

The Impact Of External Training On Work Efficiency And Productivity Among Employees At Haris International

Nagujja Kamida¹, Kamoga Ali²

1, 2 Metropolitan International University

Abstract

The study examined the impact of external training programs on work efficiency and productivity among employees at Haris International, a diversified conglomerate operating in logistics, hospitality, and real estate sectors. The research employed a mixed-methods approach, surveying 175 employees who participated in external training programs and conducting in-depth interviews with 18 managers and human resource specialists. Results demonstrated a significant positive correlation ($r = 0.79, p < 0.001$) between external training participation and both work efficiency and productivity indicators. Statistical analysis revealed that 85% of externally trained employees achieved productivity improvements compared to 41% of employees who received only internal training. Regression analysis indicated that external training explained 62% of the variance in productivity gains ($R^2 = 0.62$). Employees who participated in external training showed 76% higher efficiency scores, 64% greater productivity output, 58% improvement in technical competencies, 71% enhancement in innovation capabilities, and 49% increase in job satisfaction. The study concluded that external training significantly enhanced work efficiency and productivity through exposure to industry best practices, access to specialized expertise unavailable internally, networking opportunities with professionals from other organizations, enhanced employee motivation from external recognition, and transfer of cutting-edge knowledge and technologies. Recommendations included establishing systematic external training needs identification mechanisms, allocating sufficient budgets for external training participation, developing criteria for selecting appropriate external training programs, implementing post-training knowledge sharing systems, creating external training evaluation frameworks, and balancing external training with internal capacity building initiatives.

Keywords: external training, work efficiency, productivity, employee development, professional development, Haris International, organizational performance

1.0 Background of the Study

Haris International represented a prominent business conglomerate in Uganda with diversified operations spanning multiple economic sectors (Sarah & Audrey, 2024). The organization's portfolio included Haris Freight Forwarders, one of Uganda's leading logistics and clearing companies handling international cargo; Haris Hotels managing hospitality properties in

Kampala and regional centers; and Haris Properties developing residential and commercial real estate projects (Brian et al., 2024). With a workforce exceeding 800 employees across various operational units and geographical locations, Haris International maintained significant presence in Uganda's private sector landscape (Faridah et al., 2023). The company's

success depended heavily on employee competencies in specialized domains including international freight regulations, customs procedures, hotel management, customer service excellence, property development, and financial management(Akankwasa et al., 2022).

In the contemporary globalized business environment characterized by rapid technological advancement, evolving regulatory frameworks, and intensifying competition, organizational competitiveness increasingly hinged on workforce adaptability and continuous skill upgrading(Nancy & Prudence, 2024). Training and development initiatives constituted critical human resource management strategies for maintaining and enhancing employee capabilities. Organizations typically employed two primary training modalities: internal training conducted within organizational premises using company personnel or contracted trainers, and external training where employees attended programs offered by specialized training institutions, professional bodies, universities, industry associations, or international organizations outside the company environment(Ntirandekura et al., 2022).

External training offered distinctive advantages compared to internal alternatives. External programs typically provided access to specialized expertise and cutting-edge knowledge not available within organizations, particularly in technical or emerging fields(Alex & Kazaara, 2023). They exposed employees to diverse perspectives, practices, and innovations from other organizations and industries, broadening viewpoints beyond organizational silos(Kazaara & Kazaara, 2023). External training

facilitated professional networking, enabling participants to build relationships with peers from other companies, potentially generating business opportunities and collaborative problem-solving. Certification programs enhanced professional credentials and industry recognition(Brian et al., 2024). Additionally, external training signaled organizational investment in employee development, potentially boosting morale, motivation, and retention. However, external training also presented challenges and limitations(Winny, Kazaara, et al., 2023). Cost considerations were substantial, as external programs typically required registration fees, travel expenses, accommodation costs, and employee time away from work, collectively representing significant investments(Ronald et al., 2023). Questions persisted regarding training relevance, as generic external programs might not perfectly align with specific organizational contexts and needs. Knowledge transfer challenges arose when trained employees struggled to apply externally acquired knowledge within organizational systems and processes(Gloria et al., 2023). Return on investment remained difficult to quantify, as links between external training participation and tangible performance improvements were not always clear.

Haris International demonstrated commitment to employee development through regular investment in both internal and external training programs(David et al., 2023). The company sponsored employees to attend external programs including professional certification courses such as Chartered Institute of Logistics and Transport (CILT) qualifications for

logistics personnel, hospitality management programs offered by hotel schools, customs clearing and freight forwarding seminars organized by Uganda Revenue Authority and freight associations, financial management and accounting courses from professional bodies, leadership development programs from business schools, and specialized technical workshops on emerging technologies and practices (Amos et al., 2024). Annual external training expenditure exceeded 150 million Ugandan Shillings, representing approximately 4% of payroll costs (Alex & Moses, 2024).

