

**EXAMINING THE EFFECTS OF JOB TRAINING ON EMPLOYEE PERFORMANCE
IN MOBILE TELEPHONE INDUSTRY.**

A CASE OF TELKOM ORANGE NAKURU, KENYA.

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DECLARATION

This research is my original work and has not been presented before for an award of a degree in any other institution for higher learning.

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This research project has been submitted for examination with my approval as the university supervisor.

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DEDICATION

To my parents, Mr Wycliffee Atola and Mrs Beatrice Atola who are the driving force in my academic pursuits.

ACKNOWLEDGEMENT

To begin with, I wish to register my immeasurable thanks to the Almighty God who is the source of wisdom and encouragement, for seeing me through the time of admission to this time. I am grateful to my parents for the financial support and contribution made towards my expenses in pursuit of this program, without which I would not be able to get to this stage. I would also like to express my indebtedness to my supervisors, Dr. Abel Anyieni, who provided limitless guidance to me prior to and during the entire duration. I wish to acknowledge my course mates, whom we discussed together to arrive at a comprehensive conclusion. God bless you all.

ABSTRACT

Employee is a blood stream of any business. The accomplishment or disaster of the firm depends on its employee performance. Hence, top management should realize the importance of investing in training for the sake of improving employee performance. This study was set to examine the effects of job training on employee performance in Mobile Telephone Industry Nakuru, Kenya as a case. Those included in the study were the top level management, middle level employees and the junior employees of Telkom Orange who were randomly selected. Employee training has been viewed as a tool for better productivity, general workforce skill development and motivation. The objective of the study was to examine the aspect of job training on employee performance in Telkom Orange. To establish whether technological change affect the performance of employees in Telkom. It also determined whether Telkom train their employees to enhance their performance. Lastly it investigated how effective employee training was for any organization. The target population was 419 comprising of 44 top level management, 165 middle level employees and 210 junior employees from all the entire department of Mass market and Customer care, Information Technology, finance and account and human resource in Telkom Orange Nakuru County, Kenya. To ensure all categories of employees were represented in the sampling process, stratified random sampling technique was used to sample the survey respondents from the target population. The employees were categorised into three strata of top level management, middle level employees and the junior employees. Training improved productivity and job satisfaction for organizations because employees knew what is expected of them as they were also equipped with the information and tools to perform their jobs effectively. It appeared to be a gap, concerning the study on the impact of training on employee performance. Therefore, the study was intended to investigate training programs of Telkom Orange and the impact it had on employee performance in mobile telephone industry. Data was collected from all employees using self-administered questionnaires. Descriptive Survey method was used to gather data. This was done to find out the opinions, preferences, attitudes, concerns of a cross-section of the population about the impact of job training on employee performance. Interviews were also conducted on managers from whom the researcher gathered more perspectives. Data from the questionnaires were analyzed quantitatively using descriptive statistics like frequency counts provided by SPSS. Data was processed by editing, coding, entering and then presenting in comprehensive tables which showed the responses of each category of variables. All the responses were recorded and incorporated in Chapter four and five. Finally, the study discussed and identified the limitations of the previous studies and gave directions for future research on this topic.

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DEFINITION OF OPERATIONAL TERMS

- 1. Training** Organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.
- 2. Performance** The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed.
- 3. Productivity** A measure of the efficiency of a person, machine, factory, system, etc., in converting inputs into useful outputs..
- 4. Policy** A plan or course of action, as of a government, political party, or business, intended to influence and determine decisions, actions, and other matters.
- 5. Mass Market** This is a market coverage strategy in which a Firm decides to ignore market segment differences and appeal the whole market with one offer or one strategy. The idea is to broadcast a message that will reach the largest number of people possible.
- 6. Information Technology** The application of computers and telecommunications equipment to store retrieves, transmit and manipulate data, often in the context of a business or other enterprise.

CHAPTER ONE

INTRODUCTION

1.0 Background Information

Training and Development

Over the past one and half decades, various arguments have been made that firm's human resource are sole source of sustainable competitive advantage, Certo (2006). Employee Training Program increase performance of both organization and individuals (Becker 1962). In the course of organization business, there are always needs for the employees and management to acquire latest skills. Training programs is an example of such strategy that enables the organizations to acquire competitive advantage. When employees acquire new information and knowledge, they become more efficient and productive. Employees must be given the attention they deserve because they are a prime asset to the organizations and a bridge towards the attainment of the sought after returns on investment (Charney & Conway 1997). Therefore, it is incumbent on organizations to prioritize the employee training so that they can realize the benefits in the short or long term. However this can be largely achieved if the managers and employees perceive training to have a positive effect on the firm performance. The organization performance will be high if the training done is perceived by the managers and employees of that organization to be important and relevant to assist them in adding skills and knowledge in performing their tasks.

Training and development to impact knowledge and skills of employees proved to be a major source of competitive advantage in a global market McKinsey (2006). To develop the desired knowledge, skills and abilities of the employees, so as to perform well on the job, requires effective training and development programs that may also effect employee motivation and

commitment Meyer and Allen (1991). In order to prepare their workers to do their job as desired, organizations provides training so as to optimize their employee's potential. Most of the firms, by applying training programs, and building new skills in their workforce, enable them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance.

Employee Performance.

Employees need training not only in the technological aspects but also in human relations, problem solving and the basic concepts of management (Hayward, 1990). When employees acquire new knowledge and information, they become more efficient, productive and fully developed. The importance of training has accelerated in the last few decades as a mission of most organization to achieve maximum return on investment, Certo and Certo (2006). Training should be viewed therefore as an important part of the process of total quality management. Understanding of the importance of training recently has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized.

The companies aimed at gaining the competitive advantage realized the importance of training in improving the employee's performance. Becker (1993) indicates the evidence regarding the positive effect of training programs on both employee and organizational performance. Colarelli & Montei (1996) also indicates that effective training programs leads to superior return on investment. Due to fast pace global and technological development, firms are now facing new changes as well as challenges. Technological advancements have molded the need of capabilities and competencies required to perform a particular tasks. Thus, to cope with these challenges, more improved and effective training programs are required by all organizations. Effective

training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (Gummesson, 2006).

Amongst the important function of human resource management, one of the crucial functions is employee development through proper training and development programs. Employee development refers to the capacity and capability building on an employee, and thus as of whole organization, to meet the standard performance level (Elena P. 2000). More the developed employees, more they are satisfied with their job, hence increasing the firm productivity and profitability.

Mobile Telephone Industry

The mobile telephone industry in Kenya is well developed having four major players. It has experienced strong growth in the year 2012 due to training programs and the same is likely to continue over till 2017. Mobile Telephone industry has emerged as a steadily growing contributor to the Kenyan economy. This has been largely due to the major advancements in infrastructure, favorable government policy, as well as an active and innovative private sector. Mobile telephone industry represents a growth process through training which encompasses all aspects of the organization's and employee performance, Research and Markets: Telecom Industry in Kenya (2013)

Telephone industry is ever-changing and encompasses planned training to make the organization more efficient at any given point of its life-cycle. Conversely, training is a strategy for bringing organizational development to life. Training is one subset of many that telephone industry relies upon when implementing employee performance.

A good training system ensure employees in every organization understand what business the company is in, what condition the company is undergoing and keeps updated on the skills they need to posses to perform their day to day job so as to bring in confidence and to improve performance. The training of employees contributes directly to the development of human resources within the organization. Training programs are directed towards maintaining and improving current job performance, while development program seek to develop skills for future jobs, Stoner & Freeman (1992).

Telkom Orange Kenya.

Telkom Orange Kenya employs a number of methods in meeting the training objectives of the organization. Such methods include on-the –job training; this means that training takes place in a normal working situation, using the actual tools, equipments, documents or materials that trainees will use when fully trained. The company also employs internship method, where programmers are jointly sponsored by colleges, universities that offer students the opportunity to gain life experiences, while allowing them to find out how they will perform in this company. (Training Policy document for Telkom Orange Kenya.)

The use of training is essential for employees to understand and aid in carrying out the goals of the organization. Organizations must employ skilled workers who are both proactive and reactive to a changing environment. They must identify the knowledge, skills, and abilities needed to obtain their goals and instill them into their employees (Hoton, 2002). In doing so, Telkom Orange ensure that the competencies identified for individual employees match the goals and objectives of the organization. Investment in continuous training and development of competencies in their employees will helps them to better meet their goals and objectives.

Telkom employs training programs to focus on managing change within the work environment and to improve employee performance. It also develops new performance management system that better communicates the overall objectives of the organization. Employees are trained to efficiently use the new performance management system, and therefore aid in the overall objectives of their organization. Essentially, implementation of training assists the management in general management of the employees.

