

**EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE
PERFORMANCE AT SAFARICOM COMPANY LIMITED**

BY

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DECLARATION

This dissertation proposal is my original work and has not been presented for a degree in any other University.

Signature..... Date.....

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This dissertation proposal has been submitted for examination with my approval as the University Supervisor:

Signature..... Date.....

ACKNOWLEDGEMENT

I appreciate God the almighty for taking me through the course. I acknowledge the help I have received from my supervisors and classmates. And I thank my family and friends for their support.

Thank you

DEDICATION

I dedicate this proposal to my family, friends and country.

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ABSTRACT

Training and development are important in equipping employees with work-related skills and building their competencies for improved performance. The purpose of the study was to determine the effect of training and development on employee performance at Safaricom Company Limited. To achieve this, the study was guided by the following objectives: To establish the effect of training needs assessment on performance of employees at Safaricom Limited; To determine the effect of training methods on performance of employees at Safaricom Limited; To assess the effect of training content on performance of employees at Safaricom Limited; and to establish the effect of development programs on performance of employees at Safaricom Limited. The study anchors on the human capital theory, social learning and goal setting theories. This study used descriptive research design to assess the effectiveness of the training and development on employee performance. The target population is 1892 permanent employees working at their head offices in Westland's, Nairobi County. A sample of 377 respondents was randomly selected from the target population. This study collected primary data using structured questionnaires which was analyzed using mean, standard deviation, percentages and frequencies. Analyzed data was presented in the form of tables and figures. The collected data was coded into SPSS Version 23.0 for analysis and presentation. The study found out that coefficient of correlation R was 0.887 an indication of strong correlation with the variables. The concludes that training need assessment significantly influenced employee performance, this was associated to the fact that the company had regular skills set evaluation that brought out areas of deficiency that employees were to be trained on. Training methods significantly influenced employee performance since the content of trainings for staff were in line with the training needs established and was according to organizational policies and procedures. Training content significantly influenced employee performance due to organization adopted the content of trainings for staff that was in line with the training needs. The study further established that employee development programs significantly influenced employee performance since there was a well-organized orientation program for all its new staff. The study recommends that there ought to be regular skills set evaluation in the company, regular evaluation of skills ought to bring out areas of deficiency that employees are to be trained on and training for staff ought to be tailored to tasks performed by each staff. Well qualified experts in different fields ought to be engaged in conducting job training. Safaricom company ought to have off the job training. Trainings ought to be kept in line with organizational policies and procedures. The training contents ought to allow provision of feedback for greater learning impact. Employee mentorship programs ought to be embraced by the organization to nature employees' career growth. Employees ought to be allowed to work in teams on a given project.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

As the world becomes a global village due to emergence of new advanced technologies, organizations and its management are forced to recon with these changes so as to survive, grow and have profitable operations. Increased instances of globalization and the search for high returns and competitiveness, has pushed organizations to seek a means of attracting, retaining skilled, committed and motivated workforce (Sung & Choi, 2014). In essence, due to the changing workloads, market needs, operational work adjustments and changing work tasks, creating a need to keep employees updated from time to time on the current happenings and changes at the workplace. According to Larsen (2017) organizations seeking chances of improving their workforce performance and productivity must then invest in training and re-training their employees. This means that well trained and equipped employees are able to push for the organizational agenda and meet the set strategic goals. Training is seen as a valuable tool and an investment in the organization that helps to improve profitability, reduce operational costs and increase employee motivation, commitment and effectiveness.

Training is very crucial in organizations because new employees are continuously recruited to fill positions left vacant or the newly created positions and they must therefore be trained to work in the specific organizational context. As such training and development activities increase the productivity at an individual level and also serves as a motivation method to improve performance (Sung & Choi, 2014). The main purpose of training is to eliminate performance discrepancies whether current or anticipated so that the employees are equipped with relevant skills to perform their job tasks. Kiruja and Mukuru (2018) mentions that training is particularly important for purposes of improving performance both at individual or organizational level and especially in organizations that report a decline in performance levels.

Training and development policies and programmes are essential components in the process of developing talent, ensuring that people acquire and enhance the skills and

competencies they need which would translated into positive results. At the same time, training and development activities are important means of developing managers and gaining the engagement and commitment of talented staff by giving them opportunities to grow in their present roles and to progress to higher level roles. Trained employees perform well which may lead to their promotion. By matching the size and skills of the workforce to the productive requirements of the organization, and by raising the quality of individual employee' contributions to production, organizations there would be a significant improvement on employee performance (Kiruja & Mukuru, 2018).

Successful organizations set training and development as a priority by assessing the employees training needs through measuring the acquired skill set versus job requirements. The organization then comes up with a training program considering the method that would be adopted either on-job or off-job, classroom setting or practical experiments in enhancing the knowledge and information employees possess. Hafeez and Akbar (2015) mentions that the training scope and content is a measure of how successful a firm would be and using valuable development programs including mentorship programs. The more experienced employees' coach, mentor and train new staffs in handling workplace activities. Putting in place all these elements increases the probability of having a successful training and development programs that improves the employee performance.

1.1.1 Training and Development

Training refers to a planned effort by an institution or organization to facilitate the learning process of its leaders and employees so as to gain competences that would result in an improvement of their performance at an individual level and at overall organizational level (Hassan, 2016). Training is a program that helps employees to learn the specific knowledge or skills to improve performance in their current roles. The training programs can be done in several ways, either as a planned and formal manner or informal and semi-structured, as long as information is passed from one party to another. Employee training is a planned and purposive activity aimed at enhancing the skills, knowledge and competencies necessary in improving employee performance. Tahir, Yousafzai, Jan and Hashim (2014) noted that employee training is beneficial in bridging the gap between what employees know and the information

required in successful completing a work task. Many employees in organizations welcome the idea of training and development, as it serves to equip them with necessary skills to perform their duties.

Training equips employees with necessary knowledge to handle their assigned work tasks, but development is futuristic, looking at the skill set needed to handle new work jobs and holding positions of authority within the organization. According to Hafeez and Akbar (2015) developing an individual involves equipping the person with conceptual and theoretical knowledge on work operations and processes. Valid training and development programs are responsive to the fast-paced market place and changing market needs and preferences. Employees must be regularly updated on changing customer preferences, industry regulation and policies, current workplace management and advanced organizational operations, for them to increase their productivity. Such knowledge would ensure that the employees do not only have technical work knowledge but are responsible and able to analyze and solve workplace problems, hence improving their performance (Sung & Choi, 2014).

Training should not be a one-time event, but organizations seeking continuous improvement in their performance, must invest in lifelong training. In showing commitment to improved performance, the management and leadership of organizations must set a sufficient budget for staff trainings. The budget and strategic plans must recognize that training and development impacts knowledge and skills to employees and used as a major source of improved performance and competitive advantage in the global market (Tahir, et al., 2014).

1.1.2 Employee Performance

Performance is a measure of the achieved results against the set targets or plans. Performance is measured in financial terms as an indicator of returns on assets, investment, market size and profitability index or in non-financial terms like customer satisfaction, motivation to work, regularly going to work, teamwork and improved productivity per hour or day (Karatepe, 2013). Employee performance can be described as the record of outcomes achieved for each job function during a specific period time. It can be manifested in improvement in production, easiness in using the new technology, highly motivated workers. At the same time, employee performance

can simply be seen as employees undertaking the activities as expected and outlined in their job description. The management and leadership of a firm should assess employee performance on a basis of their expected undertakings either in annual, bi-annual or quarterly basis (Athar & Shah, 2015).

Employee performance is defined as the outcome or contribution of employees to make them attain goals while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success. Employee performance is everything about the performance of employees in a firm or a company or an organization. It involves all aspects which directly or indirectly affect and relate to the work of the employees (Elnaga & Imran, 2013). Employee performance is usually monitored through regular performance appraisals so as to ensure the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed.

Every organization has a desire to see employee performance improve from one level to another in order to foster organizational performance and earn higher returns, expansion into new markets and higher profitability. High employee performance can be in terms of their level of cooperation and teamwork at the work place and at the same time, the ability of employees to achieve the set targets (Omolo, 2015). Employee performance is not concerned with the problem but rather looking for the solution to the problem for the gain of the individual and the whole organization. It further, looks at the employees' capacity and ability to accomplish the set goals in an effective and efficient way and using the available organizational resources.

1.1.3 Safaricom Company Limited

Safaricom prides itself as the leading telecommunication company in East and central Africa with a subscriber base of more than 23.4 million in Kenya. It was started in 1997 as a fully owned subsidiary of Telkom Kenya. Its presence in the country has been heavily felt owing to the continued growth and increased earnings at a time when the country is experiencing adverse economic challenges. Safaricom is the leading integrated communications company in Kenya with over 19 million subscribers. The firm is listed on the Nairobi Stock Exchange and trades on the telecommunications and technology segment. It provides a comprehensive range

mobile telecommunication services; voice, messaging, data and fixed broadband services on a variety of platforms (Susan, 2016).

Safaricom has been making significantly high returns while some find it very hard to stay in business. The organization stands out as a market leader in the Kenyan telecommunication industry. The question in the minds of many would be what is it that the company does that other businesses are not doing (Amadi, 2014). Safaricom is at the heart of technology itself and hence the question lies in how they handle their training and development to effect employee performance and eventually the entire organizational performance.

1.2 Statement of the Problem

Training and development is important in equipping employees with work-related skills and building their competencies for improved performance. Trainings also prepare employees for holding positions of authority in future, solve current and future work problems and overcome workplace deficiencies (Amadi, 2014). It is an important investment that management should undertake to improve organizational performance in aspects like time management, punctuality, morale and customer service. Safaricom Company Limited has invested heavily training and development programs for its employees, and since the employees are busy all the time, it is of value to design training programs that link needs versus job requirements and also find out the effect that training and development has on employee performance.

Several studies have looked at training and development and employee performance, like in Pakistan Hafeez and Akbar (2015) on training and employee performance in pharmaceutical companies revealed that training strongly affected employee performance, but the study covered the pharmaceutical companies hence findings may be sector specific. Falola, Osibanjo and Ojo (2014) in the Nigerian banking sector and linked training and development to organizational competitiveness. The findings show a close relationship between training and development and competitiveness, but the study fails to link training and development to employee performance.