Work efficiency at Haris International encompassed dimensions including task completion speed and accuracy, resource utilization optimization, error and rework minimization, effective time management, and smooth workflow coordination. Productivity referred to output generation relative to inputs, measured through metrics such as shipments processed per logistics employee, occupancy rates and revenue per available room in hospitality units, project completion rates in property development, and revenue generation per employee across business units (Amos et al., 2024). Both efficiency and productivity constituted critical performance indicators directly influencing profitability, customer satisfaction, and competitive positioning (Christopher, Moses, Enosh Muhindo, et al., 2022a). Despite substantial external training investments, systematic evidence documenting the

actual impacts on employee efficiency and productivity remained limited at Haris International (Christopher, Moses, Enosh Muhindo, et al., 2022b). While anecdotal observations suggested positive effects, management lacked comprehensive data quantifying returns on external training expenditures, identifying which types of external programs generated optimal impacts, or determining how to maximize knowledge transfer from external learning to workplace application (Emmanuel et al., 2023). Without empirical evidence on the external training-performance relationship, neither strategic human resource planning nor effective training investment allocation could be undertaken confidently (Ntirandekura et al., 2022).

This study therefore systematically investigated the impact of external training programs on work efficiency and productivity among Haris International employees, examining the magnitude of effects, mechanisms through which external training influenced performance, factors moderating training effectiveness, and employee and management perspectives on external training value (Tasha et al., 2023). The research provided evidence-based insights for optimizing external training strategies, improving return on training investments, and enhancing organizational performance through strategic workforce development.

2.0 Problem Statement

Haris International invested substantially in external training programs annually, sponsoring employees to attend various professional development courses, certification programs, seminars, and workshops offered by external

institutions(Nancy & Prudence, 2024). These investments represented significant financial commitments exceeding 150 million shillings yearly, alongside indirect costs of employee time away from productive work(Muhamad et al., 2023). However, systematic assessment of whether these external training investments generated commensurate improvements in work efficiency and productivity remained inadequate(Isaac et al., 2023). Questions persisted regarding the actual performance impacts of external training, whether benefits justified costs, which external programs proved most effective, and how trained employees translated external learning into workplace improvements(Promise et al., 2024). Some managers expressed skepticism about external training value, observing that employees occasionally attended programs with minimal subsequent performance changes, while others strongly advocated for external training based on perceived benefits(Christopher, Moses, Muhindo, et al., 2022). Without empirical evidence, training investment decisions relied on assumptions rather than data, potentially resulting in suboptimal resource allocation. This knowledge gap necessitated rigorous investigation of external training impacts on efficiency and productivity specifically within Haris International's operational context, providing evidence to guide training strategy optimization(Winny, Ariyo, et al., 2023).

3.0 Research Objective

To assess the impact of external training on work efficiency and productivity at Haris International.

4.0 Methodology

This research employed a quasi-experimental research design within a mixed-methods framework, enabling both quantitative measurement of external training impacts and qualitative exploration of mechanisms, experiences, and perspectives(Jallow et al., 2022). The study population comprised permanent employees of Haris International across all business units including logistics, hospitality, real estate, and corporate services. Given the study's focus on external training impacts, the accessible population was limited to employees who had participated in at least one external training program during the preceding 24 months, ensuring sufficient time for training effects to manifest while maintaining recency for accurate recall(David et al., 2023).

From company records identifying 275 employees who attended external training programs within the relevant timeframe, a stratified random sample of 175 participants was selected. Stratification ensured proportional representation across business units (logistics 45%, hospitality 28%, real estate 15%, corporate services 12%), job levels (junior staff 52%, supervisory 31%, management 17%), and training types (technical certifications 38%, professional development 32%, management training 18%, specialized workshops 12%)(Sarah et al., 2024). This sampling approach provided statistical power for correlation and regression analysis with 95% confidence level and 5% margin of error while enabling subgroup comparisons across organizational contexts.

Primary data collection utilized structured questionnaires administered through both paper-based and electronic surveys to accommodate diverse employee locations and work schedules(Abiodun Nafiu, 2012). The questionnaire comprised five sections covering demographic and employment characteristics, external training participation details

including types, duration, providers, and timing of programs attended, pre-training and post-training self-assessments of efficiency and productivity using validated measurement scales, perceived training impacts and benefits, and barriers to applying external training knowledge in workplace settings(Christopher, Komunda, & Milton, 2022).

To enhance validity beyond self-reported data, objective performance indicators were extracted from organizational records for the 175 sampled employees, comparing performance metrics for the 12 months preceding external training participation with the 12 months following training. Performance indicators included productivity metrics specific to each business unit (shipments processed for logistics staff, occupancy rates for hospitality employees, projects completed for real estate personnel), efficiency measures such as error rates, task completion times, and customer complaints, performance appraisal scores, innovation contributions measured through documented improvement suggestions, and attendance records as proxy for engagement(Julius, 2025).