1.1 Statement of the problem

This study begins from the realization of the need to effectively administer the impact of job training and development on employee performance. It is a well known fact that training enhances skills, knowledge and ultimately worker performance and productivity in organizations Cole (2002). Many organizations in Kenya and indeed the private sector engage in training of staff and have departments, units and sectors in charge of training. Telkom Orange is one such organization that has been practicing training. However, for some years now it appears training in Telkom Orange is haphazard and several of the employees have not qualified for any form of training nor is there any systematic process of staff development in place. Training Policy document for Telkom Orange Kenya (2012). Overall, training impacts organizational competitiveness, revenue and performance. Majority of governmental, private organization and international organizations are not recognizing the importance of training to increase their employee's productivity and when the economy slows, many organizations first seek cuts in their training budgets. This has lead to high job turnover and has increased the cost to hire new employees and finally lowed down the organizational profitability, Evans and Lindsay (1999).

In the past few years it has been reported that there has been severe failure of organizations in Kenya and particularly on employee performance, Kenya Bureau National Statistics (2012). There was a difference between what the researchers said and what Telkom orange did. It appeared to be a gap, concerning the study on the effects of training on employee performance. Therefore, the aim of this study was to examine the effects of training on employee performance in mobile communication industry in Kenya so as to inform the managers, academicians and policy makers on the effect of training on employee performance particularly Telkom Orange, Nakuru.

Objectives of the study

a) General Objective

To examine the impact of job training on employee performance in mobile telephone industry

b) Specific Objectives

1. To examine the aspect of job training on employee performance in Telkom Orange.
2. To determine how technological change affect the performance of employees in Telkom Orange.
3. To establish if Telkom Orange train their employees to enhance their performance.
4. To investigate how effective the employee training and development is for any organization

1.2 Research Questions

1. What relationship does job training have with employee performance in Telkom Orange?
2. How will technological change affect the daily activities and performance of employees in Telkom Orange?

3. How does Telkom Orange train their personnel by themselves or hire already trained employees?
4. What effects do the employee training and development has for the organization?

1.3 Significance of the study

The study will benefit the management of Telkom Orange Nakuru by helping them formulate their policy in order to develop programs that will positively affect employee performance. The management will also be able to plan and design how to employ well trained employees to be able to achieve their goals and meet their objectives. It will also help the organization to identify their training need, the best training method and how to evaluate their employees and the training system at large. The need for the improvement in the employees' skill is emphasized by different business executives among the private companies therefore this study findings will be a reference for many business executives and policy makers.

The study will also enable the Government to come up with training policies for parastatals and institutions that will enable organizations to take their employees for training or invite the trainers to train employees in their organizations. The study will also prompt more researches and academicians in the area having contributed to literature related to job training and development programs and serves as a reference for private and public organizations interested in the dynamics of employee performance.

1.5 Scope of the study

Those who were included in the study were the top level management, middle level employees and the junior employees from the department of Mass Market and Customer Care, Information technology, finance and accounts and human resource of Telkom Orange Nakuru, Kenya.

1.6 Limitation

Financial constraints were a major limitation owing to the nature of the research. The researcher was required to use her savings in order to complete the study. Time factor was also a major limitation as the researcher had to explain to every respondent what was required in the questionnaire. Another limitation was that respondents were not willing to give information in the name of confidentiality. To counter this problem an introductory letter was sent before hand and a follow up study was made. The researcher had to emphasize that the information obtained from the questionnaires and interviews would be treated with strict confidentiality and for the purpose of the research study

1.8 Assumptions of the Study.

The study assumed that the respondents will cooperate and will provide honest and sincere view during the data collection period. The study also assumed that the company's management will cooperate and give the required information and data.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this Chapter, the researcher critically analyzed works of other people related to variables under study. The theoretical review constitutes the theory underlying the impact of job training on employee performance. Additionally, it presents the conceptual framework and related literature.

2.1. Theoretical Review

The Human Capital Theory developed by Smith (1776) and re-invigorated by Schultz (1961) postulates that training and education are a form of investment in human beings. The underlying belief then is that training creates assets in the form of knowledge and skills, which in turn increases the productivity of the worker. Schultz argued that skilled human resource has been able to acquire these skills as a result of training and development programs or investment in the existing human resource through appropriate on-the job training both within and outside the organization for example seminars, workshops, conferences, and by creating conducive environment through appropriate welfare care like promotion.

According to Flamholtz & Lacey (1981), human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes. The Human capital theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects. Thus, the human capital perspective at the level of the organizations, due to its emphasis on skills and performance, appears to offer

more support for generalized investments in the human resources. Burke and Day's (1986) meta-analysis theory of managerial training effects (across six training content areas, seven training methods, and four types of training outcomes) showed that managerial training is moderately effective. He contends that the purpose of training and management development programs is to improve employee capabilities and organizational capabilities. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. Training and development programs may be focused on individual performance or team performance. The creation and implementation of training and management development programs should be based on training and management development needs identified by a training needs analysis so that the time and money invested in training and management development is linked to the mission or core business of the organization. Tournament Theory propounded by Lazear & Rosen, (1981), states that when an organization insufficiently monitors its employees behaviors such that it possesses imperfect information regarding employees skills and abilities, it is effective to administer a competition of career advancement based on the indication of their exhibited abilities (i.e. through the rank order of job performance that reflects employees skills and abilities demonstrated on the job).If tournament participants recognize that rewards presented to winners (i.e. prestigious positions),they will work hard in pursuit of the prizes. In other words, winnings from career competition between trained and non-trained employees are incentives to work hard and perform well. According to the tournament theory, the effectiveness of training depends on the presence of job security (i.e. training opportunities motivate employees whose job security is maintained while are motivated by wages when employment is unstable).

2.2 Related Literature

2.2.1 Training

According to Michel Armstrong (2001), Training is a systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job.

According to the Edwin B Flippo (1984) Training is the act of increasing knowledge and skills of an employee for doing a particular job. The term training indicates the process involved in improving the attitudes, abilities and skills of the employees to perform specific jobs. Training helps in improving old talents and developing new ones. Successful candidates placed on the jobs need training to perform their duties effectively and efficiently.

Employees need continued training even after they have worked for the organization for years. Training shows employees how to do the basic of their jobs and they help them improve their skills. It also helps employees adapt to changes in the workplace, Certo (2006).The department or management proposing the training begins the planning stage by setting objectives. The training objectives should meet the criteria for effective objective. They should be written, measurable, clear, specific and challenging but achievable.

They should also support the organization goals by helping develop the kind of employees who can make the organization more competitive. Training may also take into account the interest and motivation levels of employees as well as their skills. Training also has a significant effect on employee performance. Organizations can create and enhance the quality of the current employees by providing comprehensive training and development. Indeed, research indicates that investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes, Russell and Powers (1985).

Motivational and environmental influences of training effectiveness have received little attention. This analysis integrates important motivational and situational factors from organizational behavior theory and research into a model which describes how trainees' attributes and attitudes may influence the effectiveness of training, Raymond (1986). According to Trever (1991), training should improve the staff skills and change their attitudes towards work. Training is a motivating factor and can enable the work force to get to higher levels. Organizations that employ training have been known to achieve higher mission performance. Training also bridges the gap of work performance versus the work goals attainment. There is therefore a continual need for the process of staff development, and training to fulfill an important part of this process. Training should be viewed therefore as an important part of the process of total quality management.

2.2.2 Human Resource Management

It is necessary for the organization to restructure and reinforce the human assets to adapt itself to changes. Business does not have unanimous methodologies for evaluation and it depends on suitability, Bivainis and Morkvenas (2008). It is of great importance to any organization to strive for the development of its employees as esteemed members of the organizational management team. For the development of human asset, 'training' becomes the base.

It is the view of Beardwell and Holden (1993) that Human Resource Management concepts such as commitment to the company and the growth in the quality movement have led senior management teams to realize the increased importance of training, employee development and long-term education. Such concepts require not only careful planning but a greater emphasis on employee development.

For any organization to function effectively, it must have materials, supplies, money and equipment, ideas about the services or products to offer those who might use its outputs and finally employees, who are the human resource, to run the enterprise. Armstrong (1996), Human Resource Management has emerged as a major function in most organizations and is the focus for a wide-ranging debate concerning the nature of the contemporary employment relationships.

2.2.3 Job Training and Employee Performance

Studies by Cole (1997) defined training as a learning process which is aimed at impacting knowledge and skills to enable the employee to execute their task better. This will help the employee to acquire new information in relation to new technological knowhow and other external forces emerging. Training has been recognized as a central role of management by leading researchers. It is for this reason still, that the study seeks to establish whether job training should be based on accumulated seniority or extra relevant qualifications and whether based on the right criterion, leads to employee performance. Doeringer & Piore (1971), say that in order to develop skills and abilities specific to the company, its significant from an organizational perspective to train employees in accordance with their company's specific skills and abilities.

Organizations can create and enhance the quality of the current employees by providing comprehensive training and development. Indeed, research indicates that investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes, Russell and Powers (1985). Jacoby (1984) and Morishima (1986), indicate that training opportunities increase the level of individual performance and organizational commitment among workers in their career advancement, influences the workers behaviors and attitudes such as motivation and organizational commitment, particularly in the case of stable

employment. In upholding the views of Jacoby (1984) and Morishima (1986), Pigors and Myers (1981), submitted that training should encourage those employees who make a successful effort to increase their knowledge or skill. Bramley (1991) indicates that training is a component of staff development and if carried out effectively, it can lead to improvement in the performance of employees.

