

**THE EFFECTS OF TRAINING AND DEVELOPMENT ON  
EMPLOYEES PERFORMANCE**

***CASE STUDY OF MTN UGANDA, KAMPALA DISTRICT***

**BY**

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## DECLARATION

I, ABDULAH M. ABDISALAN hereby declare that this thesis is my original work and has not been submitted to any other university or institution of higher learning for any academic award.

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## APPROVAL

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## DEDICATION

With great love and affection, delight and honor, appreciation and thanks, consideration and remembrance, I dedicated this work to my parents, specially my beloved mother Fatima M. Abdulla, may her soul rest in eternal peace, to my father M. Abdisalan Ahmed, and dear uncle Nor Hassan Iman (Qolow) who was supported and encouraged me financially from my primary school up to this master's program, brother, sisters, friends, colleagues and to all my relatives for their gratitude and over whelming support for my struggle without which this substantial work would not have been produced to complete the Master of Arts in Development Studies MDS postgraduate Studies.

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## ABSTRACT

The study entitled “the effects of training and development on employee’s performance” was carried out at MTN Uganda-Kampala District, located in Central Uganda. It was intended to determine the relationship between training and development of employees and their performance at work.

The study was guided by four objectives. The first one was to investigate the benefits of training and developing employee to a company. The second, one, was to find out the relationship between employee training, development and their performance. The third one was to find out the challenges in training and development of employees. And lastly to recommend training and development strategies to be adopted by companies to effectively improve employee performance. The questionnaires and interview were used as a tool together data from 120 respondents. The data was analyzed both qualitatively and quantitatively.

The study findings revealed that, MTN Kampala-Uganda had greatly benefited from the training and development of its employees. This was in following ways : creating a pool of readily available and adequate replacement for personal who may leave or move up in the organization, enhancing the company’s ability to adopt and use advances in technology because of a sufficiently knowledgeable staff, building a more efficient, effective and highly motivated team, in which enhances the company’s competitive position and improves employees morale, ensuring adequate human resource for expansion into new programs, increased productivity, reduced employee turnover, increased efficiency resulting in financial gains and degreased need for supervision.

In addition, challenges faced by MTN Uganda in the effective management of Human Resource (HR) Training and development (T&D) varied from concern about the lack of intellectual HR professionals in telecommunication, and this suggests that employers viewed HR T&D as a function secondary to HRM and perhaps considered it as being of lesser important.

## LIST OF ABBREVIATIONS AND ACRONYMS

|                |                                  |
|----------------|----------------------------------|
| <b>MTN</b>     | Mobile Telecommunication Network |
| <b>HRD</b>     | Human Resource Development       |
| <b>T&amp;D</b> | Training and Development         |
| <b>HRM</b>     | Human Resource Management        |
| <b>HR</b>      | Human Resource                   |

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview**

This chapter covers the background of the study, statement of the problem, purpose of the study, objectives, and the scope of the study and the significance of the Study.

#### **1.1 Background of the study**

The increasing complexity of the work environment requires continuing development of competencies and upgrading of knowledge and skills relating directly to the performance of work. In addition, changes in external regulation, policies, procedures and practices have created risks/liabilities that require the delivery of consistent information to employees with specific responsibilities.

According to Dessler (1997), training is a “learning experience.” He calls it a learning experience because; it seeks a relatively permanent change in an individual that will improve the ability to perform on a job. According to him, training can involve; “the changing skills, Knowledge, attitudes, or behavior”. Gomez supports the arguments of Dessler by emphasizing that training can improve the moral of employees. According to Gomez, training is planned effort to provide employees with specific skills to improve their performance. Effective training can also improve moral and increase an organization’s potential (Gomez: 2002).

Human Resource Development (HRD) is the framework for helping employees develops their personal and organizational skills, knowledge, and abilities. Human Resource

Development includes such opportunities as employee training, employee career development, performance management and development, coaching, succession planning, key employee identification, tuition assistance, and organization development.<sup>1</sup>

Employee development, unlike personal development, is usually coordinated by the employing organizations. It can use a variety of training methods, and is usually conducted on a planned basis, perhaps as a result of a performance.<sup>2</sup>

A scientific definition for employee performance includes three characteristics (Du, 2007). 1) It is a concept focused on man but not job; 2) It should connect closely with and can directly guide the three core processes (allocation, motivation, and learning) of human resource management, and 3) the performance is a multi-dimensional concept and its multiple dimension can reflect the process of human combining with jobs. With this base, the author has proposed the “process view of performance” or “process performance theory” (Du & Zhao, 2006, p 40-43).

When workers are poorly trained lacking in knowledge, skills, or experience or left unsupported in highly pressured situations, children’s lives are put in danger. These things are important because they are needed when analyzing potential risks to children, dealing professionally with obstructive parents, and reflecting on whether the right decisions are being made at the right times.

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<sup>1</sup> Retrieved from ([http://humanresources.about.com/od/glossary/h/f/hr\\_development.htm](http://humanresources.about.com/od/glossary/h/f/hr_development.htm)). On 12 July 2009.

<sup>2</sup> Retrieved from (<http://dictionary.bnet.com/definition/employee+development.html>). On 19 July 2009.

Training and Development is the framework for equipping employees with personal and organizational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals. All employees want to be valuable and remain competitive in the labor market at all times and can only be achieved through employee training and development. Employees will always want to develop career-enhancing skills, which will always lead to employee motivation and retention. There is no doubt that a well trained and developed staff will be a valuable asset to the company and thereby increasing the chances of his efficiency in discharging his or her duties. Trainings in an organization can be mainly of two types; Internal and External training sessions. Internal training involves when training is organized in-house by the Human resources department or training department using either a senior staff or any talented staff in the particular department as a resource person. (Craig (1976)

On the other hand External training is normally arranged outside the firm and is mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges. Employers of labor should enable employees to pursue training and development in a direction that they choose and are interested in, not just in company-assigned directions. (Herbert, 2000)

It is against this background that the researcher carried out a study on the effect of employee training and development on their performance.



## 1.2 Statement of the Problem

In almost all companies, there has been a lot of investment directed to employee training and development with the aim of improving their performance at work especially those in key offices. These key offices may include; managerial, customer services, marketing and the research and development departmental offices of the company.

MTN Uganda is one of the fast growing telecommunication companies in Uganda providing services like mobile telephone network, internet services, and other telecommunication related services. MTN Uganda employs a range of expertise in different professions ranging from marketers to engineers. When compared to other telecom companies in Uganda, MTN Uganda's performance is believed to be better than its rival telecom companies like Uganda Telecom, Warid Telecom, Orange and Zain Uganda. This has been made possible because of its employee's performance. It is thus believed that the performance of the employees has been attributed to by the skills acquired by employees from the trainings and development they undergo during their stay at MTN Uganda.

However, it is unfortunate that, though MTN's performance is admirable and a lot of investment has been directed to staff training and development, some employees remain poor performers in their line of work. This has impacted on the company's performance and increased the level of competition with other telecommunication companies. Therefore, the study intended to unshell the merits of employee training and development and its relationship with employee and company performance.

### **1.3 Purpose of the Research**

The purpose of this research was to determine the merits and demerits of training and developing of employees at work places and their impact on employee's performance. The study also was intended to provide recommendations that companies can follow in order to improve their employee performance and thus increasing company performance.

### **1.4 Research Objectives**

The overall objective of the study was to determine the relationship between training, development of employees and their performance at work.

#### **1.4.1 Specific Objectives**

1. To investigate the benefits of training and developing employees to a company.
2. To find out the relationship between employee training, development and their performance.
3. To find out the challenges in training and development of employees.
4. To recommend training and development strategies to be adopted by companies to effectively improve employee performance.

### **1.5 Research Hypothesis**

The study was guided by the following hypothesis, that there is no direct relationship between employee training and development on their performance at work places.

## **1.6 Research Questions**

1. How does training and development of employees affect their performance?
2. What other factors affect the performance of employees?
3. What strategies companies can adopt in order to have effective and good performing of employees?
4. What are the challenges in training and development of employees?

## **1.7 Scope of the Research**

In terms of content the study concentrated on:

- The extent of training and development attended by the employee's performance
- The work performance of employee's in relation to the job descriptions and organizational expectations
- The linkage between training and work performance of employees of MTN Uganda

Geographically, the study was limited to MTN Uganda found in Kampala District, Uganda, East Africa. In terms of subjects, the study will concentrate on the effects of training and development of employees on their performance in MTN Uganda. In terms of time, the study took about six months.

### 1.8 Significance of the Study

The study is anticipated to be of great significance in the following areas;

- First, the research results will provide information to organizations especially telecommunication companies on what ought to be done so as to improve their employee's performance.
- Secondly, the findings will also contribute to the existing information/literature that may be used academicians who may wish to carry out further studies on a related subject matter.
- This research will be helpful to MTN Uganda Human Resource Director in organizing employee training and development so as to improve their work performance.
- The research findings will add to the existing body of knowledge about employee performance theories for academics.

### 2.9 Limitations

The following obstacles affected the study;

- Delays in collecting the data - Some respondents' especially managers were busy in workshops and other commitments which delayed the study. This was handled by continuously reminding them by calling.
- Some respondents completely failed to fill the questionnaires while others also failed to attend to the interview
- The available literature for this kind of study was very scarce since it has not been researched on by many scholars. Hence it was a problem throughout the research process.

## CHAPTER TWO

### LITERATURE REIVEW

#### 2.0 Overview

This chapter provides a review of some of the existing literature on the effect of training and development on the performance of employees.

#### 2.1 Theoretical Review

Career Development Theory: The career development movement in the United States has paralleled other factors critical to the nation's growth. It is just within the past few years that the career selection strategies selected by school counselors have been called into question. The impact that career development has upon young person is long-term and inestimable. For it is through the process of career development that an individual fashions a work identity (Tiedeman & O'Hara, 1963).

However, in today's world, "fashioning a work identity" may well be translated into "fashioning an identity." In the American culture, we are what we do. More frequently we are asked "What do you do?" rather than "Who are you?" For the young, this decision is critical in determining the outcome of their lives. Reviewed below are some of the most frequently cited career development theories. Some of these theories have long tenure while others are newly evolving to address the emerging issues that gender, race and social class present.

Ginzberg, Ginsburg, Axelrad and Herma Theory – 1951: Recognizing that vocational choice is influenced by four facts: the reality factor, the influence of the educational process, the emotional factor and individual values this theory proposes that it is a

development path that leads to career choice. Starting in preteen and ending in young adulthood, individuals pass through three stages: fantasy, tentative and realistic. In the fantasy stage, the child is free to pursue any occupational choice.

Through the above process the child's preferred activities are identified and related to future career choices. Beginning in the preteen years and continuing through high school, the young person further defines their interests in, capacity for and values of an occupational choice. The cumulative effect of the process is the transition process in which the adolescent begins the career choice process, recognizes the consequences and responsibility of that choice. The realistic stage, spanning from mid-adolescence through young adulthood, has three sub-stages: exploration, crystallization and specification. In the exploration stage the adolescent begins to restrict choice based on personal likes, skills and abilities. In the crystallization stage an occupational choice is made. Followed by the specification stage where the individual pursues the educational experiences required achieving his career goal.

Does this theory fit with every adolescent's career choice process? No. It has been recognized that issues of gender, race and social class come into play to open or close doors of occupational choice.

Super's Theory of Vocational Choice – 1954: Donald Super has generated a life span vocational choice theory that has six life and career development stages. These six stages are:

The crystallization stage, ages 14-18

Specification stage, ages 18-21

Implementation stage, ages 21-24

The stabilization stage, ages 24-35

Consolidation, age 35

Readiness for retirement, age 55

One of Super's greatest contributions to career development has been his emphasis of the role self-concept development plays. Super recognized that the self-concept changes and develops throughout people's lives as a result of experience. People successively refine their self-concept(s) over time and application to the world of work creates adaptation in their career choice.

Although the career development theory provides a foundation for the professional work force its research has omitted women, people of color and the poor. With the changing work force and nature of work the theory has been called into question.

Holland's Career Typology – 1959: John Holland's theory is grounded in what he calls modal personal orientation or a developmental process established through heredity and the individual's life history of reacting to environmental demands. More simply put, individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction.

Holland's theory rests on four assumptions:

In our culture, persons can be categorized as one of the following: Realistic, Investigative, Artistic, Social, Enterprising or Conventional. There are six modal environments: realistic, investigative, artistic, social, enterprising and conventional. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles. Behavior is determined by an interaction between personality and environment. A hexagonal model was developed to illustrate the relationship between personality and occupational environment. Much research supports Holland's typology. The strongest criticism is based on gender bias because females tend to score in three personality types (artistic, social and conventional). Holland attributes this to our society that channels females into female-dominated occupations.

Lent, Brown and Hackett's Social Cognitive Career Theory – 1987: The Social Cognition Career Theory (SCCT) has grown out of Albert Bandura's social cognitive theory and attempts to address issues of culture, gender, genetic endowment, social context and unexpected life events that may interact with and supersede the effects of career-related choices. The SCCT focuses on the connection of self-efficacy, outcome expectations and personal goals that influence an individual's career choice. (Savickas, (1994).

