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	136.198	1	136.198	168.833	.000(a)
	Residual	75.023	59	1.272		
	Total	211.221	60			

a. Predictors: (Constant), mentoring
b. Dependent Variable: employee productivity

The table above shows that predictor variables of mentoring explains 59.5% of variations in employee productivity at Educate! Uganda and 40.5% is catered for by other factors like resources available, motivation among others that can influence productivity.

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	1.419	.174		8.154	.000
	Mentoring	.732	.056	1.272	12.994	.000

a) Dependent Variable: employee productivity
Source Primary data (2017)

Individual contribution by independent variable

Mentoring (independent variable) have a significant effect on employee productivity. According to the table above the effect of mentoring was established that (β=0.732, t=12.994, P<0.000)

employee productivity. This implies that provision of effective mentoring will enhance employee productivity.

4.3 The effect of training on productivity at Educate! Uganda.

In bid to elicit data about the effect of training on productivity at Educate! Uganda, for each of the statement, respondents were to encircle the appropriate number against each statement, according to the scale given below: "SD" strongly disagree' (1), "D"-Disagree (2), "N"-Neutral (3), "A" Agree (4), to SA-Strongly Agree (5).

Table 4.7: Showing Descriptive views on training at Educate! Uganda

	Descriptive statistics					
No	Statement on training and productivity	N	Min	Max	Mean	Std. Deviation
1	Our organization conducts extensive training programs for Employees.	60	1	5	2.26	0.28
2	training improve the job knowledge of employees and is it related to increasing the employees' performance	60	1	5	2.60	0.47
3	Training improved on the quantity of work done and if it relates to productivity	60	1	5	3.06	0.64
4	Training enhanced decision making skills that improved my productivity	60	1	5	3.18	0.70
5	training makes employees loyal to their work and improving their productivity	60	1	5	2.87	0.63
6	Training improved understanding of my role to see clear goals	60	1	5	2.75	0.50
7	Training needs are identified through a formal performance appraisal mechanism	60	1	5	2.27	0.35
8	There are formal training programs to teach new employees the skills they needed	60	1	5	2.19	0.36
9	Training has resulted in better strategies to work with others efficiently and achieve targets.	60	1	5	2.40	1.43
10	Timeliness of reports has improved as a result of training	60	1	5	2.71	0.159
	Overall Mean Value=$\sum$ mean/n				**2.63**	**0.552**

Source: Own computation based on survey data (2017)

Table 4.7 shows findings on the objective to establish the effect of training on productivity at Educate! Uganda. Table 4.3 Results revealed that Educate! Uganda conducts extensive training programs for Employees (Mean=2.26, S.D=0.28). The implication of the above finding is that, retraining employees on current skills, preventing small, basic mistakes was difficult which decreased productivity.

Respondents also agreed that training improves the job knowledge of employees and is it related to increasing the employees' performance (Mean=2.60, S.D=0.47). The results imply that for all employees, having a mastery of the knowledge and skills for their job increases but their satisfaction and confidence remained low and, as a result, declined productivity.

Respondents further agreed that Training improved on the quantity of work done and if it relates to productivity (Mean=3.06, S.D=0.64). The results imply that training helps cultivate talent nevertheless this did not breathe the new life into old tasks to promote productivity.

The study also found out that, Training enhanced decision making skills that improved my productivity (Mean=3.18, S.D=1.701). The results imply that employees at Educate were not inspired and motivated employees to attainable goals on a regular basis to be able to achieve productivity in an optimal way.

Respondents also agreed that, training makes employees loyal to their work and improving their productivity (Mean=2.87, S.D=0.63). The implication of the above finding is that employees remained unsatisfied although they acquired the skills and knowledge needed to perform their duties optimally which made training is an important step in providing the skills for best output.

Results showed that training improved understanding of my role to see clear goals (Mean=2.19, S.D=0.36). This means that training did not help to communicates to employees, important members of the team to learn new and better ways to meet goals and objectives.

The study also found out that Training needs are identified through a formal performance appraisal mechanism (Mean=2.19, S.D=0.36). The implication of the above finding is that, a low mean shows that training needs were not formulated in line with formal performance management mechanisms and therefore may not be effectively representative of the actual needs.