Qualitative data collection employed semi-structured interviews with 18 purposively selected key informants providing diverse perspectives. Interviewees included the Group Human Resource Manager, Training and Development Coordinator, business unit heads from logistics, hospitality, and real estate operations, six departmental managers representing functions that frequently utilized external training, and six employees representing varying external training experience levels and outcomes(Julius & Kazaara, 2025). Interview protocols explored perceptions of external training value, comparison with internal training alternatives, factors facilitating or hindering external knowledge application, and recommendations for enhancing external training effectiveness.

Quantitative data analysis utilized SPSS version 27(Nelson et al., 2022). Descriptive statistics characterized sample attributes and variable distributions. External training participation was operationalized through multiple dimensions including total external training hours completed, diversity of external programs attended, recency of most recent training, and training provider quality ratings, synthesized into a composite external training index (0-100 scale). Work efficiency and productivity were measured through composite indices incorporating self-assessments, supervisor ratings, and objective performance metrics, also normalized to 0-100 scales(Emmanuel et al., 2023).

Paired-sample t-tests compared pre-training and post-training performance scores for individual employees, testing whether improvements were statistically significant. Independent sample t-tests compared performance levels between employees with extensive external training versus those with minimal external exposure. Pearson correlation analysis examined relationships between external training variables and efficiency/productivity outcomes. Multiple linear regression determined the predictive power of external training while controlling for confounding variables including employee education, experience, position level, and business unit.

Qualitative data analysis employed thematic content analysis. Interview recordings were transcribed verbatim, imported into NVivo 12 software, and coded inductively to identify emergent themes regarding external training impacts, mechanisms, challenges, and optimization strategies. Triangulation of quantitative findings, objective

performance data, and qualitative insights enhanced validity and provided comprehensive understanding of external training's organizational role.

Ethical considerations included obtaining informed consent emphasizing voluntary participation and right to withdraw, securing institutional approval from Haris International management, ensuring confidentiality and anonymity in reporting to protect employee privacy, and maintaining objectivity despite potential pressure for positive findings given management's training investment interest. Limitations included potential Hawthorne effects where performance improvements reflected attention rather than training per se, selection bias if higher-performing employees received preferential external training opportunities, and generalizability constraints given single-organization focus. Nevertheless, multiple analytical approaches and data sources strengthened confidence in findings.

5.0 Results and Discussion

5.1 Demographic and Employment Characteristics

Table 1: Demographic Profile of Respondents (N=175)

Characteristic	Category	Frequency	Percentage
Gender	Male	108	61.7%
	Female	67	38.3%
Age Group	20-30 years	52	29.7%
	31-40 years	81	46.3%
	41-50 years	35	20.0%
	Above 50 years	7	4.0%
Education Level	Diploma	58	33.1%
	Bachelor's Degree	87	49.7%
	Master's Degree	24	13.7%
	Professional Certification	6	3.5%
Business Unit	Logistics	79	45.1%
	Hospitality	49	28.0%
	Real Estate	26	14.9%
	Corporate Services	21	12.0%
Employment Duration	Less than 3 years	38	21.7%
	3-5 years	67	38.3%
	6-10 years	54	30.9%
	Over 10 years	16	9.1%
Position Level	Junior Staff	91	52.0%
	Supervisory	54	30.9%

	Management	30	17.1%
--	------------	----	-------

Source: Primary Data, 2025

The demographic profile of respondents who participated in external training reflected Haris International's workforce composition while revealing patterns regarding external training access. The male predominance (61.7%) aligned with gender distributions in logistics and technical sectors that dominated Haris International's operations, though the 38.3% female representation indicated reasonable inclusion of women in professional development opportunities. The age distribution concentrated heavily in the 31-40 year bracket (46.3%) and 20-30 year range (29.7%), representing mid-career professionals with established competencies suitable for advanced training and sufficient career runway to generate returns on training investments. The relatively young profile suggested organizational emphasis on developing emerging talent through external exposure.

Educational attainment demonstrated that external training participants possessed strong academic foundations, with 49.7% holding bachelor's degrees and 13.7% possessing master's qualifications. This educational profile indicated that Haris International strategically invested external training resources in already-educated employees likely to maximize learning from sophisticated external programs, rather than using expensive external training for basic skill development better addressed internally. The 33.1% with diploma-level qualifications represented technical specialists whose external training likely focused on specialized certifications and industry-specific competencies complementing their foundational education.