According to Bogonko & Saleemi (1997), training is effective only when it is properly planned and effectively executed. Training methods must be appropriate to the level of employees, the nature of tasks and purpose of training. The effectiveness of a training program should be evaluated so that necessary improvements may be made in it from time to time. Hence, training must be carefully planned and evaluated and employees must be purposively selected.

The Training Policy Document for Telkom Orange, points out that in its training policy, that all staff shall be encouraged through training to develop their potential and enhance their efficiency on the job in the present and in the future which agrees with Buckley and Caples definition of training as “a planned and systematic effort to modify or develop knowledge, skills or attitude through learning experience, to achieve effective performance in an activity or range of activities”. Although most of the empiricism posits that training is a correlate of individual job performance, few are on the benefits as a motivator and none is in the context of Telkom Orange, a gap this study sought to fill. All employees, regardless of their previous training, education and experience, must be given further training. This is because the competence of workers will never last forever, due to such factors as external and technological changes.

2.2.4 Importance of Training

Training helps in socially, intellectually and mentally developing an employee, which is very essential in facilitating not only the level of performance but also the development of personnel in any organization, Oatey (1970)

Staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization, Adeniyi (1995). He also indicated that some of the advantages for training are; job functionality, morale, improved quality of life, efficiency, high skilled employees, keeping up with technology and optimum utilization of resources.

2.2.5 Methods of Training

Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole.

Training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off- the -job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development

and attitude change. These methods can be called as on-the-job training methods. Thus; either behavioral or cognitive learning methods can effectively be used to change attitudes, though they do so through different means. Cognitive methods are best for knowledge development and behavioral methods for skills, Blanchard and Thacker (1998).

The decision about what approach to take to training depends on several factors that include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner. To be effective, training method should; motivate the trainee to improve his or her performance, clearly demonstrate desired skills, provide an opportunity for active participation by the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job, Woods (1995).

a) Off-The-Job Training Methods

Training which takes place in environment other than actual workplace is called off-the-job training. Off-the-job training is usually designed to meet the shared learning needs of a group rather than a particular individual's needs. Lectures, computer-based training, games and simulations are the common forms of off-the-job training methods.

b) On-The-Job Training Methods

The purpose of the on-the-job training session is to provide employee with task-specific knowledge and skills in work area. The knowledge and skills presented during on-the-job are directly related to job requirements. Job instruction technique, job rotation, coaching and apprenticeship training are the common forms of on-the job training methods. Job instruction

training is a structured approach to training, which requires trainees to proceed through a series of steps in sequential pattern. The technique uses behavioral strategy with a focus on skill development, but there are usually some factual and procedural knowledge objectives as well. This type of training is good for task oriented duties such as operating equipment. The instructor or supervisor prepares a job breakdown on the job, while watching an experienced worker perform each step of the job. Job instruction technique consists of four steps, preparation, present, try out and follow up, Blandchard and Thacker (1999).

Job rotation is the systematic movement of employees from job to job or project to project within an organization, as a way to achieve various different human resources objectives such as: simply staffing jobs, orienting new employees, preventing job boredom or burnout, rewarding employees, enhancing career development, exposing employees to diverse environments, Woods (1995). Excellent job rotation program can decrease the training costs while increases the impact of training, because job rotation is a hand on experience. Job rotation makes individuals more self-motivated, flexible, adaptable, innovative, eager to learn and able to communicate effectively.

Coaching is the process of one-on-one guidance and instruction to improve knowledge, skills and work performance. Coaching is becoming a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support. Usually coaching is directed at employees with performance deficiencies, but also used as a motivational tool for those performing well. Coaching methods solve precise problems such as communication, time management and social skills, Kirwan (2000).

Apprenticeship is one of the oldest forms of training which is designed to provide planned, practical instruction over a significant time span. Apprenticeship was the major approach to learning a craft. The apprentice worked with a recognized master craft person, McNamara, (2000).

2.2.6 External Factors affecting Training

Unionization is a major characteristic of determining whether organizations will undertake training or not. If the labor union expects that the organization to increase salaries for its employees, then the organization will not be able to train their employees as expected due to lack of funds. Although the power of trade unions has declined in aggregate over the past quarter century, unions are still found to have a positive impact on employment conditions such as wages Jacoby (1995). Therefore, employees will get higher salaries but they will not be trained. Employees' performance towards their workforce will be shaped, not only by their knowledge, but also by norms and culture about how training should be conducted and how the wider firm should be run. One dimension is the extent to which organization training or not, in other words their preference for enforcing training to improve employee performance. Woods, (2008).

2.2.7 Training Evaluation

The process of evaluating training has been defined by Holton (2002) as any attempt to obtain information (feedback) on the effects of training programs, and to assess the value of the training in the light of that information. Warr (1969) defined evaluation as the systematic collection and assessment of information for deciding how best to utilize available training resources in order to achieve organizational goals. From these definitions it follows that evaluation leads to control which means deciding whether or not the training was worthwhile (preferably in cost-benefit terms) and what improvements are required to make it even more efficient and effective.

Kirkpatrick (1994), indicates that organizations should start by measuring how trainees (the employees being trained), reacted to the training. It's important to measure reaction because it helps you understand how well the training was received by your audience. The second level is to measure what your trainees have learned. How much has their knowledge increased as a result of the training? It's important to measure this, because knowing what your trainees are learning and what they aren't will help you improve future training. The third level is to evaluate how far your trainees have changed their behavior, based on the training they received. It's important to realize that behavior can only change if conditions are favorable. Finally you analyze the final results of your training. This includes outcomes that you or your organization have determined to be good for business, good for the employees, or good for the bottom line.

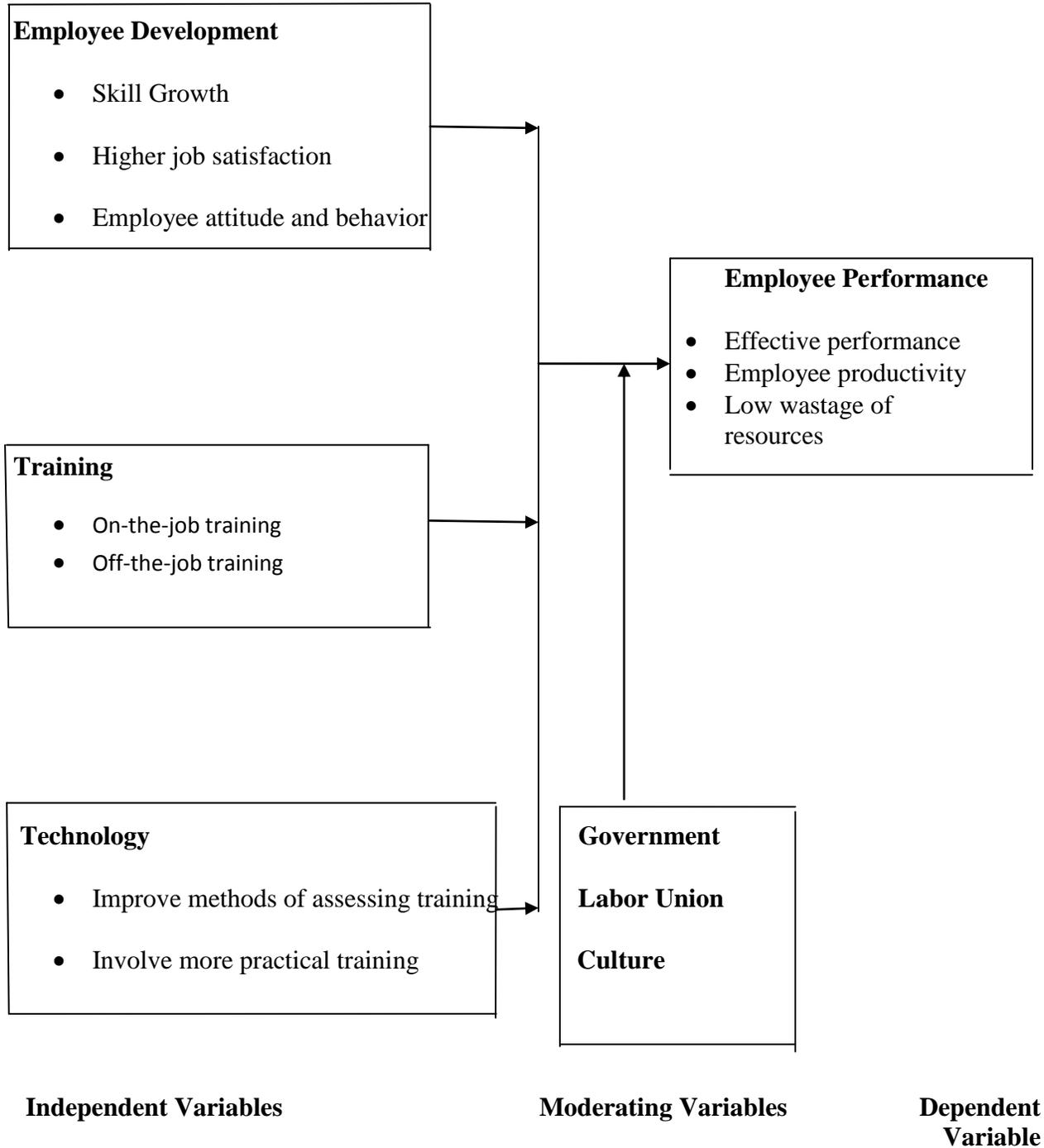
2.3 Conceptual Framework

The propose model is self made and looking at the literature review their gaps between training and employee performance. Employee performance is a dependent variable and training and development is the independent variable. Training and development variable is measured by the following variables; Employee development which is subdivided into; Employee learning which increase the abilities and competency of the employee (Dixon 1999). The abilities and competencies are helpful in employee performance and productivity. Skill growth is possible through training and coaching. The skill level will impact employee performance. When employees are self directed, they develop a positive attitude towards training and indeed would lead to employee performance (Elena P. 2000). When employee is nominated in different workshops, and training sessions, the employee attitude and behavior will determine the seriousness in training and development programs.