Findings also showed that, There are formal training programs to teach new employees the skills they needed (Mean=2.40, S.D=0.43). This means that, training did not help to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
Training has resulted in better strategies to work with others efficiently and achieve targets (Mean=2.40, S.D=1.432) this implies that employee at Educate! failed to recognize and have enhanced responsibility to improve the availability and quality of work done.

Timeliness of reports has improved as a result of training (Mean=2.71, S.D=0.15). This means that employee were improving on their reporting levels moderately. The overall mean was 2.62 on the Likert scale as indicated in table 4.3 which implies that low training demotivated productivity at Educate! Uganda. The M&E manager said *"Educate! Uganda values training as one important aspect of business performance that instituted more often depending on organizational needs. He added that it is mandatory (Human resource Manual) to train the employees with skill and knowledge required to meet the business objectives through seminars, holding workshops, retreats conducted once every month at Educated"*

One of the program Managers said that, *"with the assistance of training, the best can be got from the employees and they are made even more productive. However, he also highlighted that although employee are trained to improve capabilities, skills and knowledge to do a specific job, productivity has not improved as required which may mean that training programs for certain departments are too much of theory than application."*
The bigger productivity goal seems to be hard to achieve especially from the biggest department perspective of programs.

4.3.1 The effect of training on productivity at Educate! Uganda.

Table 4. 8: regression analysis for training on productivity

Coefficients (a)
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.82(a)	.672	.574	.321

a Predictors: (Constant), training

ANOVA [b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	141.113	1	141.113	758.:	.000
	Residual	17.308	59	.293		
	Total	158.421	60			

a. **Predictors: (Constant)**, Training
b. **Dependent Variable: staff productivity**

The table above shows that predictor variables of training explain 67.2% of variations in employee productivity with the remaining percentage of 32.8% catered for by other factors.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	.105	.090		1.166	.247
	Training	.830	.030	.944	27.536	.000

a Dependent Variable: Employee Productivity

Source: primary data (2017)

Training (independent variable) have a significant effect on employee productivity. According to the table above the effect training was established that (β=0.830, t=27.536, P<0.000) employee productivity. This implies that provision of adequate training will enhance employee productivity.

4.4 The effect of career planning on productivity at Educate! Uganda.

The study also elicited data about the effect of career planning on productivity at Educate! Uganda. For each of the statement, respondents were to encircle the appropriate number against each statement according to the scale given as per their extent of agreement or disagreement on a 5 point scale ranging from "SD"-strongly disagree' (1), "D"-Disagree (2), "N"-Neutral (3), "A" Agree (4), to SA-Strongly Agree (5).

Table 4. 9: Showing Descriptive views on career planning at Educate! Uganda.

No	Statements on career planning on productivity	N	Min	Max	Mean	Std. Deviation
1	Career planning at Educate allows me to see my future path in the organization	60	1	5	2.56	0.64
2	Career planning can reduce employee turnover and Boost Productivity	60	1	5	2.33	0.701
3	Career planning leads to better retention rates and engage employees that enjoy their job	60	1	5	2.19	0.64
4	Career planning facilitates me to handle current roles	60	1	5	2.59	0.50
5	Career planning at Educate! describes my biggest strength	60	1	5	2.73	0.36
6	With career planning employee gain knowledge, skills and interests or personal preferences	60	1	5	2.46	0.33
7	Career planning has enabled me to enjoy my current career	60	1	5	1.97	0.05
8	Through career planning, Educate! and me have managed to achieve goals	60	1	5	1.78	0.17
9	My mentor assisted me with improving my career performance	60	1	5	1.96	0.48
	Overall Mean Value=$\sum$ mean/n				**2.29**	**0.43**

Source: Own computation based on survey data (2017)

From Table 4.9, results revealed that career planning at Educate allows me to see my future path in the organization (Mean=2.56, S.D=0.64). This implies that, at Educate career planning is the continuous process but most employees have not managed to fit their personal circumstances and future work.

Respondents also agreed that Career planning can reduce employee turnover and boost Productivity (Mean=2.33, S.D=0.70). Since the mean value is very low it implies that majority of the respondents disregarded the statement, which means that employee had to opt for green pastures as a result of enlightenment about their career path.