SCCT proposes that career choice is influenced by the beliefs the individual develops and refines through four major sources: a) personal performance accomplishments; b) vicarious learning; c) social persuasion, and d) physiological states and reactions. How

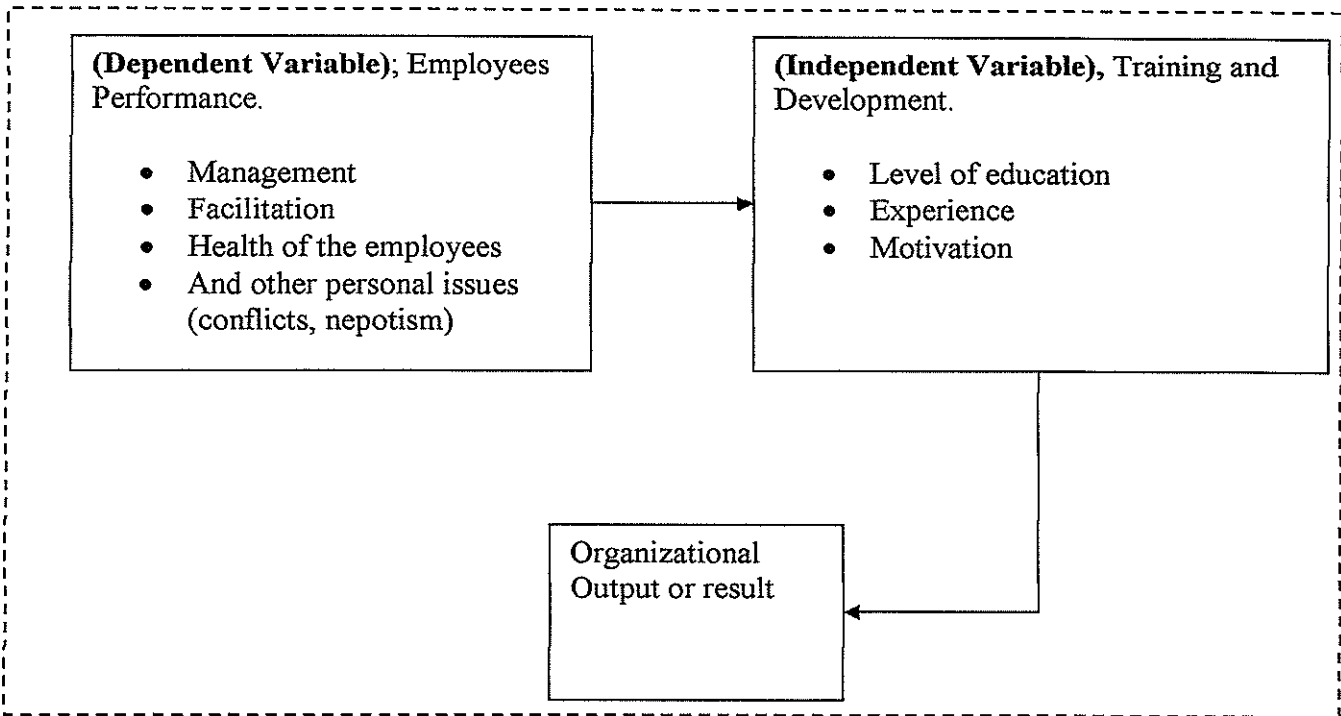


these aspects work together in the career development process is through a process in which an individual develops an expertise/ability for a particular endeavor and meets with success. This process reinforces one's self-efficacy or belief in future continued success in the use of this ability/expertise. As a result, one is likely to develop goals that involve continuing involvement in that activity/endeavor. Through an evolutionary process beginning in early childhood and continuing throughout adulthood, one narrows the scope to successful endeavors to focus on and form a career goal/choice. What is critical to the success of the process is the extent to which one views the endeavor/activity as one at which they are successful and offers valued compensation. The contextual factors come into play by influencing the individual's perception of the probability of success. If the person perceives few barriers the likelihood of success reinforces the career choice, but if the barriers are viewed as significant there is a weaker interest and choice actions.

By adolescence, most people have a sense of their competence at a vast array of performance areas, along with convictions about the likely outcomes of a career. Through a process of intervening learning experiences that shape further one's abilities and impacts self-efficacy and outcome beliefs, one's vocational interests, choices and performances are shaped and reshaped.

The SCCT differs from the majority of existing career theories in its dynamic nature. Through its focus upon the role of the self-system and the individual's beliefs the inherent influence of the social and economic contexts are addressed. (Savickas, (1994).

## 2.1 Conceptual framework



Source: primary data

An organization's human resources are its most critical assets without which an organization can hardly register any success. The above diagram explains how the performance of employees is affected by interrelated factors such as management, facilitation, health of the employees, and also other personal issues.

Training, development, motivation, level of education and experience affect employees work performance. The interplay of these factors can lead to a serious impact on the employees work performance and consequently the overall performance of the organization. This explains why the researcher concentrated on the investigation the effect of training and development of employees on their performance.

## 2.3 Review of Related Literature

### 2.3.1 Operational Definitions

**Training:** Training goes by several definitions. A close look at these definitions provides one with a clear picture that training must be intentional rather than circumstantial; it must always have aims and objectives, which must be attained in order to achieve the overall objectives of the organization. Different scholars and researchers have defined training and development differently.

According to Dessler (1997), training is a “learning experience.” because; it seeks a relatively permanent change in an individual that will improve the ability to perform on a job. According to him, training can involve; “the changing skills, Knowledge, attitudes, or behavior”. Gomez supports the arguments of Dessler by emphasizing that training can improve the moral of employees. According to Gomez, training is planned effort to provide employees with specific skills to improve their performance. Effective training can also improve moral and increase an organization’s potential (Gomez: 2002).

**Development:** Ivancevich, (2001) defines development as those learning opportunities designed to help employees grow. Development is not primarily skills-oriented. Instead; it provides general knowledge and attitudes, which will be helpful to employees in higher positions.

**Training and development:** According to Ivancevich, (2001) training and development refers to the importing of specific skills, abilities and development is that, it is any

attempt to improve any current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. We can make a distinction among training, education and development. Such distinction enables us to acquire perspective about the meaning of the terms.

To bring distinction among training, education and development into sharp focus, it may be stated that training is offered to operatives, whereas development programs are meant for employees in higher positions, education however is common to all employees.

**Performance:** According to Bernadin (1995), performance is defined as the outcome of work because they provide the strongest linkages to the strategic goal of the organization, customer satisfaction and economic contribution. Rogers (1990), opines that performance is an interrelated process, which ensures two basic categories of activities. All activities and people in local authority contribute as effectively as possible to the objective, all activities and objectives are systematically reviewed in a way, which enables a local authority to learn and thereby improve its service to the community.

## **2.4 MTN Staff**

MTN Uganda employs 436 people including eight expatriates. During the period, some 680 training days were completed, a major portion of which focused on information technology and network skills. Other key areas for training included, customer service,

channel and distribution processes. Employees received an average of 13 hours training during the period at an investment of UGX648 million.

Thirty HIV/AIDS peer counselors, drawn from employees, were trained as a proactive measure to increase awareness and address risks related with the disease. In 2006, another 30 peer counselors will be trained. Free anti retroviral treatment is offered to staff. The company intends to extend the provision of anti retroviral treatment to employees' dependants in the near future as part of a holistic approach to treatment. MTN Group's focus on promoting the development and best use of human talent has resulted in the group consistently being voted among the top 20 companies to work for in South Africa, and the employer of choice in Swaziland and Uganda. Some 6% of MTN's payroll is spent on staff training, considerably above the industry average of 3.2%. The group is also consistently in the top quartile for international telecommunications companies on key human resource indicators, such as staff turnover and revenue per employee.<sup>3</sup>

## **2.5 Benefits of Training and Development of Employees**

Employee development is crucial for the growth and prosperity of any business as employees are one of the determining factors for the success of the company. The more capable and qualified the employees the better the performance of the company. When they are well trained, they can easily handle situations and please customers ensuring

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<sup>3</sup> Retrieved from <http://www.itnewsafrika.com/pressoffices/mtn/aboutus.html#sponsor>, on September 12, 2009

customer retention. Employees like to learn new skills and meet challenges and they are more motivated when they feel there is great potential for personal growth. Training program for employees training programs are essential and companies provide either initial training to help the employee learn about how to perform their duties or ongoing training where employees meet regularly to discuss how to improve work performance.

### **2.5.1 Typical Reasons for Employee Training and Development**

Training and development can be initiated for a variety of reasons, e.g.: When a performance appraisal indicates performance improvement is needed, to "benchmark" the status of improvement so far in a performance improvement effort, as part of an overall professional development program, as part of succession planning to help an employee be eligible for a planned change in role in the organization, to "pilot", or test, the operation of a new performance management system and to train about a specific topic.<sup>4</sup>

### **2.5.2 Benefits of Training**

As the business world is continuously changing, organizations will need to provide their employees with training throughout their careers. If they choose not to provide continuous training they will find it difficult to stay ahead of the competition. Training keeps employees motivated. New skills and knowledge can help to reduce boredom. It also demonstrates to the employee that they are valuable enough for the employer to invest in them and their development. Training can be used to create positive attitudes through clarifying the behaviors and attitudes that are expected from the employee.

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<sup>4</sup> Retrieved from (<http://www.learnmanagement2.com/training.htm>) 20 September, 2009

Training can be cost effective, as it is cheaper to train existing employees compared to recruiting new employee with the skills you need. Training can save the organization money if the training helps the employee to become more efficient.

### **2.5.3 General Benefits from Employee Training and Development**

There are numerous sources of online information about training and development. Several of these sites suggest reasons for supervisors to conduct training among employees. These reasons include:

- Increased job satisfaction and morale among employees
- Increased employee motivation
- Increased efficiencies in processes, resulting in financial gain
- Increased capacity to adopt new technologies and methods
- Increased innovation in strategies and products
- Reduced employee turnover

Enhanced company image, e.g., conducting ethics training (not a good reason for ethics training!), Risk management, e.g., training about sexual harassment, diversity training.<sup>5</sup>

### **2.6 Aims of Training**

The fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource (the people it employs). Training means investing in people to enable them to perform well and empower them to make the use of their natural abilities.

The particular objectives of training are to:

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<sup>5</sup> Retrieved from (<http://www.learnmanagement2.com/training.htm>) 20, September, 2009

- Develop the skills and performance of employees and improve their performance;
- Help people to grow within the organization in order to that, as far as possible, its future needs for human resources can be met from within; reduce the learning times for employees starting in new jobs on appointment, transfer or promotion and ensure that they become fully competent as quickly and economically as possible (Bhambra1999),

### 2.6.1 Areas of Training

Organizations provide training their employees in the following areas;

**Company policies and procedures;** this area of training is provides skills to new employees in order to make them fully conversant with the company rules, practices procedures, traditions, management, organization structure, environment, product/services offered by the company and a like. Information regarding company rules and policies creates favorable attitudes of confidence in the minds of new employees about the company and its products.

**Training in specific skills;** training in specific skills would make employee more productive and effective on the job. The trainer in this care trains the employees regarding various skills necessary to do the actual job (Bhambra1999).

**Human relations training;** this assumes greater significance in the organizations as employees have to maintain human relations not only with other employees but also with their customers. Employees are to be trained in the areas of self leaning, interpersonal



competence, group dynamics, perceptions, leadership styles, motivation, grievance redress, disciplinary procedures, and the like. This training enables the employees for better team worker, which leads to improve efficiency and productivity of the organization (Kalyani, 2001).

**Problem solving training;** Most of the organizational problems are common to the employees dealing the same activity at different levels of the organization. Further some of the problems of different managers may have the same root cause. Hence, management may call together all managerial personal to discuss common problems so as to arrive at effective solutions across the table. This not only helps in solving the problems but also serves as a form for the exchange of ideas and information that could be utilized. The trainer has to organize such meetings, train and encourage the trainees to participate actively in such meetings.

**Managerial and supervisory training;** even the non-managers sometimes perform managerial and supervisory functions like planning, decision-making, organizing, maintaining interpersonal relations, directing, controlling (Bhambra1999). Hence, management has to train the employees in managerial and supervisory skills also.

**Apprentice training;** done by industrial units of specified industries which provide training basic skills and knowledge in specified trades to educated unemployed/apprentice with a view of improving their employment opportunities or to

enable them start their own industry. This type of training is generally used for providing technical knowledge in the areas like trades, crafts and the like (Kalyani, 2001).

### **2.6.2 The Training Philosophy**

The training philosophy of an organization explains the degree of importance the organizations attaches to training programs. Some firms adopt a laissez-faire approach, believing that employees will take of their own training. In such case a situation, the organization does not incur any cost on training (Armstrong 1995). Other organizations only think about training only when they accumulate profits but when they are incurring losses, they cut their expenditure on training first.

It is important to note that organizations which have a positive training philosophy realize that the investment of human capital helps their employees to develop core competences that will help in improving the overall performance of the organization. They tend realize that if employees do not possesses core skills and competences, the future of the organization is at risk. Consequently, such organizations develop training programs for their employees so as to boost their skills for better performance.

However, it is not a guarantee that investment in human capital (employees) in form of training has a high return unless the training philosophy is properly made and following are the areas that are suggested by Armstrong (1995) where a training philosophy should be base. These include strategic approaches and polices for effective training which should be relevant, problem based, action based strategies, performance related and which should lead to continues development.

**Strategic approach to training;** training philosophy emphasizes that training and development should be an integral part of the management process Armstrong (1995). Performance management requires regularly reviewing performance, with their teams and the individuals reporting to them, in relation to agreed objectives, the factors that have affected performance and the development training needs emerge from analysis.

**Policies for effective training;** training policies are expressions of training philosophy of the organization. Training policies provide guidelines on the amount of training that should be given (for instance, everyone in managerial, professional, technical or supervisory positions should undergo at least five days formal training every year), the proportion of turnover that should be allocated to training, the scope and aims of training schemes, and the responsibility for training. The way organizations formulate training policies determines their training philosophies.

**Relevance;** organizations make training philosophy basing on the relevance of training to the overall objectives of the organization. This implies that the benefits that accrue to the organization as a result of training its employees will determine its training philosophy.

**Action-oriented;** the training philosophy should stress exists to make things happen, to get people into action, and to ensure that they can do things they are doing now better or will be able to do things that they could not do before.

**Performance-related training;** a performance-related training philosophy concentrates on training employees with the aim of improving their work performance. In this case, the training philosophy specifies the need to train employees so as to bring about a change in their performance (Armstrong 1995).

**Continues development;** training should be regarded as simply the provision of short, isolated courses at various points in a person's career. Learning is continues process and a police of continues development should be pursued (Armstrong 1995). Therefore, a training philosophy should spell out the learning activates that employees will undergo in order to improve their performance.

### 2.6.3 Types/ Methods of Training in Organizations

There are a number of methods one can use to train employees. These may include films, videos, lectures, planned reading, case studies, coaching and mentoring, group discussions, on-the-job training, role playing, simulations and games, vestibule training, and computer-based learning.

#### **On-the-job training**

According to Ivancevich, (2001), probably the most widely used method of training (formal and informal) is on-the-job training. It is estimated that more than 60 percentage of training occurs on the job. The employee is placed into the real work situation and shown the job and the tricks of the trade by an experienced employee or the supervisor.