Training is also another variable subdivided into; off-the-job training, usually designed to meet the shared learning needs of a group rather than a particular individual's needs. Lectures, computer-based training, games and simulations help the employee to acquire skills and leads to high performance. On-the-job training session provide employees with task-specific knowledge and skills in work area. They include Job instruction technique, job rotation, coaching and apprenticeship training. Off-the-job training and on-the-job training are best for knowledge development and skills development making employees perform highly, Blanchard and Thacker (1998).Government, labor laws and culture serve as intervening variables. Employee Performance means employee productivity and output as a result of training and development. Employee performance leads to high productivity, effective performance and low wastage of resources.

Figure 2.1 gives a framework illustrating how variables in the study are conceptualized and related:

Figure 2.1 Conceptual Framework



Source: Author 2013

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter presents the design, target population, location, sample, data collection method, data procedure, testing, ethical consideration, data analysis and expected outcome in the study.

3.1 Research Design

This chapter describes the methods and procedures which were used to collect data on the effects of Job Training on employee Performance in Telkom Orange Nakuru Municipality, Kenya. The research study was a descriptive survey type involving informed and desirable persons. The method chosen helped identify salient characteristics and unique features of target population to very accepted degree. Employees were questioned using a set of standard questionnaires and semi-structured interview guide/schedule. Mugenda and Mugenda (1999) describe a survey design as an attempt to collect data from members of a population to determine the current status of that population with respect to one or more variables.

3.2 Target Population

The target population was 419 employees comprising of 44 top management employees, 165 middle level employees and 210 junior employees from all the entire department of Mass market and Customer care, Information Technology, finance and account and human resource in Telkom Orange Nakuru County, Kenya.

3.3 Sampling and Sample Procedure

To ensure all categories of employees were represented in the sampling process, stratified random sampling technique was used to sample the survey respondents from the target population. The employees were categorised into three strata of top level management, middle

level employees and the Junior employees. Since the target population, N , was known, the study adopted the formula of Israel (1992) as shown in equation 1 below, to determine the sample size, n , of survey respondents:

(Equation 1)

$$n = \frac{N}{1 + N(e)^2}$$

where n was the optimum sample size, N the number of target population of employees at Telkom Orange, e the probability of error (i.e., the desired precision, e.g., 0.05 for 95% confidence level). For example, Target population of 419 employees, implying n was approximately 205 as derived in equation 2 below:

(Equation 2)

$$n = \frac{419}{1 + 419(0.05)^2} = 205$$

Using proportionate sampling, the sample size consequently comprised 22 top level management, 81 middle level employees and 102 junior employees to make a total of 205 employees as shown in Table 3.1.

Table 3.1: Sampling frame

Population Category	Telkom Orange Staff	Sample Size	Percentage Frequency
Top Level Management	44	22	10.7
Middle Level employees	165	81	49.8
Junior Employees	210	102	39.5
Total Population	419	205	100%

Source: Author 2013

3.4 Location

The study was conducted in Telkom Orange in Nakuru County and its environ because the town is growing so fast in Kenya with all the mobile telephone companies. Since all the mobile telephone companies are in Nakuru, there was a possibility that training was being conducted in the companies.

3.5 Research Instruments

Open and structured questionnaires (see Appendix 1) were used to ensure that all respondents replied to the same set of questions. Questionnaires was preferred because of the simplicity in administration, scoring of items and analysis (Ary, 1979). In addition, interview guides (see Appendix 2) were also used to interview the company managers to supplement findings from the questionnaires. The choice of interview guide for the collection of data was justified by the fact that an interview is the single best tool to be used for its flexibility and ability to probe and obtain opinions from respondents. (Gay, 1996). They were also considered necessary as it helped in securing clear and detailed information that can easily be left out in the questionnaires.

3.6 Piloting

3.6.1 Validity

Kothari (2004) defines validity, as the degree to which an instrument measures what it is supposed to measure. The validity of the questionnaire was determined by ensuring that questions or items in it conform to the study's Conceptual Framework (Fig 2.1). The researcher also used expert judgment which were done by contacting managers and other employees to ensure the relevance, wording and clarity of the questions or items in the instrument.

3.6.2 Reliability

Gay (1996) defined reliability as the degree of consistency that the instrument demonstrates. The researcher used pilot testing method because it was expected that some items or questions would have several possible answers. The researcher established the reliability of the questionnaires by computing the alpha coefficient of the items (questions) that constituted the dependent variable and that of the items that constituted the independent variable.

3.7 Ethical Considerations

Transmittal letter from relevant authorities were issued to the management of Telkom Orange stating who the researcher is and what type of research study the researcher undertook. The researcher also indicated that the data collected was only be used for research purposes alone so as to maintain confidentiality. The study didn't not involve plagiarism materials because this could have led to a serious and punishable offense.

3.8 Data Collection Procedure

Data was collected from employees of Telkom Orange using self-administered questionnaires. Interviews were also conducted on managers from whom the researcher gathered more

perspectives. Transmittal letter was issued from the department to enable the researcher proceed to the field

3.9 Data Analysis and Presentation

Data from the questionnaires were analyzed quantitatively using descriptive statistics like frequency counts provided by SPSS. Data was processed by editing, coding, entering and then presenting in comprehensive tables which showed the responses of each category of variables. Job training was correlated with employee performance using Pearson's Linear Correlation Coefficient. Pearson's was selected because the study entailed determining correlations or describing the association between two or more variables (Oso & Onen 2008). Data recorded from the interviews with the management staff was qualitatively analyzed. All the responses were recorded and incorporated in Chapter four and five. Data was presented qualitatively and quantitatively using statistics like tables, frequencies, percentages, pie chart and graphs which were used to determine the proportion of respondents choosing the various responses.

3.10 Expected Outcome

The researcher expected the outcome of this research to help in the building of an effective and efficient team that was able to achieve the objectives as stated in the background of this proposal and subsequently those the Telkom Orange Kenya. The researcher also expected the study to help identify training gaps so that the management can advice its staff on areas of training. The research should also be a useful tool for career management of the staff within the department and it should also ensure all employees become productive and well developed at work

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction of Data Analysis

This chapter presents the analysis of data collected and presentation of results. The summary is organized under the following headings, age of respondents, gender of respondents, education background, job position of respondents, year of service in the company, participation in training, number of times respondents involved in training, formulation of employee training policy, objectives of training, training need assessment, training budget, methods of training, planned or systematic training, accessibility of training, sponsorship for further studies, rating the organization in terms of training, effects of training on employee performance, training evaluation and correlation test between job training and employee performance. The analysis and findings are summarized into percentages and frequencies, graphs, charts and table which have been used to present data.

4.2 Preliminary Information

4.2.1 Response Rate

From an approximated sample size of 209 employees, the researcher issued 209 questionnaires to all the sampled employees to assist in ascertaining the required information. The respondents were issued with the data collection tool for two weeks prior to analysis time and before the expiry of the allocated duration. The researcher made repeated visits to ensure higher response rate. However all efforts resulted into a completed lot of 180 questionnaires. Top level managers were interviewed from the four departments in the company to supplement findings from the

questionnaires. Therefore the response rate was 86%. All reported findings and generalizations were derived out of this scope of respondents.

4.3 Demographic Information

Table 4.1 Age distribution of respondents

Age of respondents	Frequency	Percentage (%)
21-35	97	53
36-45	65	36
46-55	13	8
56-60	5	3
Total	180	100

Source: Researcher 2013

The study sought to find out the age distribution of respondents. Table 4.1 shows that 53% of the respondents in the study had an age between 21-35, 36% had an age between 36-45, 8% had an age between 46-55 and 3% had an age between 56-60. Therefore most of the respondents had an age between 21-35.