Respondents further agreed that Career planning leads to better retention rates and engage employees that enjoy their job (Mean=2.19, S.D=0.64). Majority of the respondents disagreed the view implying that employee were able to explore their life, work and learning options while compromising productivity.

The study also found out that, Career planning facilitates employee at Educate! to handle current roles (Mean=2.19, S.D=0.63). This means that despite working hard on career strategy, most employee experienced obstacles that hindered their performance abilities.

Respondents also agreed that, Career planning at Educate! describes my biggest strength (Mean=2.59, S.D=0.51). The implication of the above finding is that the in terms of those that are transferable and those that are specialized but failed to apply the different skills in a way that makes them applicable to the widest range of situations that stimulate productivity.

Results showed that with career planning employee gain knowledge, skills and interests or personal preferences (Mean=2.73, S.D=0.36). This means that Educate Uganda enabled employees to constantly assess their knowledge and skills to adapt to the changing requirements of the job and gain a competitive advantage but their personal development was limited to enhance productivity.

The study also found out that Career planning has enabled employee to enjoy my current career (Mean=1.97, S.D=0.045). This implies that workers at Educate were able to think of their interests, values, skills and preferences but without due consideration to productivity.

Through career planning, Educate! employee have managed to achieve goals (Mean=1.78, S.D=0.17). This implies that employee were able to understand and align their roles to future goals but could not exploit them to achieve high output.

The results further provided that mentors assisted employee with improving their career performance (Mean=1.96, S.D=0.48). This meant that the soft skills and experience gained did not absolutely become useful and meaningful to their career path to enable optimal productivity at Educate! Uganda. One of the interviewees narrated that,

> *"Career Development Program seeks to match to needs of the employee with those of the organization with the major components being counselling and training".*

Human Resource Manager added that,

"Counselling provides employees with the opportunity to define career goals and to create plans within the context of organizational realities. Training allows the employee to develop and acquire knowledge, skills and abilities required to enhance his/her current job and prepares them for future job opportunities"

He similarly revealed that,

> *"As we approach the 21st Century, it is essential that organizations place a high value on career development. This will allow employees to fulfil their career needs, and organizations will benefit by retaining a greater number of their competent and qualified employees."*

The HR manager understands the critical role of career planning in supporting employees fulfil their career needs and enhance employee skillset.

Table 4.10: Showing Regression coefficient model between career planning and productivity at Educate! Uganda

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905(a)	.819	.817	.586

a Predictors: (Constant),

4.5 Employee productivity at Educate! Uganda.

The dependent variable was employee productivity at Educate! Uganda. Respondents indicated the extent to which they contributed to organisational output as rated on the likert scale "1=SD" to SA=5. The results are tabulated as follows;

Table 4. 11: Employee productivity at Educate! Uganda.

No	Statements on Employee productivity	Descriptive statistics				
		N	Min	Max	Mean	S.D
1	Client satisfaction has improved in the past 3 years	60	1	5	3.12	0.82
2	Output per employee drastically progressed	60	1	5	2.61	0.51
3	Educate employee meet targets per year in the last 3 years	60	1	5	2.54	0.43
4	Timely departmental reports are produced	60	1	5	1.72	0.44
5	The quality of work produced by employee meets organizational goals	60	1	5	2.48	0.78
6	Educate! Optimizes productivity margins per year	60	1	5	2.54	0.36
	Overall Mean Value=∑ mean/n				**2.5**	**0.56**

Source: ***Analysis of Field Data, (November, 2017)***

The result as presented in Table 4.8 clearly shows that the level of Employee productivity at Educate! Uganda with the overall mean =2.5; SD = 0.56). The result also shows that irrespective of the institutional efforts to promote high productivity, low turnout was realised below the expected.

Table 4. 12: Multiple Regression Analysis for Mentorship, Training and Career planning on productivity at Educate!

Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients		t	Sig.
	Beta	Std. Error	Beta		
(Constant)	.208	.810	.208	3.903	.000
Mentorship	.207	.079	.250	2.627	.010
Training	.230	.071	.322	3.247	.003
Career planning	.177	.082	.207	2.169	.001

Source: Field Study (2017)

Table 4.11 illustrates the multiple regression model for the effect of Mentorship, Training and Career planning on productivity at Educate! as per indicators are Y = .810 + .207M + .177T + .230C + .208, Mentorship (B= .207, $p< 0.05$) which imply that this mentorship leads the increase in productivity. Training (B= .123, $p< 0.05$) indicates that significantly contribute much to the prediction and career planning contribute much to prediction (B= .177, $p<0.05$) which implies that the employee development greatly affect employee productivity. The results indicated that there was great significant relationship between the employee development and productivity. This was interpreted to mean that the combination of the above employee development approaches was very important on the overall employee productivity.

CHAPTER FIVE

DISCUSSION OF FINDINGS, SUMMARY, CONCLUSIONS, RECOMMENDATIONS

5.0 Introduction

This chapter presents discussion of the major findings, summary of the findings, conclusions, practical recommendations based on the study findings in chapter four and answering the objectives of the study spelt out in chapter one. The study also suggests areas for further research.

5.1 Discussion of the major Findings

The study findings presented were based on the three research questions in chapter one. These findings are discussed in an objective by objective approach below;

5.1.1 Mentorship and productivity at Educate! Uganda.

The study results in Table 4.5, revealed that mentorship program affected productivity at Educate with (mean = 2.56, SD =1.52). Majority of the employee refuted the view that holding mentorship training did not aid employee to excel in the duties and responsibilities assigned. Educate held mentoring programs on departmental levels through having group dinner on quarterly basis, monthly sessions in order to attach higher skilled or experienced personnel with the goal of making lesser skilled recruited employee to grow and develop specific competencies related to organizational activities. Mentorship helped to polish the abilities and competencies of the individuals, teams and groups but neither helped to transfer nor alter employee skills to improve productivity and organizational outcomes at Educate! Uganda.

This is in disagreement with Lorenzo, Grande and Utrilla(2015) who observed that, a mentor shares experience and knowledge with the mentee. Lorenzo also adds that effective mentoring relations predict development–linked leadership traits of the mentor like, goal setting, planning, explaining the importance of the tasks, building protégé self-efficacy and providing the attention to the individuals. Additionally, it is due to mentor who allows sharing his experience with the employees and prepares to achieve the same level of success as requires and expected from them. Under his influence they try to shun or avoid the mistakes which can set back or ruin their experience similarly, the result also contradicts Malderez & Doyle (2015) earlier findings which

provide that mentoring improves individual behaviour, facilitates personal learning and attitude which consequently results in enhancing organizational capabilities and sustainable employees' learning.

Results also provided that during one-on-one mentoring, Educate! mentors were accessible and available to guide employee better at their work (Mean=2.49, S.D=1.49). The low mean value signifies that supervisors rarely had a one to one mentorship session which reduced the team spirit as well as hard work hence decreasing productivity levels. Educate Uganda needs to promote one to one meetings in mentoring environment where the mentee feels safe and welcome alongside group mentoring schemes. The mentors can enhance this by establishing a communication framework, including what several of the employee members refer to as a process of "reiterate and review." This approach aids to ensure that the mentor and mentee understand the discussion and action items. One participant described it as

> *"making sure that the mentee and the mentor understand what they're talking about and asking for repetition and clarification to make sure that they understand what we're talking about."*

Another participant suggested

> *"checking back to what the goals from the last session were, asking them if there are new learning goals this time, delving into each one of the learning goals and as time permits at the very end recapping what was communicated, accept and establishing accountability or those things"*

The findings also indicated that mentorship generally improved employee work productivity (Mean=2.3, S.D=1.25). the low mean value means that majority of the respondents refuted the view implying that although Educate! mentored employee in accordance to the institutional policy, the program leaves employees with limited social skills to build/incorporate in the routine discharge of their responsibilities. Hence achievement of optimal results remains a key concern and challenge to the institution. Consequently, mentoring did not provide positive feedback to the organization although mentors with high competencies and position in hierarchy behaves as a model of changing attitudes and learning. The finding is contrary to Indermun, Mutambara & Naku (2014) who stated that, mentoring nourishes and relaxes the employees' behaviour as it guides them to develop and adjust themselves in their working environment. Mentors did not deliver sufficient knowledge on the basis of their track experience to prepare less skilled and experienced employees for challenging tasks. The functions of a mentor develops the individual

learning employees but also increasing the performance level of a group or teams' career was found difficult.

The study results further portrayed in table 4.6 that mentoring has a significant effect on employee productivity (β=0.732, t=12.994, P<0.000). This implies that provision of effective mentoring will enhance employee productivity and vice versa. However, at Educate! Uganda there was low mentoring relationships between less experienced/junior employee with the senior and highly experienced person who were the supervisors and managers. These did not have time for grooming the newly recruits in order to enhance their capabilities to accomplish their tasks in an exclusive, identified and perfect manner. Although the director human resources shared information and experience with mentees which creates to develop in them a deeper sense of loyalty to the organization and increases their commitment to their tasks, it was still difficult to provide employees with the ability to make innovative ideas, capabilities and personality. The result contravenes Kui, Ramayah & Chiun Lo, (2013) who observed that mentoring is a powerful way to provide context and help employees refine and build their skills, which in turn will enable them to put those skills to use on the job more quickly and efficiently. They added that when mentoring is used as a productivity tool, people are able to learn from their peers and colleagues as a way to address skill gaps and learning needs. Educate Uganda! mentoring program was not well aligned to intuitional goals of the NGO with the professional development of its employees in bid to attain mutual goals and objectives through coaching and mentoring between the "mentee and the mentor.

5.1.2 Training and productivity at Educate! Uganda

The study results indicated that the overall mean was 2.63 on the likert scale as indicated in table 4.7, this implies that there was low training at Educate! Uganda which demotivated productivity. This implies that retraining employees on current skills, preventing small, basic mistakes was difficult which decreased productivity. Junior employee and senior employee were not having same knowledge and were not able to understand the needs of each other and their work environment. Educate conducted bi- monthly trainings, iCT as well as management trainings through orientations, class room lectures, case studies, role playing, simulations and computer based training. Workshops, retreats were held but failure to realise a production target of increasing client base from 300 to 1000 clients is an indicator of poor training.

The trainings at Educate! were not based on needs assessment hence causing difficult to evaluate and polish employee work structure to minimize the cost of providing the services, better utilize their resources, increase productivity and ultimately increase organizational performance. The finding is not supported by Olalere and Adesoji (2013), who earlier revealed that training is sharpens skills, concepts, changing of attitude and gaining more knowledge to enhance the productivity.

Results also established that training improves the job knowledge of employees and is it related to increasing the employees' performance (Mean = 2.60, S.D = 0.47). The results imply that for all employees, having a mastery of the knowledge and skills for their job increases but their satisfaction and confidence remained low and, as a result, declined productivity. The trainings employee attained could not enable them to work in challenging environment because workers had not grasped relevant abilities and skills to push forward the task performance. The employees training were thoroughly organized with focus on planned effort to remove productivity gaps among employees and concentrating on other interpersonal issues and increasing task-relevant skills at Educate. The study results are contrary to Appiah (2010) who elaborated on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance through sharing knowledge and creating a learning and supportive environment to build intentional and committed working behaviour.

Chapter four results showed that training improved understanding of employee role to see clear goals (Mean=2.19, S.D=0.36). This means that training did not help to communicates to employees, important members of the team to learn new and better ways to meet goals and objectives. Educate! manager did not persistently assist the entity to develop thoughts and deliver knowledge regarding value and strength of training and focusing on its need. This made the instituted training not to provide employees with better shape to produce output. Thus meaning that employees were not fully equipped with capabilities to meet the all sorts of challenges the finding is in disagreement with Uzma, (2015) who earlier found out that organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps. According to Alliger, Tannenbaum, Bennett, Traver and Shortland(2007)