### **a) Modern on-the job training techniques**

There is a shift from the traditional formal employees' training by management to that of a soft humane approach of enabling supervisors improve their performance. The traditional training methods uphold the relationship between the two parties involved in the sense of trainer Vs a trainee; a teacher Vs a student, superior Vs an inferior and super ordinate Vs subordinate. Such situations involved much of talking and criticism instead of efforts put at modeling of the 'young' minds of the employee.

The modern techniques of modeling the 'young' minds include coaching, counseling, and mentoring. It has been adjudged that these produce better-desired result than the traditional methods or ways. (Maicibi, 2007).

### **b) Coaching the employees**

Coaching is a person-to-person training technique designed to develop individual skills, knowledge and attitudes. It is indeed an on-the-job guidance, encouragement and teaching with a view to improving individual performance.

As Maicibi (2007) cited from Bolt (2002:3) defined coaching as a participative partnership designed to develop an individual to their full potential. It is a on-to-one process which typically focuses on personal development and problem solving, whereby the coach and the individual agree on the issues involved and jointly consider solutions. Meanwhile, Bertton and Gold (2001:484) define coaching as management activity which aims to enhance the development of employees, with a particular emphasis on transfer of learning from formal training courses into workplace activity.

**c) Mentoring the employees**

This is a help by one person given to another to find new meanings in work and or life. According to Maicibi (2007) mentoring in an organization is more senior or experienced member of staff who provides one to one career related guidance and encouragement to a less experienced colleague with focus on term learning and development. As also Maicibi (2007) cited from Lewis' definition (2000) define mentor is that, it is a relationship and a set of process where one person offers help, guidance advice and support to facilitate the learning or development of another person. Therefore mentoring is a particular form of coaching use by seniors to groom junior employees.

**d) Off-the-job training**

Off-the-job training is accomplished outside the work setting. It may be done within the organization at separate training room or facility, or at an off-site location. Examples of the latter include attendance at special training programs sponsored by universities, trade or professional associations, or consultants.

Management development is a special form of off-the-job training, designed to improve a person's knowledge and skill in the fundamentals of management. For example, beginning managers often benefit from training that emphasizes delegation duties; middle managers may benefit from advanced management training to sharpen their decision making and negotiation skills and to expend their awareness of corporate strategy and direction. At the center of creative leadership, for instant, managers learn by participating. In the "looking Glass" simulation that models the pressures of daily work.

The simulation is followed by extensive debriefings and discussion in which participants give feedback to one another. One participant commented: "You can look in the mirror but you don't see yourself. People have to say how you look". (schermerhorn, 1996).

#### **2.6.4 The Role of Trainers**

It is always believed that the role of trainer is to conduct training programs in the organization. However, it vital to note that the role of trainer largely depends on the value the top management puts on training. If the organization is a critical need for training, the role of the trainer will be urgently needed. The role depends on the status and importance that top management attaches to the training function, the extent to which there is demand for training in the organization, the degree to which the training is developed, the caliber, and the role the trainer assumes.

Sigmund (1996), argues that there are three basic roles of trainer. The first role is that of a facilitator. According to him, time has come to develop a new perspective in training to shift from a manufacture approach to an agricultural approach in development of the Human resources. He clarifies that the agriculturalist is to create a conducive climate by providing water and fertilizer around a seed so that it grows to be a plant and the plant into a giant tree.

The same is true of the development of human resource. The trainer's role will have to change from one of conducting training programs to that of facilitators; trainers in the organization should facilitate learning as management cannot be tough but only learned. In this case, the trainer is not perceived as an instructor but as a facilitator of training program.

Secondly, the trainer's role is to identify the training needs. Sigmund stresses that the second most important role of a trainer is to concentrate on the identification of real training needs. What is required even in the organization is for the trainers to assume the role of "training need identifiers" to enable them to develop sophisticated training need identification skills, and then only the only type of training programs should be designed. This role is important because most trainers tend to conduct training programs on the basis of what they know rather than what the employees need.

The last but more important role of a trainer according to Sigmund (1996), developing training methodologies. Training methodologies are the means of delivering the new training programs. A good trainer should devote much time to develop new training methodologies, with the focus on training rather than on teaching. This role requires trainers carry out research on the new strategic training methodologies. However, these methodologies should be in line with the employees' needs.

However, Carig (1976), gives a new look at the role of trainers in an organization. According to him, the first role of a trainer is that of an administrator. The trainer as an administrator needs to recruit, select and develop his/her staff, plan programs, set up the process of coordination and communication, cost the training effort and carry out all other administrative steps leading to training programs by identifying the required resources for training. The trainer develops means of evaluating the training programs.



Carig gives the second role of a trainer as an internal consultant. This role has various activities, which require him to have various skills, which will enable him to have wider knowledge about the organization as a whole and the ability to interact with other people in the organization. He should be able to advise management about the development and progress of any training and this may include soliciting and selecting trainee and trainers. However, this should not imply that the trainer should be consulted but rather he/she should consult the top management and the employees at large.

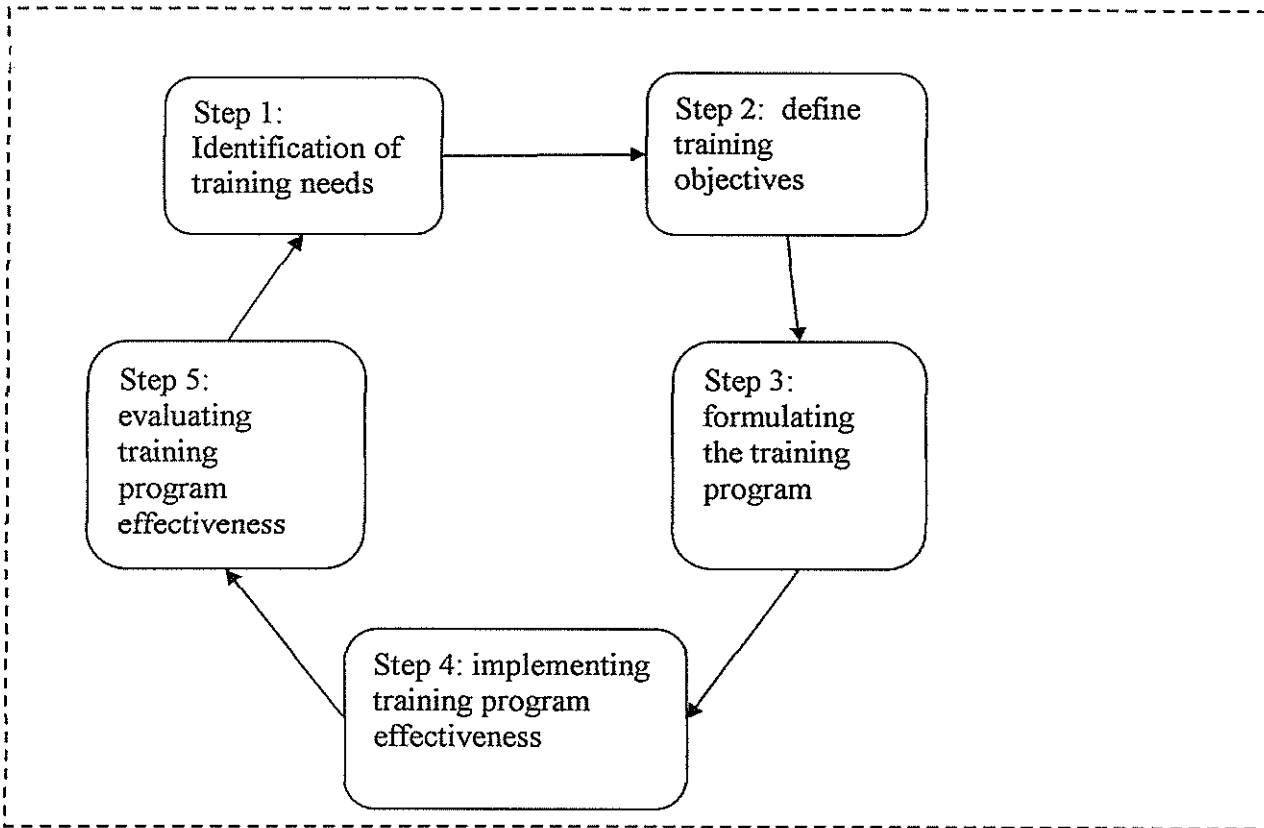
A trainer can also be described as specialist in charge of organizational development and whose client is not the individual alone, but also the organization as whole. He is interested in the contribution of training to the overall effectiveness of the organization. The training officers should ensure that employees are retained and developed in order to acquire the required skills and knowledge to be utilized in the work place of a result of technological changes. This should be achieved through well-developed training programs (Kenny and Reid (1986).

### **2.6.5 Training Cycle**

For training to be effective it should follow a systematic procedure. This procedure has been referred to as the training cycle. According to Armstrong (1996) the concept systematic training organized in the industrial training board in the late 1996s that defined it as training which is specially designed to meet defined needs. This means that it is provided by the people who know how to train, and its impact of training is carefully evaluated. Systematic training is a training cycle with a four-staged model with steps for identifying training needs, formulating how needs will be met and effectively,

implementing the training Kempton (1995). The process is so integrated that each step leads into the other including feedback from 5 as shown in figure2.

**Figure 2: the Training Cycle**



*Source: Adopted from Kempton, 1978*

The training cycle is conceived as a process, all training in the organization has to be planned in order for it to be effective. Planned training, as defined by Kenny and Reid (1994) is the deliberate intervention aimed at achieving the necessary learning for improved job performance. The process of planned training breaks systematic training further into the following steps, which all trainers should know and take note of:

- Identification and definition of training needs
- Definition of the learning require

- Definition of the objectives of training
- Planning of the training programs
- Implementing of training
- Evaluating of training, and Amendment and extension of training, where necessary

It is therefore important that training that fosters employee self development and versatility should be planned, administered and accepted as a continuous process. Training should never end with the initial induction of an employee and should not be limited to training for new jobs or altered work methods only because employees also need to develop on their jobs. In order to have a good training program, the training process should be carefully designed and planned, and well conducted. It should be cost effective and it should be evaluated to assess whether or not the objectives have been achieved. The process designing programs seems not to be followed in many organizations. The process required the following steps:

To begin with, there is need to carry out an assessment and identification of the organization's training needs well as its training policy and available resources. The program should set out to satisfy the identified organizational needs because the success of any training program depends on prior knowledge of why the program is needed. The training needs should be supported by detailed training specifications for each job or task.

Secondly, every training program should specify the training objectives, which should state clearly what the trainee should be able to accomplish on completion of training

program. These objectives should be Systematic, measurable, attainable, realistic, and time bound (SMART). Training objectives can be defined as the criterion behavior that is expected to be portrayed by the trainee to his/her job after undergoing the training, that terminal behavior on the job that one is able to assess to determine the success of training, Armstrong (1996).

Thirdly, there should be a training policy to act as a guideline or plan for training. Formulation of training policy is important because policies form the basis of training plans and procedures for developing formal training schemes and methods of evaluating and controlling training. The learning methods should also be stipulated as well as the various venues where the training will take place.

Fourthly, the right type of training must be identified. Choosing the appropriate type of training is one of the dilemmas for many trainers. Unless the appropriate type of training is chosen, training is unlikely to meet the objectives for which it is undertaken. Kenny and Reid (1986), offer the following criteria for identifying the best type: compatibility with objectives, estimated likelihood of transfer of learning to the work situation; available resource including time and trainee related factors, such as age, motivation, experience etc. whichever type of training is adopted, training will be depend on what is actually desirable and what is possible for organization.

Fifthly, the training must be evaluated. The primary purpose of evaluation is to determine the effectiveness of training program, to determine whether the training objectives have

been achieved and to make improvements where necessary. Evaluation is an integral feature of training and it aims at comparing objectives with the effects of training. It after the evaluation of training program that appropriate decisions can be made.

Trainers today are so busy conducting training programs that they do not have time to find out what results their training efforts have produced. The training programs are conducted with hope that they will have some effect, but no doubt measuring training effectiveness is a difficult job. This difficult job must be done well to ensure the continued faith of management training. Therefore, evaluation of training is a must to enhance the effectiveness of training systems, Sigmund (1996).

## **2.7 Analyzing Training Needs**

### **2.7.1 Methods of Analyzing Training Needs**

The methods of identifying training need will largely depend on the nature of employees and the nature of the organization. These methods are discussed below.

**Business and human Resource plans:** The training strategy of an organization should largely be determined by its business and Human resource strategies and plans, including for the introduction of new technology, from which flow human resource plans. It should indicate in fairly general terms the types of skills and competence who will be needed. These broad indicators have to be translated into more specific plans which cover, for instance, outputs from training programs of people with particular skills or combination of skills.

**Job analysis:** job analysis for training purpose means examining the content of jobs, the performance standard required in terms of quality and output and the knowledge, skills

and competence needed to perform the job competently and thus meet the performance standards. For training purposes, it would be necessary to ensure that the information obtained from these analysis specifics:

- Any problem faced by job holders in learning the basic skills and applying them successfully;
- Any weaknesses in the performance of existing job holders arising from gaps in knowledge, lack of skills and poor motivation which needs to be rectified by training;
- Any areas where competence levels are clearly not up to the standard required;
- Any areas where future changes in work processes, methods or job responsibilities including a learning need;
- How training is carried out at present and how effective it is.