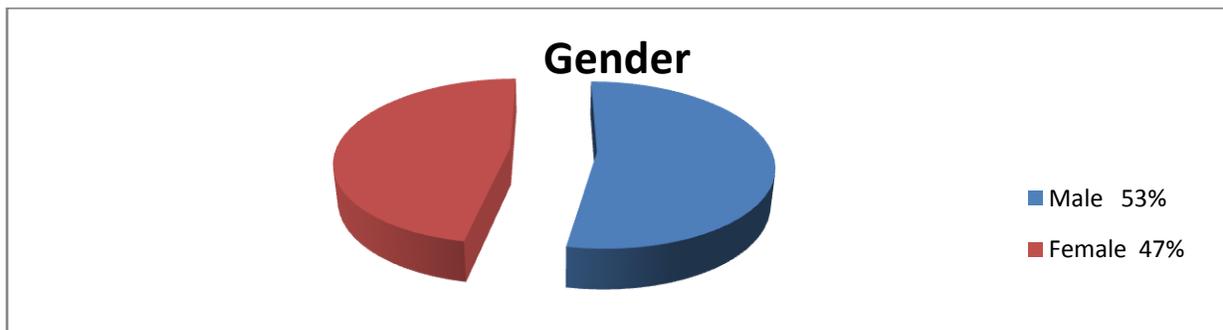
Table 4.2 Gender of Respondents

Gender	Frequency	Percentage
Male	96	53
Female	84	47
Total	180	100

Source: Researcher 2013

The study sought to find out the gender of the respondents. Table 4.1 shows that 53% the respondents in the study were male while 47% of the respondents were female. Therefore there was an almost equal representation of the two genders in the sample of the study. The figure below shows a graphical representation

Figure 4.1 Gender of Respondents



Source: Researcher 2013

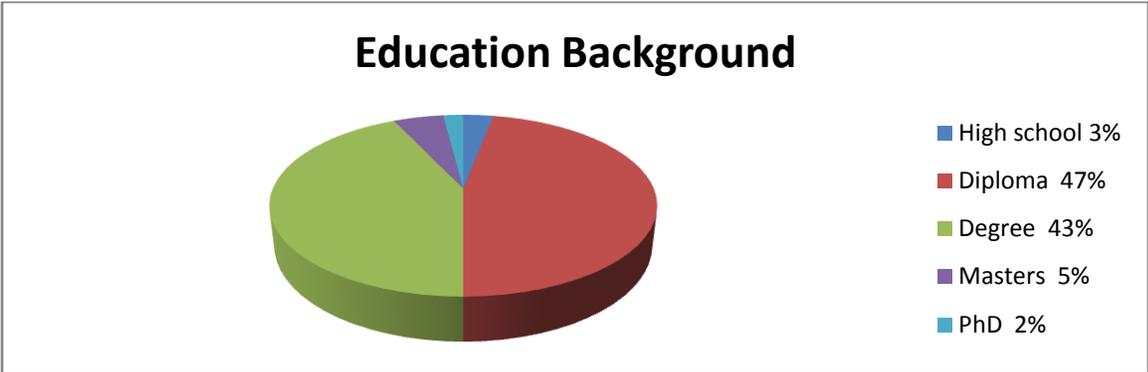
Table 4.3 Education Background

Education Level	Frequency	Percentage
High School	5	3
Diploma	85	47
Degree	77	43
Masters	10	5
PhD	3	2
Total	180	100

Source: Researcher 2013

The study was also keen in finding out the education level or qualification of respondents in the field. From those who reached high school level to those with PhD, the highest percentage was those with diploma with a percentage of 47%. They were followed closely with degree holders with 43%, then master degree holders with 5%, high school level 3% and the least number of respondents were PhD holders with 2%. From a good analytical point of view, those with diploma and degrees are most eligible and are better placed in terms of job opportunity in Telkom Orange. A graphical representation is shown in the figure below.

Figure 4.2: Education Background



Source: Researcher 2013

4.4 Training and Employee Performance

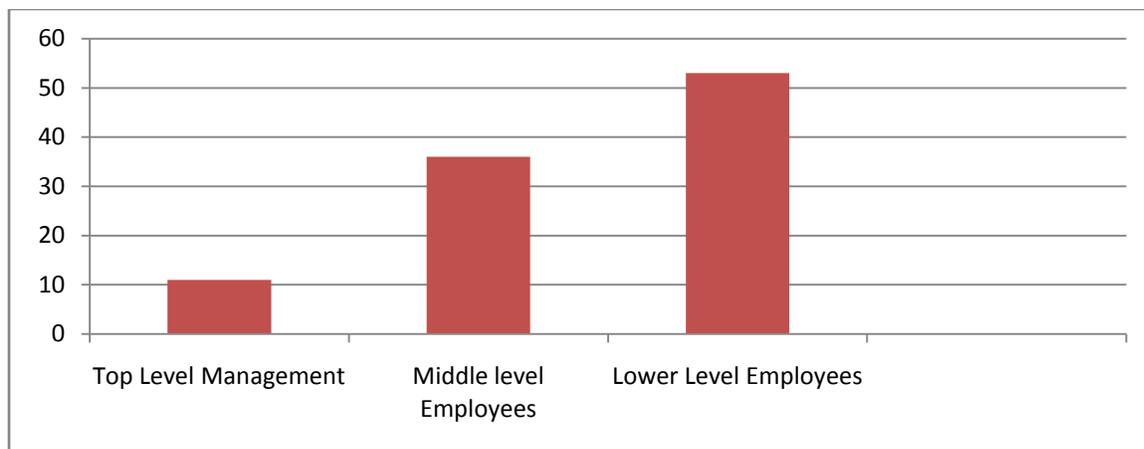
Table 4.4 Position Held by Respondents

Position	Frequency	Percentage
Top Level Management	20	11
Middle Level Employees	65	36
Lower Level Employees	95	53
Total	180	100

Source: Researcher 2013

The researcher was also interested in finding out the position held by respondents in Telkom Orange, Nakuru. Majority of the respondents were the lower level employees making the highest percentage of 53%. Those in the middle management had the second highest percentage of 36%. Top level management had the lowest percentage of 11%. The study majorly concentrated on the effect of job training on middle and lower level employees.

Figure 4.3 Position Held by Respondents.



Source: Researcher 2013

Table 4.5 Year of Service in the Organization

	Frequency	Percentage
5 Years or Less	70	39
5-10 Years	95	53
10 Years and Above	15	8
Total	180	100

Source: Researcher 2013

The study also sought to find out the number of years the respondents have been with Telkom Orange as depicted in the table above. This was of importance because it gave the true picture and the element of experience is covered as per respondent opinion. Majority of the respondents have been with Telkom Orange for 5-10 years. They had a percentage of 53%., those with 5 years and below had 39% and lastly 10 years and above had 8%.This depict that a larger number of the respondents has been in Telkom Orange for 5-10 years and know what they are talking about and thus gave a true image of Telkom Orange on the areas the research seeks to cover.

Table 4.6 Number of Times Respondents get Involved in Training.

	Frequency	Percentage
Only Once	20	11
Twice	25	14
Several Times	120	67
Never	15	8
Total	180	100

Source: Researcher 2013

The researcher sought to find out how often the respondents were involved in training. Table 4.3 indicates that 8% of the respondents were never involved in training, 11% had only once been involved in training and 14% had been involved twice in training. The finding also indicates that majority of the respondent had been involved in training for several times. This therefore depicts that Telkom Orange trains their employees to improve their performance.

Figure 4.4 Whether Telkom Formulate Employee training Policy



Source: Researcher 2013

From the figure above the researcher was covering the aspect of training policy and if it has been implemented in Telkom Orange.54% said yes and had the following opinion;

- It only benefits a few fellows from specific departments.
- The policy is not effective.
- The policy should be improved by the management.
- There is lack of funds to implement the policy in the company.

46% of the respondent said that training policy was not there but it seemed they were not aware of it because of ignorance and it had not been communicated to them.

Table 4.7 Objective of training

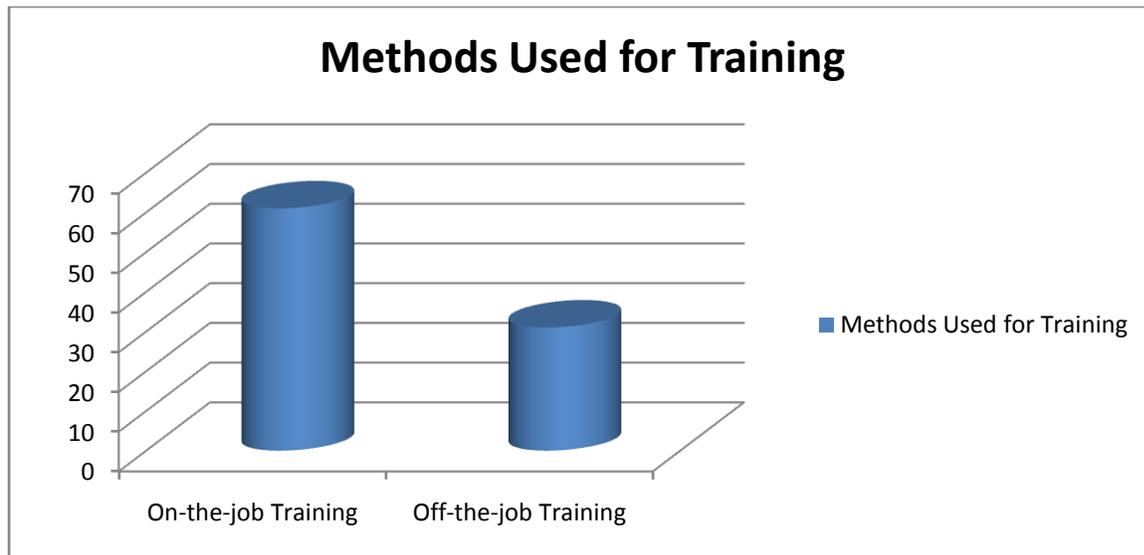
	Frequency	Percentage
To examine the aspect of job training on employee performance	85	47
To determine how technological change affect the performance of employees	20	12
To identify if the management train their employees to enhance their performance	40	22
To investigate how effective the employee training and development is for any organization	35	19
Total	180	100

Source: Researcher 2013

The researcher also wanted to identify the objective of job training in Telkom Orange. Majority of the respondent with 47% indicated that the objective was to examine the aspect of job training on employee performance. 22% indicated that the objective was to identify if the management train their employees to enhance their performance, 19% indicated that the objective was to

investigate how effective employee training is for any organization and lastly 12% indicated that the objective was to determine how technological change affect the performance of employees.