Training has resulted in better strategies to work with others efficiently and achieve targets (Mean=2.40, S.D=1.432) this implies that employee at Educate! failed to recognize and have enhanced responsibility to improve the availability and quality of work done. Employees within departments or teams could not better tackle emerging tasks than their competencies and can not stimulate each other to focus their given targets. Providing timely and persistent training after realizing the need of the employees and of time will automatically shift their level of competencies and ability to work effectively was not strictly adhered too though programed monthly trainings were scheduled. Planning for desirable trainings to strengthen employee knowledge to share problem solving, planning, communication skills and task coordination was a great challenge for the management. Educate Uganda needed to organize its employee tasks within their resources and arrange training activities to enhance the strength and intensity of the competencies residing among their employees in bid to realize the targeted output. The finding infringes Khan, (2011) who noted that training is concerned with organizational activity aimed at bettering the performance of Individuals and groups in organizational setting. Similarly, results also contradict Chukwunenye and Igbokwe (2011) narrated that most of the employees have certain weaknesses in their workplace, which hinder them from giving the best outputs. However, training assists in eliminating these weaknesses, by strengthening workers skills and dissolving inner barriers

The results also indicated that training has a significant effect on employee productivity. According to the table 4.8 the effect training was established to influence productivity at (β=0.830, t=27.536, P<0.000). This implies that provision of adequate desired training based on employee needs will enhance productivity. This is supported by Anwari & Amin(2011) who also found out that training has significant impact on employee commitment which in turn influences their performance. Anwari further argues that training programs should be planned in such a way that they must polish skills and improve the knowledge of trainees. Applying long term Planning, investing in building new skills in their workforce, enabling them to cope with the uncertain conditions that they may face in the future and consequently improving their productivity through superior level of commitment and motivation are the outcomes of a desirable, fruitful and healthy training program.

5.1.3 Career Planning on Productivity at Educate! Uganda.

The overall mean was 2.29 on the Likert scale as indicated in table 4.9 which implies that low effective execution of career conversations that hampered productivity at Educate! Uganda. Educate! career planning is the continuous process but most employees have not managed to fit their personal circumstances and future work Further still, dissatisfaction complaints, absenteeism and turnover greatly reduce productivity. Career planning facilitates employee at Educate! to handle current roles (Mean=2.19, S.D=0.63). This means that despite working hard on career strategy, most employee experienced obstacles that hindered their productive abilities. Thus, the finding is in disagreement with Jandaghi, Mokhles & Bahrami, (2011) who explained that the individuals must identify their career aspirations and abilities, and through assessment, coaching and counseling to understand their needs of training and development while the organization needs to ensure its employee have the necessary information and appropriate training for career development.

Table 4.9 results revealed that career planning at Educate allows employee to their future path in the organization (Mean=2.56, S.D=0.64). Career planning therefore did not permit the development of the capacity and capability of Educate! employee to course a fundamental effect on efficiency, effectiveness, morale, productivity. Educate! Uganda was found paying a differential attention to its employees, planning career for the high performance individuals with greater opportunities for promotion and not taking into account the performance potential employees. The finding is snot supported by Olaiere, and Adesoji (2013), who lamented that career development and employee motivation are key strategic considerations for all organizations regardless of size of the firm, market or organisational profile. Similarly, Gantasala & Padmakumar, (2011); Adekola, (2011) also provided that employees get emotionally attached with the organization when they realize that management is protecting their positions by making them worthy through properly planning for their career which encourages their attachment with their work place.

Results showed that with career planning, employee gain knowledge, skills and interests or personal preferences (Mean = 2.73, S.D = 0.36). This means that Educate! Uganda enabled employees to constantly assess their knowledge and skills to adapt to the changing requirements

of the job and gain a competitive advantage but their personal development was limited to enhance productivity. On the contrary Bashir. & Ramay. (2008) posit that Career planning is an activity which plays an increasingly representative role in the human resources management to enable employees get concerned about choosing and building careers aspirations to meet their needs. They not only show their interest in their work but also try to show their efforts to elevate the organizational position among others. Further still, the result is dissimilar to Kiyani et al., (2011) findings who earlier indicated that if employees are keenly interested in their assigned tasks then they are actually strengthening the position of their institution.

The results further provided that mentors assisted employee with improving their career performance (Mean=1.96, S.D=0.48). This meant that the soft skills and experience gained did not absolutely become useful and meaningful to their career path to enable optimal productivity at Educate! Uganda. According to desists from Merchant, (2010) findings that career planning is a continuous process of unearthing in which an individual slowly develops his own occupational concept as a result of skills or abilities, needs, motivations and aspirations of his own value system.

The study findings in table 4.10 also portrayed that Career planning has a significant effect on employee productivity at Educate! Uganda (β=0.777, t=20.527, P<0.000). This implies that effective implementation of career planning will enhance employee productivity. Tis is synonymous to Cohen & Soto, (2007) who clearly showed that career guidance/planning has substantial benefits for the economy by supporting individuals to enhance their capacities which in turn contribute enhanced job, skills and growth.

5.2 Summary of the findings

5.2.1 Mentorship and productivity at Educate! Uganda

The study results in table 4.5 further portrayed that mentoring has a significant effect on employee productivity (β=0.732, t=12.994, P<0.000). This implies that provision of effective mentoring will enhance employee productivity and vice versa. However, at Educate! Uganda there was low mentoring relationships between less experienced/junior employee with the senior and highly experienced person who were the supervisors and managers. These did not have time for grooming the newly recruits in order to enhance their capabilities to accomplish their tasks in

an exclusive. identified and perfect manner. Although the director human resources shared information and experience with mentees which creates to develop in them a deeper sense of loyalty to the organization and increases their commitment to their tasks, it was still difficult to provide employees with the ability to make innovative ideas, capabilities and personality.

Mentoring through dinner sponsorship, exposure and visibility, coaching to meet challenging assignments and knowledge transfer was used however. employee personal skill development was insignificant because there was no mediating effect of employee skill development, improved commitment and close relationship/friendship with supervisors and managers.

5.2.2 The effect of training on productivity at Educate! Uganda.

The study results indicated that the overall mean was 2.62 on the likert scale as indicated in table 4.6, this implies that there was low training at Educate! Uganda which demotivated productivity. This implies that retraining employees on current skills, preventing small, basic mistakes was difficult which decreased productivity. Junior employee and senior employee were not having same knowledge and were not able to understand the needs of each other and their work environment. Educate conducted Bi- monthly trainings, ICT as well as management trainings through orientations, class room lectures, case studies, role playing, simulations and computer based training. Workshops, seminars, retreats were held but failure to realise a production target of increasing client base from 1,000 to 10,00 clients is an indicator of poor training.

The results also indicated that training has a significant effect on employee productivity. According to the table 4.6 the effect training was established to influence productivity at (β=0.830, t=27.536, P<0.000). This implies that provision of adequate desired training based on employee needs will enhance productivity. them to cope with the uncertain conditions that they may face in the future and consequently improving their productivity through superior level of commitment and motivation are the outcomes of a desirable, fruitful and healthy training program.

5.2.3 The effect of career planning on productivity at Educate! Uganda.

The overall mean was 1.96 on the Likert scale as indicated in table 4.8 which implies that low training demotivated productivity at Educate! Uganda. Educate! career planning is the

continuous process but most employees have not managed to fit their personal circumstances and future work. Further still, dissatisfaction complaints, absenteeism and turnover greatly reduce productivity.

Career planning therefore did not permit the development of the capacity and capability of Educate! employee to course a fundamental effect on efficiency, effectiveness, morale, productivity. Educate! Uganda was found paying a differential attention to its employees, planning career for the high performance individuals with greater opportunities for promotion and not taking into account the performance potential employees. This means that Educate! Uganda enabled employees to constantly assess their knowledge and skills to adapt to the changing requirements of the job and gain a competitive advantage but their personal development was limited to enhance productivity.

This meant that the soft skills and experience gained did not absolutely become useful and meaningful to their career path to enable optimal productivity at Educate! Uganda. Career planning has a significant effect on employee productivity at Educate! Uganda (β=0.777, t=20.527, P<0.000). This implies that effective implementation of career planning will enhance employee productivity.

5.3 Conclusions

5.3.1 Mentorship and productivity at Educate! Uganda

Based on the summary of the major findings, mentoring did not help Educate! Uganda supervisors to knowledge transfer to new employee or lower cadres, did not induce lower employee cadres to get committed to fulfilling organizational goals. Poor mentor and mentee relationship did not provide supportive mentoring to positively productivity. mentoring programs and relationships sometimes failed due to lack of participation, no leadership involvement, poor planning, unrealistic expectations, and "fuzzy" goals

5.3.2 Training on productivity at Educate! Uganda.

Although educate incurred high monthly costs on training employee to gain skills and ultimately the fill the gaps, productivity remained low. This bridges a big gap between the on-job training for knowledge and skills imparted and acquired and its applications. The training guidelines, were not broadly defined based on hose activities aimed at raising the standards of employee practice and thus lifting the quality of the employees, and customers.

5.3.3 Career planning on productivity at Educate! Uganda.

From table 4.10, there was low career planning which demotivated productivity at Educate! Uganda. Educate! Lack of desirable career planning hampered capacity building and capability of Educate! employee to course a fundamental effect on efficiency, effectiveness, morale, productivity. The study established that career planning significantly influenced β=0.777, t= 20.527, $P < 0.000$). Because all of the regression equations held in the predicted direction and the effect of the independent variable (career planning).

5.4 Recommendations

In relation to the conclusions above, this study suggests that;

Management of Educate! Uganda should focus on mentoring simply as a vehicle to promote knowledge sharing to avoid the more talented employees "jump ship." Attention must also be given to understanding the mentoring behaviour's that foster a protégé's affective commitment so as to mitigate the potentially negative effect on productivity.

The human resource department should conduct bench marking programs to develop successful mentoring programs that require proper understanding, planning, implementation and evaluation. This is aimed at promoting a positive relationship between the mentor and mentee to realization of organizational outputs. Since mentoring is viewed as a vehicle for fostering knowledge transfer, employee retention, an understanding of how mentoring addresses this organizational dilemma is needed.

Educate! Uganda Directors are arguably required to offer customized as well as off-the-shelf programs based on their client's business operations and need for improved productivity through contracting out service providers such as training institutions.

The study recommends that such training programs focus on promoting the characteristics of effective mentors and mentees that we have outlined here. For example, we created a series of scenarios, based on our findings, that we use for discussion at mentorship workshops; these cases

highlight issues such as how to find a good mentor, how to prepare for mentoring meetings, and how to "break up" with a mentor, which is especially important if the relationship is failing.

The study further recommends that Educate Uganda must produce a training and development plan, aimed at empowering all employees to carry out their roles to the highest standards, and deliver high quality services to customer. In these guidelines, training and development are broadly defined as those activities aimed at raising the standards of employee practice and thus lifting the quality of the employees and experiences. Above all training should be based needs assessment of employees.

The study also advocates for career planning interventions to facilitate employee get focused to their noble aspirations and to be able to have a diversified mind of how the global village operates. This will enable employees to critically think ahead to attain personal and organizational goals

5.5 Areas for Further Research

The study generated several findings and recommendations thus bridging the knowledge gap on the employee development and productivity. However, the researcher suggests that further research should be conducted in the following areas:

To analyse the impact of career planning on strengthening employees' commitment, enhancing individual as well as collective performance and consequently developing their competencies and character to become most effective assets of an institution/workplace who are ready to work anywhere for any challenging task.

To examine the influence of mentoring mechanisms on retention of employees.

To analyse how needs assessment enhances employee productivity among private institutions.

APPENDIX C: TABLE FOR SAMPLE SIZE DETERMINATION

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Krejcie, Robert V., Morgan, Daryle W., *"Determining Sample Size for Research Activities"*, Educational and Psychological Measurement, 1970.

EDUCATE!
DEVELOPING YOUNG LEADERS & ENTREPRENEURS IN AFRICA

Employee HR report February, 2017

Report Background

The report highlights update of the current state of staff development at Educate! in supporting performance management.

Despite the in-built strategy in training, mentorship and career planning, productivity has not been consistent for the last 3 years. Our efforts are now redirected to grow our strategy further upon review to include executive coaching, target bonuses as we reinforce our efforts towards achieving our ambitious goals for the organization in Uganda.

This report therefore is on the backdrop that the organization has had a short fall from 78% to 45% productivity in the last 3 years threatening our service rating to a 3 point drop from head teacher surveys from anticipated 8/10 scale. We are a year behind our target goals in client base serving 500 schools instead of 820.

As we scale, its more important to prepare our human resources to be more grounded to have tangible output that thrusts the organization and team to a world recommended level if we are to be leaders in the space of skills based Education.

I welcome you to review the report and walk along with me in creating better future starting 2018.

Thank you.

Richard Olupot

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