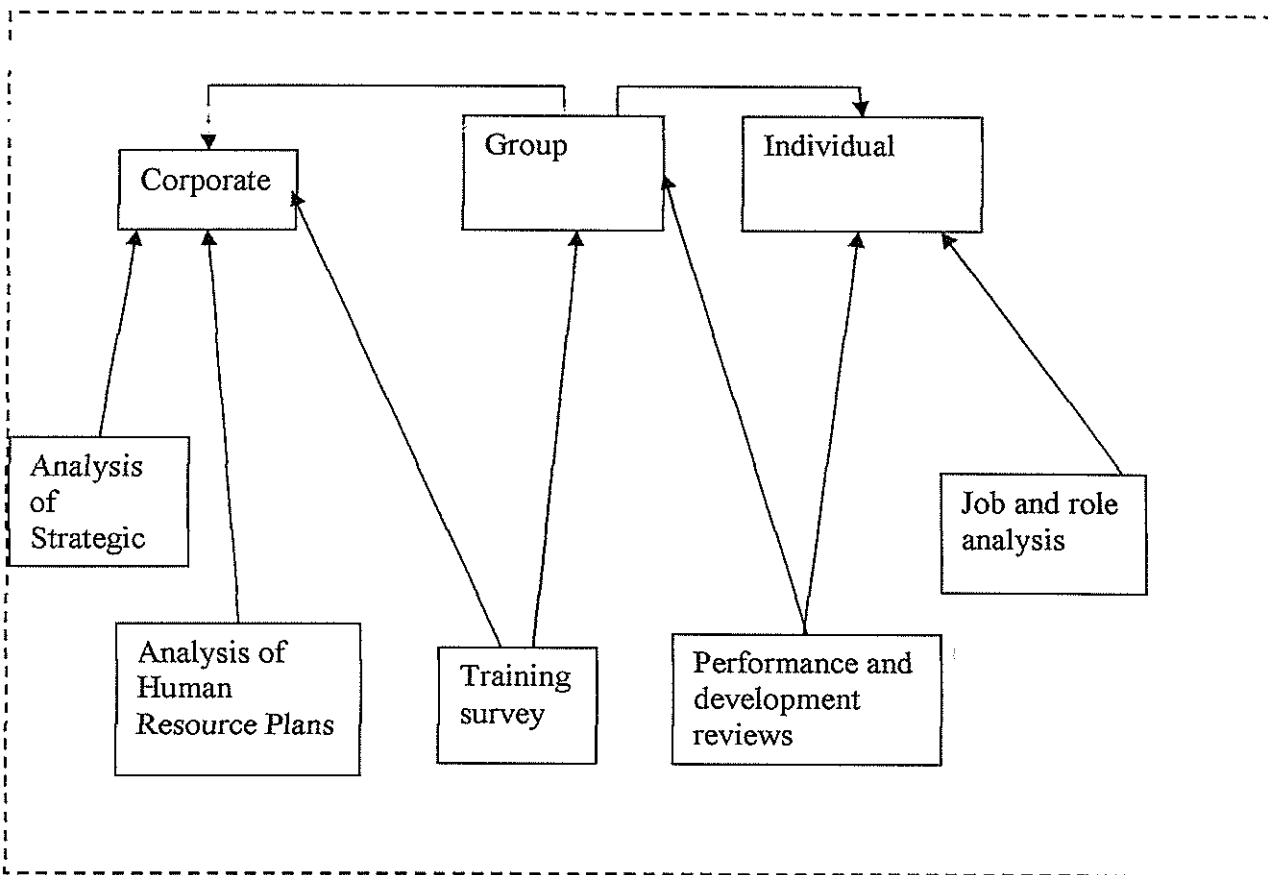
**Performance reviews:** performance management process should be a prime source of information about individual learning and development needs. The performance management approach to learning concentrate on the preparation of performance improvement programs and learning contracts or personal development plans, which are related jointly determined action plans. The emphasis is on continues development (Prasad, 1999).

**Training surveys:** training surveys assemble all the information obtained from the order methods of analysis in order to provide a comprehensive basis for the development of a training strategy and implementation. But it is essential to supplement that information by

talking to people. The way to start is to discuss their work requirements and problems and develop an understanding of their training needs by reference to what they tell you about work issues (Armstrong, 2001).

People often find it difficult to articulate their training needs and can easily provide irrelevant information. But they are usually willing to talk about their work. A training survey pays particular attention to the extent to which existing training arrangements are meeting training needs. Further information can be derived from training evaluations.

**Figure 3: Training needs analysis-area and methods**



Source: Armstrong, 2001

### 2.7.2 Using Performance Appraisal Identify Training Needs

To make the best use of the performance appraisal system, the training professional needs to think about the following issues:

- What is the quality of the appraisal system in its ability to generate accurate, relevant and useful information on the assessment of the performance?
- What is the extent to which the design of any forms, procedures encourage the effective identification of training needs?
- What is the most effective intervention of the training professional in the process? Is it to simply record and action the line manager's request? Is it to discuss the requirements only when there is problem of some sort, for example, insufficient budget, under requirements? Or is it to discuss all appraisal findings with the line managers to establish jointly the performance needs and the best way of meeting them.

The answers will depend on a number of factors including the perceived role of the line managers, the training professionals workload, the relationship between the training professional and the line managers among others. Many organizations now see training and development as an important part of the line manager role. If this is the case and the main burden for the identification of individual training needs is seen as the line manager's responsibility, then an important issue to consider is the necessary training of the line manager's.

- What systems does the training professional need to set up to action the training needs output from performance appraisal? Potentially, this method generates a lot



of information and it is vital that systems are in place to record, analyze, action and monitor the information.

In conclusion, performance appraisals are generators of information on the training needs and performance improvement.

### **2.7.3 Declining Confidence in Training**

Retraining of displaced workers seems obviously beneficial, but among economists, it has fallen into some disrepute: a study of U.S. retraining by James Heckman of the University of Chicago found that there was no effect at all on the later earnings of trainees less than 21 years of age, a poor result. (The record was better for woman and adults.) A recent experiment showed one group of unemployed that received around the world. Too often the learning dose little to fit workers for new jobs. Managerial, professional, administrative, support, clerical, and other service jobs are clearly areas where employment gains will accrue...Elderly people and minorities are harder to train, and the training does not work if the economy is bad (Wilson, 2000).

A long look will have to be taken at the low skill unemployment, especially those raised in an environment where schools, leaning, skill acquisition have not been emphasized. Such workers may be exceptionally difficult to train. A broader focus on improved basic education may be needed, perhaps with massive remedial education together with a vigorous full-employment policy. However, critics say the training dose so little to fit workers for new jobs that it should be ended. Some call for it to be superseded by insurance so that unemployed workers who take a job at lower pay can be compensated

for doing so. This is called wage insurance (Wilson, 2000).

Kempton (1995), on the other hand states that training serves a variety of purpose: it can be used to motivate people; to show how much the organization. Values them; and it can be used as form of punishment, or as a reward. It can be argued that a positive and focused aims of training would include the following: To add value to existing stock of employees by developing their competencies in order to improve their performance, reduce the learning time for employees starting new jobs on appointment, transfer or promotion, and ensure that they become fully competent as soon as possible.

Other focused aims are to help grow the organization in order that, as far as possible, the future of human resource needs can be met from within; it should also improve the individual, team and corporate performance, respond to rapid changes in the environment, and increase the motivation and commitment of staff. It is also important to note that training alone cannot improve employees work performance. If the economic conditions, such as wage rate are not clear and conducive, then training may fail to achieve its intended objectives. This is in line with Brown's argument that: "training does not work if the economy is bad" (Brown 2000).

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Overview

This chapter gives a description of the research design that was used, population, sample selection methods and the size, data collection methods, procedure and data analysis methods.

#### 3.1 Research Design

A case study approach was chosen as the most appropriate research design. This helped the researcher to obtain in depth knowledge required for testing the hypotheses. The main benefit of using a case study design is that the focus on one or a few instances allows the researcher to deal with the subtleties and intricacies of complex social saturations. The decision to use a case study design a strategic that relates to the scale and scope of an investigation, and it does not, at least in principle, dictate which instrument or instruments must be used. Indeed, strength of the case study design is that it allows for the use of a variety of instruments depending on the circumstances and the specific needs of the situation.

The point at which the case study design is most vulnerable to criticism is in relation to the credibility of generalizations made from its findings. The case study researcher needs to be particularly careful to allay suspicions and to demonstrate the extent to which the case is similar to, or contrasts with, others of its type (Denscombe, 2007). However, the researcher has opted for both qualitative and quantitative methods so as to use figures and words in order to fully explain and describe the findings.

### **3.2 Research Population**

Population refers to the entire group of people, events or things of interest that the researcher wishes to investigate (Sekaran, 2003). Hence, the population of this study was the entire staff of MTN-Uganda, regardless of their positions, experience and qualifications. MTN Uganda currently employs a total of 436 employees, from which the respondents was chosen, using a purposive sampling techniques.

#### **3.2 .1 Target Population**

The study targets a sample population of 120 respondents out of a total of 436 employees working with MTN Uganda. The categories are illustrated in table 1 below. The respondents are of both the male and female gender. A purposive sample of the employee's population was made from the total employees.

**Table1: Showing summary of the target population**

| <b>Department</b>         | <b>Frequency (f)</b> | <b>Percentage (%)</b> |
|---------------------------|----------------------|-----------------------|
| Technical                 | 11                   | 9.17                  |
| Planning                  | 13                   | 10.83                 |
| Marketing /sales          | 16                   | 13.33                 |
| Social responsibility     | 10                   | 8.33                  |
| Advertising               | 12                   | 10.00                 |
| Project management        | 10                   | 8.33                  |
| Human resource            | 11                   | 9.17                  |
| Logistics and procurement | 13                   | 10.83                 |
| Transport                 | 12                   | 10.00                 |
| Welfare                   | 12                   | 10.00                 |
| <b>Total</b>              | <b>120</b>           | <b>100.00</b>         |

**Source: Primary Data****3.4 Sample and Sampling Procedure**

**Sampling:** This report is based on a study of a sample of 120 employees drawn from MTN Uganda. The sample was selected purposively, using purposive sampling techniques to obtain the respondents in the study as detailed above in table 1 above. The purposive sampling or judgmental sampling, in this type of the sampling the researcher uses his own judgment or common sense regarding the participant from whom information were collected.

**Sampling procedure:** The researcher was first prepared an exhaustive list (sampling frame) of all members of the population of interest. From this list, the sample was drawn so that each person or item has an equal chance of being drawn during each selection round. However, the study used a total of 120 respondents. In the researcher's view, this number would provide adequate information and result, the research findings would be realistic, with minimum bias if any, and dependable. The researcher generally did not pick this number basing on any established formula but rather applied his own personal judgment to come up with this figure.

### **3.4 Instruments:**

The study was carried out face to face, over the telephone and questionnaires were also given to respondents who were to fill them and later were collected. All interviews were conducted by the researcher. The following instruments were used during data collection;

- **Questionnaires:-**The researcher used self-administered questionnaires to the respondents who were busy. These include the managers, engineers and marketers. The collected data was organized from the responses to questionnaires administered to all the respondents. A total of 113 respondents were responded out of 120 respondents. Meaning that seven employees of the target group were not responded.
- **Interview guides:** - An interview guide was used to obtain data from the rest of the respondents. There were 35 interviews were conducted without data sheets using a shortened version of the questionnaire, which means the researcher has

got a chance to interview (Thirty Five) respondents out of one hundred and twenty) of target population.

A key purpose of this study was that the study instrument should be drawn up specifically for the purpose of evaluating the relationship between training, development and performance. Particular attention was to be paid to the design of questions to allow training and development to be characterized in terms of:

- Formal vs. informal training
- Skills and non-skills related training
- Part time vs. full time training
- Off-the-job vs. on-the-job training
- Transferable vs. firm (or occupation or sector) specific training
- Awareness schemes

In developing the study instruments we drew upon the existing literature surveys contained in our earlier work. We also liaised with the MTN Uganda steering group on the recent experience of the Learning and Training at Work which explored a number of these and related issues. The performance measures it was agreed to include were employment growth, turnover growth and profitability.

This process produced a final survey instrument that was in two parts: a main questionnaire and an interview guide. Both the questionnaire and the interview guide contained questions confirming the respondent's identity and verifying the eligibility of survey inclusion, such as sector and employment size.

### **3.5 Data Collection:**

#### **Interview Method and Data Recording**

One of the methods used was to arrange by telephone for face-to-face interviews. The interviews used a semi-structured questionnaire. The interviews lasted on average thirty minutes. There is also a written record of each interview in the form of notes. For some of the respondents, an initial face-to-face interview was completed. For the other, longer face-to-face interviews were carried out.

### **3.6 Validity & Reliability:**

The questionnaire instruments were pre-tested for its reliability before post-testing or its consistency in measuring and its validity. The pilot process was designed to explore a number of issues. These included:

- The effectiveness of the questionnaire in obtaining the data required, e.g. were respondents able to provide the information and data asked of them, and
- What was the quality of the data obtained?
- The willingness of participants to take part
- The use of data sheets to obtain quantitative performance data
- The impact of questionnaire length on responses

The validity of questionnaire were checked by discussing with my Supervisor Dr. Kinyatta, and other lecturers of Kampala International University using lekerts scale namely, not relevant (NR), somehow relevant (SR), quite relevant (QR) and very relevant (VR), so the content validity index (CVI) was 0.86, therefore, According to Amin (2005)



for the investment to be accepted as valid, the average index should be 0.7 or above. (For the calculation see Appendix D).

### **3.7 Data Analysis**

Data was processed analyzed and presented both qualitatively and quantitatively. This was include; the use of tables, frequency and percentages to ensure clear and easy presentation of the research findings. Computers programs like Excel, and SPSS were used in the analysis of data collected.

### **3.8 Ethical Consideration:**

The questionnaire was administrated, plus interviews and group discussions conducted after prior information has been delivered to the respondents or population in form of a letter. This was ensure safety, social and psychological well being of the respondent or the community targeted.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, INTERPRETATION AND FINDINGS

#### 4.1 Overview

This chapter attempts to analyze the data collected and its interpretation in relation to the studied subjects. "*The effects of training and development on employee's performance*". The empirical findings of the study are presented, analyzed and interpreted. The collected data was organized from the responses to questionnaires administered to all the respondents. A total of 113 respondents out of 120 respondents were responded. Meaning that seven employees of the target group were not responded.

#### 4.2 Nature of the Respondents

This section presents socio- economical demographic characteristics of respondents that include sex, age, and marital status, to mention. This information was obtained from all the respondents as shown in the table 1 below;

**Table 2: Showing the sex distribution of the respondents**

| <b>Sex distribution</b> | <b>Frequency (f)</b> | <b>Percentage (%)</b> |
|-------------------------|----------------------|-----------------------|
| Male                    | 69                   | 61                    |
| Female                  | 44                   | 39                    |
| <b>Total</b>            | <b>113</b>           | <b>100</b>            |

*Source: Field data, 2009*

From the research findings and also as illustrated in table 2 above, from the 113 respondents that participated in the study, the majority (61%) were male, while the minorities (39%) were female. This therefore reflects that MTN Uganda employs more

men than women in most of all its departments. This is in line with a research undertaken by Jonathan James, Dale Kennedy entitled “A Comparison of Male and Female Work-Simulating Isokinetic Strength Outputs: Ergonomics Implications” which states that; Although the needs of South African personnel are different to those of personnel in other forces, there are still a number of possibilities for collaborative work utilizing isokinetic WSTs as a basis of performance comparison.