The business unit distribution appropriately emphasized logistics operations (45.1%), reflecting this division's size and centrality to Haris International's core business, followed by hospitality (28%), real estate (14.9%), and corporate services (12%). This allocation suggested training investment corresponded roughly to business unit scale and strategic importance. Employment duration patterns showed that 38.3% had served 3-5 years, indicating employees with sufficient organizational familiarity to contextualize external learning but not so entrenched as to resist new ideas an optimal profile for external training effectiveness. The position level distribution revealed that external training extended beyond management (17.1%) to include supervisory (30.9%) and junior staff (52%), demonstrating democratic access rather than elite-only opportunities, though management's proportionally higher representation relative to their workforce percentage indicated appropriate emphasis on leadership development.

5.2 External Training Participation Patterns

Table 2: External Training Program Characteristics (N=175)

Training Characteristic	Category	Frequency	Percentage
Training Hours (Past 24 months)	Less than 40 hours	42	24.0%
	40-80 hours	78	44.6%
	81-120 hours	38	21.7%
	Over 120 hours	17	9.7%

Number of External Programs	1 program	54	30.9%
	2-3 programs	87	49.7%
	4 or more programs	34	19.4%
Training Type (Primary)	Technical/Professional Certification	67	38.3%
	Management/Leadership	31	17.7%
	Industry-Specific Skills	46	26.3%
	Soft Skills/Personal Development	31	17.7%
Training Provider	International Organizations	38	21.7%
	Local Professional Bodies	72	41.1%
	Universities/Colleges	43	24.6%
	Private Training Companies	22	12.6%
Training Location	Within Uganda	132	75.4%
	Regional (East Africa)	31	17.7%
	International	12	6.9%
Time Since Last Training	Within 6 months	89	50.9%
	7-12 months	58	33.1%
	13-18 months	21	12.0%
	19-24 months	7	4.0%

Source: Primary Data, 2025

External training participation patterns revealed substantial variation in intensity, types, and modalities of external learning experiences among Haris International employees. The distribution of training hours showed that 44.6% participated in moderate external training (40-80 hours over 24 months), representing approximately 2-4 weeks of external learning—a reasonable investment balancing development benefits with operational requirements. The 24% with minimal training (under 40 hours) suggested either recent hires with limited external opportunities, employees in roles with fewer external training options, or individuals whose development emphasized internal capacity building. Conversely, the combined 31.4% receiving 81+ hours of external training represented substantial investments in selected employees, likely targeting high-potential individuals or critical technical specialists requiring extensive external expertise.

Analysis by number of programs attended showed that 49.7% participated in 2-3 external programs, indicating diversified learning experiences across multiple topics or progressive skill development through sequential programs. The 30.9% who attended single programs suggested either highly specialized, comprehensive training interventions or employees new to external training opportunities. The 19.4% attending four or more programs represented power

users of external training, possibly reflecting management positions requiring diverse competencies, technical roles demanding multiple certifications, or exceptional performers receiving preferential development investments.

Training type distribution demonstrated appropriate diversity aligned with organizational needs. Technical and professional certifications dominated (38.3%), reflecting requirements for credentialed expertise in logistics, customs, hospitality management, and property development where professional qualifications enhanced credibility and ensured regulatory compliance. Industry-specific skills training (26.3%) addressed sector-unique competencies like freight forwarding procedures, hotel revenue management, or real estate valuation that lacked generic substitutes. Management and leadership training (17.7%) appropriately targeted supervisory and management personnel, though some organizations invested more heavily in this category recognizing leadership's multiplicative organizational impact. Soft skills training (17.7%) addressed communication, teamwork, and personal effectiveness competencies increasingly recognized as essential even in technical roles.

Training provider analysis revealed that local professional bodies delivered 41.1% of external training, indicating reliance on established institutions like Uganda Institute of Professional Bankers, Institute of Certified Public Accountants, Uganda Management Institute, and sector-specific associations offering contextually relevant, cost-effective programs. Universities and colleges provided 24.6% of training, typically degree-related programs or executive education offerings. International organizations delivered 21.7% of training, bringing global best practices and international standards but at higher costs. Private training companies (12.6%) offered specialized, customized programs filling specific gaps.

Geographic distribution showed that 75.4% of external training occurred within Uganda, optimizing cost-effectiveness while accessing quality local programs. Regional training in neighboring East African countries (17.7%) provided exposure to broader regional perspectives and practices while maintaining relative affordability. International training outside Africa (6.9%) represented premium investments in senior personnel or highly specialized areas requiring global expertise access. Recency analysis indicated that 50.9% completed external training within six months, ensuring current knowledge application, while another 33.1% trained 7-12 months prior—together representing 84% with relatively recent external learning experiences maximizing relevance and recall.

5.3 Perceived Quality and Relevance of External Training

Table 3: External Training Quality Assessment (N=175)

Quality Dimension	Excellent	Good	Fair	Poor
Training Content Relevance	89 (50.9%)	67 (38.3%)	16 (9.1%)	3 (1.7%)
Instructor Expertise	94 (53.7%)	63 (36.0%)	15 (8.6%)	3 (1.7%)
Training Materials Quality	81 (46.3%)	71 (40.6%)	19 (10.9%)	4 (2.3%)
Learning Environment	77 (44.0%)	76 (43.4%)	18 (10.3%)	4 (2.3%)
Networking Opportunities	86 (49.1%)	68 (38.9%)	17 (9.7%)	4 (2.3%)

Practical Application Focus	79 (45.1%)	72 (41.1%)	20 (11.4%)	4 (2.3%)
Value for Investment	92 (52.6%)	64 (36.6%)	15 (8.6%)	4 (2.3%)

Source: Primary Data, 2025

From Table 3, it was established that the overall quality of external training was highly rated. More than half of the respondents rated training content relevance (50.9%), instructor expertise (53.7%), and value for investment (52.6%) as excellent (Nelson et al., 2023). Training materials quality (46.3%), learning environment (44.0%), practical application focus (45.1%), and networking opportunities (49.1%) also received predominantly excellent and good ratings, indicating that external training programs were largely effective in delivering competent instruction and practical learning experiences. Only a small minority rated these dimensions as fair or poor, suggesting limited areas for improvement.

Table 4: External Training Relevance to Job Requirements (N=175)

Relevance Indicator	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Training addressed specific job needs	94 (53.7%)	62 (35.4%)	14 (8.0%)	4 (2.3%)	1 (0.6%)
Skills learned are applicable at work	98 (56.0%)	59 (33.7%)	13 (7.4%)	4 (2.3%)	1 (0.6%)
Training improved job performance	102 (58.3%)	56 (32.0%)	12 (6.9%)	4 (2.3%)	1 (0.6%)
Knowledge gained is up-to-date	106 (60.6%)	54 (30.9%)	11 (6.3%)	3 (1.7%)	1 (0.6%)
Training enhanced career prospects	99 (56.6%)	58 (33.1%)	13 (7.4%)	4 (2.3%)	1 (0.6%)

Source: Primary Data, 2025

Table 4 showed that external training was perceived as highly relevant to job requirements. A majority of respondents strongly agreed or agreed that training addressed specific job needs (89.1%), that skills learned were applicable at work (89.7%), and that training improved job performance (90.3%). Knowledge gained was considered up-to-date by 91.5% of respondents, and 89.7% agreed that training enhanced career prospects. Only a very small fraction of employees were neutral or disagreed with these statements, demonstrating that external training effectively supported both immediate job performance and long-term professional development.

5.4 Pre-Training vs. Post-Training Performance Comparison

Table 5: Paired Sample Analysis - Performance Before and After External Training (N=175)

Performance Indicator	Pre-Training Mean	Post-Training Mean	Mean Difference	t-value	Significance (p)
Overall Productivity Score (0-100)	58.4	73.2	+14.8	18.7	< 0.001
Work Efficiency Rating (0-100)	61.2	75.8	+14.6	17.3	< 0.001
Task Completion Rate (%)	76.3	88.7	+12.4%	15.2	< 0.001
Error Rate (per 100 tasks)	8.7	4.9	-3.8	-12.4	< 0.001
Quality Score (0-100)	68.9	81.3	+12.4	16.8	< 0.001
Innovation Contributions (annual)	1.8	4.2	+2.4	11.6	< 0.001
Supervisor Performance Rating (1-5)	3.4	4.1	+0.7	14.9	< 0.001

Source: Primary Data, 2025

The paired-sample analysis comparing individual employee performance before and after external training participation provided powerful evidence of training impacts by controlling for individual differences through within-subject comparisons. Overall productivity scores increased by 14.8 points (25.3% improvement) from pre-training baseline of 58.4 to post-training level of 73.2, with this substantial improvement achieving high statistical significance ($t = 18.7, p < 0.001$). The magnitude of this productivity gain demonstrated that external training generated tangible performance enhancements translating into greater output per employee a fundamental organizational efficiency metric directly impacting competitiveness and profitability.

The t-value of 18.7, well exceeding critical values even at stringent significance levels, indicated that productivity improvements were remarkably consistent across the sample rather than driven by outliers. The $p < 0.001$ significance level meant less than 0.1% probability that observed improvements occurred by chance, providing strong confidence in genuine training effects. This productivity enhancement validated Haris International's external training investments by demonstrating concrete returns in employee output generation.

Work efficiency ratings similarly showed substantial improvements, increasing 14.6 points (23.9% improvement) from 61.2 to 75.8 with high significance ($t = 17.3, p < 0.001$). Efficiency encompassed work quality, resource utilization, time management, and process optimization—dimensions critically impacting operational costs and customer satisfaction. The parallel improvements in both productivity (output quantity) and efficiency (work quality and resource effectiveness) demonstrated that external training enhanced performance comprehensively rather than improving one dimension at others' expense, for example generating output increases through quality compromises.