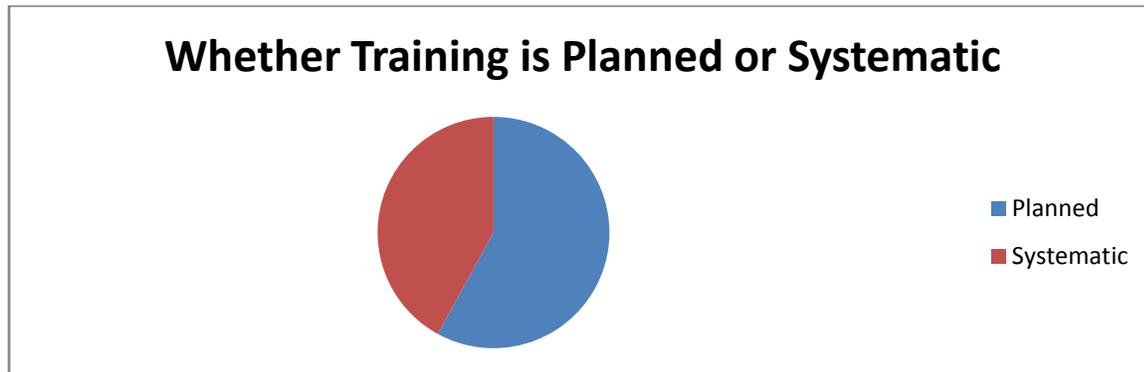
Figure 4.5 Methods Used for Training



Source: Researcher 2013

The researcher went a step further to find out which training method is frequently used at Telkom Orange. Majority of the respondents with 61% said that on-the-job training method is frequently used while 39% said that off-the-job training is the method used. Accordingly, the managers were asked to identify the training types and methods used. Regarding the types of training, they indicated that Telkom Orange engages in orientation training for new employee, refresher training for existing employees, job training, and career development training. Regarding training methods, they mentioned on-the- job training and off- the- job training method.

Figure 4.6 Whether Training is planned or systematic



Source: Researcher 2013

The researcher wanted to find out whether training is planned or systematic in Telkom Orange. 58% of the respondents said it was planned while 42 % of the respondents said it was systematic. This finding indicates that most the times Telkom Orange plan for their employee training.

4.5 Performance Improvement

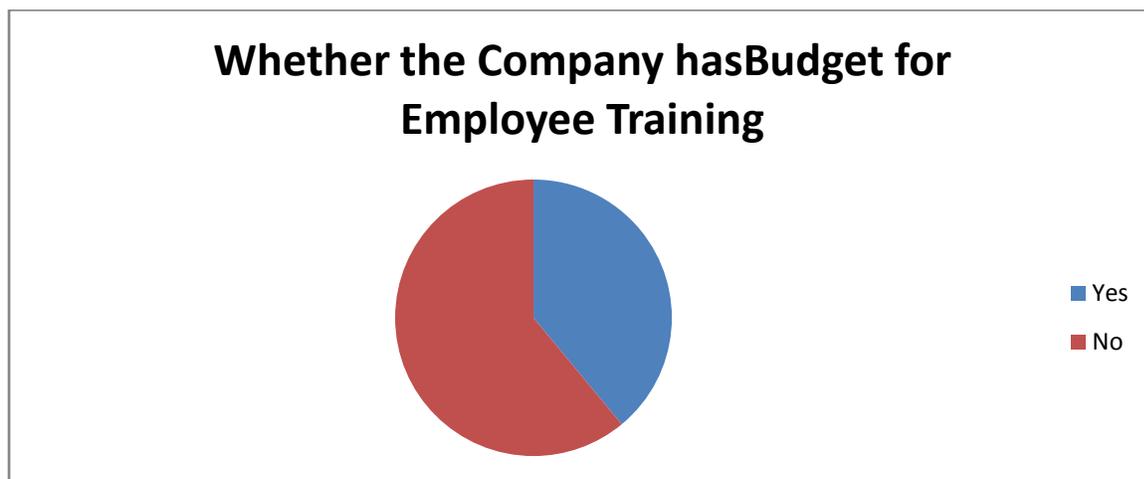
Table 4.8 How adequate is training conducted in the Company

	Frequency	Percentage
Only the Top Level	10	6
Only the Middle Level Employees	50	28
Only the Lower Level Employees	30	16
All the employees	90	50
Total	180	100

Source: Researcher 2013

From the table above 50% of the respondents said that training is conducted to all employees in the organization.28% said that training is conducted to only the middle level employees and 16% of the respondents said that only the lower level employees receive training. The least number of employees with 6% said that training is only conducted to the top level management.

Figure 4.7 Budget for Employees Training



Source: Researcher 2013

The figure above indicates whether Telkom Orange has a budget for employee training.61% of the respondents indicated that the company had a budget for employee training but were not aware of the amount allocated.39% of the respondents said the company had no budget for training. This depicts that the company usually budget for their employee training to a certain level.

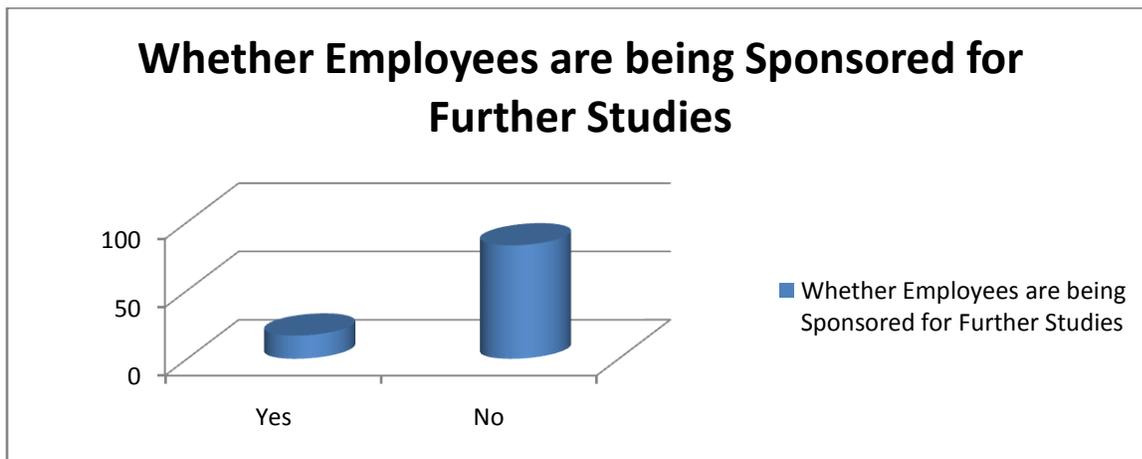
Table 4.9 How Training Need is Determined

	Frequency	Percentage
Performance Appraisal	35	19.4
Business and Human Resource Plan	40	22.3
General employee performance	60	33.3
No Idea	45	25
Total	180	100

Source: Researcher 2013

The researcher sought to find out how training need assessment is determiner at Telkom Orange.33.3% said it was determined through general employee performance, 22.3% said that it was determined through business and human resource plan, 19.4% said it was being determined through performance appraisal and 25% of the respondents had no idea of how training need is determined in the company.

Figure 4.7 Sponsorship for Further Studies



Source: Researcher 2013

The researcher also sought to find out whether respondents were being sponsored for further studies in the company. Majority of the respondents with 83% disagreed and said they were never sponsored for further studies in the company. Only 17% agreed to have been sponsored for training. This shows that Telkom Orange prefers training their employees in the company rather than sponsoring them for further studies.

Table 4.10 Rating the Organization in Relation to training

Rating	Frequency	Percentage
Very High	10	6
Highly	65	36
Moderately	80	44
Not a Training Company	25	14
Total	180	100

Source: Researcher 2013

The findings of the research indicated that 6% of the respondent rated training in Telkom Orange as very high, 14% indicated that there was no training, 36% rated training as high and 44% which is the majority rated training as moderate in the organization. The figure below shows a graphical representation

Figure 4.8 Rating the Organization in relation to Training



Source: Researcher 2013

4.6 Effect of Training on Employee Performance

Table 4.11 Motivation through Training

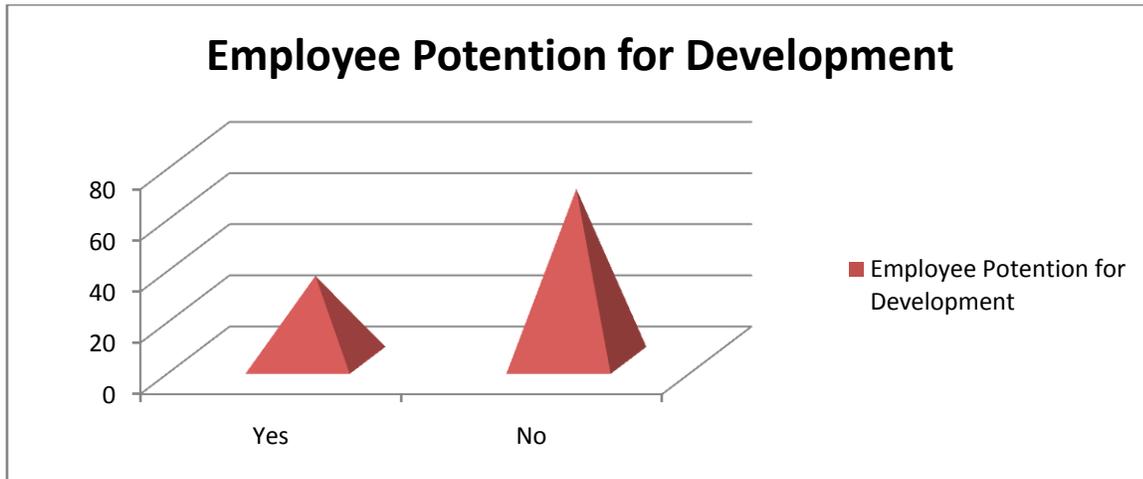
	Frequency	Percentage
No extent	25	14
Little Extend	60	33
Moderate Extend	85	47
Great Extend	10	6
Total	180	100

Source: Researcher 2013

The researcher also sought to find out what extend did training motivate employees and the conclusion was that it does to some moderate extent with 47%.Other respondents indicated that

training motivates them to a little extend with 33%.followed by 14% no extent of motivation and lastly 6% with great extend.

Figure 4.9 Employee Potential for Development through Training



Source: Researcher 2013

Similarly, the respondents were asked if training offered them an opportunity to identify any potential they have for further development. In the opinion of the respondents, 67% of them indicated that training has not offered any opportunity for personal development. The remaining 33% indicated that training had offered them an opportunity for personal development.

Figure 4.10 Opinion of training leads to employee performance



Source: Researcher 2013

The study also sought to find out whether training affects employee performance in Telkom Orange. Figure 4.7 indicates that 67% of the respondents agreed that training leads to employee performance in different ways. 33% of the respondents disagreed that training doesn't lead to better performance. This indicates that training in Telkom Orange leads to employee performance.

4.7 Participation in Training

In line with the first research question in the interview, the researcher wanted to ascertain whether Telkom Orange has been involved in training and development for the past 10 years. An interview with the top level management indicated that Telkom Orange has been involved in training for well over the 10 years. This was confirmed by the information contained in other related documents on training that most employees have had some form of training or the other. As a company, it is clear to the managers of Telkom Orange that training could be used to induct new employees and improve performance of existing employees. From the interviews training was part of the early beginnings of Telkom Orange and has continued since.

4.8 How Training is Evaluated

When it came to how training is usually evaluated, the top level management said that not much has been done to evaluate training but they have plans of how they will be evaluating it. The other employees said that they had no idea of how training is being evaluated in the organization.

4.9 Correlation Test

Table 4.12 Correlation between Job Training and Employee Performance.

Variable		How many times have you had any form of training	Objectives of the training	Methods used for the Training	Number of employee trained
Employees potential for development	Pearson Correlations	0.653	0.413	0.586	0.012
	Sig. (2-tailed)	0.003	0.642	0.008	0.872
Improvement of employee performance	Pearson Correlations	0.645	0.711	0.567	0.618
	Sig. (2-tailed)	0.004	0.132	0.016	0.017
Motivation of employees	Pearson Correlations	0.793	0.083	0.963	0.031
	Sig. (2-tailed)	0.024	0.502	0.010	0.821
Self sponsored yourself for further studies to upgrade your skills.	Pearson Correlations	0.682	0.053	0.614	0.258
	Sig. (2-tailed)	0.014	0.873	0.013	0.376

**Significant correlation (P<0.05). *Significant correlation (P<0.1) (2-tailed).

Source: Researcher 2013

Table 4.12 shows the Pearson correlation results between job training and employee performance. According to the scale a value between -1 and -0.5 indicates strong negative correlation, a value between -0.4 and -0.1 indicates weak negative correlation, a value between 0.1 and 0.4 indicates weak positive correlation and values between 0.5 and 1 indicates strong

positive correlation. A value of 0.0 indicates no correlation. All values which have a significant value of below 0.05 shows statistical significance while those with values greater than 0.05 indicates no statistical significance. From the findings, the study realized that the potential of the employees was positively correlated with number of trainings($r=0.653$, $p=0.003$) and methods used for training ($r=0.586$, $p=0.008$). This shows that the potential for employees to develop increased with number of trainings and methods used for training them. The improvement of the employees performance was positively correlated with number of times of trainings ($r=0.645$, $p=0.004$), methods used for training ($r=0.016$, $p=0.567$) and number of employees trained ($r=0.618$, $p=0.017$). This shows that improvement of the employee's performance increased with increase in number of times of the trainings, the methods used for training and increase in the number of employees trained.

The motivation of the employees was positively correlated with number of trainings ($r=0.793$, $p=0.024$) and methods used for trainings. This shows that employees' motivation increased with increase in the number of trainings and use of quality training methods. The ability and willingness of the employees to sponsor themselves for further studies was positively correlated with number of trainings ($r=0.682$, $p=0.014$) and methods used for training ($r=0.614$, $p=0.013$). This shows that increase in number of trainings and use of extra quality teaching methods corresponded with increase in the ability of the employees to sponsor themselves for further studies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION.

5.1 Introduction

This chapter presents the summary of the findings from chapter four, and also gives conclusions and recommendations of the study based on the objectives of the study.

5.2 Summary Findings

To begin with the study touched on the gender of respondents and it was clear that Telkom Orange had more male employees compared to their female counterpart. This basically showed a clear picture that the gender parity element is crippling to the female side. Majority of the respondents felt in the age bracket of 21-35 years thus making the highest percentage. They were followed closely with those in the age bracket of 36-45. Those in the age bracket of 55-56 were the third and lastly those in the age bracket of 56-60 with the least percentage. From this we can say that Telkom Orange Nakuru is made up of young employees who are still in their youthful face. When it came to academic qualifications, it was clear that those who hold diplomas were the majority followed by degree holders. Masters degree came in third followed by those who have high school certificates. Only two level management employees had PhD. The respondents mixed when it come to the position held in the organization with a wide coverage since it touched from the top level management to the lower level employees. The number of years the respondents has been with the organization was proportional to the experience they had in answering the questions asked in this research.

Participation in training, the top level management indicated that Telkom Orange has been involved in training for well over the 10 years. When it come to the number of times employee were involved in training, majority of the respondents indicated that they underwent training for

several times while others said twice or once. A few number of employees said they never attended any training session. On existence of training policy, the respondents said that it existed but it only benefited a few fellows from specific departments, that the policy was not effective and that the company lacked funds to implement the policy. A few individuals said that the policy was not in existence.

Organizational objectives of training had different views from respondents. Majority of them said that the objective was to examine the aspect of job training on employee performance. It was followed by a great number who said that the objective was to identify if the management train their employees to enhance their performance. Others said that the objective of training was to investigate how effective the employee training and development is for any organization and the remaining few said that the objective was to determine how technological change affects the performance of employees. When it come to the methods used for training employed by Telkom Orange Nakuru, The once that were frequently used were on-the-job training methods. Off-the-job training method was given a cold shoulder because it wasn't used frequently. The company also budget for training to a little extend.

Telkom Orange planned for training in order to improve their employees' performance. It was also seen that training sometimes is systematic because change is inevitable and employees need to be trained on certain aspects that cannot be avoided. On the other hand, Telkom never sponsored their employees for further studies but preferred to train their employees in the company. When it came to rating the organization in relation to training, it was rated highly and this indicates that Telkom Orange is involved in training their employees.

Training to improve employee performance resulted to employee motivation which increased their confidence and morale, it also improved employee Potential for Development and it has also increased employee productivity which in turn leads to effectiveness and efficiency at work. A correlation test between job training and employee performance was also done and it showed that an increase in number of trainings and use of extra quality teaching methods corresponded with increase in the ability of the employees to sponsor themselves for further studies and hence an improvement in employee performance.

5.3 Conclusion

The study aimed at examining the effects of job training on employee performance in Telkom Orange Nakuru, Kenya. To this objective the study found out the job training influences employee performance. Data collected from interviews with the top level managers and supported by data from questionnaires indicates that indeed training activities in Telkom Orange dates back to when the company was established. Thus training activities have long been human resource management tools at Telkom Orange. Data collected, presented and analyzed also indicated the aspect of job training on employee performance Telkom Orange. Secondly the study states that Telkom Orange train their employees to improve their performance and the company's performance in general

Thirdly data and analysis states that the policy at Telkom orange has been formulated to act as guidance and for the purpose of training to access performance. Training policy exists at Telkom Orange and an analysis of the policy showed a clear structure for training which if employed would improve access to training to all employees. Data was then presented and analyzed regarding the job training methods which shows that training programs at Telkom Orange are planned and systematic.

The results reveal that respondents have been participating in training since the company was established to date. Respondents had different views concerning the objective of training in the company. Training need is determined through performance appraisal, business and human resource plan and through the overall employee performance. Telkom Orange engages in on-the-job training and off-the-job training in order to improve the performance of their employees. Training is adequately conducted to almost all employees in the company. The company budgets for employee training to some extent. Training activities are largely not evaluated. Sponsorships for further studies in the company is not offered to the employees instead they are usually trained in the company. Finally, the study attempted to establish effects training has on employee performance and it was concluded that it leads to;

- a) Motivation
- b) Opportunity to identify potentials for further development
- c) Performance and Productivity

The findings are that many of the employees feel motivated by the training offered, and indeed many have participated in training programs. It was also identified that the employees feel training has offered them opportunity to identify potentials for development. It was also seen that majority of employees do believe that training had helped them improve on their performance and further indicted that training indeed had also improved their job skills. All the facts go to support that job training have largely succeeded to positively improve employee performance.

From the findings, the study also realized that the potential of the employees was positively correlated with number of trainings($r=0.653$, $p=0.003$) and methods used for training ($r=0.586$,

$p=0.008$). This shows that the potential for employees to develop increased with number of trainings and methods used for training them.

The improvement of the employees performance was positively correlated with number of times of trainings ($r=0.645$, $p=0.004$), methods used for training ($r=0.016$, $p=0.567$) and number of employees trained ($r=0.618$, $p=0.017$). This shows that improvement of the employee's performance increased with increase in number of times of the trainings, the methods used for training and increase in the number of employees trained.

The motivation of the employees was positively correlated with number of trainings ($r=0.793$, $p=0.024$) and methods used for trainings. This shows that employees' motivation increased with increase in the number of trainings and use of quality training methods.

The ability and willingness of the employees to sponsor themselves for further studies was positively correlated with number of trainings ($r=0.682$, $p=0.014$) and methods used for training ($r=0.614$, $p=0.013$). This shows that increase in number of trainings and use of extra quality teaching methods corresponded with increase in the ability of the employees to sponsor themselves for further studies.

5.4 Recommendations

This study recommended that Telkom Orange should reviews its employee training policy in order to improve their employee performance and productivity. It should also improve their employee training program in line with the present educational and technological changes in order to offer relevant training. The company should improve interpersonal relations in order develop skills, increase knowledge about the organization and its clients by interacting with a more experienced members in their job line. It should also establish more training programs for

improvement of employees' performance. To crown it all there's need to effective communication to the employees to be able to channel their grievances as well as the management to be able to disseminate information to employees effectively. These recommendations are geared to ensure enhanced employee performance.

5.5 Suggestions for Future Studies

On the basis for finding for this study, the researcher made the following suggestions.

1. A similar study may be carried out to examine the effects of job training on employee performance
2. A longitudinal study can be carried out to establish the effect of various training methods used in mobile telephone industry and the effectiveness of employees in the organization
3. A similar study can be replicated with employees of Telkom Orange or any other mobile telephone industry.

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APPENDIX 1

BUDGET

<u>Item Presentation</u>	<u>Amount (Ksh)</u>
1. Proposal writing i.e.	
Casual meeting with supervisor	4000
Stationary, computer, photocopy, Printing and binding	10000
2. Research instruments, typing questionnaires and other materials	8000
3. Booking, telephone services(phone cards)	5000
4. Data collection, research and assistant phone call	6000
5. Data management and analysis	15000
6. Project preparation, computer services, stationeries, Photocopy and binding	7000
7. Transport and miscellaneous	<u>20000</u>
TOTAL	<u>75000</u>

APPENDIX 2
RESEARCH PLAN
2013

DUTY MONTH	May	June	July	September	October	November
Topic selection						
Discussion						
Proposal Writing						
Presentation of proposal						
Data collection						
Data Analysis						
Report writing						
Final report						

APPENDIX 3

LETTER OF INTRODUCTION

Atola Janepher Adongo
P.O.Box 197
KITALE
KENYA
Tel: 0726876791

18th October 2013

Dear Sir/Madam,

RE: SUPPORT ON RESEARCH PROJECT.

I am a postgraduate student at the Kenyatta University. As part of the requirement for the award of the degree in MBA, I'm undertaking a research on Examining the Effects of Job Training on Employee Performance in Mobile Telephone Industry. (A Case of Telkom Orange Nakuru, Kenya).

In this regard, I'm kindly requesting for your support in terms of time, and by responding to the attached questionnaire. Your accuracy and candid response will be critical in ensuring that the objective of the research is achieved. All information received will be treated with strict confidence. Thank you for your valuable time on this.

Yours faithfully,

Atola Janepher Adongo

APPENIX 4

QUESTIONNAIRE

This questionnaire has been designed to collect information for purely academic purposes. Please answer all questions. The information obtained through the questionnaire will be treated as confidential and will be used only for study purposes

SECTION A: BASIC DEMOGRAPHIC DATA (PLEASE TICK WHERE APPROPRIATE)

1. How old are you? (Years)

a) 21 – 35 [] b) 36 – 45 [] c) 46 – 55 [] d) 56-60 []

2. Gender; Male [] Female []

2. Educational Background;

High School [] Diploma Level []

Degree Level [] Masters Degree [] PhD Level []

SECTION B: INFORMATION ON TRAINING AND EMPLOYEE PERFORMANCE.

1. Which position are you in at Telkom Orange?

Top Level Management []

Middle Level employees []

Junior Level Employees []

2. How long have you been working with Telkom Orange?

5 years or less [] 5-10 years [] 10 years and above []

3. Have you had any form of training since you joined Telkom Orange?

Yes [] No []

4. Does Telkom Orange formulate employee training Policy?

Yes [] No []

5. If you have been with Telkom Orange, how many times have you had any form of training?

Only once [] Twice [] Several times [] Never []

6. What were the objectives of the training?

To examine the relationship between job training and employee performance []

To determine how technological change affect the daily activities and performance of employees []

To identify if the management train their employees by themselves or hire already trained employees []

7. What methods were used for the Training?

On-the-job training [] Off-the-job training []

8. In your opinion, do you think training at Telkom Orange is planned and systematic?

Yes [] No []

9. Are you encouraged by and motivated by the training program of Telkom Orange?

Yes [] No []

10. In your opinion, do you think training has helped improve your performance since you joined Telkom Orange?

Yes [] No []

SECTION 3: PERFORMANCE IMPROVEMENT

1. How adequate is training conducted in your organization?

Only the management []

Only the junior employees []

Both the management and junior employees []

2. Does your company have any budget for staff training?

Yes [] No []

3. How does Orange Telkom determine their training needs?

Performance appraisal []

Business and Human resource plan []

Other please specify []

4. How do you rate your Organization in terms of training?

Very High [] Highly [] Moderate [] Not a training organization []

7. Have you in any way ever self sponsored yourself for further studies to upgrade your skills?

Yes [] No []

8. How is training evaluated? Please specify

.....
.....

9. To what extent has training motivated you as an employee?

No extend [] little extend [] Moderate extend [] Great Extend []

10. Does employee performance improve your potential for development

Yes [] No []

11. In general does training improve employee performance. Yes [] No []

APPENDIX 5

INTERVIEW SCHEDULED FOR THE MANAGEMENT OF TELKOM ORANGE NAKUR,
KENYA

Fill in the blank spaces and tick the appropriate check boxes.

Rank

Department

1. How long has Telkom Orange been participating in training and development?

.....

2. Has Telkom Orange been in charge of training and development for employees over the past
5 years

.....

3. What is the purpose of training and what are the factors that impact training?

.....

.....

4. Does Telkom Orange have a training policy in place?

.....

.....

5. Describe the training policy in Telkom Orange.

.....

.....

6. Are the workers of Telkom Orange informed of the training policy?

.....

.....

7. I can please get some copies related to training and development?

.....

8. How did Telkom Orange come up with training procedure and practice?

.....

.....

9. What are some of the training principles in your organization?

.....

.....

10. The training needs assessment.

How are training needs determined?

.....

.....

How are objectives for training determined?

.....

.....

How are employees selected for training?

.....

.....

How do you develop your training plan?

.....

.....

11. Training process;

What methods of training are employed?

.....
.....
.....

How is training evaluated?

.....
.....

12. What are the impact of training on employee performance and productivity?

.....
.....

13. Have training and development helped your organization to met its objectives and goals?

.....
.....