There appears to be a need to carefully assess effort level consistency when evaluating the isokinetic strength work outputs of female military personnel. Ergonomists can expect lower effort level consistency for female samples that include clerical workers and less motivated soldiers. While the male sample consisted of highly motivated foot soldiers, the female participants were not similarly motivated to exert maximal strength outputs in the isokinetic WSTs.

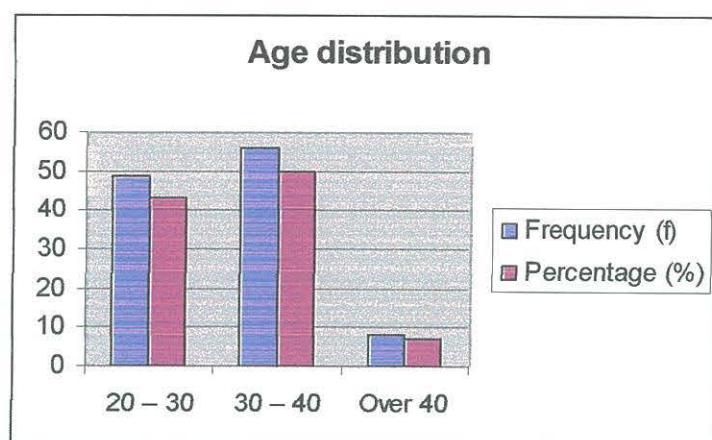
**Table 3: Showing the age distribution of respondents**

| <b>Age</b>   | <b>Frequency (f)</b> | <b>Percentage (%)</b> |
|--------------|----------------------|-----------------------|
| 20 – 30      | 49                   | 43                    |
| 30 – 40      | 56                   | 50                    |
| Over 40      | 8                    | 7                     |
| <b>Total</b> | <b>113</b>           | <b>100</b>            |

*Source: Field data, 2009*

The above results are further illustrated in the figure one below;

**Figure 1: A bar graph showing the age distribution of respondents**



*Source: Field data, 2009*

From the study, the majority (50%) of the respondents were between 30-40 years of age while the minorities (7%) were over 40 years of age. Also 43% were between 20-30 years. This information shows us that MTN Uganda employees are mostly youth. Some researchers had this to say; it has been argued that the ageing population has great implications for the future of human resources in organizations (Low, 1998; Debrah, 1998; Chermack et al, 2003). On the contrary, 'elite expertise workers' are viewed as technically expert, skilled and competent workers who possess the bargaining power to take control of their own career development and advancement (Chermack et al, 2003; Swanson & Holton III, 2001).

**Table 4: Showing the marital status of the respondents**

| Marital status | Frequency (f) | Percentage (%) |
|----------------|---------------|----------------|
| Single         | 51            | 45             |
| Married        | 62            | 55             |
| <b>Total</b>   | <b>113</b>    | <b>100</b>     |

*Source: Field data, 2009*

From the study findings, it is evident that majority (55%) of the respondents are married leaving 45% single. Marital status has been found out to affect performance of employees. The married are found to perform better than the single because the married have more reason to work hard since they have responsibility and are also mature. This is in line with Becker; 1981 who argues that; one hypothesis attributes the wage differential to economies of scale and specialization within the household, which provides incentives for additional investment in specific human capital by married men. Alternative hypotheses are that the marriage premium stems from employer favoritism or that more productive or higher earning men are selected into marriage. The extensive empirical literature that has attempted to test the competing explanations has produced conflicting conclusions. However, one research approach to assess the effect of marital status that seldom has been implemented in the prior literature is to use data on the realized productivity of employees of a single firm (Becker 1981).

**Table 5: Education level of the respondents**

| Level of education | Frequency (f) | Percentage (%) |
|--------------------|---------------|----------------|
| Diploma            | 0             | 0              |
| Degree             | 85            | 75             |
| Postgraduate       | 28            | 25             |
| <b>Total</b>       | <b>113</b>    | <b>100</b>     |

*Source: Field data, 2009*

From the field study, the majority (75%) of the respondents were found to have first degrees, while there was no respondent with diploma. This clearly shows that MTN Uganda targets skilled labor for effective performance. On the other hand 25% of the

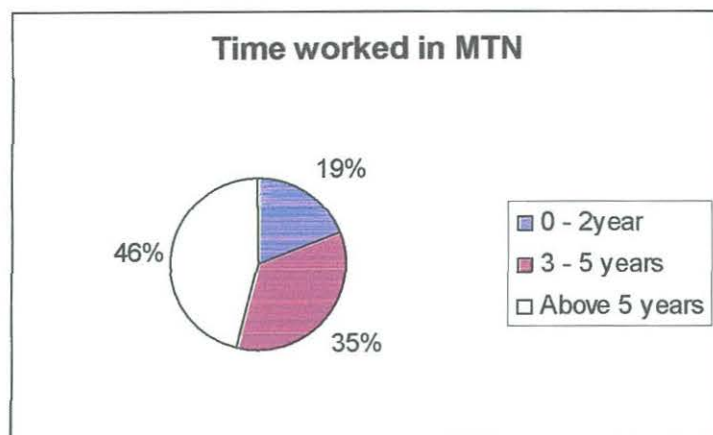
respondents had attained postgraduate qualifications. Low, 1998 states that; the fundamental issues regarding human resources' lack of capabilities and intellectual abilities are said to be grounded in their levels of education and technical training. It has been reported that organizations are faced with a challenge in acquiring high calibre human resources with adequate levels of education (O'Connell, 1999; Streumer et al, 1999). For instance, Silver (1991) reported that studies have shown that employees in British firms are seen to have low levels of educational and training qualifications compared to their competitor nations.

**Table 6: Period working at MTN Uganda**

| <b>Period</b> | <b>Frequency (f)</b> | <b>Percentage (%)</b> |
|---------------|----------------------|-----------------------|
| 0 - 2year     | 22                   | 19.5                  |
| 3 - 5 years   | 39                   | 34.5                  |
| Above 5 years | 52                   | 46                    |
| <b>Total</b>  | <b>113</b>           | <b>100</b>            |

*Source: Field data, 2009*

The above results are clearly illustrated in the pie chart below;

**Figure 2: Pie chart showing the period working at MTN Uganda**

*Source: Field data, 2009*

From the field study, the majority (46%) of the respondents had worked for more than 5 years in the company, while 19% were the minority with not more than two years. The rest of the respondents had been in the organization for 3-5 years. The research findings indicate that most of the respondents had worked for long in the company which is a sign that the company is a good employer. This could be it treats its employees well thus retaining them for a long time.

**Table 7: Showing responses to whether there has been funding or arrangement for training in the last 12 months or not**

| Responses    | Frequency (f) | Percentage (%) |
|--------------|---------------|----------------|
| Yes          | 113           | 100            |
| No           | 0             | 0              |
| <b>Total</b> | <b>113</b>    | <b>100</b>     |

*Source: Field data, 2009*

The table above shows that, all the respondents (100%) reported that there has been funding and arrangement for training in the last 12 months.

**Table 8: Showing proportion of respondents that have had training in the past 12 months**

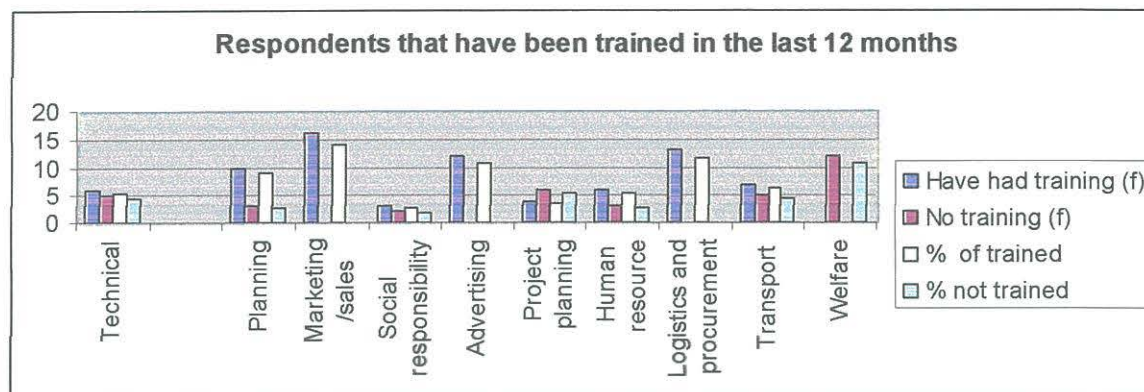
| Department                | Have had training (f) | No training (f) | % of trained | % not trained |
|---------------------------|-----------------------|-----------------|--------------|---------------|
| Technical                 | 6                     | 5               | 5.31         | 4.42          |
| Planning                  | 10                    | 3               | 8.85         | 2.65          |
| Marketing /sales          | 16                    | 0               | 14.16        | -             |
| Social responsibility     | 3                     | 2               | 2.65         | 1.77          |
| Advertising               | 12                    | 0               | 10.62        | -             |
| Project planning          | 4                     | 6               | 3.54         | 5.31          |
| Human resource            | 6                     | 3               | 5.31         | 2.65          |
| Logistics and procurement | 13                    | 0               | 11.50        | -             |
| Transport                 | 7                     | 5               | 6.19         | 4.42          |
| Welfare                   | 0                     | 12              | -            | 10.62         |

*Source: Field data, 2009*

The above results are further clearly illustrated in the figure 3 below;



**Figure 3: pie chart showing proportion of employees in departments that have had training in the past 12 months**



*Source: Field data, 2009*

Figure 3 above shows that the majority of the employees that have had training are the marketing personnel (14.16%) followed by Logistics and procurement with (11.50%) and the least trained are the Social responsibility officers with 2.65%. This clearly shows that MTN is being a market targeted company, its concentrates on training marketing personnel so as to increase the popularity of its services and as a result increase its sales.

**Table 9: Showing benefits of training and development to employees**

| <b>Benefits to employees</b>                             | <b>Frequency (f)</b> | <b>Percentage (%)</b> |
|--|----------------------|-----------------------|
| New skills and knowledge reduce boredom                  | 99                   | 87.61                 |
| Employee feels valuable                                  | 108                  | 95.58                 |
| Creates positive attitudes                               | 113                  | 100.00                |
| Increased job satisfaction                               | 107                  | 94.69                 |
| Increased morale among employees                         | 95                   | 84.07                 |
| Increased employee motivation                            | 111                  | 98.23                 |
| Increased capacity to adopt new technologies and methods | 100                  | 88.50                 |
| Increased innovation in strategies and products          | 112                  | 99.12                 |

*Source: Field data, 2009*

From the research findings, it was reported that training creates positive attitude in the employees to perform better since they feel valuable to the employer ranked highest with all the respondents interviewed mentioning it while increased morale among employees ranked lowest. The rest followed in the descending order below; increased innovation in strategies and products, increased employee motivation, employee feels valuable, increased job satisfaction, increased capacity to adopt new technologies and methods, new skills and knowledge reduce boredom and lastly increased morale among employees.

Jeffrey Bodimer,(2004) in his article “Building Your Employee Training and Development Program” commented; Want to keep your staff motivated about learning

new concepts? The quality and variety of the employee training you provide is key for motivation. Reasons for employee training range from new-hire training about your operation, to introducing a new concept to a workgroup to bringing in a new computer system.

In addition this is also in line with an article on employee training and development from Zeromillion.com that states “The quality of employees and their development through training and education are major factors in determining long-term profitability of a small business. If you hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase their productivity.”

He further advised that whatever your reason for conducting an employee training session, you need to develop the employee training within the framework of a comprehensive, ongoing, and consistent employee training program. This quality employee training program is essential to keep your staff motivated about learning new concepts and your department profitable. Bodimer.(2004)

**Table 10: Showing benefits of training and employee development to the company**

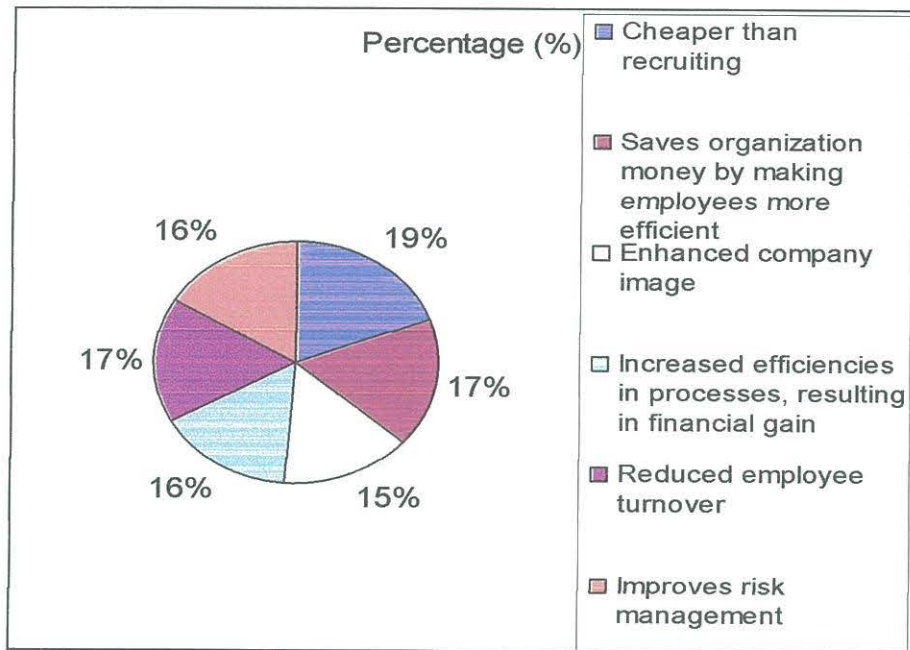
| <b>Benefits</b>  | <b>Frequency (f)</b> | <b>Percentage (%)</b> |
|--|----------------------|-----------------------|
| Cheaper than recruiting  | 113                  | 100.00                |
| Saves organization money by making employees more efficient      | 101                  | 89.38                 |
| Enhanced company image   | 87                   | 76.99                 |
| Increased efficiencies in processes, resulting in financial gain | 92                   | 81.42                 |
| Reduced employee turnover  | 99                   | 87.61                 |
| Improves risk management   | 96                   | 84.96                 |

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*Source: Field data, 2009*

The above results are further illustrated in the figure 4 below;

**Figure 4: A pie chart showing benefits of training and employee development to the company**



*Source: Field data, 2009*

From the research findings it was reported that, all of the respondents (100%) reported that training and development of employees was cheaper than recruiting new employees, while enhancing company image (76.99%) ranked lowest. The rest of the findings were as follows; training and development of employees saves organization money by making employees more efficient, increased efficiencies in processes, resulting in financial gain, reduced employee turnover and lastly improves risk management.

