INTERNATIONAL JOURNAL OF
SCIENCE ARTS AND COMMERCE

TRACER STUDY ON THE INFLUENCE OF POSTGRADUATE DIPLOMA IN M&E TRAINING COURSE ON THE JOB PERFORMANCE OF THE PARTICIPANTS: THE CASE OF UGANDA MANAGEMENT INSTITUTE PARTICIPANTS

By

Ms. Martha Christine Olwenyi
Uganda Management Institute (UMI)

Dr. Ute Marie Metje
Evaluation & wiss. Beratung
Ebertallee 10
22607 Hamburg

Dr. Wolfgang Meyer
University of Saarland -Germany

ABSTRACT

In the contemporary business environment, organizational success is determined by knowledgeable, skilled as well as experienced human capital. In order to maintain sustainability, organizations must see continuous employee training and development as invaluable. It is important to note however, that the impact of Postgraduate Diploma in M&E training on job performance in Uganda is not known.

The increasing desire of professional perfection aligned to improved job performance prompted a research study to ascertain the influence of the post graduate diploma on the job performance of participants. The study ambition was generated from a foundational discovery that Uganda Management Institute has been conducting the M&E postgraduate diploma course training since 2011 and there has been no study to assess the level of influence of this training on the job performance of the participants.

The objective of this study was to assess the influence of the Postgraduate Diploma in M&E training at Uganda Management Institute on the job performance of the participants or alumni. The Organizational Learning Theory was used to guide this study which suggests that

organizational learning natures expansive thinking patterns where collective aspiration is set free, where people continually expand their capacity to create the results, they truly desire, and where people are continually learning how to learn together. The study adopted a cross-sectional survey design because it is relatively inexpensive, easy to conduct and takes a shorter period of time compared to the longitudinal study designs. Both quantitative and qualitative methods were used because the two types of data help in triangulating the findings. The study recommended that UMI should focus and emphasize M&E training methods to the participants as many of the alumni believe training methods greatly enhanced their performance. This could be in form of engaging participants with challenges that require them to work in groups and discussions. The study showed that M&E training methods are acknowledged as being key in increasing the job performance of the participants. Thus, training methodologies set a substantial role in stirring up and improving on the job performance of participants after completing studies at the institute. The study also recommended that Uganda Management Institute critically explores the area of coursework assessment. Engaging participants with coursework assessments that address research on practical issues stirs up innovation and creativity which enhance performance at work.

Key words: M&E training, training methods, training assessment, training content and job performance.

1. Introduction

Employee knowledge and skills management is one essential attribute of organizational growth and development. It is an invaluable determinant of organizational sustainability. Training and development are very essential at all employee levels, due to the reason that skills erode and become obsolete over a period of time and have to be replenished (Langer and Mehra, 2010).

Uganda Management Institute has been conducting the M&E postgraduate diploma course training since 2011 and there has been no study to assess the level of influence of this training on the job performance of the participants. UMI has made some conclusions that the course has a great influence because of its increase in demand as seen from the number of applications every year. However, this does not answer the question of what is the level of influence and which components of the training have a good influence to warrant support for the curriculum revision. This study, therefore, wishes to trace the former (student alumni) participants and collect data on the influence this course has made on their job performance.

Many organizations are investing in employee development and need to know the return on investment towards the employee development activities such as whether the employees work harder and utilize their full skills and efforts to achieve the goals of the organizations as discussed by Hameed and Waheed (2011). The research topic stated above is very relevant because the Commonwealth, who supported the establishment of the course, are interested in the influence of this training to the participants and, in addition, other professional institutions like Uganda Management Institute running the course would wish to learn what to adapt into the

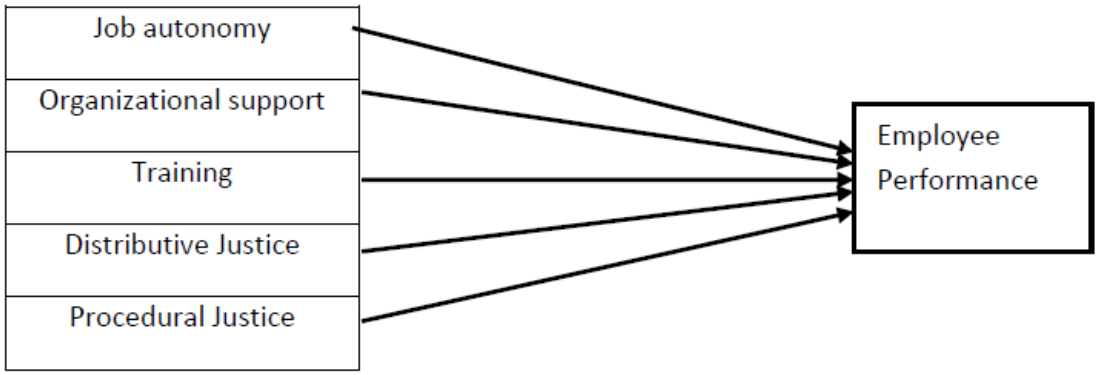
future training; content, methods and pedagogies. Employee development activities are very important for the employers as the activities are performed, which is indicative that an organization cares for its employees and wants them to develop (Antonacopoulou, 2000).

Lalonde (2003) reveals that employee performance is how well job-related activities of a worker are executed whereas Armstrong (2000) regards performance as simply the record of outcomes achieved from the execution of some activities. Armstrong further highlights performance of organizations to be dependent on the performance of employees and other factors that include type of training and work environment of the organization.

A study by Johns (2010) illustrated mixed data with regard to qualifications and training, pointing to the notion that employee presenteeism increases with qualification level; i.e., 57.1 per cent of the qualified employees reported for presenteeism, in contrast to 46.2 per cent with lower qualification levels. This implies that when people receive training, they are more likely to be in the job place and do their work and finish it with ease. Singh & Mohanty (2012) also corroborated the view that investing in training employees on decision-making, teamwork, problem-solving and interpersonal relations brings beneficial impact on the organization's level of growth, as well as impacting on employees' performance.

A number of researchers have advanced the following classical theories prior proposed by (Husselid & Pfeffer, 1994; Arthur 1994) that there are five major practices which affect employee performances as shown in Figure 1 below.

Figure 1: The Five Practices That Affect Employee Performance



Source: Hazucha, J., Hezlett, S. & Schneider, R. (1993).

This is a tracer study on the influence of the Uganda Management Institute Postgraduate Diploma in Monitoring and Evaluation (DME) training course on the job performance of the participants or alumni. It looked at the Evening and Weekend, Day and Long Distance classes cohorts of years 2011 to 2018. In this case, the independent variable is the postgraduate diploma in M&E training and the dependent variable is the job performance of the participants. The study covered the period when the participants used the old and the new curricula. This research was

conducted among participants of UMI because the researcher sought to understand the key influences of the UMI postgraduate diploma in M&E course on the job performance of participants. In addition, this study will help UMI understand the value this course is creating on the job performance of its alumni, and thus document lessons for further development of the course.

What is job performance?

Job performance is linked to staff productivity, and is defined as the efficiency with which things are being produced. On the other hand, employee productivity is the measure of output per unit of input economically. It is the log of net sales over total employees (Singh & Mohanty 2012). Job performance is determined by a number of factors that include training which is viewed as a systematic approach of learning and development that improves an individual, group and organization (Jehanzeb & Bashir, 2013). It serves as an act of intervention to improve the quality of an organization's goods and services in stiff competition notably by creating improvements in the technical skills of employees to perform well (Manju & Suresh, 2011).

The training methods of lecturing, discussions, group work and presentations used in class are believed to be a contributor to learning which eventually can be translated into expected job performance. Trainees are taught how to perform a particular task then later development of the skill is seen when students are able to use the taught skill in job performance (Nda & Fard, 2013). This interaction allows the students to receive the knowledge and skills which they reflect on, assimilate and apply in their workplaces. Discussions as a training method are equated to coaching whereby individuals are allowed to take the responsibility. They are treated as partners to achieve personal and organizational goals. As goals are achieved, the performance is enhanced (Agarwal, 2006). In terms of the employee development, empowerment increases the capacity of the trainee and also provides freedom of work-related discussion which builds the confidence among the trainees. This training method is equated to participation, implying that it is a way of letting trainees participate in sharing the organization's work or policies-related issues as well as allowing them develop the decision-making processes leading to the trainee's enhanced performance (Nda & Fard, 2013). These group discussions reveal that the trainee will be able to make smarter decisions since they are in charge of the process actions developed during the discussions.

Presentation is equated to delegation which allows trainees opportunity to take up the trainer role of making presentations and thus prepares trainees to take up their manager's role; i.e., when managers delegate authority to employees to perform tasks. So, what they learn can also lead to enhanced performance. Employees will do those activities which they can perform more easily. This, therefore, is an illustration that such a process will lead to the achievement of organizational goals and thus enhance organizational performance.

Training assessment is one method that evaluates the performance capacity of the participants. Bhat (2019) argues that there is need to assess people to establish whether a person is fit for the job. Assessment establishes the alignment between the abilities of an individual and the demands of the job or the congruence between the desires of an individual and the characteristics of the job. A person–job fit (P-J) is an important concept that involves toning the knowledge, skills and abilities of the individuals with the features of the job. Person–job fit is achieved when an individual's compatibility with a specific job exists; that is, an individual possesses the knowledge, skills and abilities that match their job requirements. Person–job fit can be a reasonable predictor of job performance because individuals with high person–job fit are found to have positive work outcomes (Bhat Z. H., 2019).

Job performance is directly determined by the training content offered in learning. Training is a learning process that involves the acquisition of skills, concepts, rules, or attitude to improve employee performance. Training content prepares people to do their present jobs while development prepares employees with needed knowledge, skills and attitude (Davis and Werther in Sedarmayanti , 2010, p. 164). In line with these opinions, Handoko (2010, p.104) indicates that exercises or content of training are intended to improve the mastery of various skills and technical implementation of certain work, detailed and routine.

The provision of training to employees is not solely to meet the needs of the organization but also to meet the needs of employees who feel the importance of training. Untrained employees would take longer in the operational tasks assigned and find difficulty in resolving operational tasks due to lack of job completion technical capacity (Thaief et al. 2015). Employees who have followed the readiness and training can have confidence in the competence qualified for the position (Thaief et al. 2015). However, to obtain maximum results from the implementation of training, it is necessary to take effective measures aligned to needs assessment, training and development objectives, program materials, principles learning, as well as the actual program evaluation and feedback (Rival, 2004, p. 236).

In all, training and trainee productivity is critical in increasing the organizational productivity. Training provides employees with an opportunity to further learn their jobs and perform more competently, thus increasing the organizations' productivity. Training is one of the most pervasive methods to enhance the productivity of individuals and communicating organizational goals to personnel (Galanou & Priporas, 2009). Singh and Mohanty (2012) also support the notion that investing in training employees on decision-making, teamwork, problem-solving and interpersonal relations has beneficial impact on the organizations' level of growth, as well as impacting on employees' performance. Training affects employees' behavior and their working skills, which results into employees' enhanced performance as well as constructive changes (Satterfield & Hughes, 2007). Conversely, training is the most effective way of motivating and retaining high-quality human resources within an organization (Hutchings, Zhu, Cooper, Zhang

& Shao, 2009). Whereas Lowry, Simon and Kimberley (2002) consider training as a way of enhancing employee commitment and maximizing employee potential, Konings & Vanormelingen (2009), Colombo & Stanca (2008) and Sepulveda (2005) consider training as an instrument that fundamentally affects the successful accomplishment of organizations' goals and objectives. Thus, a workforce is only efficient and effective if the appropriate training and development is provided to realize productivity.

Justification of the Study

The basis of this study arose from a question asked by one of the implementing partners to know the influence of the DME training program on its participants and, from the researcher's observation and concern over how the course can be delivered better to add value to the participants job performance. There was critical need to get feedback from the participants, prompting the researcher to undertake this investigative study to find out the influences of the DME training on the job performance of UMI participants to establish how UMI can increase the suitability of the course.

Aim of the Study

The study sought to assess the influence of the postgraduate diploma in M&E training on the job performance of the participants.

Specific Objectives of the Study

1. To assess the influence of the DME training methods on the job performance of the participants.
2. To examine the influence of the DME training assessment on the job performance of the participants.
3. To assess the influence of the DME training content on the job performance of the participants.
4. To document lessons learnt for further course development.

2. METHODOLOGY

The study adopted a cross-sectional survey, using both quantitative and qualitative methods. This research design involved collecting data from several groups key to the study in a given time frame. The design is relatively inexpensive, easy to conduct and takes a shorter period of time (Kothari, 2004).

The study targeted a population of 284 participants who attended the course in 2011 to 2018 academic years and their employers who accepted to participate in the study.
A sample of 50 UMI alumni was selected using simple random and 6 employers using purposive techniques. The size was obtained using (Krejci & Morgan's, 1970) table for determining sample size.

The study utilized both quantitative and qualitative data collection methods. Quantitative primary data was obtained using a questionnaire survey from the students. Close-ended questionnaires were designed for the study, because they can facilitate quick responses from a large number of respondents (Kothari, 2014; Amin, 2005; Creswell, 2012) and key informant interviews were used to obtain data from the employers about the performance of the students. Secondary data was obtained through document reviews. These methods used the respective data collection tools such as questionnaire, interview guide and document review guide.

The questionnaire was pre-tested on 10% of the target population to determine the non-response patterns and timing before actual data collection. The findings were used to re-design the questionnaire for final use. The researcher also consulted with academicians and experts in the field to ensure that the instruments used in data collection are up to standard and, where possible, improved. The experts helped pinpoint the issues with the questions which finally helped with the pilot study of the research. The Cronbach's test-retest reliability coefficient was tested by applying the questionnaire twice under the same conditions to see if similar results can be achieved and the Cronbach's alpha coefficient of 0.7 was the result.

Procedure of Data Collection: The researcher obtained an introduction letter from the university before data collection; this was the legitimate document that was presented to relevant stakeholders where the study was carried out. The data collection instruments were designed and presented to the supervisor for correction and approval before actual field data collection. Consent and approval were sought and piloting was conducted from the sampled 10% of the identified former students with the purpose of improving the questionnaire.

Data analysis: The collected quantitative data was sorted and analyzed using Statistical Package for the Social Sciences (SPSS). Key statistics such as descriptive, inferential and relational was generated. Testing of hypothesis and exploring relationships between the variables was done using Pearson's chi-square. Furthermore, the Pearson product-moment correlation coefficient was used to establish the strength of the relationship between the variables hence providing in-depth understanding of the influence of the variables on each other.

The qualitative data obtained from in-depth interviews such as field notes was organized, sorted and categorized into patterns and themed into different forms according to the sources. The data was coded and arranged into themes for thematic analysis. The results were triangulated to answer the specific objectives, questions of the research and a narrative explanation of the predictor variables and their association with the dependent variable was provided.

Ethical Considerations: Three key ethical considerations which guided this research included voluntary participation to avoid bias, confidentiality to ensure respondents are honest and equity and fairness to embrace gender sensitivity.

Limitations: The researcher attempted to find the limitations for maintaining the optimistic level of discussion for this study. First, this study collected data at one point of time so it can raise the issue of causality that positively influences the generalizability. Therefore, longitudinal study can overcome the causality issues. Second, this study collected data from a public management institution in Uganda. Therefore, these results may not be applicable to the whole population. In future, it is recommended to conduct study on both public and private management institutions using the same research model. Third, this study has used the self-reported measures that bring the issues of common method bias. Hence, data should be collected using more than one data collection instruments to control the issues of common method bias.

3. RESULTS

Demographic Characteristics of Respondents

The demographic information of interest to the study was gender, age, highest level of education, main source of livelihood, duration at the workstation, year of graduation with DME, centre of study and the programme that a participant attended.

The results showed that the majority of the respondents were male; (76%), and (24%) female.
Regarding qualifications, the majority of the respondents had acquired other certificates as the highest level of education; (61%) followed by Bachelors holders; (37%) and only (2%) Diploma holder.
Representation by age shows that majority of the respondents were of 30-39 years old; (55%), followed by 20-29 years (27%), 40-49 years (16%) and 50 years and above (2%).
Majority of respondents belonged to the formal employment private sector; (61%) while (20%) in formal employment with Government. Only (19%) of the respondents were in self-employment.
The majority of the respondents have stayed at their workstations for less than four years; (45%). (43%) respondents for five to nine years. Only (10%) respondents indicated having been at the workstations for between 10 and 14 years, whereas (2%) had been at the workstation 16 years and above.

The statistical representation of respondents by centre of study illustrates that majority of the respondents were from Kampala centre of study which had (80%), followed by Mbale with (10%) and Mbarara with (8%) whereas Gulu had only (2%) of the sampled population. Majority of the respondents had attended Weekend programme at (75%), followed by those who had attended Evening programme at (25%) of the sampled population.

Influence of DME Training Methods on Job Performance of Participants

Table 1: Descriptive Statistics of the Effect between DME Training Methods and Job Performance of Participants

	Mean	Std. Deviation	N
Job performance of the participants	4.101	1.42140	49
M&E training methods	4.231	1.55613	49

Source: Field data (2020).

Table 1 shows the descriptive statistics of the influence of the postgraduate diploma in M&E training methods on the job performance of the participant, with a mean response of 4.231 and std. deviation of 1.56 for the training methods and a mean response of 4.101 and std. deviation of 1.42 for the job performance of the participants. This implies that M&E training methods constitute a greater percentage of variables that influence the job performance of the participants.

Table 2: Simple Linear Regression Analysis for the Influence of DME Training Methods on Job Performance of Participants (Level of Significance =0.05)

Variables Regressed	R-value	F	Sig	Interpretation	Decision on H_0
DME training methods and job performance	0.582	.289	.004	Positive and significant influence	Rejected

Source: Field data (2020).

Results in **Table 2** show that DME training methods have a positive and significant influence on job performance of the participants ($F = .289$, $p = .004 < \alpha = 0.05$).

Influence of DME Training Assessment on Job Performance of Participants

Table 3: Descriptive Statistics of the Effect between DME Training Assessment and Job Performance of Participants

	Mean	Std. Deviation	N
Job performance of the participants	4.009	1.41142	49
DME training assessment	4.220	1.54612	49

Source: Field data (2020).

Table 3 shows the descriptive statistics of the influence of the PGD in M&E training assessment on the job performance of the participant, with a mean response of 4.220 and std. deviation of 1.54612 for the training assessment and a mean response of 4.009 and std. deviation of 1.41 for the job performance of the participants. This implies that DME training assessment constitutes a greater percentage of variables that influence the job performance of the participant.

Table 4: Simple Linear Regression Analysis for the Influence of M&E Training Assessment on Job Performance of Participants (Level of Significance =0.05)

Variables Regressed	R-value	F	Sig	Interpretation	Decision on H_0
DME training assessment and job performance	0.538	.278	.005	Positive and significant influence	Rejected

Source: Field data (2020).

The results show that the DME training assessment has a positive and significant influence on job performance of the participants (F =.278, p =.005 < α=0.05).

Influence of DME Training Content on Job Performance of Participants

Table 5: Descriptive Statistics of the Effect between DME Training Content and Job Performance of Participants

	Mean	Std. Deviation	N
Job performance of the participants	3.562	1.5412	49
DME training content	3.971	1.6133	49

Source: Field data (2020).

Table 5 above shows the descriptive statistics of the influence of the DME training content on the job performance of the participants, with a mean response of 3.971 and std. deviation of 1.6133 for DME training content and a mean response of 3.562 and std. deviation of 1.5412 for the job performance of the participants. This implies that the DME training content constitutes a greater percentage of variables that influence the job performance of the participants.

Table 6: Simple Linear Regression Analysis for the Influence of DME Training Assessment on Job Performance of Participants (Level of Significance =0.05)

Variables Regressed	R-value	F	Sig	Interpretation	Decision on H_0
M&E training content and Job performance	0.452	.248	.006	Positive and significant influence	Rejected

Source: Field data (2020).

The results propose that DME training content has a positive and significant influence on job performance of the participants (F =.248, p =.006< α=0.05).

Multiple Regression Analysis of DME Training on Job Performance of Participants

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.652[a]	.425	.418	1.32606

a. Predictors: (Constant), Training Methods, Assessment, Content
Source: Field data (2020).

From the model summary **Table 7**, the two variables are positively correlated, and the correlation is statistically significant with correlation coefficient value of .652[a] at p-value of 0.05. The R Square (coefficient of determination) r^2 is .425 and indicates how job performance of the participants can be explained by the PGD in M&E training. The adjusted R Square value of .418 implies that the training positively contributed to the job performance of the participants. In other words, job performance of the participants is dependent on DME training by 41.8%, leaving 58.2% to other exogenous factors which have not been covered within this study.

Table 8: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.153	3	8.718	4.958	.003[a]
	Residual	291.900	166	1.758		
	Total	318.053	169			

a. Predictors: (Constant), Training Methods, Assessment, Content

b. Dependent Variable: Job performance

According to **table 8** above, the total variance has N-1 degrees of freedom. The regression degrees of freedom correspond to the number of coefficients estimated minus 1. The error degree of freedom is the df total minus the df model, 169 – 3 = 166. F-statistic is the mean square (regression) divided by the mean square (Residual) 8.714 / 1.758 = 4.958. Therefore, the full model is statistically significant (F = 4.958, df = 166, Sig = 0.03).

Table 9: Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.105	.288		10.794	.000
	Training methods	.582	.079	.568	2.922	.004
	Assessment	.538	.066	.524	2.070	.003
	Content	.452	.054	.357	.083	.002

Dependent Variable: The job performance of the participants

Results in **Table 9** suggested that training methods have a positive and significant influence on performance of the participants (b = .582: p = .004), assessment has a positive and significant influence on performance of the participants (b =.538: p= .003) and DME training content has a positive and significant influence on performance of the participants (b =.452: p = .002).

4. Documenting Lessons Learnt for Further Course Development

Lessons Learnt About DME Training Methods

On the foundation of all statistical information mined out on the DME training methods and the job performance of the participants, training methods hold the first priority on the whole with a mean value of 4.23. On critical observation of the items (variables) considered for DME training methods, the participants ranked highest the need for working as a group (teamwork) which helped them create learning partners, supporting each other even after school to achieve results at their workplaces (Mean=4.47). It was also revealed that training methods created professional networks as reference points for new ideas as well as helping in sharing work-related challenges which facilitated in providing solutions to their work challenges innovatively (Mean=4.37). The study results also revealed that participants ranked lowest the statement "members of the organization benefited from the presentations I shared and helped them do their work differently" (Mean=3.94).

Basing on these results, the major lessons that can be learnt are:

- There is need for UMI tutors to engage participants with challenges that require participants teamwork. This helps them in creating supportive learning partners who support each other even after school to achieve results at the workplace.
- There is need for UMI tutors to engage participants with challenges that involve discussions. Discussions helped them share their work issues and helped in obtaining solutions to do their work innovatively.
- Uganda Management Institute tutors need to engage participants with problems and or challenges that involve group work. Group work yielded positive results for some participants as they were in position to create professional networks as reference points for new ideas.
- However, the challenge remains; there is need to encourage participants share DME training knowledge obtained from UMI with other organizational members at their workstations.

UMI administration needs to think towards improving on its DME training methods to suit the emerging issues in communities and the work environment. This could be done by directly interfacing with the participants and other stakeholders already practicing and interfacing with the communities and the work environment.

Lessons Learnt About DME Training Assessment

Founded on the statistical information excavated on the DME training assessment as an indicator designed to measure the job performance of the participants, training assessment is ranked second on the whole with a mean value of 4.18. On serious observation of the constituent items (variables) considered for the DME training assessment, the participants ranked highest the need for coursework assessment which gave them opportunity to research in new ideas in detail and apply them at work (Mean=4.47). Coursework assessment helped participants research on practical issues which were innovative and sometimes referencing it at their workstations (Mean=4.33). Participants ranked lowest the item "Exam gave me a training to start self-examination of my work productivity and performance" (Mean=3.96).

Basing on these results, the major lessons that can be learnt are:

- Coursework assessment could be greatly enhanced in the training assessment as the institution hopes to revise the curriculum.
- However, the challenge remains that the examinations given to participants do not cause them to start self-examination of their work productivity and performance. Uganda Management Institute curriculum developers could think of a new mode of testing participants' challenges that cause them to start self-examination of their work productivity and performance.

Lessons Learnt About DME Training Content

The postgraduate diploma in M&E training content was least ranked by the participants on the whole (Mean =4.04). On critical observation of the constituents (variables) of DME training content, the participants ranked highest the applicability of content at their workstations (Mean=4.35). They revealed that the content shared at UMI was applicable to their work. The participants also revealed that the training content gave them more new insights to innovate at their work. The least ranked of all the items was "the context is balanced" with a mean of 3.24.

The major lessons that can be learnt are:

- There is need for UMI tutors to tutor participants with academic content that is applicable at their workstations. Delivering content to participants which is not applicable at their workplaces may greatly affect their performance at their workstations after graduation.
- There is need for tutors and curriculum developers to harmonize the academic content by balancing the context in terms of local, international and emerging content.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5. Introduction

This section presents the final segment of this research trail. It discusses the research findings and generalizes this work piece through discussion, gives the conclusion to the study and provides possible recommendations.

Discussion of the Findings

The primary goal of this subsection is to interpret and describe the significance of the findings in light of what was already known about the research problem being investigated, and to explain any new understanding or fresh insights about the problem after taking the findings into consideration. The discussion of the findings was based on the research objectives as hereunder:

Influence of DME Training Methods on Job Performance of Participants

The hypothesis stated that there will be no significant influence between the DME training methods and the job performance. However, the study findings revealed that there is a moderate, positive and significant influence of the DME training methods on the job performance. Therefore, the hypothesis stating that there will be no significant influence between the DME training methods and the job performance is rejected. This implies that emphasis on the M&E training methods in terms of lecturing, group work, discussions and presentations increase the job performance of the participants in terms of quality of work, innovation, creativity and productivity. This concurs with Manju & Suresh (2011) who contended that training serves as an act of intervention to improve organizations' goods and services quality in stiff competition by improvements in technical skills of employees to perform well. Leskiw and Singh (2007) opinioned that training and development is becoming increasingly critical and strategic for organizations in the current business environment in variables of employee development (coaching, training and development, empowerment, participation and delegation).

Singh and Mohanty (2012) investigated the impact of training employees on decision-making, teamwork, problem-solving and interpersonal relations and revealed that the training methods had a positive and significant impact on the job performance of the employees. Training affects employees' behavior and their working skills which results into employees' enhanced performance as well as constructive changes (Satterfield & Hughes, 2007). Lowry, Simon & Kimberley (2002) concur that training is a way of enhancing employee commitment and maximizing employee potential. According to Konings & Vanormelingen (2009), Colombo & Stanca (2008) and Sepulveda (2005), training is an instrument that fundamentally affects the successful accomplishment of organizations' goals and objectives. 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 with appropriate training and development. Therefore, training is the most effective way of motivating and retaining high quality in human resources within an organization (Hutchings, Zhu, Cooper, Zhang & Shao, 2009).

Influence of DME Training Assessment on Job Performance of Participants

The hypothesis stated that there will be no significant influence between the DME training assessment and the job performance. However, the study findings revealed a strong positive and significant link between M&E training assessment and the job performance. Therefore, the hypothesis stating that there will be no significant influence between the DME training assessment and the job performance is rejected. This implies that quality training assessment produces quality job performance outcomes. The study findings concur with Kristof-Brown et al. (2005) who contended that emphasis on the training assessment through tests, examinations and coursework leads to an increase in the job performance in terms of quality of work, innovation, creativity and productivity. A study by Li and Hung (2010) also investigated the relationship between training assessment and person-job fit which still demonstrated higher correlation than person–organization fit. These empirical results indicated that person–job fit perceptions can improve the quality of employees' work performance.

Influence of DME Training Content on Job Performance of Participants

The Hypothesis stated that there will be no significant influence between the DME training content and the job performance. However, the findings revealed a positively and significant influence between training content and the job performance. Therefore, the Hypothesis stating that there will be no significant influence between the DME training content and the job performance is rejected. This implies that increase in DME training content leads to an increase in job performance. This is in agreement with Ayodeji et al (2011) who contended that employees with good performance can be described as having had ample opportunity to participate in various training with appropriate content to the desired competencies. Handoko (2010) established a positive and significant effect of training content on the job performance of the participants and or employees. Ilham et al (2015) opinioned that employees who do not get the training take longer in the operational tasks and find difficulty to resolve operational tasks because they lack the up-to-date technical ability. Rival (2004) opinioned that to obtain the maximum results from the implementation of training in improving employee performance, it is necessary to take effective measures, in needs assessment, training and development objectives, program materials, principles learning, as well as the actual program evaluation and feedback.

6. Conclusions

In conclusion, it is revealed that there was a moderate positive and significant influence of the DME training methods, training assessment and training content on the job performance of the participants who have completed the training course at Uganda Management Institute. This implies that UMI could further emphasize the training methods in terms of lecturing, group work, discussions and presentations. These findings lead to conclusions that Uganda Management Institute should emphasize on effective DME training assessment through tests, examinations and courseworks. the institute should emphasize theDME training content through tutoring local, international and emerging content, which would increase and improve on the job

performance of the participants in terms of quality of work, innovation, creativity and productivity.

7. Recommendations

The DME training methods should further be encouraged and supported by giving the participants training workshops, seminars or short courses in the training methods. The methods should promote interpersonal skills to achieve common understanding and promote accountability and transparency so as to ensure better job performance of the participants.
Uganda Management Institute should ensure the use of appropriate assessment methodologies of the DME training to be accurate and credible to minimize errors with clear goals stated to avoid ambiguity and conflicts so as to ensure better job performance of the participants.

Uganda Management Institute should take great care to ensure staff capacity building and operational procedures for mobilizing and engaging stakeholders so that its staff members are always up-to-date in terms of the DME training course. The Institute should facilitate both on-job and off-job skills training so as to improve on the DME training content of its staff.

Recommendations for Further Research

The study investigated the influence of the postgraduate diploma in M&E training course on the job performance of the participants who have successfully completed the course at the Uganda Management Institute. Correspondingly, the researcher proposes that a similar research study be undertaken to investigate the impact of training methods on the job performance of the participants for other UMI courses.

8. REFEREENCES

Amin, M. E. (2005). Social science research: Conception, methodology and analysis. Kampala, Uganda: Makerere University Printery.

Armstrong, M. (2000). Understanding training: Human resource management practice (8th ed.). London, UK: Kogan Page Publishers Ltd.

Arthur, J. B. (1994). Effects of human resource systems on manufacturing performance and turnover. Academy of Management Journal, 37(3), 670–687.

Antonacopoulou, E. P. (2000). Employee development through self-development in three retail banks. Journal of Personnel Review, 29(4), 491-508

Bhat, Z. H. & Rainayee. R. A. (2019). Examining the mediating role of person–job fit in the relationship between training and performance:

Bhat, Z. H. (2013). Impact of training on employee performance: A study of retail banking sector in India. Indian Journal of Applied Research, 3(6), 292–293.

Bhat, Z. H. (2014). Job matching: The key to performance. International Journal of Research in Organizational Behavior and Human Resource Management, 2(4), 257–269.

Bhat, Z. H., & Rainayee, R. A. (2016). Training and performance: Can job fit act as a mediator? A review. Pacific Business Review International, 8(8), 80–86.

Colombo, E., & Stanca, L. (2008). The impact of training on productivity: Evidence from a large panel of firms. Working Paper 134, University of Milano-Bicocca, Department of Economics. Available at http://repec.dems.unimib.it/repec/pdf/mibwpaper134.pdf

Creswell, J. W. (2012). Educational research: Planning, conducting and evaluating quantitative and qualitative research. Upper Saddle River, NJ: Prentice-Hall International.

Creswell, J. W., & Plano Clark, V. L. (2011). Designing and conducting mixed methods research (2nd ed.). Thousand Oaks, CA: Sage Publications.

Devi, R. M., & Shaik, N. (2012). Training & Development – A jump starter for employee performance and organizational effectiveness. International Journal of Social Science & Interdisciplinary Research, 1(7). ISSN: 2277 3630.

Galanou, E., & Priporas, C. V. (2009). A model for evaluating the effectiveness of middle managers, training courses: Evidence from a major banking organization in Greece. International Journal of Training and Development, 13(4), 221-245.

Hameed, A., & Waheed, A. (2011). Employee development and its effect on employee performance: A conceptual framework, International Journal of Business and Social Science, 2(13), 224-229.

Hutchings, K., Zhu, C. J., Cooper, B. K., Zhang, Y. & Shao, S. (2009). Perceptions of the effectiveness of training and development of 'grey-collar' workers in the People's Republic of China. Human Resource Development International, 12(3), 279-296.

Jehanzeb, K. & Bashir, N. A. (2013). Training and development program and its benefits to employee and organization: A conceptual study. European Journal of Business and Management, 5(2), 243-252.

Johns, G. (2010). Presenteeism in the workplace: A review and research agenda. Journal of Organization Behaviour, 31(4), 519-542.

Konings, J., & Vanormelingen, S. (2009). The impact of training on productivity and wages: Firm level evidence. LICOS Discussion Paper No. 244/2009, Available at SSRN: https://ssrn.com/abstract=1487468.

Kothari, C.R. (2004) Research Methodology: Methods and Techniques second revised edition, New Age International Publishers New Delhi

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. Educational and Psychological Measurement, 30; 607-610.

Kristof-Brown, A. L., Zimmerman, R. D., & Erin, C. J. (2005). Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person- group and person-supervisor fit. Personnel Psychology, 58(2), 281–342.

Lalonde, R. (2003). Employment and training programs. In R. Moffitt (Ed.), Means-tested transfer programs in the United States (pp. 517-586). Chicago: University of Chicago Press.

Langer, N., & Mehra, A. (2010). How training jump-starts employee performance. Indian Management, 49(6), 14-18.

Li, C. K., & Hung, C. H. (2010). An examination of the mediating role of person-job fit in relations between information literacy and work outcomes. Journal of Workplace Learning, 22(5), 306–318.

Lowry, D. S., A. Simon A., & Kimberley, N. (2002). Toward improved employment relations practices of casual employees in the New South Wales registered clubs industry. Human Resource Development Quarterly, 13(1), 53-70.

Manju.S., & Suresh B. H. (2011). Training design interventions and implications for the productivity effectiveness. Synergy, 9(1), 52-68.

Nda, M., & Fard, R. Y. (2013). The impact of employee training and development on employee productivity. Global Journal of Commerce and Management Perspective, 2(6), 91-93.

Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS Statistics (7th ed.). ISBN: 9781760875534.

Rival, V. (2004). Human resource management for the company. Jakarta: PT. King Grafindo Persada.

Satterfield, J. M., & Hughes, E. (2007). Emotion skills training for medical students: A systematic review. Medical Education, 41(10), 935-941.

Schmitt, N., et al. (2009). Prediction of 4-year college student performance using cognitive and noncognitive predictors and the impact on demographic status of admitted students. Journal of Applied Psychology, 94(6), 1479–1497. doi:10.1037/a0016810

Sedarmayanti. (2010). Human resource management (Reforms and civil service management). Bandung: PT. Refika Aditama.

Senge, P. M. (1990). The fifth discipline: The art and practice of the learning organization. New York, NY: Doubleday/Currency.

Senge, P. M. (1994). The fifth discipline fieldbook: Strategies and tools for building a learning organisation. New York, NY: Currency/Crown Publishing.

Senge, P. M. (1996a). The ecology of leadership. Leader to Leader, 2(Fall), 18-23.

Senge, P. M. (1996b). Leading learning organizations. Training & Development, 50(12), 36-37.

Senge, P. M. (2004). Creating communities. Executive Excellence, 21(9), 4-5.

Sepulveda, F. (2005). Training and productivity: Evidence for US manufacturing industries. Oxford Economic Papers, 62(3), 504-528. Available at SSRN: https://ssrn.com/abstract=830406.
Singh, R., & Mohanty, M. (2012). Impact of training practices on employee productivity: A comparative study. Interscience Management Review, 2(2), 87-92.
Strunk, W., & White, E. B. (2009). The elements of style. New York: Pearson Longman.

Thaief, I., Baharuddin, A., Priyono, P., & Idrus M. S. (2015). Effect of training, compensation and work discipline against employee job performance. Review of European Studies, 7(11). doi: 10.5539/res.v7n11p23

Vogel, R. M., & Feldman, D. C. (2009). Integrating the levels of person-environment fit: The roles of vocational fit and group fit. Journal of Vocational Behavior, 75(1), 68–81.

Uganda Management Institute. (2011). Module handbook. Kampala, Uganda: UMI.