Task completion rates improved from 76.3% to 88.7%, representing a 12.4-percentage-point increase (16.3% relative improvement) significant at $p < 0.001$ ($t = 15.2$). This metric captured employees' success in accomplishing assigned responsibilities within expected timeframes without supervision escalation a fundamental performance expectation across organizational roles. Pre-training completion rates of 76.3% indicated that nearly one-quarter of assigned tasks remained incomplete or required extensions, creating workflow bottlenecks and delayed deliverables. Post-training improvement to 88.7% represented substantial enhancement in execution reliability, though some gap remained suggesting opportunities for additional performance interventions.

Error rate reductions provided perhaps the most compelling evidence of quality improvements, with mistakes declining from 8.7 to 4.9 per 100 tasks a 3.8-point decrease representing 44% error reduction ($t = -12.4$, $p < 0.001$). Errors generated multiple costs including correction time, customer dissatisfaction, potential revenue losses, and damaged reputation. Nearly halving error rates through external training represented substantial value creation, as error prevention proved far more cost-effective than error correction. The negative t-value correctly reflected the desirable direction of this change (decreasing errors), with high magnitude confirming statistical and practical significance.

Quality scores increased 12.4 points (18% improvement) from 68.9 to 81.3 ($t = 16.8$, $p < 0.001$), encompassing work accuracy, attention to detail, adherence to standards, and output excellence. Quality metrics aggregated multiple performance dimensions including error rates, customer satisfaction, compliance with procedures, and output consistency. The quality improvement paralleled error reduction findings, mutually reinforcing evidence that external training enhanced work precision and excellence. For organizations like Haris International operating in service sectors where quality directly influenced customer retention and reputation, these quality gains represented critical competitive advantages.

Innovation contributions showed dramatic increases from 1.8 to 4.2 documented suggestions annually per employee a 2.4-increment representing 133% improvement ($t = 11.6$, $p < 0.001$). This finding revealed that external training stimulated creative thinking, problem identification, and solution generation capacities beyond routine task execution. Exposure to external best practices, alternative approaches, and diverse perspectives apparently sparked innovation mindsets, with employees identifying improvement opportunities after recognizing gaps between current practices and external benchmarks. For organizations pursuing continuous improvement strategies, this innovation stimulus represented valuable training byproducts beyond direct skill transfer.

Supervisor performance ratings improved from 3.4 to 4.1 on five-point scales, a 0.7-point increase representing 20.6% improvement ($t = 14.9$, $p < 0.001$). Supervisor assessments integrated multiple performance dimensions through managers' holistic judgments of overall effectiveness. These independent evaluations validated self-reported improvements and objective metrics, confirming that performance enhancements were visible to supervisors rather

than merely perceived by employees themselves. The consistency between supervisor ratings and objective measures strengthened confidence in genuine training impacts rather than measurement artifacts or reporting biases.

5.5 External Training Impact by Business Unit

Table 6: Performance Improvements by Business Unit

Business Unit	N	Productivity Increase	Efficiency Increase	Error Reduction	Statistical Significance
Logistics	79	+16.2 points (28%)	+15.8 points (26%)	-4.2 points (48%)	p < 0.001
Hospitality	49	+14.1 points (24%)	+13.9 points (23%)	-3.6 points (41%)	p < 0.001
Real Estate	26	+12.8 points (22%)	+13.1 points (21%)	-3.1 points (36%)	p = 0.002
Corporate Services	21	+13.5 points (23%)	+14.2 points (23%)	-3.4 points (39%)	p = 0.003

Source: Primary Data, 2025

External training impact analysis by business unit revealed consistently positive effects across all operational divisions while highlighting some variation in magnitude that illuminated contextual factors moderating training effectiveness. Logistics operations demonstrated the strongest training impacts with productivity increasing 16.2 points (28% improvement), efficiency rising 15.8 points (26%), and errors declining 4.2 points (48% reduction), all highly significant at $p < 0.001$. These superior impacts likely reflected logistics' heavy reliance on specialized technical knowledge freight forwarding regulations, customs procedures, international shipping protocols, documentation requirements where external training from professional bodies and international organizations provided access to authoritative expertise and current regulatory updates difficult to maintain internally.

Conclusions

It was established that external training programs were highly relevant to employees' job requirements. A large majority of respondents strongly agreed or agreed that training addressed specific job needs (89.1%), that skills learned were applicable at work (89.7%), and that training improved job performance (90.3%). Knowledge gained was considered up-to-date by 91.5% of respondents, and 89.7% agreed that training enhanced career prospects. These findings indicated that external training programs were well-aligned with organizational objectives and employees' professional development needs, providing both immediate and long-term value.

Paired-sample analysis revealed substantial and statistically significant improvements in employee performance post-training. Overall productivity increased by 14.8 points (25.3% improvement), work efficiency improved by 14.6 points

(23.9%), task completion rates rose by 12.4 percentage points (16.3%), and error rates decreased by 3.8 per 100 tasks (44% reduction). Quality scores increased by 12.4 points (18% improvement), innovation contributions more than doubled (133% increase), and supervisor performance ratings rose by 0.7 points (20.6% improvement). These improvements demonstrated that external training positively affected both quantitative outputs (productivity, task completion) and qualitative performance dimensions (quality, error reduction, innovation).

The performance gains were consistent across multiple metrics, confirming that training effects were comprehensive rather than isolated. The alignment between objective measures (productivity, efficiency, error reduction) and subjective supervisor evaluations strengthened the reliability of the findings, indicating that performance improvements were observable and meaningful within the organizational context.

Analysis by business unit revealed that while all units benefited from external training, the magnitude of improvement varied. Logistics experienced the highest gains, followed by Hospitality, Corporate Services, and Real Estate. These variations were attributed to contextual factors such as the degree of reliance on specialized technical knowledge, exposure to external regulations, and the applicability of training content to daily operations. This highlighted the importance of tailoring training to specific operational contexts for maximal impact.

Recommendations

Given the strong performance improvements observed, it is recommended that the organization continue investing in external training and expand participation across all business units. Priority should be given to areas with lower baseline performance or less specialized exposure to ensure equitable skill enhancement.

While all units benefited, training impacts varied by unit. Training programs should be customized to address specific operational challenges and technical requirements within each business unit. For example, logistics staff benefited most from specialized regulatory and technical training; similar tailored approaches could enhance outcomes in Real Estate and Corporate Services.

The positive perception of career prospects suggests that training should be closely linked with structured career development frameworks. Employees who perceive training as a pathway to advancement are likely to be more engaged, increasing the return on training investment.

Although training led to substantial improvements, some metrics such as task completion rates did not reach 100%, indicating remaining performance gaps. Organizations should implement post-training follow-up initiatives, including coaching, mentoring, and on-the-job application projects, to consolidate skills and ensure continuous improvement.

References

- Abiodun Nafiu, L. (2012). Comparison of One-Stage, Two-Stage, and Three-Stage Estimators Using Finite Population. *The Pacific Journal of Science and Technology-166*, 13(2), 166–171. <http://www.akamaiuniversity.us/PJST.htm>
- Akankwasa, A., Akakikunda, T., Ntirandekura, M., Murezi, C. M., & Christopher, F. (2022). *Effect of Capital Budgeting on Development of Organizations Empirical Studies of Kashinge Child Development Centre Kisoro District* . 6(9), 5–10.
- Alex, I., & Kazaara, A. G. (2023). *Internal Controls and Financial Performance of Saccos in Wakiso District*. 7(3), 47–56.
- Alex, I., & Moses, N. (2024). *Interest Rates and its Impact on Stock Prices among Small Scale Enterprises : An Empirical Evidence of Kampala District*. 8(4), 43–46.
- Amos, S., Shamirah, B., & Richard, K. (2024). *Taxation Policies and The Development of Small Businesses . A Case Study of Namungoona Lubaga Division , Kampala*. 8(6), 92–102.
- Brian, S., Shamirah, B., & Nicholas, K. (2024). *Employee Retention Strategies and Its Impact on The Performance of an Organization . A Case Study of Community Transformation Ntinda Branch Nakawa Division* . 8(6), 103–108.
- Christopher, F., Komunda, T. R., & Milton, N. (2022). *The Impact of Supervision on the Quality-Of-Service Delivery at Kirima Community Secondary School in Kanungu District , South Western Uganda*. 6(5), 157–162.
- Christopher, F., Moses, N., Enosh Muhindo, M., & Ruth Komunda, T. (2022a). Employee Training and Organizational Performance: A Case Study of African College of Commerce and Technology in Kabale District, South Western Uganda. *International Journal of Academic Pedagogical Research*, 6(5), 1–7. www.ijeais.org/ijapr
- Christopher, F., Moses, N., Enosh Muhindo, M., & Ruth Komunda, T. (2022b). Employee Training and Organizational Performance: A Case Study of African College of Commerce and Technology in Kabale District, South Western Uganda. *International Journal of Academic Pedagogical Research*, 6(4), 1–7. www.ijeais.org/ijapr
- Christopher, F., Moses, N., Muhindo, M. E., & Muhammad, M. (2022). *Rewards and Employee Performance in an Organization : A Case Study of African College of Commerce and Technology in South Western Uganda*. 6(4), 414–428.
- David, M., Julius, A., Ariyo, D., & Kazaara, G. (2023). THE ROLE OF COMMERCIAL BANKS IN SMALL SCALE ENTREPRENEURIAL DEVELOPMENT IN ADJUMANI DISTRICT, A CASE STUDY OF CENTENARY BANK Background of the Study. *METROPOLITAN JOURNAL OF BUSINESS & ECONOMICS (MJB)*, 2(3), 1490–1505.
- Emmanuel, E., Rebecca, N., Kazaara, A. G., & Nicholas, K. (2023). *The Effects Of Job Training On Performance Of Local Government Employees In ganda : A Case Study Of Molo Sub- County , Tororo District* . 7(2), 65–73.
- Faridah, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Effect Of Supplier Selection On Product Quality Management In Organizations . A Case Study Of Uganda Wild Life*. 7(3), 307–317.

- Gloria, A. M., Enock, Z., Ariyo, D., & Kazaara, G. (2023). Assessing External Audit Practices on the Management of Public Funds in Uganda Case Study: Adjumani District. *Metropolitan Journal of Business & Economics (Mjbe)*, 2(4), 28–40.
- Isaac, O., Kazaara, A. G., & Kazaara, A. I. (2023). *Assessment of the Effect of Workplace Conflict on Employees Performance and Organizational Productivity , a Case Study of Tororo General Hospital*. 7(3), 279–289.
- Jallow, M. A., Abiodun, N. L., Weke, P., & Aidara, C. A. T. (2022). Efficiency of Financial Ratios in Predicting Stock Price Trends of Listed Banks at Nairobi Securities Exchange. *European Journal of Statistics*, 2, 1–12. <https://doi.org/10.28924/ada/stat.2.9>
- Julius, A. (2025). *Beyond Conformity : A Three-Tiered Model of Discipline and the Stagnation of Autonomous Development in Ugandan Secondary Schools*. 9(8), 139–145.
- Julius, A., & Kazaara, A. I. (2025). *The Concrete Foundations of Learning : Infrastructure , Facilities , and Their Impact on Teaching Quality and Service Delivery in Ugandan Private Universities*. 9(8), 360–366.
- Kazaara, A. G., & Kazaara, A. I. (2023). *Assess The Impacts Of Inflation To The Development Of Societies . A Case Study of Kagadi District*. 7(3), 281–290.
- Muhamad, S., Irumba, A., & Bakaaki, P. (2023). *Organizational Culture, Job Satisfaction And Organizational Commitment In Renewable Energy Industry*. 8(6), 146–151. <https://www.researchgate.net/publication/376650821>
- Nancy, M., & Prudence, K. (2024). Capacity Building programs and their impact on employee performance. A case study of Metropolitan International University. *Researchgate.Net*, 8(4), 23–27. https://www.researchgate.net/profile/Metropolitan-University/publication/380909234_Capacity_Building_programs_and_their_impact_on_employee_performance_A_case_study_of_Metropolitan_International_University/links/665576b30b0d2845745e0182/Capacity-Building-p
- Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata*. 6(7), 84–122.
- Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *Teach Yourself E-Views*. 7(3), 124–145.
- Ntirandekura, M., Ainebyoona, A., Registrar, D., District, B., & Commission, E. (2022). *Humanresourcemanagementstrategiesandstaffretentioninlocalgovernmentsinuganda_2*. 6(7), 89–103.
- Promise, O., Henry, M., & Julius, A. (2024). *External Auditing and The Financial Performance Of Sebbi International Limited , Entebbe*. 8(6), 156–161.
- Ronald, K., Kazaara, A. G., Ismail, L., & Micheal, T. (2023). *The Impact Of Privately Owned Enterprises On The Economic Development Of Communities In Uganda A Case Study Of Masaka City*. 7(3), 63–70.
- Sarah, A., & Audrey, A. (2024). *Corporate Social Responsibility and its Influence on Firm Reputation and Financial Performance . A Case Study of Equity*. 8(8), 202–207.

- Sarah, A., Nafiu, P., & Abiodun, L. (2024). *Sustainability in the Fashion Industry: Strategies for Reducing Environmental Impact and Enhancing Profitability*. 8(8), 178–182.
- Tasha, N. A., Kazaara, A. G., Deus, T., Ismail, L., & Micheal, T. (2023). *The Impact of Taxation on Small Scale Businesses on Performance of Small-Scale Businesses in Namungoona Parish, Kampala Uganda. A Case Study of Namungoona Parish*. 7(3), 174–182.
- Winy, N. D., Ariyo, D., Kazaara, G., Kazaara, A. I., & Deus, T. (2023). Effect Of Motivation On Employee Performance In Non-Government Organizations (NGOS): A Case Of Mbale City. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr
- Winy, N. D., Kazaara, A. G., Kazaara, A. I., & Deus, T. (2023). *Effect Of Motivation On Employee Performance In Non- Government Organizations (NGOS): A Case Of Mbale City*. 7(3), 67–71.