**Table 11: Showing methods of training**

| <b>Method of training</b>              | <b>Frequency (f)</b> | <b>Percentage (%)</b> |
|--|----------------------|-----------------------|
| On job training                        | 112                  | 99.17                 |
| Off job training                       | 113                  | 100.00                |
| Formal vs. informal training           | 76                   | 67.26                 |
| Skills and non-skills related training | 65                   | 57.52                 |
| Part time vs. full time training       | 98                   | 86.73                 |

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**Source: Field data, 2009**

From research findings, it was reported that there are two methods of training that is practiced by MTN Uganda. All the respondents reported that there are those two methods practiced by the company. Off job training being the most practiced accounted for 100.00% while Skills and non-skills related training that is practiced the least accounted for 57.52%.

A workers survey in Australia reported that On-the-job training is predominately targeted to the needs of business in every day operations. For example, in the Clubs and Pubs sector, training is provided in the operations of KENO, TAB and pokie machines. RSA and RCG training is also provide on-the-job and it could be suggested that an external trainer would be required to ensure accreditation.

According to Ivancevich, (2001), probably the most widely used method of training (formal and informal) is on-the-job training. It is estimated that more than 60 percentage of training occurs on the job. The employee is placed into the real work situation and shown the job and the tricks of the trade by an experienced employee or the supervisor.

From his article; The Advantages of Training and Development in the Workplace M James believes that; In house training offers the ability to pinpoint employee developmental needs with satisfaction of those needs then interwoven into current processes and workflow. When a new issue or aspect of work is identified, training and development provides immediate development of the staff skills needed to master this procedure. In addition, training and development in the workplace gives instructional staff opportunity for immediate correction of employee errors, immediate review, and additional training as identified.

In the article Employee training and development, the writer agrees that, there are two broad types of training available to small businesses: on-the-job and off-the-job techniques. Individual circumstances and the "who," "what" and "why" of your training program determine which method to use. ([www.TrainingandDevelopment.htm](http://www.TrainingandDevelopment.htm))

**Table 12: Showing major areas of training and development of employees**

| <b>Areas of training</b>   | <b>Frequency (f)</b> | <b>Percentage (%)</b> |
|----------------------------|----------------------|-----------------------|
| Management                 | 90                   | 79.65                 |
| Team working               | 98                   | 86.73                 |
| Induction training         | 85                   | 75.22                 |
| Supervisory training       | 113                  | 100.00                |
| Improving communication    | 111                  | 98.23                 |
| Innovation management      | 112                  | 99.12                 |
| Customer service/liaison   | 60                   | 53.10                 |
| Marketing                  | 55                   | 48.67                 |
| Health and safety          | 34                   | 30.09                 |
| Financial management       | 67                   | 59.29                 |
| Personnel management       | 57                   | 50.44                 |
| Production management      | 78                   | 69.03                 |
| Time management            | 34                   | 30.09                 |
| Quality control procedures | 3                    | 2.65                  |
| Stress management          | 5                    | 4.42                  |
| Other management training  | 98                   | 86.73                 |

*Source: Field data, 2009*

From the research findings, it was reported that, 100.00 % of the respondents mentioned Supervisory training as an area of training that ranks most with Quality control procedures (2.65 %) ranking lowest. The rest were as follows; team working (86.73%), Induction training (75.22%), Improving communication (98.23%), Innovation



management (99.12%), Customer service/liaison (53.10%), Marketing (48.67%), Health and safety (30.09%), Financial management (59.29%), Personnel management (50.44%), Production management (69.03%), Time management (30.09%), Stress management (4.42%) and lastly Other management training (86.73%).

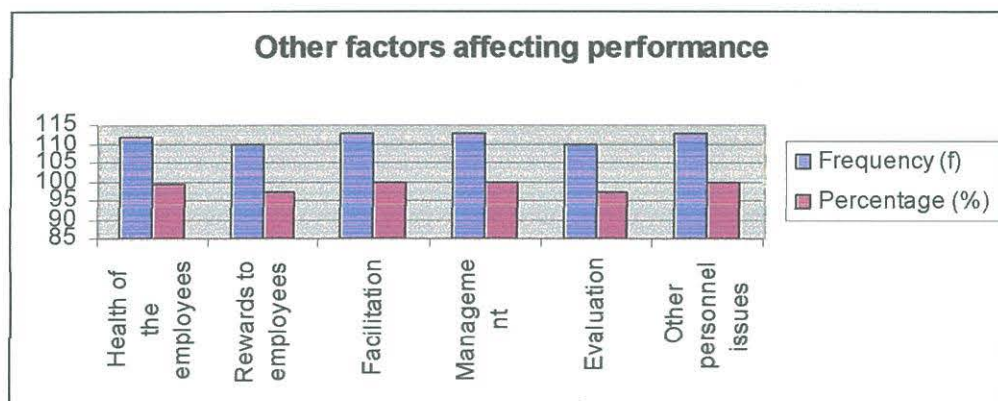
**Table 13: Other factors affecting employee performance**

| Other factors                                   | Frequency (f) | Percentage (%) |
|---|---------------|----------------|
| Health of the employees                         | 112           | 99.12          |
| Rewards to employees                            | 110           | 97.35          |
| Facilitation                                    | 113           | 100.00         |
| Management                                      | 113           | 100.00         |
| Evaluation                                      | 110           | 97.35          |
| Other personnel issues<br>(conflicts, nepotism) | 113           | 100.00         |

*Source: Field data, 2009*

The above results are even shown in figure 5 below;

**Figure 5: Other factors affecting employee performance**



*Source: Field data, 2009*

From the table 16 above, all the respondents (100%) reported that employee facilitation by the company, other personnel issues and the way the employees are managed affects their performance. When employees are well facilitated at work there are higher chances that their performance will be excellent but the reverse affects effectiveness. The same applies to management, when employees are miss managed their level of performance will definitely lower. Because they will lose morale to work and thus their performance ability lowers. These personnel issues included; conflicts, nepotism to mention. These also were also found to affect performance of employees. Other issues included health of employees (99.12%), rewards to employees (97.35%) and lastly evaluation (97.35%).

David Ripley, Ph.D., SPHR in his article Improving Employee Performance: Moving beyond Traditional HRM Responses stated that; The first thing to remember is that employee performance does not occur in a vacuum. We have to take a systems perspective and look not only at our employees, but also at the environments in which we expect them to perform. It has been said that if we put good performers in bad systems, the systems will win every time. We know that behavior in any facet of our lives is a function not only of the person, but also of the environment— more specifically, of the interaction of the person and the environment. Behaviors at work, then, are a function of the interaction of our employees (with their person factors) and the work environment (all the organizational systems factors). And it is behaviors that lead to performance.

Depending on whose perspective you choose to believe, as many as two-thirds to four-fifths of the causes of employee performance problems are attributable to the work

environment, not the employees. If this is true—in fact if it is only partially true—then one answer to the above question clearly is, "Fix the systems in which our employees work!"

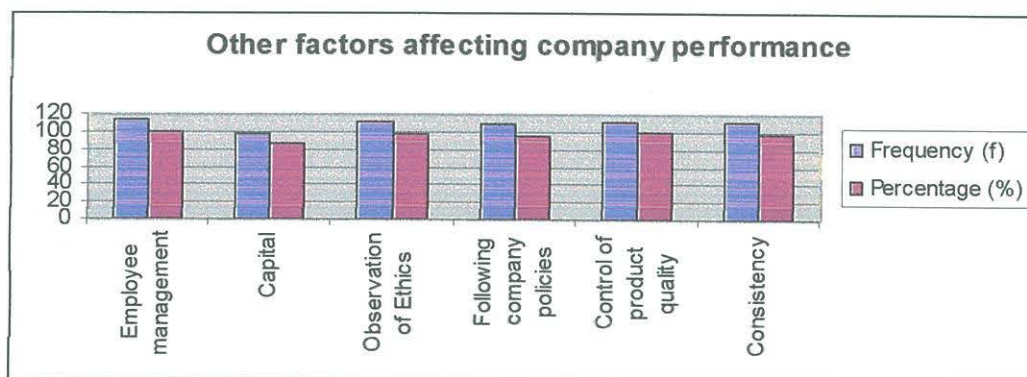
**Table 14: Other factors affecting company performance**

| Other factors              | Frequency (f) | Percentage (%) |
|----------------------------|---------------|----------------|
| Employee management        | 113           | 100.00         |
| Capital                    | 98            | 86.73          |
| Observation of Ethics      | 110           | 97.35          |
| Following company policies | 108           | 95.58          |
| Control of product quality | 112           | 99.12          |
| Consistency                | 111           | 98.23          |

*Source: Field data, 2009*

The above results are even shown in figure 6 below;

**Figure 6: Showing other factors affecting company performance**



*Source: Field data, 2009*

From figure 6 above, all the respondents (100%) reported that employee management greatly affects company performance; this was followed by 99.12% of the respondents who reported that control of product quality affects performance of a company.

Consistency accounted for 98.23%, Observation of Ethics (97.35%), Following company policies (95.58%) and Capital (86.73%).

**Table 15: Other ways to improve employee and company performance?**

| Other factors                             | Frequency (f) | Percentage (%) |
|---|---------------|----------------|
| Motivation of employees                   | 109           | 96.46          |
| Rewarding employees                       | 102           | 90.27          |
| Strictly follow business policies         | 87            | 76.99          |
| Business ethics should be followed        | 98            | 86.73          |
| Good compensation to workers              | 113           | 100.00         |
| Avoid nepotism in promotions              | 88            | 77.88          |
| Treating employees as part of the company | 74            | 65.49          |
| Freedom of speech                         | 99            | 87.61          |

*Source: Field data, 2009*

From the figure above the majority (100.00%) reported that good compensation to workers would improve performance. When workers are well paid it motivates them to work harder thus better performance of the employees and also the company. The minority (65.49%) of the respondents reported that treating employees as part of the company would also improve the performance of both the employee and the company. While the rest of the respondent reported as follows; 96.46% reported motivation of employees, 96.67% reported rewarding employees, 90.27% reported strictly follow business policies, 76.99% reported business ethics should be followed, 86.73% avoid

nepotism in promotions and lastly 87.61% reported freedom of speech as factors that would contribute to employee and company better performance.

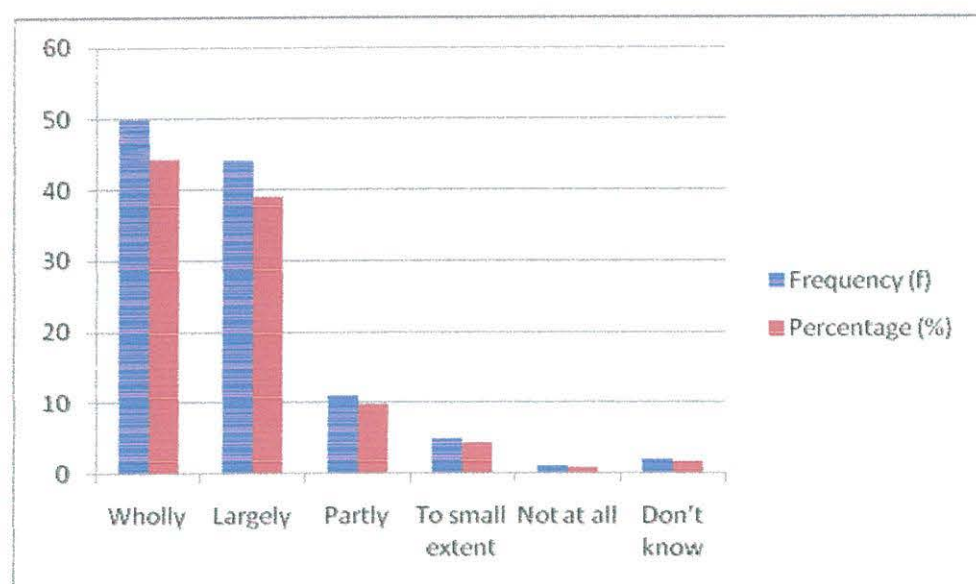
**Table 16: Showing the extent to which trainings meet their objectives**

| Ranking         | Frequency (f) | Percentage (%) |
|-----------------|---------------|----------------|
| Wholly          | 50            | 44.25          |
| Largely         | 44            | 38.94          |
| Partly          | 11            | 9.73           |
| To small extent | 5             | 4.42           |
| Not at all      | 1             | 0.88           |
| Don't know      | 2             | 1.77           |
| <b>Total</b>    | <b>113</b>    | <b>100.00</b>  |

*Source: Field data, 2009*

The above results are even shown in figure 7 below;

**Figure 7: Showing the extent to which the trainings meet their objectives**



*Source: Field data, 2009*

From the research findings, the respondents reported that majority (44.25 %) of the respondents concurred that the trainings had wholly achieved their objectives while 0.88 % believed that the objectives of the trainings were not met. However, 38.94 % reported that the trainings largely met the objectives, 9.73 % partly met the objectives, 4.42 % to a small extent and lastly 1.77 % of the respondents did not know.