Valentine (2017) investigated on the effect that training and development has on Kakamega County Hospital employees' performance revealing that training and

development is important in improving performance. The study looked at healthcare and findings may apply only on that sector. Mburu (2017) looked at performance of projects as influenced by leadership, the study fails to mention effects of training and development. None of these studies have linked training and development on employee performance, this study filled that knowledge gap by assessing the effect that training and development has on employee performance at Safaricom Company Limited

1.3 Purpose of the Study

To determine the effect of training and development on employee performance at Safaricom Company Limited

The researcher was guided by the following objectives:

- i. To establish the effect of training needs assessment on performance of employees at Safaricom Limited
- ii. To determine the effect of training methods on performance of employees at Safaricom Limited
- iii. To assess the effect of training content on performance of employees at Safaricom Limited
- iv. To establish the effect of development programs on performance of employees at Safaricom Limited

1.4 Research Questions

- i. What is the effect of training needs assessment on performance of employees at Safaricom Limited?
- ii. What is the effect of effect of training methods on performance of employees at Safaricom Limited?
- iii. How does training content affect the performance of employees at Safaricom Limited?
- iv. What is the effect of development programs on performance of employees at Safaricom Limited?

1.5 Significance of the Study

This study would be beneficial to various stakeholders in the telecom industry in Kenya.

1.5.1 The Government

The findings from this study would help various government agencies and departments to formulate regulations and policies that would guide the activities of the industry. The policies would lead to improved performance of individual players in the sector leading to increased income collected in form of taxes from the sector.

1.5.2 Safaricom Company Limited

The study would guide the management at Safaricom in streamlining their training and development programs so as to achieve high employee performance. The findings and recommendations would guide the management and staff on creating avenues so as to improve employee performance that directly impacts on overall organizational performance.

The study would also bring to light challenges and problems in training and development, thus creating an opportunity for the Safaricom management to correct in an effort of realizing high employee performance.

1.5.3 Academicians

These study findings would be of value to academicians and future scholars as a source of empirical literature hence guiding future research undertakings in the area of training and development and employee performance. The recommendations would guide and highlight the key research areas that future academicians can conduct their studies.

1.6 Scope of the Study

The study focused on training and development and how it affects the employee performance at Safaricom Company Limited. The respondents were drawn from the employees and top management at Safaricom to answer the research questions, so as

to draw findings, conclusions and recommendations. This study was carried out in the months of August and September 2018.

1.7 Assumptions of the Study

The study assumed that the participants provided accurate, reliable, truthful and honest information as responses on training and development and its effects on employee performance. The study also assumed that the sampling procedure was appropriate and that the study participants had similar understanding about the study phenomenon. Finally, participants had sincere interest in participating in the study and had not had any other ill-motives.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses literature from other researchers that is relevant and fashions the study. The literature has been organized into sections covering the theoretical review that anchors the study, empirical review as per the study objectives. The chapter also explores the linkage of variables in the conceptual framework and operationalization of the variables and concludes with a summary of the research.

2.2 Theoretical Review

This study was anchored on three theories, the human capital theory as developed by Shultz (1961); the social learning theory was formulated by Albert Bandura (1977) and goal setting theory that was developed by Edwin Locke (1960).

2.2.1 Human Capital Theory

This theory is important in explaining the importance of marketable skills among workers which is held in form of capital that workers make a number of investments. It was developed in 1961 by Shultz to explain how training and education, need to be treated as investment in the person receiving it because it becomes part of the person receiving it. It is concerned with the extend of stock of knowledge possessed by a worker which distinguishes their performance from those of others. It focuses on the skills, knowledge and capabilities possessed by workers in a given organization as advanced by Garrick (1999) who further stated that people are worth investing in as a form of capital.

This theory is one of the important theories in about economics that explain the importance of developing employee skills so as to make them more productive. The theory argues that investments are made in human resources development with the aim of improving their productivity. Improved productivity leads to improved earnings as the employers would always want to recognize well performing employees bearing unique and exceptional skills in whatever they are engaged to do

(Nafukho, Hairston & Brooks, 2004). The definition of human capital was extended by Becker (1993) to include the diversity of knowledge possessed, depth of information, depth and suitability of ideas, skills diversity and flexibility, and health of individual workers. Unlike Schultz (1961) who limited the coverage of capital in workers, Becker (1993) includes health dimensions to human capital because unhealthy worker is likely to be less productive. The coverage of human capital has grown since then to encompass the combined intelligence, skills and expertise of workers, workers' performance, and their potential in the organisation (Ployhart & Moliterno, 2011). It is these distinctive employee dimensions that provide distinctive character to an organization which if well utilized could lead to achievement of sustainable competitive advantage. The outcome of human capital is manifested through employee productivity job performance (Ployhart, Nyberg, Reilly & Maltarich, 2014).

This theory has been successfully applied by Ngugi (2014) in examining the perceived relationship between training and development in employee performance using the case of Geothermal Development Company (GDC). The study explains how well developed and equipped human resource can provide exemplary performance which can enable quality service delivery and overall customer satisfaction. It has further been applied by Amadi (2014) in explaining how training and development affected performance of workers at the Safaricom Call Centre. It is noted that each job in an organization calls for unique skills and expertise. Availing the right skills and expertise at the right time and in the right position provides an organization with a sustainable competitive advantage.

Training attempts to close the gap by bringing employees up to, but not beyond, the desired standard or competence. The widespread investment in human capital creates in the labor-force that is skill-base. The relevancy of this theory to this study is that formulation of training programs at the work place equips employees with vital skill and knowledge which enables them to be vital assets that help sustainability of an organization. Thus, the theory is relevant in this study in explaining the value of training employees of an organization in an effort to improve their performance.

2.2.2 Social Learning Theory

Social learning theory was founded by Albert Bandura who integrated two theories; cognitive learning theory- learning is influenced by psychological factors and behavioral learning theory where learning is a factor of responses to the environmental stimuli. Social Learning Theories (including imitation/environmental modeling processes) are the primary focus of attention. The social learning theory emphasizes that people learn by observing other persons (models) whom they believe are credible and knowledgeable. This theory also recognizes that behavior which is reinforced or rewarded tends to be repeated. Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others (Bandura, 1977). Most human behavior is learned through modeling and from observing others, gives one an idea of how new behaviors are performed.

The social learning theory (Bandura, 1977) suggests that an individual's behavior is a result of an interaction among situations, persons, and consequence components of the environment. Social learning theory suggests that an employee enters an organization with individual traits and characteristics that may change or adapt depending on the work environment. The employee's motivations, behaviors and the environment all have an impact on how the employee acts. Particular to performance appraisal, individual employees develop attitudes about the performance appraisal process based on their own motivations as well as their work environment.

Therefore, in an effort for Safaricom Company limited to improve the performance of its employees, they need to understand the effect of social structure and its impact in training and development programs. The social setting may encourage learning through creating mentorship and partnership, working in teams and sufficient time for socialization where more experienced employees pass on the information in them to newer employees. This theory further expands on value of training and learning in improving employee performance in organizations.

2.2.3 Goal Setting Theory

In the late 1960s, Edwin Locke proposed that the intentions to work towards a goal are a major source of work motivation. Goals tell an employee what needs to be done and how much effort needs to be expended. Goal setting theory supports the value of

goals because specific goals increase performance (Robbins, Judge & Campbell 2010). Difficult goals, when accepted, results into higher performance than do easy goals: and that feedback leads to higher performance than non-feedback. According to Pride, Hughes and Kapoor (2010), goals should be very specific, moderately difficult and employees should be committed to achieve these goals. Rewards should be tied in together with the goals so as to enhance performance at the work place. Specific goals produce a high level of output than generalized goals, this is because the specificity of goals itself acts as an internal stimulus. If factors such as acceptance of goals are held constant, we can also state that the more difficult goals are, the high the level of performance

According to Robbins, Judge and Campbell (2010) once a hard task is accepted, the employee is expected to exert a high level of effort to achieve it. They further indicated that people do better when they get feedback on how well they are progressing towards their goals because feedback helps to identify discrepancies between what they have done and what they may do; feedback therefore is a guide to behavior. Self-generated feedback, for which employees are able to monitor their own progress has been shown to be a more powerful motivator than externally generated feedback.

Companies that want to further their mission, do so by setting realistic goals which is accompanied by training its employees (Aguinis, 2009). According to Aguinis the purpose of setting goals is to formalize statements about which the organization hopes to achieve, he further asserts that setting goals provides more specific information regarding how the mission was implemented. Goals can be a source of motivation since it provides employees with tangible targets for which to strive (Aguinis, 2009). This theory is relevant in this study since Safaricom can set its goals and model the training content to zero.

2.3 Empirical Review

2.3.1 Training Needs Assessment and Employee Performance

Training is the process of upgrading the information and knowledge that recipients have on specific topics, events, operations and activities. Training is done to develop skills and pass over new operational knowledge, bringing about attitudinal and

behavioral changes leading to improved capability of the trainees to handle their duties and work assignments effectively and efficiently (Kulkarni, 2013). Similarly, according to Obi-Anike and Ekwe (2014) while assessing the impact that training and development has on organizational effectiveness in the Nigerian public sector, revealing that training is seen as equipping employees with knowledge and skills to enable the group of trainees achieve the set strategic objectives and goals. Achievement of goals is made possible through the development of appropriate knowledge, skills and attitude of the employees. The appropriate training can convert any employee into an effective manager through passing on information that can equip them with the competency to manage all organizational activities.

In an effort to improve the performance of the entire organization as well as individual performance, organizations must assess the job requirements versus the skills and knowledge of employees. Bridging the gap between the job requirement and inherent skills and knowledge is possible through training programs that respond to the needs.

Hafeez and Akbar (2015) while focusing on employee training and their performance with the case of pharmaceutical companies in Pakistan, noted that training of employees according to the knowledge gap exhibited in organization results in increasing their productivity through better job performance, efficient use of human resources and available resources, meeting the set goals and objectives, reduced cost due to less labor turnover, reduced errors, reduced accidents and absenteeism, more capable, and mobile work force and retention of the existing staff. The study further revealed that since employees are a major asset to the organization, the management of the pharmaceutical companies must understand the importance of spending income on training them so as to create competitiveness. Trained employees showcase the value in terms of demonstrating team work, communication skill, customer service, interpersonal relationship and reduced absenteeism while the development areas include job-satisfaction, employee motivation, new technologies, efficiencies in process and innovation in strategies as its levers. Sultana (2013) stated that it is evident that the more employees get relevant training, the efficient they become in their productivity and performance.

In a study conducted by Meyer, Srinivas, Lal and Topolnytsky (2017) on employee commitment and support for an organizational change, 60% of the sampled employees admitted that, impact of training on their work performance was excellent. They indicated also that, training content was relevant to achieving their personal needs, goals and self-development. It further indicated that a large number (60%) of the sampled employees admitted that impact of training on their work performance was excellent. The study also revealed the training content was relevant to achieving their personal needs, goals and self-development.

Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs.

In an investigative study on training and development impact on performance of employees, Kum, Cowden and Karodia (2014) revealing that the management in organizations should approve training programs and content to ensure that the employees learn new formats of working. The approved training content and programs would address the needs and bridge the gap resulting in high employee competencies, highly effective staffs, low operating cost and higher overall productivity. Such training and development can only improve the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job-related work efficiently and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities.

Onyango and Wanyoike (2014) on the effects of training on employee performance, showed that health workers in Siaya County exhibited low job satisfaction and

motivation which greatly affected their performance. The county set to change this trend by using training programs and their support was seen through funding the training programs while recommending the training to all health workers. This decision was reached due to the notion that training had a positive impact on the employee performance and their productivity levels. In essence, training is only effective in influencing employee performance when the fundamental aspects of process classification, assessing trainee needs, selecting an appropriate training methods and delivery modes. According to Asfaw, Argaw and Bayissa, (2015) on the training and development impact on the effectiveness of employee performance, sharing that training is effective only when the top leadership and organizational management give the project its support in terms of budgetary allocation, creating time for trainees to be taught either on the job or off-the-job and give it a go-ahead nod.

2.3.2 Training Methods and Employee Performance

An effective training program is one that has adopted the usage of advanced methods and techniques of training the employees. Every organization and its management or leaders choose different training methods as dependent on several reasons including the organization culture and structure, available resources allocated to employee training, the trainees characteristics such as individuals, teams of group, departmental training, general or technical training and the identified needs that precipitate the training activity. According to Githinji (2014) on training and employee performance sharing that any method adopted should be feasibility and affordable, thus evaluated in terms of its practicality and cost effectiveness. In addition, the trainers should be competent and having vast number of years in practical training so as to share the content in a manner that would easily be digested by the trainees. Wenzel (2014) mentions that those person/persons selected to conduct the training, either outside or in-house trainers, it is important that the company's goals and values be carefully explained.

Tahir, Yousafzai, Jan and Hashim (2014) investigated the impact of training and development on employees' performance and productivity and concluded that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the

future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the-job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail.

Whenever the organizational leadership is planning training activities for its employees, it is important to consider the level of expertise that the trainees possess. This can be done by assessing the tacit knowledge in their possession and figure out methods that can be adopted to increase their knowledge base. Methods such as apprenticeship which involves an expert or more experience employee sharing work duties and assigning new tasks to newer employees with less experience so as to train them. According to Rusinovci (2015) there are two main broad and different methods that organizations may choose from for training and developing skills of its employees. These are on-the-job training and off-the-job training. On-the-job training is given to organizational employees while conducting the irregular work at the same working venues while off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training.

On-the-job training, Adongo (2013) while assessing the job training effect on performance at Telkom Orange, shares that their firm train their employees to improve their performance and the company's performance in general, the policy at Telkom orange has been formulated to act as guidance and for the purpose of training to increase performance, the respondents shared that they have been participating in training since the company was established to date and many of the employees feel motivated by the training offered, and indeed many have participated in training programs. The company conducts its training by effecting staff job rotations in different departments and in the branches spread out across the country. After every

two or three years employees are transferred to other working positions so as to learn all the activities and operations of the firm.

At the same time, organizations can adopt off-the-job training method where they plan and execute workshops and seminars, lectures, films, conferences, discussions, case studies, role playing, simulation and programmed instruction. According to Bhat (2013) class room training, company classrooms educational institutions are used and staff are taught through audio visual aids. Most of the off-the-job training is used in teaching of new concepts and problem-solving skills. In case study analysis, an account of a real or fictional situation is given, and students are asked to suggest answers to a number of practical and theoretical issues raised by the account. The method is useful for giving participants an opportunity to experience problem solving in a relevant context and in what they would experience during their daily work life. Sila (2014) reveals that sometimes lectures can be used especially when the training group is very big ranging in the thousands since this method is the least expensive and efficient in transmitting large amounts of information in an organized manner. However, lectures tend to lack participant involvement, feedback and meaningful connection to the work environment- all of which inhibit learning and transfer of training. Coaching is a training method where a manager through direct discussion and guided activity, helps a colleague to learn to solve a problem, or to do a task better. Role playing involves assigning trainers roles to act out specific characters and reenact situations so as to learn from it and learn on their duties and how to solve problems. At the end of the role play, debriefing is critical which helps trainees understand the experience and discuss their insights with each other (Mbiya, Egessa & Musiega, 2014).

Downey, Dalidowicz and Mason (2015) in assessing apprenticeship as method of learning. The paper reveals that apprenticeship is a work study training method with both on the job and classroom training. Apprenticeships can be sponsored by individual companies or by groups of companies cooperating with a union. Majority of apprenticeship programs are in the skilled trades like plumbing, carpentry, electrical work, and brick laying. First, the employer verifies that the trainee has the required knowledge of the operation or process. Next, the trainer demonstrates each step of the process, emphasizing safety issues and key steps. The senior employee

provides the apprentice with the opportunity to perform the process until all are satisfied that the apprentice can perform it properly and safely. A major advantage of apprenticeship programs is that learners can earn an income during the learning phase.

2.3.3 Training Content and Employee Performance

For a specific task or training contents, a giving training delivery approaches may be more effective than others because all training are capable and intended to communicate specific skills, knowledge, attitudinal or task information to trainees, so different training approaches can be selected in order to deliver different training contents (Kirusa & Mukuru, 2018). According to Anitha (2014) the need to consider skill and tasks characteristics in determining the most effective training approaches should be highlighted. A number of typologies have been offered for categorizing skills and tasks, which can be categorized into two broad categories: people or technical skills, is crucial in designing training programmes.

Many organizations fail because their employees not trained well enough in skills that truly matter in the age of information. However, people skills are typically hard to observe; quantify and measure as much as it needed for everyday life and in work because it's had to do with how people relate to each other: communicating, listening, engaging in dialogue, giving feedback, cooperating as team member, solving problems and resolving conflicts (Lancaster, Di Milia & Cameron, 2013). Menguin, (2017) shared that the benefits of people skills training are providing a platform to showcase technical skills, helping in the fast lane, bring out the leadership qualities; and helping personal growth. To provide the desired motivation and accountability, it is a good idea to assess people skills in advance of the training programmes by employing executives who able to coach their supervisors and subordinates in ensuring frequent feedback, encouragement and reinforcement.

The scope of training depends upon the categories of employees to be trained. As we all know that training is a continuous process and not only needed for the newly selected personnel but also for the existing personnel at all levels of the organisation. Asim (2013) stated that it is important for an organization to focus on training that all employees should receive. Each new starter should be properly inducted when they join, to make sure they have a clear idea of how the organisation works, and the rules

and regulations they'll be expected to follow. This includes a number of essentials such as health and safety, equality and diversity, IT policies, and general HR procedures. As well as this, each staff member would need a thorough introduction to their particular role, a clear idea of the objectives of the team and the whole organisation, and ideally the opportunity to shadow a colleague in a similar role. It's surprising how many new starters are left to work everything out for themselves, under the assumption that they should be able to hit the ground running. It's important to remember that no matter how experienced someone is, their new role won't be exactly the same as what they've done previously, and even very senior people need support (Karatepe, 2013).

According to the study done by Dean (2016) stating that while hiring managers exclusively look for those who already hold all of the relevant skills and experience. However, there's a lot to be said for taking on those with less experience and overseeing their training yourself. Employing school leavers or those with similar levels of experience means you're bringing fresh minds into the business, untainted by the different demands and procedures found in other workplaces. This presents a blank canvas, allowing you to develop staff whose skills and knowledge are centred around the needs of your organisation. A great way to do this is to take on an apprentice. With the apprenticeship levy soon to be introduced, it's a good idea to start thinking about how to integrate apprenticeships into your broader recruitment, training and development plan Dean (2016).

Trainers should prepare their session carefully, by knowing their subject. Awais Bhatti, Mohamed Battour, Pandiyan Kaliani Sundram and Aini Othman (2013) state that trainers should know more about the subject than those they are trying to teach, and always be looking to learn more. If they lack knowledge, this would be quickly detected. The trainers should be aware of trainee characteristics (experience, language, culture) and revise their approach accordingly. The trainer creates a favourable learning environment by demonstrate effective instruction and facilitation. They do it by listening actively to verbal and non-verbal messages, providing opportunities for trainees to ask questions, positively addresses incorrect responses, keeping discussions focused on the key issues, regular repeating of concepts by confirming understanding or paraphrasing, providing positive feedback and enhance

idea by incorporating relevant experiences and/or examples and use material support such as flipchart, post-its and games (Carter, Armenakis, Field & Mossholder, 2013). Trainers demonstrate effective presentation skills by avoiding conference style presentations, they facilitate in a group setting rather than present. They stimulate and sustain trainees' interest, use their voice effectively which gives them confidence and commands attention. They also make eye contact with participants (Sung & Choi, 2014).

2.3.4 Development Programs and Employee Performance

Development programs are conducted to affect the performance of employees at the present moment and even in future times. The development programs can be achieved using coaching and mentorship programs which aims at passing the information to other employees. Mentoring improves employee job satisfaction and increases their work output leading to higher chances of retaining such employees. For organizations and employers who mentor new hires find that they acclimatize more quickly to the organization's culture and work processes which translate to return on recruiting investment. This mentoring during the on boarding process can also lower turnover and help identify high-potential employees early on (Dhar, 2015).

Development includes the use of job experiences, formal education, relationships and assessment of abilities and personality which assist employees to prepare for the future. It involves learning abilities not necessarily related to employees' immediate job but even future managerial roles they may take. It enables employees to prepare for different positions in the organization and prepares them to move to jobs which may currently not exist. It helps employees to be ready for changes in their current jobs as a result of new customers, work designs, new technology or new product markets (Hyland, Lee & Mills, 2015). Several activities are involved in employee development and include: job experience which involves enlarging duties and responsibilities that one undertakes, job rotation to different organizational department or branches, transfers and promotions. Mentorship may be taken through formal education or informally as a local arrangement amongst employees in an organization (Sung & Choi, 2014).

Merrick and O'Brian (2014) stated that today's mentoring programs come in all shapes and sizes: one-on-one mentoring, e-mentoring, formal mentoring and informal mentoring. In one-on-one mentoring, a mentor and mentee are paired. This one-on-one pairing allows the duo to focus on specific, identified competencies that the mentee would like to further develop. E-mentoring allows organizations to expand mentoring programs beyond one location. It uses social media platforms, email, or specialized software to facilitate communication and to allow the mentee to learn from the mentor's experience regardless of physical location. This type of mentoring can build organizational relationships across locations and can help match more mentees with mentors. Formal mentoring on the other hand is more structured and focuses on career development where employees are matched with more experienced employees.

Developing programs also involve job rotation and transfers which enhance the skills of employees so as to ensure the people can take more responsibilities. It involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. The transfers maybe from one country to another for organizations with global operations and presence (Gagliardi, Webster, Perrier, Bell & Straus, 2014). These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization and increase its productivity and market presence.

Dabale, Jagero and Nyauchi (2014) while assessing training and employee performance noted that orientation is yet another development program method done at the induction phase that new employees get so as to familiarize themselves with the work duties, new organizational structure and culture and colleagues. During the orientation, the new employees are exposed to different undertakings at the workplace including the nature of work assignments they would be needed to do, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the

organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures.

2.4 Conceptual Framework

The figurative illustration of dependent and independent variables in the study is shown below in the conceptual framework 2.1.

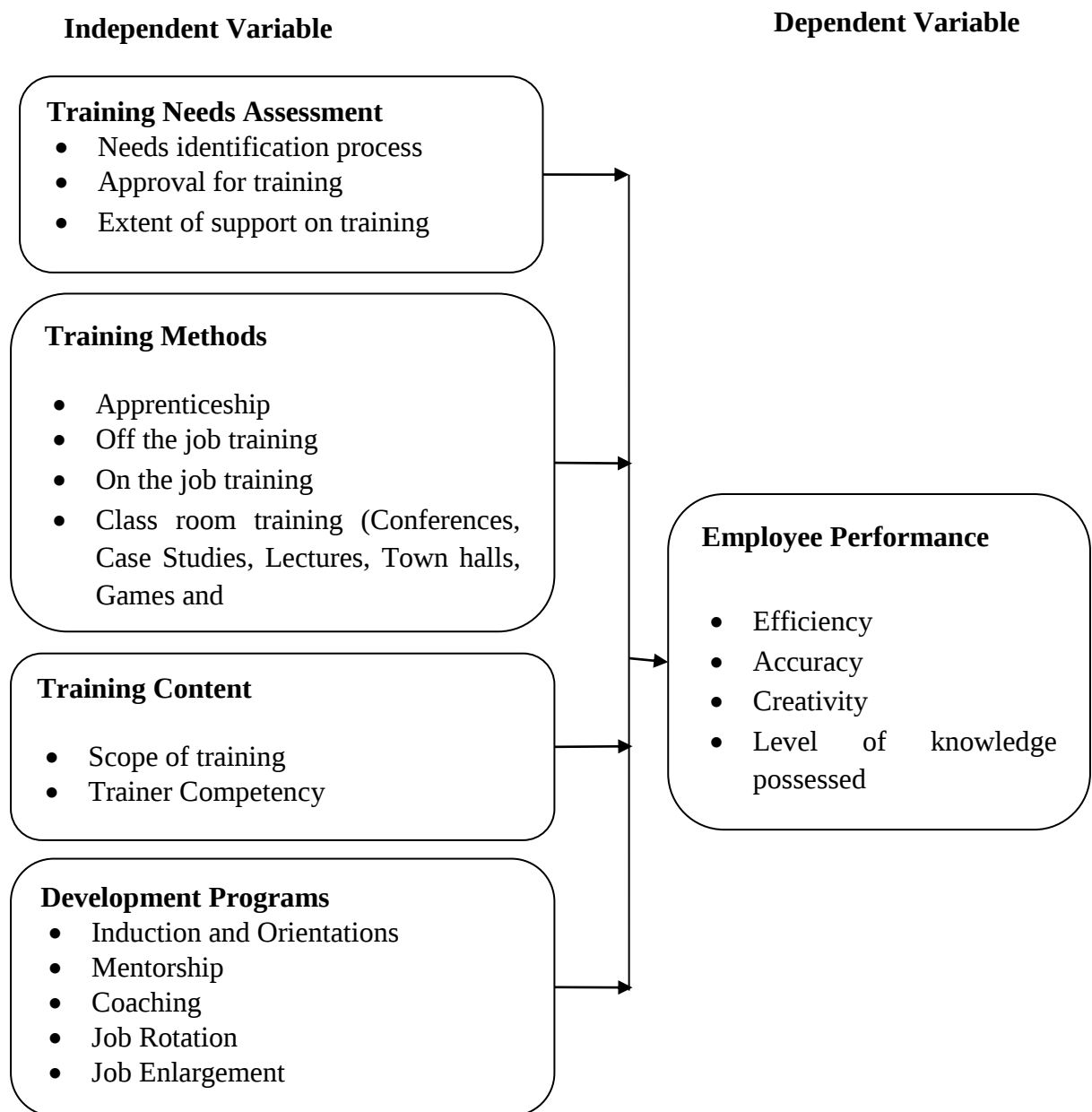


Figure 2.1:Conceptual Framework

Source: Researcher (2018)

2.5 Operationalization of Variables

Table 2.1: Operationalization of Variables

Objective	Variable Type	Indicators	Type of data
To establish the effect of training needs assessment on performance of employees at Safricom Limited	Independent	- Needs identification process - Approval for training - Extent of support on training	Descriptive Regression
To determine the effect of training methods on performance of employees at Safricom Limited	Independent	- Apprenticeship - Off the job training - On the job training - Class room training (Conferences, Case Studies, Lectures, Town halls, Games and simulations, role plays)	Descriptive Regression
To assess the effect of training content on performance of employees at Safricom Limited	Independent	- Content Mix - Scope of training - Trainer Competency	Descriptive Regression
To establish the effect of development programs on performance of employees at Safricom Limited	Independent	- Induction and Orientations - Mentorship - Coaching - Job Rotation - Job Enlargement	Descriptive Regression
Performance of employees at Safricom Limited	Dependent	- Number of bikes - Number of operators - Income from the trade	Descriptive Regression

2.6 Summary of Research

This study has reviewed studies from different scholars covering the four study variables (training needs assessment, training methods, training content and development programs) and its effects to employee performance in organizations. Researchers like Obi-Anike and Ekwe (2014) while assessing the impact that training and development has on organizational effectiveness in the Nigerian public sector,

revealing that training is seen as equipping employees with knowledge and skills to enable the group of trainees achieve the set strategic objectives and goals. Onyango and Wanyoike (2014) on the effects of training on employee performance, showed that health workers in Siaya County exhibited low job satisfaction and motivation which greatly affected their performance. Adopting the concept of training through funding and recommending the training programs so as to increase their individual performance.

On training methods, studies by Githinji (2014) on training and employee performance sharing that any method adopted should be feasibility and affordable, thus evaluated in terms of its practicality and cost effectiveness. In addition, the trainers should be competent and having vast number of years in practical training so as to share the content in a manner that would easily be digested by the trainees. Tahir, Yousafzai, Jan and Hashim (2014) investigated the impact of training and development on employees' performance and productivity and concluded that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. Adongo (2013) while assessing the job training effect on performance at Telcom Orange, shares that their firm train their employees to improve their performance and the company's performance in general.

Training content covered the aspects of trainer competencies and work experiences as fashioned by Kiruja and Mukuru (2018) while Anitha (2014) noted on the need to consider skill and tasks characteristics in determining the most effective training approaches should be highlighted. Asim (2013) stated that it is important for an organization to focus on training that all employees should receive. Each new starter should be properly inducted when they join, to make sure they have a clear idea of how the organisation works, and the rules and regulations they'll be expected to follow. Awais Bhatti, Mohamed Battour, Pandiyan Kaliani Sundram and Aini Othman (2013) state that trainers should know more about the subject than those they are trying to teach, and always be looking to learn more.

On development programs, Dhar (2015) noted that development programs can be achieved using coaching and mentorship programs which aims at passing the

information to other employees. Developing programs also involve job rotation and transfers which enhance the skills of employees so as to ensure the people can take more responsibilities (Gagliardi, et al, 2014). Dabale, Jagero and Nyauchi (2014) while assessing training and employee performance noted that orientation is yet another development program method done at the induction phase that new employees get so as to familiarize themselves with the work duties, new organizational structure and culture and colleagues. It is evident from these scholars and studies that training and development affects the performance of employees in organizations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology focusing on how the data was collected and the analyses. It consists of the research design, target population, sampling procedures and sample size, data collection instruments and their validity and reliability of the research methods of data collection and data analysis.

3.2 Research Design

A research design is the blueprint which the researcher followed while collecting study data and conducting the analysis process (Panneerselvam, 2014). It is a systematic structure that the researcher adopted while carrying out the data collection process, as it outlined the order of activities that were done. This study adopted a descriptive research design, which according to Creswell and Creswell (2017) is appropriate in the creating a profile of the variables. This study used descriptive research design to assess the effectiveness of the training and development on employee performance. The respondents therefore, were required to give a description of the factors with regards to where, what, how and when they happened in the sector.

The respondents of this study were expected to describe their everyday experiences in regard to training and development programs and how that knowledge affects their individual performance. The study then applied descriptive statistic to describe information or data through the use of numbers. This method minimized bias and maximized the reliability of data collected and analyzed from the field.

3.3 Target Population

Population consists of the entire group of events, elements and individuals that have a common observable characteristic (Lewis, 2015). The target population was the population that the researcher is interested in to participate in the study as they had the requisite knowledge which was used in responding to the research questions. The HR records at Safaricom showed that there were 1892 permanent employees working at

their head offices in Westland's, Nairobi County. The target population was as shown in Table 3.1 grouped as per management level.

Table 3.1: Target Population

Category	Target Population
Top Management	314
Middle-Level Management	676
Junior Staff	902
Total	1892

Source: Safaricom HR Records (2018)

3.4 Sampling Procedure and Sample Size

A sample is a smaller group derived from the population of interest for the researcher (Bryman & Bell, 2015). The Sampling is the process of selecting a smaller number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. According to Yin (2013) for the results of a survey to be plausible a representative sample should be selected from the accessible population.

This study adopted two sampling method so as to get the sample size. The first sampling method was the stratified sampling method, where the target population was grouped into the top, middle-level and junior management employees of Safaricom. Stratified sampling ensured that all categories of the population were evenly and fairly represented (Mertler, 2018).

Secondly, simple random sampling was applied as it allowed generalization of findings to a big sized population with a small error margin. According to Yin (2017) simple random sampling allowed each member of the population an equal and fair chance of being selected to form part of the sample size. Any sample size of 10 – 30% representation of the population of interest is deemed sufficient for generalization of findings. This study adopted a 20% of the target population thus making 377 respondents to be included in the final sample size list. This is as shown in Table 3.2

Table 3.2: Sample Size distribution

Category	Target Population	Sample Proportion	Sample Size
Top Management	314	20%	62
Middle-Level Management	676	20%	135
Junior Staff	902	20%	180
Total	1892		377

Source: Researcher (2018)

3.5 Instrumentation and Data Collection

This study collected primary data using structured questionnaires. The questionnaire was designed in line with the research objectives and had closed-ended questions. The questionnaire was divided into sections covering demographic information and the four independent study variables. The closed-ended questions used the five-point Likert Scale ranging from 1-5. The researcher adopted a drop and pick later method to allowed the respondents sufficient time to fill the instrument and increase the response rate. The respondents were allowed one week to fill the questions before picking them for analysis.

3.6 Validity and Reliability of Instruments

A pilot study is a small-scale version of the complete study used to determine procedures, parameters and materials to be used in final study. Mertler (2018) explain that; a pilot test is essential for detecting weaknesses in the research design and making corrections such that the collected information is reliable and valid.

The pilot study involved testing the questionnaire using 15 staffs working at the Kenyatta Avenue Safaricom Shop. According to Flick (2014) an appropriate pilot group is composed of 1-10% of the sample size, thus the study used 5% of the sample size. The purpose of pilot test is to help refine the questionnaire so that respondents in the major study had no problem in answering the questions. The results of pilot test were not included in the actual study.

Validity of instruments is the degree to which an instrument used in the measurement process measures what it is supposed to (Yin, 2013). In this study a content validity test was used in determining the validity of the instrument. This type of validity

measured the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Lewis, 2015). To attain this, the researcher engaged the university supervisor and other experts to ensure that the questions tested or measure what they are supposed to.

The reliability of research instruments refers to the degree to which research instrument yield findings that are consistent every time it is administered to the same subjects (Neuman, 2013). The measurement of reliability offers consistency in the measurement variables. This study used the most commonly used psychometric measure which is internal consistency reliability to assess the reliability of the instrument. Cronbach alpha is the basic formula for determining the reliability based on internal consistency. An internal consistency technique was applied using Cronbach's Alpha in order to test the reliability of the instruments. The alpha value ranges from 0 to 1 with reliability increasing with the increase in value. A Coefficient ranging above 0.7 is recommended and indicated that the research instrument to good and reliable (Tavakol & Dennick, 2011).

3.7 Data Analysis and Presentation

All the collected data from the field underwent a data analysis process which involved editing, coding and tabulation of the collected data into simpler summaries (Yin, 2013). The data was then be entered into Statistical Package for Social Sciences (SPSS) version 23.0 and MS. excel for further analysis. Descriptive statistics was conducted where frequency counts, percentages, mean, mode and standard deviation will be obtained.

In order to determine the relationship between predictor variables (training and development aspects of Training needs assessment, training methods, training content and development programs) and the dependent variable (employee performance) multiple regression analysis and t-test statistics will be used.

The study used the F Statistic to determine the validity of the regression model adopted. This statistic was compared to the F Critical value where the regression model was referred to as valid if F Statistic is greater than F Critical. Otherwise, the

conclusion made was that the model was invalid. This was based from the results in the ANOVA Table.

The regression model that was used to determine if the regression assumptions used in the study are valid before performing the inference. Since if there any violations, subsequent inferential procedures may be invalid resulting in faulty conclusions. And in constructing our regression models assumed that the responses Y to the explanatory variables were linear in the parameters and that the errors were independent and identically distributed.

The Multiple Regression Model followed this format:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where Y = Employee Performance at Safaricom Company Limited

β_0 = Constant

β_1 , β_2 , β_3 and β_4 are Coefficients of the effects of training and development on employee performance at Safaricom Company Limited

ε = error term

X_1 = Training Needs Assessment

X_2 = Training Methods

X_3 = Training Content

X_4 = Development Programs

The finding from the analysis was presented in form of charts, pie charts, figures, graphs, tables and narrations.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the findings of the data analysis and presentation. The study relied on primary data that was collected by use of structured questionnaires. The collected data was coded into SPSS Version 23.0 for analysis and presentation. The findings are presented in form of figures and tables.

4.1.1 Response Rate

The researcher distributed 377 questionnaires to permanent employees working at head offices, 288 questionnaires were dully filled and returned to the researcher. This gave a response rate of 76% which is deemed sufficient for the study. The study findings are supported by Mugenda and Mugenda (2003) who states that a response rate of 50% and above is deemed sufficient for the study. The findings are as shown in Figure 4.1.

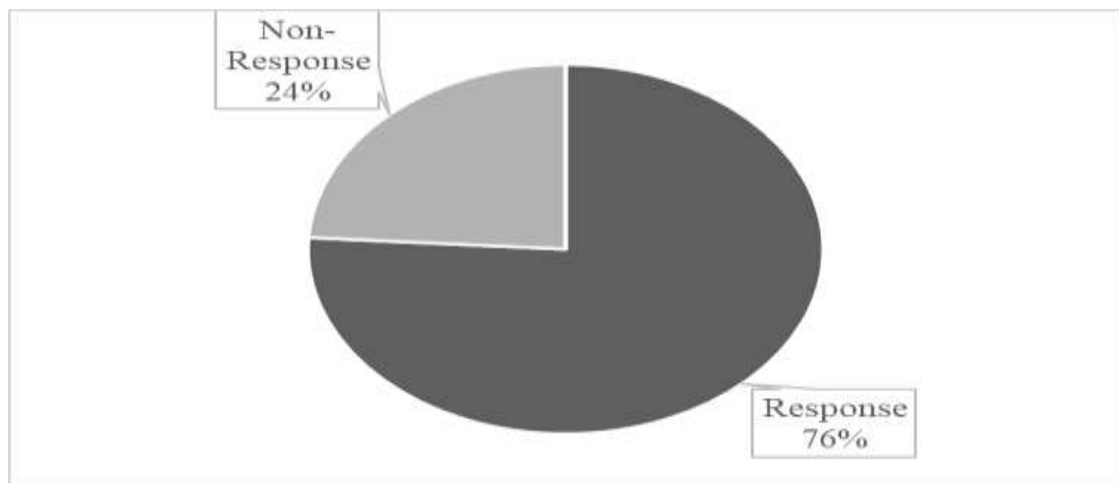


Figure 4.1: Response Rate

4.1.2 Reliability Test

The researcher carried out a pilot test to establish the reliability of the research instruments, a Cronbach alpha was computed and the findings are as shown in Table 4.1.

Table 4.1: Reliability Test

Variable	Number of Items	Cronbach Coefficients
Training need assessment	15	0.801
Training method	15	0.753
Training content	15	0.798
Employee development programmes	15	0.897

The findings in Table 4.01 pointed out that employee development programmes had a coefficient Cronbach alpha of 0.897 followed by training need assessment which had a Cronbach alpha coefficient of 0.801. Training content had a Cronbach alpha coefficient of 0.798 and training content had a Cronbach alpha coefficient of 0.753. The findings show that the all the variables had a Cronbach alpha coefficient of above 0.7 an indication that the research instruments were sufficient in data collection process.

4.2 Demographic Information

Respondents were asked to indicate their demographic information to establish whether the respondents of the study are a representative sample of the target population for generalization purpose. The findings are as shown in subsequent sections.

4.2.1 Gender

Respondents were asked to indicate their respective genders. The findings are as shown in Figure 4.2.

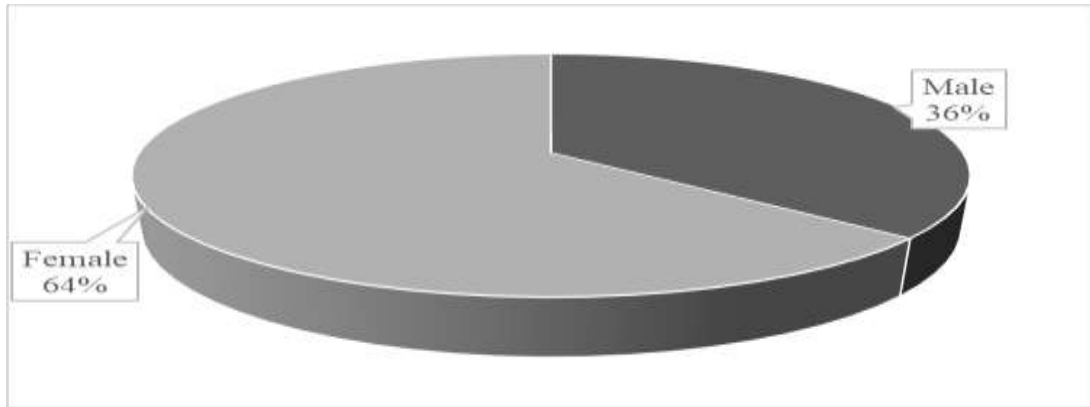


Figure 4.2: Gender

The findings established that majority of the respondents 64% were females followed by 36% who were males. The findings therefore show that telecommunication companies hired more females as compared to males. This shows that the Safaricom company adhered to two third gender rule.

4.2.2 Position

The researcher asked the respondents to indicate their current positions at the company. The findings are as shown in Figure 4.3.

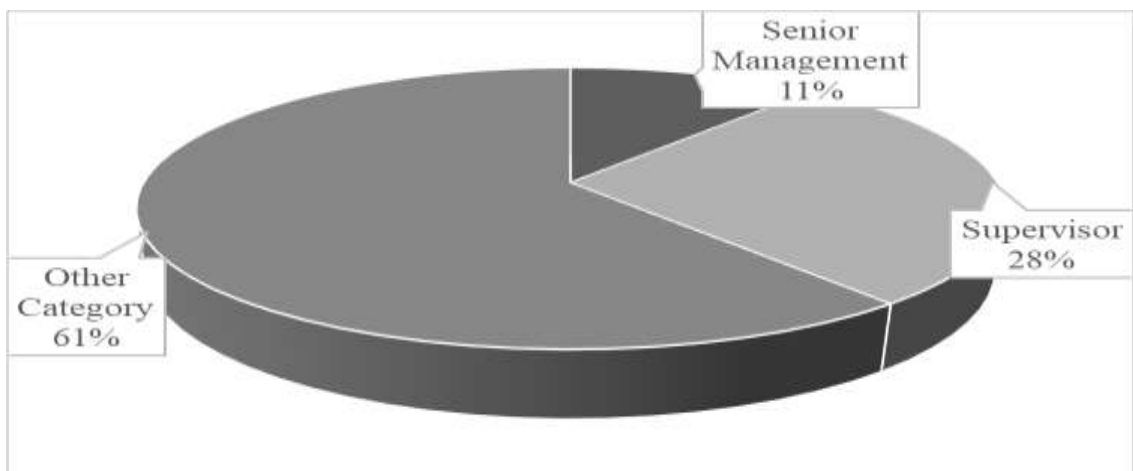


Figure 4.3: Position

The study established that 61% of the respondents were from other departments, 28% of the respondents were supervisors and 11% were senior management. The findings show that the study was not biased during data collection and all departments were sought. This shows that sufficient and unbiased information was sought.

4.2.3 Length of Position

The respondents were asked to indicate their length of position in their current position. The findings are as shown in Figure 4.4.

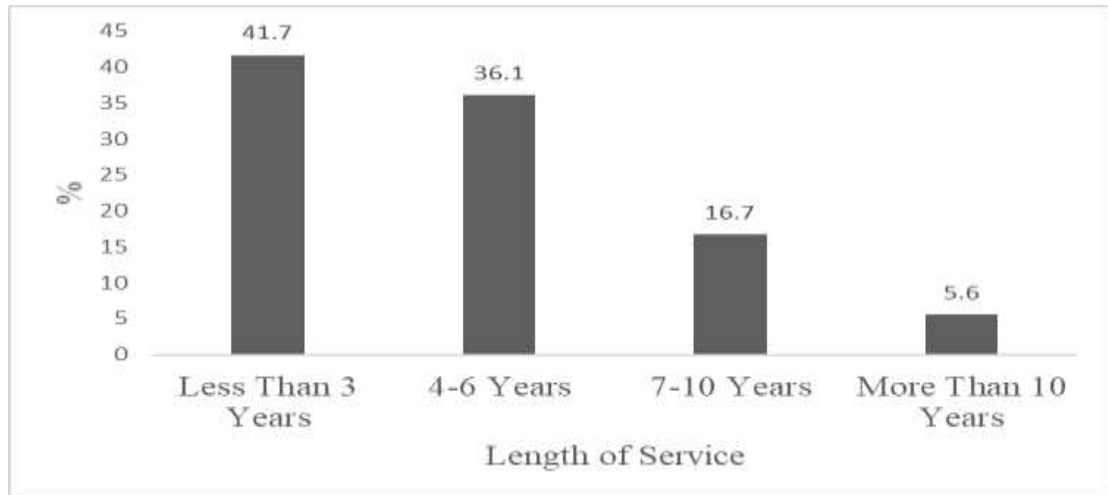


Figure 4.4: Length of Position

The findings show that 41.7% of the respondents indicated that their length of service was less than 3 years, 36.1% of the respondents had severed for 4-6 years, 16.7% had severed for 7-10 years and 5.6% had severed for more than 10 years. The study established that majority of the respondents had severed for more than 3 years in their respective departments an indication that they were well versed of their company's information, hence sufficient information was sought.

4.2.4 Highest Level of Education

The researcher asked the respondents to indicate their highest level of education. The findings are as shown in Figure 4.5.

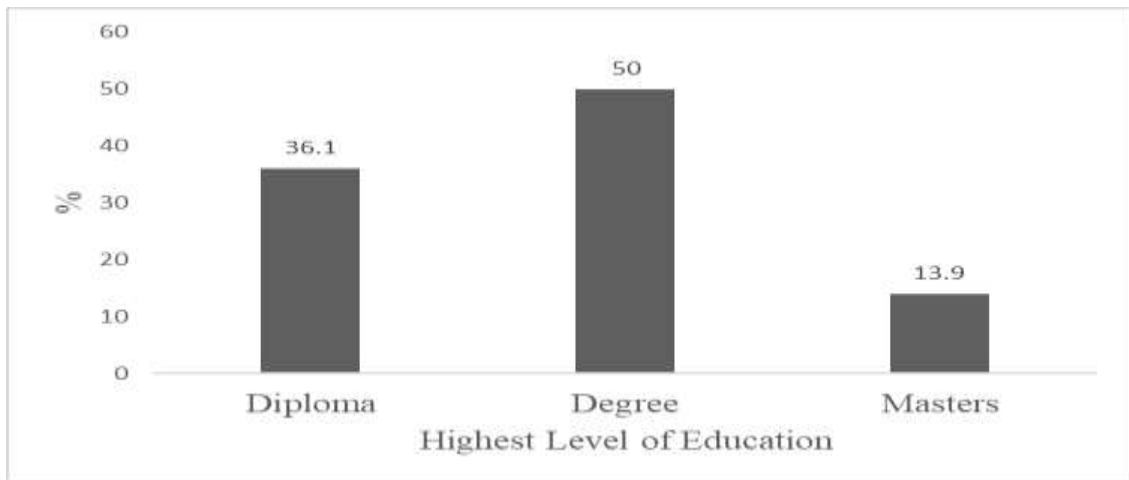


Figure 4.5: Highest Level of Education

The findings in Figure 4.5 established that 50% of the respondents' highest level of education was degree, followed by 36.1% who had a diploma and 13.9% of the respondents had masters. This shows that Safaricom company hired qualified employees for their increased level of professionalism.

4.3 Descriptive Statistics

The researcher asked the respondents to indicate their extent of agreement on influence of independent variables on dependent variables. The findings are as shown in subsequent sections.

4.3.1 Training Need Assessment

Several statements on the effect of training needs assessment on performance of employees in organizations were identified by the researcher. Respondents were asked to indicate the extent of their agreement with each statement in regard to trainings needs assessment at Safaricom and how it has influenced your performance. A scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = Strongly agree was used. The findings are as shown in Table 4.2.

Table 4.2: Training Need Assessment

	Mean	Std. Dev
There are regular skills set evaluation	3.63	1.16
Regular evaluation of skills set bring out areas of deficiency that employees are to be trained on	4.00	.914
Employee skills set evaluation is done regularly	3.38	1.13

Trainings for staff are tailored to tasks performed by each staff	3.52	1.06
The evaluation of skills set is done objectively	3.47	1.04
Employee trainings improve employee commitment levels	4.08	.863
There are clear policies on training needs assessment	3.44	1.19
Training contents are tailored to the needs as per the skills required	3.47	1.04
Training contents are tailored to the gaps in skills possessed	3.50	1.06
Trainings equip employees with new formats of accomplishing their tasks	3.94	.971
Trainings are tailored on improving employee competencies	3.81	.996
Trainings are used to reduce the level of employee turnover	3.25	1.11
The training gaps inform the training methods to be applied	3.47	1.06

The study established that majority of the respondents agreed that there were regular skills set evaluation as supported by a mean of 3.63 with standard deviation of 1.16. The study established that majority of the respondents agreed that regular evaluation of skills set bring out areas of deficiency that employees were to be trained on as supported by a mean of 4.00 with standard deviation of 0.914. Respondents moderately agreed that employee skills set evaluation was done regularly as supported by a mean of 3.38 with standard deviation of 1.13. Respondents agreed that trainings for staff were tailored to tasks performed by each staff by a mean of 3.52 with standard deviation of 1.06. This agrees with Hafeez and Akbar (2015) who established that training of employees according to the knowledge gap exhibited in organization results in increasing their productivity through better job performance.

The study pointed out that majority of the respondents moderately agreed that the evaluation of skills set was done objectively as supported by a mean of 3.47 with standard deviation of 1.06. Respondents agreed that employee trainings improved employee commitment levels as supported by a mean of 4.08 with standard deviation of 0.863. Majority of the respondents moderately agreed that there were clear policies on training needs assessment as supported by a mean of 3.44 with standard deviation of 1.19. Respondents moderately agreed that training contents were tailored to the needs as per the skills required as supported by a mean of 3.47 with standard deviation of 1.04. This agrees with Sultana (2013) who stated that it is evident that the more employees get relevant training, the efficient they become in their productivity and performance. Training is seen as equipping employees with knowledge and skills to enable the group of trainees achieve the set strategic objectives and goals (Hafeez & Akbar, 2015).

The study further pointed out that majority of the respondents agreed that training contents were tailored to the gaps in skills possessed as supported by a mean of 3.50 with standard deviation of 1.06. Respondents agreed that trainings equipped employees with new formats of accomplishing their tasks as supported by a mean of 3.94 with standard deviation of 0.971. Respondents agreed that trainings were tailored on improving employee competencies as supported by a mean of 3.81 with standard deviation of 0.996. Majority of respondents moderately agreed that trainings were used to reduce the level of employee turnover as shown by a mean of 3.25 with standard deviation of 1.11. Respondents agreed that majority of the respondents moderately agreed that the training gaps informed the training methods to be applied as shown by a mean of 3.47 with standard deviation of 1.06. This is supported by Kum, Cowden and Karodia (2014) who revealed that the management in organizations should approve training programs and content to ensure that the employees learn new formats of working.

4.3.2 Training Methods

Several statements on the effect of training methods on performance of employees in organizations were identified by the researcher. Respondents were asked to indicate the extent of their agreement with each statement in regard to trainings method at Safaricom and how it has influenced your performance. A scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = Strongly agree was used. The findings are as shown in Table 4.3.

Table 4.3: Training Methods

	Mean	Std. Dev
The methods of training employees are in line with organizational culture	3.77	1.03
The methods of training employees are in line with organizational structure	3.62	.952
The methods of training employees are in line with available resources	3.86	.856
Well qualified experts in different fields are engaged to conduct the training	3.72	1.12
The company allows on the job training for its staff	4.13	.977
Off the job training as necessary	3.61	1.25
Well experienced employees allocate work to junior staff	2.94	1.37
Well qualified employees allocate work to junior staff	3.00	1.22
Experienced staff are responsible for the work delegated to their juniors	3.02	1.16

Mentor-mentee relationship is encouraged in skills development	3.52	1.06
Employee are allowed to transfer to other departments from time to time to develop their skills	3.08	1.38

The findings point out that majority of the respondents agreed that the methods of training employees were in line with organizational culture as supported by a mean of 3.77 with standard deviation of 1.03. Respondents agreed that the methods of training employees were in line with organizational structure as shown by a mean of 3.62 with standard deviation of 0.952. Respondents agreed that the methods of training employees were in line with available resources as supported by a mean of 3.86 with standard deviation of 0.856. Respondents agreed that well qualified experts in different fields were engaged to conduct the training as shown by a mean of 3.72 with standard deviation of 1.12. This agrees with Wenzel (2014) who established that those person/persons selected to conduct the training, either outside or in-house trainers, it is important that the company's goals and values be carefully explained.

The findings established that majority of the respondents agreed that the company allowed on the job training for its staff by a mean of 4.13 with standard deviation of 0.977. Respondents agreed that off the job training was necessary as supported by a mean of 3.61 with standard deviation of 1.25. Majority of the respondents moderately agreed that well experienced employees allocated work to junior staff as shown by a mean of 2.94 with standard deviation of 1.37. Respondents moderately agreed that well qualified employees allocated work to junior staff as supported by a mean of 3.00 with standard deviation of 1.22. This agrees with Tahir, Yousafzai, Jan and Hashim (2014) who states that all human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives.

The study pointed out that majority of the respondents moderately agreed that experienced staff were responsible for the work delegated to their juniors as supported by a mean of 3.02 with standard deviation of 1.16. Respondents agreed that mentor-mentee relationship was encouraged in skills development as supported by a mean of 3.52 with standard deviation of 1.06. The study further established that respondents moderately agreed that employees were allowed to transfer to other departments from

time to time to develop their skills as supported by a mean of 3.08 with standard deviation of 1.38. This agrees with Adongo (2013) who established that firm train their employees to improve their performance and the company's performance in general.

4.3.3 Training Content

Several statements on the effect of training content on performance of employees in organizations were identified by the researcher. Respondents were asked to indicate the extent of their agreement with each statement in regard to trainings content at Safaricom and how it has influenced your performance. A scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = Strongly agree was used. The findings are as shown in Table 4.4.

Table 4.4: Training Content

	Mean	Std. Dev
The content of trainings for staff are in line with the training needs established	3.94	.971
Training content is always deep enough to cover the scope of skills gap	3.61	1.11
The individuals engaged to offer training to staff are well versed with what they train	3.72	.902
The training content is developed with the level of employees in the organization	3.73	.990
The training contents allow provision of feedback for greater learning impact	3.81	.908
The trainings keep in line with organizational policies and procedures	3.94	.881

The findings pointed out that majority of the respondents agreed that the content of trainings for staff were in line with the training needs established as supported by a mean of 3.94 with standard deviation of 0.971. Respondents agreed that training content was always deep enough to cover the scope of skills gap as supported by a mean of 3.61 with standard deviation of 1.11. Respondents agreed that the individuals engaged to offer training to staff were well versed with what they trained supported by a mean of 3.72 with standard deviation of 0.902. This is supported by Menguin, (2017) who established that to provide the desired motivation and accountability, it is a good idea to assess people skills in advance of the training programmes by employing executives who able to coach their supervisors and subordinates in ensuring frequent feedback, encouragement and reinforcement.

The study further established that the training content was developed with the level of employees in the organization as shown by a mean of 3.73 with standard deviation of 0.990. Respondents agreed that the training contents allowed provision of feedback

for greater learning impact as supported by a mean of 3.81 with standard deviation of 0.908. Respondents agreed that the trainings kept in line with organizational policies and procedures as supported by a mean of 3.94 with standard deviation of 0.881. Asim (2013) stated that it is important for an organization to focus on training that all employees should receive. Similarly, Awais Bhatti, Mohamed Battour, Pandiyan Kaliani Sundram and Aini Othman (2013) state that trainers should know more about the subject than those they are trying to teach, and always be looking to learn more.

4.3.4 Employee Development Programs

Several statements on the effect of development programmes on performance of employees in organizations were identified by the researcher. Respondents were asked to indicate the extent of their agreement with each statement in regard to development programmes at Safaricom and how it has influenced your performance. A scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = Strongly agree was used. The findings are as shown in Table 4.5.

Table 4.5: Employee Development Programs

	Mean	Std. Dev
There is a well-organized orientation program for all its new staff	3.80	1.22
There are employee mentorship programs to nature employees' career growth	3.22	1.22
The company encourages employee coaching to develop the skills among its staff	4.27	.838
Employees are allowed to work in different departments from time to time to improve their skills	3.05	1.37
Employees are given extra duties to prepare them for management positions in the organization	2.97	1.53
Employees are sponsored for professional courses	2.83	1.59
Employees are allowed to work in teams on a given project	3.38	1.34

The study found out that majority of the respondents agreed that there was a well-organized orientation program for all its new staff as shown by a mean of 3.80 with standard deviation of 1.22. Respondents moderately agreed that there were employee mentorship programs to nature employees' career growth as shown by a mean of 3.22 with standard deviation of 1.22. Respondents agreed that the company encouraged employee coaching to develop the skills among its staff as supported by a mean of 4.27 with standard deviation of 0.838. This mentoring during the on boarding process

can also lower turnover and help identify high-potential employees early on (Dhar, 2015).

The study further established that majority of the respondents moderately agreed that employees were allowed to work in different departments from time to time to improve their skills as supported by a mean of 3.05 with standard deviation of 1.37. Respondents disagreed that employees were given extra duties to prepare them for management positions in the organization as supported by a mean of 2.97 with standard deviation of 1.53. Employees were sponsored for professional courses by a mean of 2.83 with standard deviation of 1.59. Employees were allowed to work in teams on a given project as supported by a mean of 3.38 with standard deviation of 1.34. Mentorship may be taken through formal education or informally as a local arrangement amongst employees in an organization (Sung & Choi, 2014).

4.3.5 Employee Performance

Several statements on the effect of employee performance in organizations were identified by the researcher. Respondents were asked to indicate the extent of their agreement with each statement in regard to employee performance at Safaricom. A scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = strongly agree was used. The findings are as shown in Table 4.6.

Table 4.6: Employee Performance

	Mean	Std. Dev
Proper training needs identification has improved employee performance	3.92	.955
Adequate skills evaluation has improved employee accuracy	3.72	1.09
Employee training has improved the level of employee creativity	3.75	.984
Employee training has improved the span of control of managers	3.61	1.11
Employee training has improved the amount of work handled by individual staff	3.67	1.18
Development programs have improved the level of efficiency among staff	3.61	1.16
Training contents have improved the accuracy levels of staff in their work	3.89	1.05

The study found out that majority of the respondents agreed that proper training needs identification had improved employee performance as supported by a mean of 3.92 with a standard deviation of 0.955. Respondents agreed that adequate skills evaluation had improved employee accuracy by a mean of 3.72 with standard deviation of 1.09.

Employee training had improved the level of employee creativity by a mean of 3.75 with standard deviation of 0.984. Training is done to develop skills and pass over new operational knowledge, bringing about attitudinal and behavioral changes leading to improved capability of the trainees to handle their duties and work assignments effectively and efficiently (Kulkarni, 2013).

The study further established that respondents agreed that employee training had improved the span of control of managers as shown by a mean of 3.61 with standard deviation of 1.11. Employee training had improved the amount of work handled by individual staff as supported by a mean of 3.67 with standard deviation of 1.18. Development programs had improved the level of efficiency among staff as supported by a mean of 3.61 with standard deviation of 1.16. The study further established that respondents agreed that training contents had improved the accuracy levels of staff in their work as supported by a mean of 3.89 with standard deviation of 1.05.

4.4 Inferential Statistics

The researcher conducted regression analysis to establish the effect of training and development on employee performance at Safaricom Company Limited. The findings of Model Summary, ANOVA and Regression coefficients are as shown in subsequent sections.

4.4.1 Model Summary

The findings of coefficient of correlation R and coefficient of adjusted determination R^2 is as shown in Table 4.7.

Table 4.7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.887 ^a	.787	.784	2.40956

a. Predictors: (Constant), Employee Development Programmes, Training Content, Training Method, Training Needs Assessment

The findings established that coefficient of correlation R was 0.887 an indication of strong correlation with the variables. The findings also established that coefficient of adjusted R^2 was 0.784 which translates to 78.4%. This explains that 78.4% changes of employee performance can be explained the following variables; employee development programmes, training content, training method and training needs

assessment. The residual of 21.6% can be explained by other factors beyond the scope of the current study.

4.4.2 ANOVA

An ANOVA was conducted at 95% level of significant, the findings of $F_{\text{Calculated}}$ and F_{Critical} are as shown in Table 4.8.

Table 4.8: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6088.906	4	1522.226	262.182	.000 ^b
Residual	1643.094	283	5.806		
Total	7732.000	287			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Employee Development Programmes, Training Content, Training Method, Training Needs Assessment

The findings in Table 4.8 show that $F_{\text{Calculated}}$ was 262.182 and F_{Critical} was 2.4035 an indication that $F_{\text{Calculated}} > F_{\text{Critical}}$ an indication that the overall regression model was significant for the study. The study established that the p value was 0.00 which is less than 0.05 an indication that at least one variable significantly influenced employee performance.

4.4.3 Regression Coefficients

In order to establish the individual influence of independent variables on dependent variables, the researcher conducted regression analysis. The findings are as shown in Table 4.9.

Table 4.9: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	10.154	.918		11.057	.000
Training Needs Assessment	.368	.027	.608	13.772	.000
Training Method	-.116	.022	-.190	-5.350	.000
Training Content	-.233	.039	-.215	-5.917	.000
Development Programmes	.358	.036	.430	10.034	.000

a. Dependent Variable: Employee Performance

The Multiple Regression Model was as follows:

$$Y = 10.154 + 0.368X_1 - 0.116X_2 - 0.233X_3 + 0.358X_4$$

X_1 = Training Needs Assessment

X_2 = Training Methods

X_3 = Training Content

X_4 = Development Programs

The findings in Table 4.9 shows that when holding all other variables constant, employee performance would be at 10.154. A unit increase in training need assessment while holding all other factors constant, employee performance would be at 0.368. A unit decrease in training methods when holding all the variables constant, employee performance would be at 0.116. A unit decrease in training content while holding all the other variables constant, employee performance would be at 0.233. A unit increase in development programmes when holding all the variables constant, employee performance would be at 0.358.

The p value of training need assessment was $0.00 < 0.05$ an indication that training need assessment significantly influenced employee performance. This agrees with Hafeez and Akbar (2015) who established that training of employees according to the knowledge gap exhibited in organization results in increasing their productivity through better job performance. Similarly, Sultana (2013) stated that it is evident that the more employees get relevant training, the efficient they become in their productivity and performance.

The study established that training method had a p value of $0.00 < 0.05$ an indication that training method significantly influenced employee performance. This agrees with Tahir, Yousafzai, Jan and Hashim (2014) who states that all human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. Similarly, Adongo (2013) who established that firm train their employees to improve their performance and the company's performance in general.

The p value of training content was $0.00 < 0.05$ an indication that training content significantly influenced employee performance. This is supported by Menguin, (2017) who established that to provide the desired motivation and accountability, it is a good idea to assess people skills in advance of the training programmes by employing executives who are able to coach their supervisors and subordinates in ensuring frequent feedback, encouragement and reinforcement.

The p value of employee development programmes was $0.00 < 0.05$ an indication that employee development programmes significantly influenced employee performance. This is supported by Dabale, Jagero and Nyauchi (2014) who established that orientation is a development program method done at the induction phase that new employees get so as to familiarize themselves with the work duties, new organizational structure and culture and colleagues hence influencing better employee performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings as presented in chapter four. Conclusion and recommendations are based on the on the findings. Suggestions for further studies are also drawn.

5.2 Summary of the Findings

The purpose of the study was to determine the effect of training and development on employee performance at Safaricom Company Limited. The study was guided by the following research questions; what is the effect of training needs assessment on performance of employees at Safaricom Limited? What is the effect of effect of training methods on performance of employees at Safaricom Limited? How does training content affect the performance of employees at Safaricom Limited? What is the effect of development programs on performance of employees at Safaricom Limited?

The study adopted descriptive research designs to establish the effect of training and development on employee performance. The target population of the study was 1892 permanent employees at Safaricom working at their head offices in Westland's, Nairobi County. The study relied on primary data that was collected by use of structured questionnaires. The collected data was coded into SPSS Version 23.0 for analysis and presentation. The study found out that coefficient of correlation R was 0.887 an indication of strong correlation with the variables.

5.2.1 Training Need Assessment

The study established that majority of the respondents agreed that there were regular skills set evaluation. Majority of the respondents agreed that regular evaluation of skills set bring out areas of deficiency that employees were to be trained on. Respondents agreed that trainings for staff were tailored to tasks performed by each

staff. Respondents agreed that employee trainings improved employee commitment levels.

Respondents moderately agreed that employee skills set evaluation was done regularly as supported by a mean of 3.38 with standard deviation of 1.13. Majority of the respondents agreed that training contents were tailored to the gaps in skills possessed. Respondents agreed that trainings equipped employees with new formats of accomplishing their tasks. Respondents agreed that trainings were tailored on improving employee competencies.

The study pointed out that majority of the respondents moderately agreed that the evaluation of skills set was done objectively. Majority of the respondents moderately agreed that there were clear policies on training needs assessment. Respondents moderately agreed that training contents were tailored to the needs as per the skills required. Majority of respondents moderately agreed that trainings were used to reduce the level of employee turnover. Respondents agreed that majority of the respondents moderately agreed that the training gaps informed the training methods to be applied. The findings of regression analysis established that training need assessment significantly influenced employee performance.

5.2.2 Training Methods

The study established that majority of the respondents agreed that their company allowed on the job training for its staff. Respondents agreed that the methods of training employees were in line with available resources. Majority of the respondents agreed that the methods of training employees were in line with organizational culture. Respondents agreed that well qualified experts in different fields were engaged to conduct the training. Respondents agreed that the methods of training employees were in line with organizational structure. Respondents agreed that off the job training was necessary and majority of the respondents moderately agreed that experienced staff were responsible for the work delegated to their juniors.

The study established that majority of the respondents agreed that mentor-mentee relationship was encouraged in skills development. Majority of the respondents moderately agreed that employees were allowed to transfer to other departments from time to time to develop their skills. Majority of the respondents moderately agreed

that well qualified employees allocated work to junior staff. Majority of the respondents moderately agreed that well experienced employees allocated work to junior staff. The findings of regression analysis established that training need assessment significantly influenced employee performance.

5.2.3 Training Content

The study established that majority of the respondents agreed that the content of trainings for staff were in line with the training needs. Majority of the respondents agreed that the trainings was kept in line with organizational policies and procedures. Majority of the respondents agreed that the training content was developed with the level of employees in the organization. Majority of respondents agreed that the individuals engaged to offer training to staff were well versed with what they trained.

The study further established that respondents agreed that training content was always deep enough to cover the scope of skills gap. Majority of respondents agreed that the training contents allowed provision of feedback for greater learning impact. The findings of regression analysis further established that training content significantly influenced employee performance.

5.2.4 Employee Development Programs

The study found out that majority of the respondents agreed that the company encouraged employee coaching to develop the skills among its staff. Majority of the respondents agreed that there was a well-organized orientation program for all its new staff. Respondents moderately agreed that there were employee mentorship programs to nature employees' career growth. Majority of the respondents moderately agreed that employees were allowed to work in teams on a given project. Respondents moderately agreed that employees were allowed to work in different departments from time to time to improve their skills.

The study further pointed out that respondents moderately agreed that employees were sponsored for professional courses. Respondents moderately agreed that employees were given extra duties to prepare them for management positions in the organization. The findings of regression analysis established that employee development programs significantly influenced employee performance.

5.3 Conclusion

The study concludes that training need assessment significantly influenced employee performance, this was associated to the fact that the company had regular skills set evaluation that brought out areas of deficiency that employees were to be trained on. Training methods significantly influenced employee performance since the content of trainings for staff were in line with the training needs established and was according to organizational policies and procedures. Training content significantly influenced employee performance due to organization adopted the content of trainings for staff that was in line with the training needs. The study further established that employee development programs significantly influenced employee performance since there was a well-organized orientation program for all its new staff.

5.4 Recommendations

5.3.1 Training Need Assessment

The study recommends that there ought to be regular skills set evaluation in the company, regular evaluation of skills ought to bring out areas of deficiency that employees are to be trained on and training for staff ought to be tailored to tasks performed by each staff. Employee trainings ought to improve employee commitment levels. Employee skills set evaluation ought to be done regularly. Training contents ought to be tailored to the gaps in skills possessed. Training ought to equip employees with new formats of accomplishing their tasks. Trainings ought to be tailored on improving employee competencies. Companies evaluation of skills ought to be set and done objectively. There ought to be clear policies on training needs assessment and training contents ought to be tailored to the needs as per the skills required. Trainings ought to be used to reduce the level of employee turnover and training gaps ought to inform the training methods to be applied.

5.3.2 Training Methods

The study recommends that companies ought to adopt job training for its staff, methods of training employees ought to be in line with available resources, organizational structure and organizational culture. Well qualified experts in different fields ought to be engaged in conducting job training. Safaricom company ought to have off the job training. Experienced staff ought to be responsible for the work

delegated to their juniors. Mentor-mentee relationship ought to be encouraged in skills development. Employees ought to be allowed to transfer to other departments from time to time to

5.3.3 Training Content

The recommends that the content of trainings for staff ought to be in line with the training needs established. Trainings ought to be kept in line with organizational policies and procedures. The training contents ought to allow provision of feedback for greater learning impact. The training content ought to be developed with the level of employees in the organization. The individuals engaged to offer training to staff ought to be well versed with what they trained. Training content ought to be always deep enough to cover the scope of skills gap.

5.3.4 Employee Development Programs

The study further recommends that the company ought to encourage employee coaching to develop the skills among its staff. A well-organized orientation program ought to be provided for all its new staff. Employee mentorship programs ought to be embraced by the organization to nature employees' career growth. Employees ought to be allowed to work in teams on a given project. Employees were ought to be allowed to work in different departments from time to time to improve their skills. Employees ought to be sponsored for professional courses. Employees ought to be given extra duties to prepare them for management positions in the organization.

5.5 Suggestions for Further Studies

The study focused on the effect of training and development on employee performance at Safaricom Company Limited, future scholars ought to carry out similar studies on telecommunication industries. The current study focused on training and development, future scholars ought to focus the overall employee turn over in commercial organizations. The current study relied on primary data, future scholars ought to carry out similar studies by use of both primary and secondary data. The current study had a coefficient of determination of 78.4% making a residual of 21.6% which can be explained by other factors beyond the scope of the current study that future scholars ought to focus on.

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RESEARCH QUESTIONS

EFFECT OF TRAINING INTERVENTIONS ON EMPLOYEE PERFORMANCE AMONG SELECTED TELECOMMUNICATION COMPANIES IN KENYA

PART A: BACKGROUND INFORMATION

1. Kindly indicate your gender male [] Female []
2. What is your position in the organization?
 Senior Management [] Supervisor []
 Other category []
3. How long have you been working at Safaricom Limited?
 Less than 3 years [] 4-6 years []
 7-10 years [] More than 10 years []
4. What is your highest level of education?
 Certificate [] Diploma [] Degree []
 Masters [] PhD []
 Other (Please specify) _____

SECTION B: TRAINING NEEDS ASSESSMENT

5. Below are several statements on the effect of training needs assessment on performance of employees in organizations. Kindly indicate the extent of your agreement with each statement in regard to trainings needs assessment at Safaricom and how it has influenced your performance. Use a scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = Strongly agree.

Statements on Training Needs Assessment	1	2	3	4	5
There are regular skills set evaluation					
Regular evaluation of skills set bring out areas of deficiency that employees are to be trained on					
Employee skills set evaluation is done regularly					
Trainings for staff are tailored to tasks performed by each staff					
The evaluation of skills set is done objectively					
Employee trainings improve employee commitment					

levels					
There are clear policies on training needs assessment					
Training contents are tailored to the needs as per the skills required					
Training contents are tailored to the gaps in skills possessed					
Trainings equip employees with new formats of accomplishing their tasks					
Trainings are tailored on improving employee competencies					
Trainings are used to reduce the level of employee turnover					
The training gaps inform the training methods to be applied					

SECTION C: TRAINING METHODS

6. Below are several statements on the effect of training methods on performance of employees in organizations. Kindly indicate the extent of your agreement with each statement in regard to trainings methods utilized at Safaricom and how it has influenced your performance. Use a scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = Strongly agree.

Statements on Training Methods	1	2	3	4	5
The methods of training employees are in line with organizational culture					
The methods of training employees are in line with organizational structure					
The methods of training employees are in line with available resources					
Well qualified experts in different fields are engaged to conduct the training					
The company allows on the job training for its staff					
Off the job training as necessary					
Well experienced employees allocate work to junior staff					
Well qualified employees allocate work to junior staff					
Experienced staff are responsible for the work delegated to their juniors					
Mentor-mentee relationship is encouraged in skills development					

Employee are allowed to transfer to other departments from time to time to develop their skills					
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SECTION D: TRAINING CONTENT

7. Below are several statements on the effect of training content on performance of employees in organizations. Kindly indicate the extent of your agreement with each statement in regard to trainings methods utilized at Safaricom and how it has influenced your performance. Use a scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = Strongly agree.

Statements on Training Content	1	2	3	4	5
The content of trainings for staff are in line with the training needs established					
Training content is always deep enough to cover the scope of skills gap					
The individuals engaged to offer training to staff are well versed with what they train					
The training content is developed with the level of employees in the organization					
The training contents allow provision of feedback for greater learning impact					
The trainings keep in line with organizational policies and procedures					

SECTION F: EMPLOYEE DEVELOPMENT PROGRAMS

8. Below are several statements on the effect of employee development programs on performance of employees in organizations. Kindly indicate the extent of your agreement with each statement in regard to trainings methods utilized at Safaricom and how it has influenced your performance. Use a scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = Strongly agree.

Statements on Development Programs	1	2	3	4	5
There is a well-organized orientation program for all its new staff					
There are employee mentorship programs to nature employees' career growth					

The company encourages employee coaching to develop the skills among its staff					
Employees are allowed to work in different departments from time to time to improve their skills					
Employees are given extra duties to prepare them for management positions in the organization					
Employees are sponsored for professional courses					
Employees are allowed to work in teams on a given project					

SECTION E: EMPLOYEE PERFORMANCE

9. Below are several statements on the effect of employee performance in organizations. Kindly indicate the extent of your agreement with each statement in regard to trainings methods utilized at Safaricom and how it has influenced your performance. Use a scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = strongly agree.

Statements on Development Programs	1	2	3	4	5
Proper training needs identification has improved employee performance					
Adequate skills evaluation has improved employee accuracy					
Employee training has improved the level of employee creativity					
Employee training has improved the span of control of managers					
Employee training has improved the amount of work handled by individual staff					
Development programs have improved the level of efficiency among staff					
Training contents have improved the accuracy levels of staff in their work					

The end

Thank You for taking part in the Study