**Table 17: Showing difference in business as a result of training**

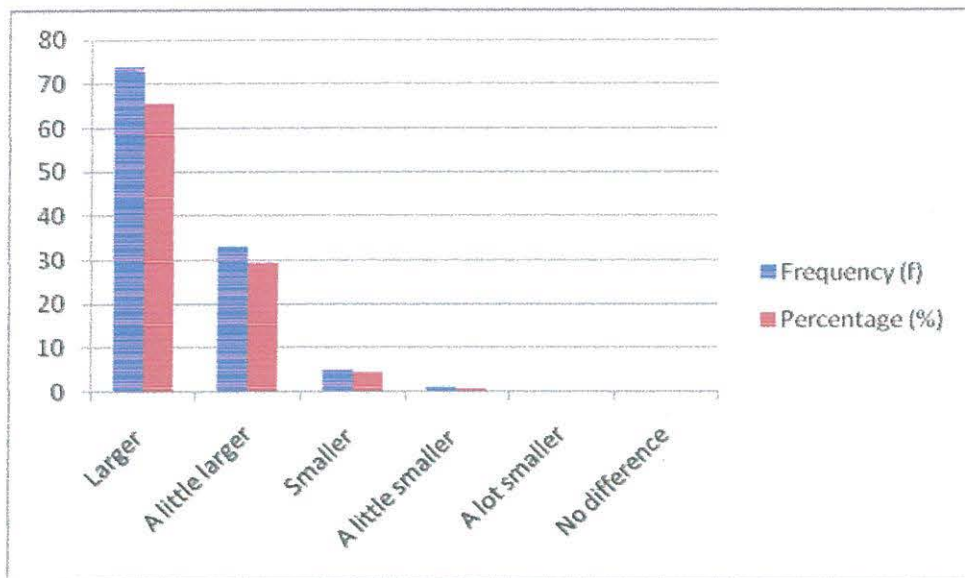
| <b>Other factors</b> | <b>Frequency (f)</b> | <b>Percentage (%)</b> |
|----------------------|----------------------|-----------------------|
| Larger               | 74                   | 65.49                 |
| A little larger      | 33                   | 29.20                 |
| Smaller              | 5                    | 4.42                  |
| A little smaller     | 1                    | 0.88                  |
| A lot smaller        | 0                    | 0                     |
| No difference        | 0                    | 0                     |
| <b>Total</b>         | <b>113</b>           | <b>100</b>            |

*Source: Field data, 2009*

The above results are even shown in figure 8 below;



**Figure 8: Showing growth in business as a result of trainings and development of employees**



*Source: Field data, 2009*

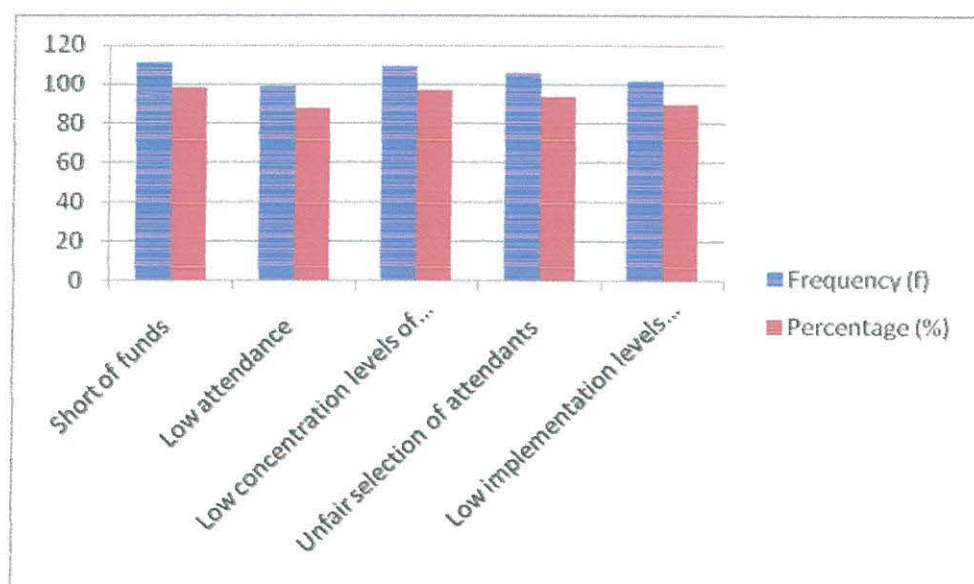
From figure 8 above, majority (65.49%) of the respondents reported that a larger difference was visible in the company business after training and development. There were 0% of the respondents that reported a lot smaller difference and no difference at all. Also 29.20% of the respondents reported a little larger difference in business while 4.42% reported a smaller difference.

**Table 17: Showing challenges faced in training and development**

| Challenges                                   | Frequency (f) | Percentage (%) |
|--|---------------|----------------|
| Short of funds                               | 111           | 98.23          |
| Low attendance                               | 99            | 87.61          |
| Low concentration levels of employees        | 109           | 96.46          |
| Unfair selection of attendants               | 106           | 93.81          |
| Low implementation levels of skills attained | 101           | 89.38          |

*Source: Field data, 2009*

The above results are even shown in figure 9 below;

**Figure 9: Showing challenges faced in training and development**

*Source: Field data, 2009*

From figure 9 above; the majority (98.23 %) of the respondents reported that short of funds was the major challenge faced in training and development of employees. The minority (87.61 %) of the respondents reported that low attendance of trainees was



another challenge faced. Otherwise 93.81 % reported low concentration levels of employees as a challenge, while 93.81% reported unfair selection of attendants and 89.38% reported low implementation levels of skills attained. This is in line with *The Journal of International Social Research* that states; It is considered in the literature to be important for employers to hire educated, skilled and knowledgeable employees in their organizations, as they are the main human capital or assets of the company (Nadler & Wiggs, 1986; Nadler & Nadler, 1989; Harrison, 2000, Schmidt & Lines, 2002; Harrison & Kessels, 2004). Similarly, HRD practitioners are also deemed to be important human capital in organizations because of their knowledge, skills, experience and competence to manage a complex and broad function such as HRD. Unfortunately, the lack of intellectual HRD professionals, who are the main human capital in the HRD function, is regarded as impeding the effectiveness of the HRD function in manufacturing firms in Malaysia.

Guile & Young, (1999), argue that the lack of commitment towards training can be seen throughout organizations, from top management to shop-floor employees. The top management and managerial level employees are found to be uncooperative towards HR T&D, whilst lower level employees lack the commitment to participate in training and development activities. This suggests that employees may have embedded pessimistic attitudes towards training and be fundamentally resistant to change. Of course, the phenomenon of change is often resisted, as it requires individuals to take aboard new learning and adopt new skills and competencies. In point of fact, employers and HRD practitioners in these manufacturing firms are seen to be confronted with the individual

employee-negotiated character of learning rather than the resources required to support such learning. Indeed, these dimensions in learning are said to be an important adaptation with respect to fostering learning and development in the workplace.

**Table 18: Showing possible solutions**

| <b>Solutions</b>                      | <b>Frequency (f)</b> | <b>Percentage (%)</b> |
|---------------------------------------|----------------------|-----------------------|
| Proper planning                       | 96                   | 84.96                 |
| Monitoring the trainings              | 89                   | 78.76                 |
| Encouraging trainees to concentrate   | 99                   | 87.61                 |
| Fairness in selection of trainees     | 111                  | 98.23                 |
| Evaluating the trainees performance   | 89                   | 78.76                 |
| Getting sponsorship for the trainings | 98                   | 86.73                 |

*Source: Field data, 2009*

From the study; it was reported that majority (98.23%) of the respondents reported that fairness in selection of trainees should be exercised in order for trainings and development to benefit the company. The minority (78.76%), of the respondents reported that monitoring the trainings and evaluating the trainees performance needed to be done to improve on the impact of the trainings. While 84.96% and 86.73% reported that proper planning and getting sponsorship for the trainings respectively would also solve on the challenges on training and development of employees. Barbara Brown, Ph.D had this to say; If you want to improve employee performance, think about your daily conversations with employees. No better opportunity exists to reinforce and help refine excellent employee performance. You discuss new projects, talk about overdue

assignments, give updates about completed tasks, and more. Use these conversations to reinforce the importance of doing a great job. How? Link the employee performance to a workplace result.

Brown also added that Talking about employee performance and performance results is something you do everyday. Make the most of these discussions. Give employees a reason in your conversations for doing a great job and they will produce results for you.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Overview**

This chapter discusses and concludes the findings of the study. An attempt is further made to highlight recommendations which the researcher deemed beneficial to MTN Uganda, considering what the findings of the study revealed in the importance of training and development of employees as regard to employee and company performance.

#### **5.2 Discussion of the research findings**

##### **5.2.1 Nature of the respondents**

The nature of respondents was categorized into sex, age, marital status and level of education.

**Sex of the respondents:** From the study, 58% of the respondents were male, leaving 42% as female. Though the organization has a higher male count, it still has a recommended high number of females.

Given the guidelines proposed by Charteris and James (2000) for military personnel, who are involved in regular physical activity, where the criterion for maximal effort should be set at a level of consistency of 90% for the mean/best work repetition there appears to be a need to assess the effort level consistency of the female participants. Although every attempt was made to ensure participants exerted maximal effort it is questionable whether all work outputs were indeed maximal. This is indicative of less efficient performance by

these participants and could well be an indicator of the need to carefully screen personnel before assuming they are ready for basic training and combat tasks requiring consistent work outputs.

**Age of the respondents:** From the study, the majority (50%) of the respondents were between 30-40 years of age while the minorities (8%) were over 40 years of age. This information shows us that MTN Uganda employees are mostly youth. Some researchers had this to say; Other major concerns regarding changing workforce demographics or deficiencies related to human capital in HRD are said to include the increase of the ageing workforce – the so-called ‘baby boomers’ (Bova & Kroth, 2001; Chermack et al, 2003) - and also the exponential entrance of ‘elite expertise workers’ who are also known as ‘generation X’ and the ‘gold collar’ workforce (O’Hara-Devereaux & Johansen, 1994; Wedell, 1999; O’Connell, 1999; Holland et al, 2002). In retrospect, even developed countries such as the USA are facing problems related to the very high rate of ‘baby boomers’ entering the workforce (Bova & Kroth, 2001; Desimone, et al, 2002), and developing countries, including the Asia Pacific Region, are no exception to this trend. It has been argued that the ageing population in these countries has great implications for the future of human resources in organizations (Low, 1998; Debrah, 1998; Chermack et al, 2003). On the contrary, ‘elite expertise workers’ are viewed as technically expert, skilled and competent workers who possess the bargaining power to take control of their own career development and advancement (Chermack et al, 2003; Swanson & Holton III, 2001).

**Marital status:** From the study, majority (58%) of the respondents were married leaving 42% single. Marital status has been found out to affect performance of employees. The married are found to perform better than the single because the married have more reason to work hard since they have responsibility and are also mature. Although the existence of a wage premium for married men has been documented extensively in the labor economics literature, the source of the premium has remained controversial. One hypothesis attributes the wage differential to economies of scale and specialization within the household, which provides incentives for additional investment in specific human capital by married men (Becker 1981). Alternative hypotheses are that the marriage premium stems from employer favoritism or that more productive or higher earning men are selected into marriage. The extensive empirical literature that has attempted to test the competing explanations has produced conflicting conclusions. However, one research approach to assess the effect of marital status that seldom has been implemented in the prior literature is to use data on the realized productivity of employees of a single firm.

**Level of education:** From the field study, the majority (75%) of the respondents were found to have first degrees, while there was no respondent with diploma. On the other hand 25% of the respondents had attained postgraduate qualifications. This is in line with Low, 1998 who states that; the fundamental issues regarding human resources' lack of capabilities and intellectual abilities are said to be grounded in their levels of education and technical training. It has been reported that organizations are faced with a challenge in acquiring high caliber human resources with adequate levels of education (O'Connell, 1999; Streumer et al, 1999). For instance, Silver (1991) reported that studies have shown

that employees in British firms are seen to have low levels of educational and training qualifications compared to their competitor nations. Following this lead, if Britain, a developed country, is seen to have this problem, it is likely to be even more evident in developing countries. On this note, the International Labor Organization has reported that more than half of the workforce in manufacturing firms, particularly in the South East Asia Region, only possess educational qualifications at primary level or lower (ILO, 1997).

**Research question one: *How can employees' performance be improved?***

From the study it was reported that there are various factors that affect performance that if improved upon or made better, performance would improve. Some of these include; good compensation to workers; when workers are well paid it motivates them to work harder thus better performance of the employees. Treating employees as part of the company, motivation of employees, rewarding employees, following ethical guidelines, avoiding nepotism in promotions and freedom of speech would also improve the performance of both the employee. Chuck Gohn, in his newsletter "Improve Employee Performance" states that, the issue of employee recruitment and retention has reached an all time high. Many employers are struggling to find and keep quality employees.

With that in mind, below are nine ways to improve employee performance. By utilizing these methods you can greatly increase moral and significantly increase employee performance.

1. Hire the values you are looking for.
2. Find out why employees are not performing and ask what you can do to help them do a better job.
3. Tell employees what you expect.
4. Give employees clear performance standards.
5. Make sure that employees have the tools to do the job.
6. Get employees input on what behaviors they (the employees) should be engaged in.
7. Have employees come up with 10 "house rules."
8. Train, coach, evaluate, and reward the behaviors identified above.
9. Improve your feedback by dealing with the problems that are within an employee's control, think through what you will say and how you will say it, and be specific about behaviors rather than attitudes.

Barbara Brown, Ph.D had this to say; if you want to improve employee performance, think about your daily conversations with employees. No better opportunity exists to reinforce and help refine excellent employee performance. You discuss new projects, talk about overdue assignments, give updates about completed tasks, and more. Use these conversations to reinforce the importance of doing a great job. How? Link the employee performance to a workplace result.

Barbara also added that talking about employee performance and performance results is something you do every day. Make the most of these discussions. Give employees a reason in your conversations for doing a great job and they will produce results for you.



**Research questions two: *How does training and development of employees affect their performance?***

From the research, the respondents reported that training and development was beneficial to employees by creating positive attitude in the employees to perform better, acquisition of new skills and knowledge reduces boredom, employee feels valuable, increased job satisfaction, increased employee motivation, increased capacity to adopt new technologies and methods and increased innovation in strategies and products.

Jeffrey Bodimer, in his article “Building Your Employee Training and Development Program” commented; Want to keep your staff motivated about learning new concepts? The quality and variety of the employee training you provide is key for motivation. Reasons for employee training range from new-hire training about your operation, to introducing a new concept to a workgroup to bringing in a new computer system.

In addition this is also in line with an article on employee training and development from Zeromillion.com that states “The quality of employees and their development through training and education are major factors in determining long-term profitability of a small business. If you hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase their productivity.”

He further advised that whatever your reason for conducting an employee training session, you need to develop the employee training within the framework of a comprehensive, ongoing, and consistent employee training program. This quality employee training program is essential to keep your staff motivated about learning new concepts and your department profitable.

On the other hand it was reported that training and development was beneficial to the company since it is cheaper to train and develop existing employees than recruiting new ones, the company image is also enhanced as a result of training and development, saves organization money by making employees more efficient, increased efficiencies in processes, resulting in financial gain, reduced employee turnover and also improves risk management in the company.

**Research question three: *What other factors affect the performance of employees?***

From the research findings; it was reported that employee facilitation by the company and the way the employees are managed affects their performance. When employees are well facilitated at work there are higher chances that their performance will be excellent but the reverse affects effectiveness. The same applies to management, when employees are miss managed their level of performance will definitely lower. Because they will lose morale to work and thus their performance ability lowers. In addition other personnel issues also ranked majority and these personnel included; employee conflicts, nepotism, health of employees, rewards to employees and lastly evaluation. David Ripley, Ph.D., SPHR in his article Improving Employee Performance: Moving Beyond Traditional HRM Responses stated that; The first thing to remember is that employee performance does not occur in a vacuum. We have to take a systems perspective and look not only at our employees, but also at the environments in which we expect them to perform. It has been said that if we put good performers in bad systems, the systems will win every time. We know that behavior in any facet of our lives is a function not only of the person, but also of the environment— more specifically, of the interaction of the person and the

environment. Behaviors at work, then, are a function of the interaction of our employees and the work environment. And it is behaviors that lead to performance.

Depending on whose perspective you choose to believe, as many as two-thirds to four-fifths of the causes of employee performance problems are attributable to the work environment, not the employees. If this is true-in fact if it is only partially true-then one answer to the above question clearly is, "Fix the systems in which our employees work!"

**Research question four: *What are the challenges in training and developing employees?***

From study the majority (98.23%) of the respondents reported that short of funds was the major challenge faced in training and development of employees. The minority (87.61%) of the respondents reported that low attendance of trainees was another challenge faced. Otherwise 96.46% reported low concentration levels of employees as a challenge, while 93.81% reported unfair selection of attendants and 89.38% reported low implementation levels of skills attained.

This is in line with *The Journal of International Social Research* that states; It is considered in the literature to be important for employers to hire educated, skilled and knowledgeable employees in their organizations, as they are the main human capital or assets of the company (Nadler & Wiggs, 1986; Nadler & Nadler, 1989; Harrison, 2000, Schmidt & Lines, 2002; Harrison & Kessels, 2004). Similarly, HRD practitioners are also deemed to be important human capital in organizations because of their knowledge,

skills, experience and competence to manage a complex and broad function such as HRD. Unfortunately, the lack of intellectual HRD professionals, who are the main human capital in the HRD function, is regarded as impeding the effectiveness of the HRD function in manufacturing firms in Malaysia.

Guile & Young, 1999 state that the lack of commitment towards training can be seen throughout organizations, from top management to shop-floor employees. The top management and managerial level employees are found to be uncooperative towards HR T&D, whilst lower level employees lack the commitment to participate in training and development activities. This suggests that employees may have embedded pessimistic attitudes towards training and be fundamentally resistant to change. Of course, the phenomenon of change is often resisted, as it requires individuals to take aboard new learning and adopt new skills and competencies. In point of fact, employers and HRD practitioners in these manufacturing firms are seen to be confronted with the individual employee-negotiated character of learning rather than the resources required to support such learning. Indeed, these dimensions in learning are said to be an important adaptation with respect to fostering learning and development in the workplace.

### 5.3 Conclusion

In conclusion, the research findings clearly indicate that it is necessary for an organization/ company/ business to train and develop its employees.

Although the hypothesis states that “*There is no direct relationship between MTN Uganda’s employee training and development on their performance at work places*”, from the research findings it was found out that; there is a direct relationship between employee training and development.

There are farfetched advantages of training and development of employees to both the employees and the company or business. From the research reasons for emphasizing the growth and development of personnel were identified and they include;

Creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization, enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff, building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale and ensuring adequate human resources for expansion into new programs.

From the research also specific benefits that MTN Uganda receives from training and developing its workers were identified and included: increased productivity reduced employee turnover, increased efficiency resulting in financial gains and decreased need for supervision.

In addition, challenges faced by MTN Uganda in the effective management of Human Resource (HR) Training and Development (T&D) varied from concerns about the lack of intellectual HR professionals to coping with the demand for knowledge-workers and fostering learning and development in the workplace. The core and focal challenge is the lack of intellectual HRD professionals in manufacturing firms, and this suggests that employers viewed HR T&D as a function secondary to HRM and perhaps considered it as being of lesser importance. This implication could lead to the ineffective implementation of HR T&D activities and increase ambiguity and failure in effectively managing HR T&D as a whole. As well as the major challenge presented by the lack of HRD professionals, HRD practitioners are currently being confronted with the challenge of coping with the demand for knowledge-workers, with issues relating to the hiring, training and retention of a skilled and competent workforce. The ageing workforce and their positions within the company also pose a major challenge in terms of developing older workers to become knowledge workers, particularly with regard to their levels of education.

Furthermore, the lack of commitment towards training can be seen throughout MTN Uganda, from top management to shop-floor employees. The top management and managerial level employees are found to be uncooperative towards HR T&D, whilst lower level employees lack the commitment to participate in training and development activities. This suggests that employees may have embedded pessimistic attitudes towards training and be fundamentally resistant to change.

However, to successfully develop and foster training and development in the workplace, it is essential for individual employees to engage in self- directed and self-motivated learning. The strategy of moving forward and planning strategically in response to these challenges to HR T&D remains the responsibility and initiative of the organization.

The findings of this study imply that the process of developing knowledge workers towards achieving knowledge- economy status is likely to be very challenging and to take a long time to achieve unless employers can surmount these challenges by developing and implementing contemporarily appropriate policies and procedures for HR management and development.

#### **5.4 Recommendations**

Basing on the findings in this study, the following recommendations have been suggested; Strategies for Improving Employee Performance have to be developed and properly implemented. Improving employee performance requires steady and regular attention from the supervisor. The following should be kept in mind as you address performance problems.

1. Firstly, communicate with the employee the goals, standards, and tasks clearly.  
Be sure the employee understands performance standards, communicate priorities, communicate the big picture and how the employee fits in it and let the employee know why their job needs to be done.
2. Secondly, provide regular feedback on good performance and communicate when poor or marginal performance occurs.

3. Also identify why the employee might not be meeting performance. This could be a lack of knowledge or skill to do the job, a lack of tools and resources to do the job and processes, systems or procedure may be interfering with the employee's ability to meet performance standards.
4. Lastly, motivation and attitude are also crucial and need to be attended to.

### **5.5 Area of further research**

The study was only limited to the effect of training and development on employees performance in MTN Uganda, Kampala. It is suggested that further research should be done on;

- Factors hindering efforts to train and develop employees for better performance in MTN Uganda.
- Conflict and employees performance.
- Rewards and employee performance.



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## APPENDICES

### APPENDIX A: QUESTIONNAIRES

Dear Sir/Madam,

This questionnaire is meant to facilitate the study on “*The Effects of Training and Development on Employees Performance*” The Study is for academic purposes and is carried out in partial fulfillment of Masters of Arts in Development Studies of Kampala International University. You are requested to complete this questionnaire and information given will be kept confidential.

#### SECTION A: BIO DATA

1. **Sex**

(a) Male

(b) Female

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2. **Age**

(a) 20 – 30

(b) 30 – 40

(c) Over 40 years

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3. **Marital Status**

(a) Single

(b) Married

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4. **Education level of respondents**

(a) Diploma

(c) Degree

(d) Post graduate

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|  |

5. What department are you working in?

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6. How long have you been working for MTN Uganda?

- (a) 0 - 2year ☐
- (b) 3 - 5 years ☐
- (c) Above 5 years ☐

**SECTION B: TRAINING AND DEVELOPMENT**

In this section we would like you to tell us about training and development: by this we mean all training within and away from the immediate work position. It can be given at your premises or elsewhere. It includes all sorts of courses – full or part time; correspondence or distance learning; Health and Safety training, and so on – as long as it is funded or arranged by you.

7. (a) Have you funded or arranged any training over the past 12 months for any of the employees in this business?

- i. Yes ☐
- ii. No ☐

(b) If yes, to whom did you provide training for in the last 12 months?

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(c) What proportion of employees in your department have had training in the past 12 months?

- 0%.....
- 1-19%.....
- 20-50%.....
- More than 50%.....

8. What benefits do you think this training and development have had to the employees and company?

**Employees**

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**Company**

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9. What are the methods of trainings that MTN Uganda employs?

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10. (a) Have you attended any trainings since you joined MTN Uganda?

i. Yes

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|  |

ii. No

(b) If yes, how have you benefited from the trainings?

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11. What are the major areas that your department concentrates on in training and development of employees?

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12. What is your target group for these trainings?

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13. (a) How does employee training and development affect your employees performance?

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(b) How does employee training and development affect your company's performance?

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14. (a) What other factors affect employee performance?

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(b) What other factors affect company performance?

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15. In what other ways can employee performance be improved?

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16. To what extent would you say that the training you have provided has met its objectives?

|         |                          |                 |                          |
|---------|--------------------------|-----------------|--------------------------|
| Wholly  | <input type="checkbox"/> | To small extent | <input type="checkbox"/> |
| Largely | <input type="checkbox"/> | Not at all      | <input type="checkbox"/> |
| Partly  | <input type="checkbox"/> | Don't know      | <input type="checkbox"/> |

17. In terms of the following measures, how much larger or smaller do you think your business is today as a result of the total training you have provided in the last three years?

|               |                          |                  |                          |
|---------------|--------------------------|------------------|--------------------------|
| A lot smaller | <input type="checkbox"/> | A little smaller | <input type="checkbox"/> |
| No difference | <input type="checkbox"/> | A little larger  | <input type="checkbox"/> |
| larger        | <input type="checkbox"/> |                  |                          |

### SECTION C: CHALLENGES AND SOLUTION

In this section we shall explore the challenges faced in training and development of employees and then their possible mitigation measures.

18. (a) What are the challenges faced in training and development of employees for better performance?

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(b) Suggest ways in which these challenges can be overcome?

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19. Suggest recommendations for effective employee and organization performance?

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*Thanks for your cooperation*

## **APPENDIX B: INTERVIEW**

### **Interview Guide**

Dear Sir/Madam,

This questionnaire is meant to facilitate the study on “*The Effects of Training and Development on Employees Performance*” The Study is for academic purposes and is carried out in partial fulfillment of Masters of Arts in Development Studies of Kampala International University. You are requested to complete this questionnaire and information given will be kept confidential.

### **SECTION A: BACKGROUND INFORMATION**

- 1) Age
- 2) Sex
- 3) Marital Status
- 4) Education level of respondents
- 5) Department of respondent
- 6) How long have you been in this institution?

### **SECTION B: TRAINING AND DEVELOPMENT**

In this section we would like you to tell us about training and development: by this we mean all training within and away from the immediate work position. It can be given at your premises or elsewhere. It includes all sorts of courses – full or part time; correspondence or distance learning; Health and Safety training, and so on – as long as it is funded or arranged by you.

- 7) (a) Have you funded or arranged any training over the past 12 months for any of the employees in this business?
  - i. If yes, to whom did you provide training for in the last 12 months?
  - ii. What proportion of employees in your department have had training in the past 12 months?
- 8) What benefits do you think this training and development have had to the employees and company?
- 9) What are the methods of trainings that MTN Uganda employs?

- 10) (a) Have you attended any trainings since you joined MTN Uganda?  
 (b) If yes, how have you benefited from the trainings?
- 11) What are the major areas that your department concentrates on in training and development of employees?
- 12) What is your target group for these trainings?
- 13) (a) How does employee training and development affect your employees performance?  
 i. (b) How does employee training and development affect your company's performance?
- 14) (a) What other factors affect employee performance?  
 (b) What other factors affect company performance?
- 15) In what other ways can employee performance be improved?
- 16) To what extent would you say that the training you have provided has met its objectives?

|         |                 |
|---------|-----------------|
| Wholly  | To small extent |
| Largely | Not at all      |
| Partly  | Don't know      |

- 17) In terms of the following measures, how much larger or smaller do you think your business is today as a result of the total training you have provided in the last three years?

|                  |                     |
|------------------|---------------------|
| A lot<br>smaller | A little<br>smaller |
| No<br>difference | A little<br>larger  |
| larger           |                     |

**SECTION C: CHALLENGES AND SOLUTION**

In this section we shall explore the challenges faced in training and development of employees and then their possible mitigation measures.

18) (a) What are the challenges faced in training and development of employees for better performance?

a. (b) Suggest ways in which these challenges can be overcome?

19) Suggest recommendations for effective employee and organization performance?

*Thanks for your cooperation*

## APPENDIX C: CALCULATION OF CONTEXT VALIDTY INDEX

$$\text{CVI} = \frac{\text{Number of all relevant questions}}{\text{The total number of the items}}$$

### Section: A

$$\text{CVI} = \frac{5}{6} = 0.83$$

### Section: B

$$\text{CVI} = \frac{10}{11} = 0.90$$

Therefore, Average of content validity index is

$$\text{CVI} = \frac{1.73}{2} = 0.86$$

## APPENDIX D: INTRODUCTION LETTER



KAMPALA  
INTERNATIONAL UNIVERSITY

P.O.BOX 20000  
KAMPALA- UGANDA.  
TEL:-041-266813

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OFFICE OF THE DEPUTY DIRECTOR  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

September 23, 2009

Human Resource Manager  
MTN Uganda  
KAMPALA

Dear Sir/Madam,

**RE: INTRODUCTION FOR ABDULAH M. ABDISALAN**

This is to inform you that the above named is our registered student (MDS/10001/81/DF) in the School of Post Graduate Studies pursuing a Master of Arts in Development Studies (MA DS).

He is completing his one year of taught Modules and is also working on thesis titled **"The Effects of Training and Development of Employees on their Performance: A case study of MTN Uganda, Kampala"**.

Any assistance rendered to him regarding Research, will be highly appreciated.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Kepha Natolooka', is written over a circular official stamp of KIU. The stamp contains the text 'KAMPALA INTERNATIONAL UNIVERSITY' and 'SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH'.

Dr. Kepha Natolooka

DEPUTY DIRECTOR-SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH