

RELATIONSHIP BETWEEN TRAINING AND EMPLOYEE PERFORMANCE IN SELECTED TELECOMMUNICATION INDUSTRY IN KENYA

Odhiambo Adeline Achieng’.

The Cooperative University of Kenya, Kenya.

Gitari James.

The Cooperative University of Kenya, Kenya.

Lucinda Mugaa.

The Cooperative University of Kenya, Kenya.

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ABSTRACT

This study aimed to explore the impact of various training factors, including training methods, training needs assessments, and training delivery styles, on employee performance in the telecommunications industry, specifically within Airtel Kenya. The role of effective training practices in enhancing employee performance has been widely acknowledged, and this research sought to provide empirical evidence on how these training variables influence job performance outcomes in a corporate setting. The study employed a quantitative research design and collected data from 155 employees using structured questionnaires. The findings revealed that all three training variables significantly influenced employee performance. Pearson correlation analysis indicated strong positive correlations between the training variables and employee performance. Specifically, training needs assessment had a correlation of .786 ($p < 0.01$) with employee performance, suggesting a strong and significant relationship. Training methods showed a positive correlation of .735 ($p < 0.01$), and training delivery styles had a correlation of .661 ($p < 0.01$) with employee performance. Regression

analysis further confirmed the significance of these factors in predicting employee performance. The regression model, which included training methods, training needs, and training delivery styles, explained 71.4% of the variance in employee performance ($R^2 = .714$). All predictors were statistically significant, with p-values less than 0.01. The study concluded that a comprehensive training strategy that includes thorough training needs assessments, effective training methods, and appropriate delivery styles is crucial for improving employee performance in the telecommunications sector. The research also identified several potential areas for future investigation, such as focus on comparing the effectiveness of virtual reality (VR), augmented reality (AR), and artificial intelligence (AI)-driven training tools in enhancing employee performance in the telecommunications sector. The study recommended that companies in the telecommunications industry invest in tailored, needs-based training programs to maximize employee performance.

Keywords: Training, Performance, Needs Assessments

INTRODUCTION

Training is one of the most effective tools and a fundamental one to achieve the organizational goals and objectives in today's globalized world. The success of any organization globally is dependent on the quality of its workforce therefore the organization should ensure that, it obtains and retains skilled, committed and well-motivated workforce it needs (Nassazi, 2021). The significance of training programs as an integral component of human resource development (HRD). It is well acknowledged that all tasks, regardless of their scale or the size of the organization, whether in the primary, secondary, or tertiary sector, necessitate the involvement of human resources. Training and development programs are utilized as effective means to transmit essential knowledge and facilitate learning processes. Training methods can

be classified into two categories: on-the-job training and off-the-job training and development approaches. This study serves as a conceptual exposition in this particular direction (Siddiqui, 2018).

Studies on the effects of Training and development on employee performance have been conducted throughout different organizations in different parts of the world. For instance, a study conducted by McDowall and Saunders (2020) in the United Kingdom (UK) explores the views and understandings of training among managers. The research revealed the importance of ensuring that training and development activities are in line with the strategic objectives of the firm. Harrison (2020) in Canada points out that the achievement of employee performance through training resulted from increasing knowledge in Schools, skills and abilities to carry out job-related tasks to achieve more corporate goals and influencing the performance of the organization. It was concluded that the schools must be considered while selecting the most appropriate training intervention that helps schools to solve all problems and enhance employee performance to achieve school goals.

In America, according to Wright and Geroy (2019), employee competencies change through effective training programs. In addition, training and development not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of employees necessary for the future job. Through training the employee competencies are developed and enable them to implement the job-related efficiently, achieve school objectives, and competitive advantages. The study revealed that the implementation of training programs is a key solution to employee performance. Thus, training and development are one of the vital human resource management practices, which positively affects the quality of employee knowledge, skills and capability resulted in higher employee performance.

In African countries, effective training of employees increases their performance not only by making them competent in their work but also by improving their knowledge, skills and attitudes and this consequently affects the performance of the organization (Wright Geroy, 2019; Nassazi, 2021). When organizations allocate the necessary resources for job performance, individuals experience job satisfaction and increased productivity, ultimately contributing to the overall success of the organization (Jehanzeb & Bashir, 2019). While Singh and Mohanty (2019) in South Africa explained in their research that training is an important tool for the purpose of enhancing the workforce performance and ultimately increases the worth of an organization but organization ought to be balance amongst training worth and training disbursement. Besides, a study the authors argue that employee training is essential for the organization to develop the performance of the employees and the organization should evaluate the training program as per the objectives and missions.

Ndunge (2018) has outlined that the main challenge of service delivery in key functions of KWS in Kenya, and says that it has been brought about by limited investment in employee capacity building and as a result, increased attrition rate hence denying the sector the available useful skills, which has added to the manpower shortage. In addition, there is shortage in artisan

and other common cadre skills that can be managed through employee competency development programs that not only enhances but also equips employees with the relevant interpersonal and analytical skills. A study conducted by Price water house (2020) in Kenya argues that managers and professionals generally receive more financial support for training than do clerical and manual workers. This is due to the less awareness of the need for training and more importantly less ability to do something about it. Professions are improved with the value of education and self-development, which is often acquired in the routes to, and in a higher education. This helps them to cope with change and hence attention to the organization. Whereas those without this capability to adapt to change due to lack of training, may fail to cope. These challenges highlight the critical importance of training and development on employee performance at Airtel Limited Kenya.

The Concept of Training

Different scholars have defined training in various forms with emphasis on various factors such as core elements that includes knowledge, skills and attitude and focus area that includes human resource investment, processes of organizational improvement and systematic development of knowledge among others. Intellectual components that have been acquired and retained via education and life experience are referred to as knowledge (Lehrer, 2018). The ability to do one's job more successfully and efficiently is what we mean by skills (Whiting, 2020). However, skills may be categorized into three types that include technical skills, which involves mastery of a particular kind of activity or job that involves methods, process, procedures or technique. Second, the ability to function well in groups is a human skill.

Organizational training process strives to bring about positive change by improving the skills and attitudes of employees, which has an effect on the performance of the impacted personnel (Kulkarni, 2018). An employee's behavior can also be changed in a systematic way in order to prepare the employee for a job or to improve the employee's present work performance, while development entails preparing an employee for improving conceptual, decision-making, and interpersonal skills in a structured situation (Niazi, 2021). The systematic development of an employee's individual knowledge, abilities, and attitudes is another definition of training that can be used to better enable an employee to carry out their responsibilities (Salas, Tannenbaum, Kraiger & Smith-Jentsch, 2020). Training is about achieving business results. It is not about teaching, but it's about learning. In some cases, according to Russo (2018), there is more instruction than learning. In others, there is more learning than instructions.

Statement of the problem

Staff training is essential for achieving organizational goals, as it maximizes employee contributions to these aims (Armstrong, 2020). Continuous staff development is necessary, with training playing a key role in enhancing workforce motivation and performance (Sultana et al., 2020). Human resource management aims to create environments that unlock employee potential and secure their commitment to organizational success. According to Chang (2021), evaluating training efforts should demonstrate how they improve job performance and contribute to overall organizational goals. Training and development significantly impact competitiveness and economic performance at both national and enterprise levels. While

previous studies have explored training effects in various sectors, research specifically focusing on call centers in the telecommunications industry, like Airtel Limited, remains limited, indicating a gap that this study aims to address.

General Objective

The general objective of the study is to establish the relationship between training and employee performance among the customer care agents in Airtel Limited call center.

Specific Objectives

- i. To investigate training needs assessment on employee performance among the customer care agents at Airtel Limited call center.
- ii. To assess the effect of training methods on employee performance at Airtel Limited call center.
- iii. Observing the effects of training delivery style with the performance of customer care agents at Airtel Limited call center.

LITERATURE REVIEW

Theoretical Review

This section covers the theories in support of training and development that includes; reinforcement theory; expectancy theory; social learning theory and goal attainment theory.

Reinforcement Theory

Skinner highlights that people are driven to do or avoid specific behavior owing to the past consequences coming from such behavior. Theory argued that in order for learners to learn, alter behavior, or improve their skills, trainers must discover what outcomes the learners find best and unpleasant and then link these outcomes to the learning process. Training is also a strategic tool that makes work more exciting and functions as an avenue for employees to better their performance, which ultimately leads to promotion of employees for their great performance, originality, and creativity as a result of the trainings they attend (Skinner, 2019). External variables such as Pavlov's Classical Conditioning and Skinner's Operant Conditioning, according to this idea, reinforce and govern an individual's behavior (2021). 19 Trainers should embrace positive reinforcement and feedback in order to provide a better learning experience for their students. Because of this, the theory of reinforcement suggested that in order for trainees to learn new information, change their behavior, or improve their skills, the trainer must first identify the desired outcomes that trainees prefer in order to determine the best way to deliver trainings that will lead to improved performance and organizational success.

Expectancy Theory

According to Vroom's theory from 1964, behavior is influenced by three factors: expectation, instrumentality, and valence (Nimri, Bdair & Al Bitar, 2018). Instrumentalism asserts that a specific behavior is linked to a specific result. Valence, on the other hand, refers to how much importance a person attaches to a specific outcome. It is anchored on the hypothesis that

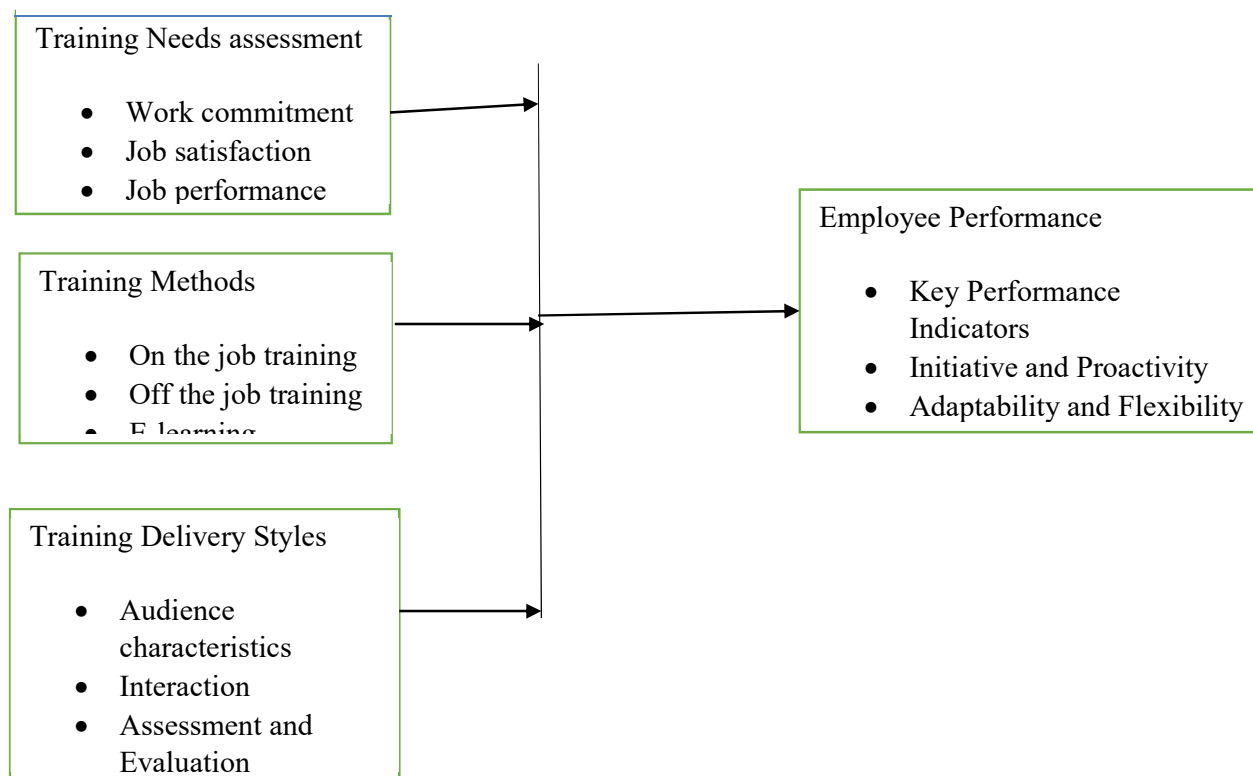
individuals adjust their behaviour based on the anticipated satisfaction of set goals (Renko, Kroeck & Bullough, 2020). Performance is influenced by expectations of future events, according to this notion, which is the inspiration for the concept of performance management (Parijat & Bagga, 2020). Expectancy theory in training suggests that learning is most likely to occur when employees believe they can learn the content of the program (expectancy); learning is linked to outcomes such as better job performance, a salary increase or peer recognition (instrumentality), and employees value such results. People will be more motivated to learn if they believe that the training would help them in the long run (Renko, Kroeck & Bullough, 2019).

Social Learning Theory

The idea was created by Bandura (2020) and highlights the necessity of monitoring and modelling the behaviors, attitudes, and emotional reactions of others (Brauer & Tittle, 2019). This theory highlights that employees obtain new skills and information through seeing other knowledgeable employees within their field of operation whom they have faith in and as well believe to be credible (McLeod, 2021). The theory suggested that training is impacted by person's self-efficacy and ability to learn new abilities that are propelled by encouragement, oral persuasion, logical confirmation, observation of others (Deaton, 2018). This theory informs the trainer on the most appropriate training method in relation to the target group since it provides for a variety of training methods that include role-playing, observation, peer to peer, games, demonstration among others.

Conceptual Framework

This section will show how the dependent and independent variables interact with the variables in them. In this study, the independent variables have been identified, as Training needs assessment, training methods and training delivery styles influencing employee performance. The dependent variable in this study is the employee performance of Airtel's Call Center



Conceptual Framework

Training Needs Assessment and employee performance

A study by Vasudevan (2018) examined the effect of training on the work commitment, job satisfaction and job performance in Malaysia. The four components of training including training commitment, training needs assessment, training contents and delivery approaches and training evaluation are important in human resource management. The results of the study revealed that training commitment, training needs assessment, training contents and delivery approaches and training evaluation had a positive and significant influence the employee’s work commitment, job satisfaction and job performance.

A study by Omusebe, Gabriel and Douglas (2019) assessed the effects of training needs assessment on employee performance in the Mumias Sugar Company, Kenya. The study sought to determine the effects of training contents on employee performance and the effects of training evaluation on employee performance. The results showed that there was a positive and significant effect between training needs assessment and employee performance in Mumias Sugar Company Limited. Training contents has a positive and significant effect on the employee performance in Mumias Sugar Company Limited while training evaluation and employee performance were positively correlated. Furthermore, they argue that it is necessary to establish the limits of a trainee to determine the training program that will address the specific shortfalls realized. In addition, it has been established that in the public sector, staff training that are designed to assist employees acquire specific knowledge skills and attitude usually demonstrate high performance in their task assignments.

Training Methods and employee performance

Training methods are means of attaining the desired objective in a learning situation; it is communicating information, ideas, skills, attitudes and feelings to learners. These methods according to Armstrong (2021) are generally categorized into, on-the-job and off-the-job training. On-the-job training consists of having a person learn a job by actually doing it. It is also referred to as coaching or understanding method. Here an experienced worker or the trainee's supervisor trains the employee. This may involve simply acquiring skills by observing the supervisor or having the supervisor or job expert show the new employee the ropes step by step. Of-the-job training can take place on special course or training areas or centers, which have been specially equipped and staffed for training.

Another method is extended training, which is useful for the development of managerial, leading, technical and social knowledge and skills especially if the courses carry standard theory, and practices, which can easily be translated, from the general to the particular. Just in time training is also another training method that is closely linked to the pressing and relevant needs of people by its association with immediate or movement business activities. Such programs are definite assets in helping managers to learn correct job methods, to achieve a satisfactory level of job performance, and to acquire capabilities that would be valuable in possible future jobs. Arun & Mirza, 2019 identified that training can be classified into the following categories this is, Training in company policies and procedures (induction training), Training in human relations, Training in particular skills, Training in problem solving, Managerial and supervisory training and Apprentice training.

Training Delivery Styles and employee performance

A study by Myles (2019) sought to determine the effect of training delivery styles and employee performance. The study found out that a company, which seeks to train and develop its employees well and reward them for their performance. Further, the findings revealed that training delivery styles have a positive and significant relationship with employee performance. Raja (2019) study on the effect of training methods, training design and delivery style on organizational performance showed that training methods, training design and delivery style had significant effect on organizational performance.

Mahalakshmi and Uthayasuriyan (2020) carried out a study to find out; to what extent training styles enhances the employee motivation, commitment and job involvement working in the banking sector of Sivaganga and in banks in general. The study used a survey research methodology. The study found that rotating an employee from one department to another is not a luxury but a necessity of today's professional climate as it provides an intermittent opportunity to employees to tackle higher-level diversified tasks. This brings about greater job interest/motivation and involvement among them and subsequently enhance their job performance. The results also indicated that job rotation also improves employee's problem-solving abilities and enhances team efficiency. The study considered employee rotation as a form of training delivery style. However, the current study considered instructor-led-classroom, online delivery system and blended system training delivery styles.

RESEARCH METHODOLOGY

Research Design

Being a case study, it sought to explore the impact of training on the performance of the employees of the Airtel Company. A case study according to Kothari (2020) is a powerful form of analysis. Young (2019) also pointed out the same to be a comprehensive study of a social unit. A case study is a form of analysis where studies are done on institution and from the study data generalization and inferences are drawn.

Study Population

Population denotes the entire group with shared observable characteristics that are of interest to the researcher (Panneerselvam, 2018). It represents the total set of entities meeting specific criteria (Kumar, 2020). In this context, the target population encompasses employees across different hierarchical levels within the banking institutions under study (Smith & Brown, 2022).

Sample and Sampling Strategy

The researcher proposed to use purposive sampling technique to get respondents of the study. The human resource department was purposively targeted, and officers in charge of training equally sampled to get information for the study. This is because the researcher is interested in collecting information from those who are considered relevant and be considered knowledgeable in training matters of the company (Lohr, 2021) Therefore, the target population for the study compromised 146 employees at Airtel call center.

Data Collection Tool

The study collected both primary and secondary data. The questionnaire consisted of close-ended questions. The officers targeted included the officer in charge of training and general staffing officer. Questionnaires will be dropped and picked later after being filled.

Data Collection Procedure

The researcher personally collected data from Airtel Company, from the department of call center through drop and pick method. The researcher got permission letter from the department, then sought permission from the human resource department of Airtel to be allowed to collect data from the targeted respondents.

Data Analysis and Presentation

The study used descriptive and inferential statistics in analyzing data. Descriptive statistics provided meaningful distribution of scores using statistical measures of central tendencies, dispersion and distribution (Kothari, 2019). Data that was then collected from respondents will be coded appropriately and analyzed using the statistical package for the social sciences (SPSS). The study used regression analysis to determine the relationship between variables (independent and dependent variables). The results was presented in form of tables.

Equation:

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3$$

Where: Y-dependent variable which is employee performance

a -a customer care agents, b_1, b_2, b_3 are coefficients

x_1 - Training needs

x_2 - Training delivery styles

x_3 -Training Methods

DATA ANALYSIS AND RESULTS

Response Rate

The response rate refers to the percentage of individuals who responded to the survey out of the total number of individuals in the target population (Fincham, 2008). A total of 200 questionnaires were distributed to employees at the Airtel call center, out of which 155 were completed and returned. This represents a response rate of 77.5%. A response rate of above 60% is adequate for analysis (Fincham, 2008).

Table 4.1 Response Rate

| Description | Frequency | Percentage (%) |
|-----------------------------|-----------|----------------|
| Questionnaires Distributed | 200 | 100 |
| Questionnaires Returned | 155 | 77.5 |
| Questionnaires Not Returned | 45 | 22.5 |
| Total | 200 | 100 |

Reliability and Validity of Research Instruments

Reliability Test

The reliability of the measurement instruments was assessed using Cronbach’s alpha. The reliability results indicated that the instruments used to measure the various constructs in the study were generally reliable. Variables related to Training Methods, the Cronbach’s alpha was found to be 0.83, which is considered good. This suggests that the items used to measure this variable were internally consistent, and the scale was reliable in capturing the intended aspects of training methods. The Training Needs Assessment had a Cronbach’s alpha of 0.70 suggesting that variables measuring Training Assessment were consistent and reliable.

Table 4.2 Reliability Test Results

| Section | Cronbach's Alpha | Number of Items |
|----------------------------------|------------------|-----------------|
| Training Methods | 0.83 | 5 |
| Training Needs Assessment | 0.70 | 4 |
| Training Delivery Styles | 0.76 | 4 |
| Employee Performance Measurement | 0.716 | 4 |
| All Variables | 0.913 | 17 |

The Training Delivery Styles scale showed a Cronbach’s alpha of 0.76, which is acceptable and indicates good internal consistency. With 4 items in the scale, the results suggest that the

training delivery styles were reliably measured, and the respondents consistently understood the items related to this construct. For the case of Employee Performance Measurement, the Cronbach’s alpha was 0.716, indicating a moderate to good level of reliability. This value suggests that the 4 items used to measure employee performance were fairly consistent and provided a reliable representation of the performance construct.

Finally, when considering All Variables together, the Cronbach’s alpha was 0.913, which is considered excellent. This high value indicates that the overall set of 17 items used across all constructs (Training Methods, Training Needs Assessment, Training Delivery Styles, and Employee Performance Measurement) was highly reliable and consistent in measuring the intended constructs.

Validity of the Research Instrument

Validity refers to the extent to which a research instrument accurately measures what it is intended to measure (Smith & Davies, 2018). The validity was assessed to ensure that the questionnaire used to collect data effectively captured the constructs it was designed to measure (Wiersma and Jurs, 2009). To assess the research instrument's construct validity, Confirmatory Factor Analysis (CFA) was used to determine the factor loadings of each question in the questionnaire. Factor loadings indicate the strength of the relationship between each item and its corresponding latent construct, which in turn reflects how well the items measure the intended concept (Tabachnick & Fidell, 2007). Higher factor loadings suggest a strong association between the item and the construct, demonstrating that the item is a valid indicator of the underlying factor. Factor loadings below 0.32 are deemed poor, those between 0.32 and 0.45 are fair, those between 0.45 and 0.55 are good, those between 0.55 and 0.69 are very good, and those over 0.71 are exceptional (Tabachnick & Fidell, 2007). The results of the CFA for each construct are presented in the component matrices below.

Training Methods

The factor loadings for the items related to training methods were all above 0.6, which suggests that the items have a strong association with the underlying construct of training methods. The following are the factor loadings for the training methods: Since all factor loadings are above the threshold of 0.6, the items strongly represent the construct of training methods, indicating good construct validity.

Table 4.3 Principal Component Analysis for Training Methods

| | Component 1 |
|--|----------------|
| Airtel usually gives on-the job training | .677 |
| Airtel usually give off-the job training | .828 |
| Airtel usually give development training | .852 |
| airtel usually give health & safety training | .700 |
| Employees are privileged to access external trainings through the company arrangements | .834 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Training Needs Assessment

For the training needs assessment construct, all items had factor loadings above 0.6, indicating a strong relationship with the construct. The factor loadings for the training needs assessment items are as follows: These factor loadings suggest that the training needs assessment items to effectively measure the construct and have good construct validity.

Table 4.4 Principal Component Analysis for Training Needs Assessment

| | 1 |
|--|------|
| Training needs always take into consideration of the learning competence of the participants | .630 |
| Training needs assessment are done by skilled expertise within HR, | .775 |
| Airtel employees' qualifications and competences are assessed before training needs are undertaken | .684 |
| Airtel employee's training needs assessment is specific and knowledgeable | .806 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Training Delivery Styles

The factor loadings for the items related to training delivery styles also reflect a strong relationship with the underlying construct. The items and their factor loadings are as follows:

Table 4.5 Principal Component Analysis for Training Delivery Styles
Component Matrixa

| | Component 1 |
|--|----------------|
| Airtel has an instructor led classroom | .807 |
| Airtel has an online delivery system | .855 |
| Airtel has a blended system | .825 |
| Airtel staff members are given managerial training | .533 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

While most items exhibit strong factor loadings, the item on managerial training has a lower loading of 0.533, which suggests a weaker association with the training delivery styles construct. However, the overall construct validity remains acceptable due to the other items with higher loadings.

Employee Performance Measurement

For the employee performance measurement construct, the following factor loadings were found: All items demonstrate a strong relationship with the construct, with factor loadings above 0.6, except for the item on following through on commitments, which has a factor loading of 0.611. Overall, the construct validity of employee performance measurement is

good. The factor loadings for all items were generally above the acceptable threshold, with most items demonstrating strong relationships with their respective constructs. This supports the validity of the research instrument, ensuring that it accurately measures the intended constructs of training methods, training needs assessment, training delivery styles, and employee performance measurement.

Table 4.6 Principal Component Analysis for Employee Performance Measurement Component Matrix

| | Component 1 |
|---|----------------|
| Airtel staff meets or exceeds productivity targets and deadlines. | .765 |
| Airtel staff effectively manage their time and prioritize tasks. | .881 |
| Airtel staff demonstrates a thorough understanding of their job responsibilities. | .684 |
| Airtel staff follows through on commitments and responsibilities. | .611 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Descriptive Statistics

Distribution of Gender

The distribution of gender among the respondents in the study was examined, revealing that the majority of participants were male. A total of 91 male respondents, representing 58.7% of the sample, were recorded. In comparison, 64 female respondents, accounting for 41.3% of the sample, participated in the study. This gender distribution suggests a relatively higher representation of male employees in the Airtel call center. The total number of respondents in this section was 155, making up 100% of the sample.

Table 4.7 Gender Distribution

| | N | % |
|--------|----|-------|
| Male | 91 | 58.7% |
| Female | 64 | 41.3% |

Number of Years Worked for Airtel

The number of years worked for Airtel among the respondents was analyzed, showing a diverse range of experiences within the company. The highest proportion of respondents, 54 individuals (34.8%), had worked at Airtel for 5 years or less. This was closely followed by those with 6 to 10 years of experience, comprising 49 respondents (31.6%). A smaller proportion, 27 respondents (17.4%), had worked for Airtel between 11 and 15 years, while 25 respondents (16.1%) had been employed by the company for 16 years or more.

Table 4.8 Distribution of Number of Years worked for Airtel

| | N | % |
|--------------------|----|-------|
| 5 years and below | 54 | 34.8% |
| 6 - 10 years | 49 | 31.6% |
| 11 -15 years | 27 | 17.4% |
| 16 years and above | 25 | 16.1% |

Education Level

The distribution of respondents by education level shows a clear preference for higher education, with the majority holding a degree. Specifically, 55.5% of participants had a degree, indicating that most employees at Airtel have pursued university-level education. The second-largest group, comprising 32.3%, held a diploma, suggesting that a significant portion of the workforce has completed secondary or tertiary education beyond the basic level.

Table 4.9 Distribution of Education level of Participants

| | N | % |
|---------------------|----|-------|
| Diploma Level | 50 | 32.3% |
| Degree Level | 86 | 55.5% |
| Post graduate Level | 19 | 12.3% |

The smallest group, at 12.3%, held a post-graduate degree, highlighting that while some employees have pursued further education after their degree, this group is relatively small compared to the others. These findings indicate that Airtel’s workforce is primarily composed of individuals with a university education, with a notable presence of diploma holders as well.

Inferential Analysis

Correlation Analysis

Pearson correlation was conducted to examine the relationships between training methods, training needs, training delivery styles, and employee performance measurement. The results revealed strong positive correlations between all four variables, indicating that they are closely interconnected. Specifically, the Pearson correlation between training methods and training needs was 0.786 ($p < 0.01$), suggesting a strong positive relationship. This indicates that as the perception of training methods improves, the recognition of training needs also increases. Additionally, there was a moderate positive correlation of 0.501 ($p < 0.01$) between training methods and training delivery styles, demonstrating that the type of training methods used within Airtel has a moderate impact on the delivery styles.

Table 4.10 Correlations Analysis Results

| | | Training Methods | Training Needs | Training delivery styles | Employee Performance Measurement |
|----------------------------------|---------------------|------------------|----------------|--------------------------|----------------------------------|
| Training Methods | Pearson Correlation | 1 | | | |
| | Sig. (2-tailed) | | | | |
| Training Needs | Pearson Correlation | .786** | 1 | | |
| | Sig. (2-tailed) | .000 | | | |
| Training delivery styles | Pearson Correlation | .501** | .497** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | | |
| Employee Performance Measurement | Pearson Correlation | .735** | .765** | .661** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | |
| N | | 155 | 155 | 155 | 155 |

** . Correlation is significant at the 0.01 level (2-tailed).

Furthermore, a strong positive correlation of 0.735 ($p < 0.01$) was found between training methods and employee performance measurement. This suggests that effective training methods are closely associated with the assessment of employee performance, indicating that improving training methods could lead to better performance evaluations. The correlation between training needs and training delivery styles was moderate at 0.497 ($p < 0.01$), meaning that a better understanding of training needs tends to lead to more appropriate training delivery styles. Moreover, there was a very strong positive correlation of 0.765 ($p < 0.01$) between training needs and employee performance measurement, indicating that understanding and addressing training needs significantly contribute to more accurate performance measurements. Lastly, the correlation between training delivery styles and employee performance measurement was moderate at 0.661 ($p < 0.01$), showing that how training is delivered has a notable impact on how employee performance is evaluated.

Diagnostic Tests

Normality Test

The diagnostic tests for normality were conducted using the Kolmogorov-Smirnov and Shapiro-Wilk tests to assess whether the data for employee performance measurement followed a normal distribution. The results from the Kolmogorov-Smirnov test showed a statistic of 0.138 with a p-value of 0.460, indicating that the data did not significantly deviate from normality. Similarly, the Shapiro-Wilk test returned a statistic of 0.946 with a p-value of 0.650, which also suggests that the data is normally distributed. Since both tests yielded p-values greater than the conventional significance level of 0.05, it can be concluded that the assumption of normality was met for the employee performance measurement variable.

Table 4.11 Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------------------------------|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Employee Performance Measurement | .138 | 155 | .460 | .946 | 155 | .650 |

a. Lilliefors Significance Correction

Multicollinearity

To assess multicollinearity among the independent variables (Training Methods, Training Needs, and Training Delivery Styles), collinearity statistics were evaluated using the Variance Inflation Factor (VIF) and Tolerance values. In this model, the tolerance values for all three predictors were above 0.6, with Training Methods at 0.676, Training Needs at 0.682, and Training Delivery Styles at 0.721. These values are well above the minimum acceptable threshold of 0.1, indicating low levels of multicollinearity.

Table 4.12 Test for Multicollinearity

| Model | Collinearity Statistics | |
|--------------------------|-------------------------|-------|
| | Tolerance | VIF |
| 1 (Constant) | | |
| Training Methods | .676 | 1.731 |
| Training Needs | .682 | 1.716 |
| Training delivery styles | .721 | 1.387 |

The VIF values were also examined and found to be relatively low, with Training Methods having a VIF of 1.731, Training Needs at 1.716, and Training Delivery Styles at 1.387. Since all VIF values are below the commonly accepted threshold of 5, it confirms that multicollinearity is not a concern in this model. These results imply that each independent variable provides unique information and does not excessively overlap with others, supporting the reliability of these predictors in the regression analysis.

Regression Analysis

Regression analysis was conducted to examine the influence of three independent variables: Training Methods, Training Needs, and Training Delivery Styles on the dependent variable, Employee Performance Measurement. The **Model Summary** table indicates a strong positive correlation between the predictors and the dependent variable, with an R value of .845. The R^2 value of .714 reveals that approximately 71.4% of the variance in Employee Performance Measurement is explained by the combination of Training Methods, Training Needs, and Training Delivery Styles. The Adjusted R^2 value of .708, which is slightly lower than R^2 , suggests minimal loss of explanatory power when adjusting for the number of predictors. The standard error of the estimate (.43601) suggests a reasonable level of accuracy in the model's predictions.

Table 4.13 Regression Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .845 ^a | .714 | .708 | .43601 |

a. Predictors: (Constant), Training delivery styles, Training Needs, Training Methods

The ANOVA table further confirms the model's statistical significance, as indicated by the F-value of 125.537 and a significance level of 0.001. This demonstrates that the predictors collectively have a statistically significant effect on Employee Performance Measurement.

Table 4.14 ANOVA

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 71.595 | 3 | 23.865 | 125.537 | .000 ^b |
| | Residual | 28.705 | 151 | .190 | | |
| | Total | 100.300 | 154 | | | |

a. Dependent Variable: Employee Performance Measurement

b. Predictors: (Constant), Training delivery styles, Training Needs, Training Methods

In the Coefficients table, the individual contributions of each predictor are evaluated. The constant value, or intercept, is .199, though it is not statistically significant ($p = .165$). Among the predictors: Training Methods has an unstandardized coefficient β of .232 ($p = .001$), with a standardized β of .251. This suggests that for each unit increase in Training Methods, Employee Performance Measurement is expected to increase by .232 units, holding other variables constant.

Table 4.15 Regression Coefficients

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|--------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .199 | .142 | | 1.397 | .165 |
| | Training Methods | .232 | .066 | .251 | 3.493 | .001 |
| | Training Needs | .410 | .073 | .401 | 5.587 | .000 |
| | Training delivery styles | .312 | .048 | .336 | 6.558 | .000 |

a. Dependent Variable: Employee Performance Measurement

Training Needs has the highest unstandardized coefficient at .410 ($p = .001$), with a standardized β of .401, indicating it is the strongest predictor of Employee Performance Measurement. This implies that for each unit increase in Training Needs, Employee Performance Measurement would increase by .410 units, assuming other factors remain unchanged.

Training Delivery Styles also contributes significantly with an unstandardized coefficient of .312 ($p = .001$) and a standardized β of .336. This suggests that for each unit increase in Training Delivery Styles, Employee Performance Measurement would increase by .312 units.

Based on the regression coefficients from the analysis, the resulting equation for predicting Employee Performance Measurement (Y) using the independent variables—Training Methods (X1), Training Needs (X2), and Training Delivery Styles (X3) can be expressed as follows:

$$Y = 0.199 + 0.232X1 + 0.410X2 + 0.312X3$$

Overall, these results indicate that each predictor contributes significantly to Employee Performance Measurement, with Training Needs showing the most substantial impact, followed by Training Delivery Styles and Training Methods. The model's findings underscore the critical role of structured training approaches in enhancing employee performance at Airtel.

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Training Needs Assessment on Employee Performance

The study's findings on the role of Training Needs Assessment in enhancing employee performance directly addressed the first research objective, which sought to determine the extent to which identifying training needs impacts employee performance outcomes. The correlation analysis revealed a significant positive relationship between Training Needs and Employee Performance, with a Pearson correlation coefficient of $r = 0.765$ and a p-value of $p = 0.001$. This strong correlation suggests that a well-conducted assessment of training needs is associated with enhanced performance levels among employees.

In the regression analysis, Training Needs was a significant predictor of Employee Performance, with a standardized coefficient (Beta) of $\beta = 0.401$ and a p-value of $p = 0.001$. This implies that, among the training-related factors analyzed, Training Needs had a considerable impact on performance, indicating that employees who receive training based on specific, assessed needs are more likely to demonstrate improved performance outcomes. Moreover, the model summary revealed an adjusted R Square of 0.708, indicating that 70.8% of the variance in Employee Performance could be explained by the training variables (Training Methods, Training Needs, and Training Delivery Styles) included in the model.

The results of this study are consistent with previous literature that presents the importance of Training Needs Assessment in enhancing employee performance, commitment, and job satisfaction. The findings align with Vasudevan's (2018) study, which found that a well-conducted training needs assessment positively and significantly influences employees' work commitment, job satisfaction, and overall job performance. This supports the view that addressing specific training needs fosters greater employee engagement and commitment, ultimately leading to improved performance outcomes. Similarly, Omusebe, Gabriel, and Douglas (2019) found that training needs assessment positively and significantly impacts employee performance within Mumias Sugar Company in Kenya. Their study emphasizes the effectiveness of tailored training programs, which focus on the actual skills and knowledge gaps among employees, resulting in enhanced job performance.

Effect of Training Methods on Employee Performance

The study's findings on the impact of training methods on employee performance reveal a positive and significant relationship, underscoring the critical role of effective training strategies within the telecommunications industry. The correlation analysis demonstrated a substantial association between Training Methods and Employee Performance ($r = 0.735$,

$p = 0.001$), suggesting that well-designed training methods are instrumental in achieving high performance outcomes among employees.

The regression analysis further highlighted the importance of Training Methods as a significant predictor of Employee Performance, with an unstandardized coefficient $\beta = 0.251$ and a $p = 0.001$. This indicates that for each unit increase in effective training methods, there is a corresponding 0.251 increase in employee performance. Such findings affirm that practical, relevant, and accessible training methods can greatly enhance employees' ability to meet job requirements, adapt to workplace demands, and ultimately contribute to organizational success. The findings confirm that varied and contextually appropriate training methods such as on-the-job, off-the-job, and development training are crucial in enhancing employee capabilities. Organizations within the telecommunications sector, like Airtel, can leverage these insights by investing in well-rounded training programs that are both skill-oriented and strategically aligned with organizational goals to maximize performance outcomes.

Effects of Training Delivery Style with the Employee Performance

The analysis of the effects of training delivery styles on employee performance demonstrated a meaningful and positive relationship, highlighting the value of appropriate delivery methods in enhancing performance outcomes within the telecommunications industry. The correlation results showed a significant relationship between Training Delivery Styles and Employee Performance, with a Pearson correlation coefficient of $r = 0.661$ at a significance level of $p = 0.001$. This suggests that the manner in which training content is delivered influences employees' ability to absorb and apply knowledge effectively, thereby enhancing their job performance.

Further insights from the regression analysis shows Training Delivery Styles as a key predictor of Employee Performance, with an unstandardized coefficient $\beta = 0.336$ and a $p = 0.001$. This indicates that for each unit improvement in delivery style, there is an associated 0.336 increase in employee performance, signifying the strong impact of well-structured and engaging training sessions on employees' work outcomes.

The findings from this study align with and support the research conducted by Myles (2019) and Raja (2019), suggesting that effective training delivery styles are integral to enhancing employee performance. Through selecting training methods that cater to different learning preferences, organizations like Airtel can significantly improve employee outcomes, ultimately leading to better organizational performance.

Conclusions

This study sought to explore the impact of training methods, training needs assessment, and training delivery styles on employee performance within Airtel Kenya, specifically in their call center operations. Based on the findings, it can be concluded that all three factors: training needs assessment, training methods, and training delivery styles play a significant role in enhancing employee performance. The study found that conducting a thorough training needs

assessment has a positive effect on employee performance. Organizations that properly assess the training needs of their employees are able to provide targeted, relevant training that leads to better job satisfaction, commitment, and performance.

The findings also indicate that the training methods used by Airtel, such as on-the-job training, off-the-job training, and development training, significantly contribute to employee performance. These methods, when well-structured, help enhance employees' skills and improve their performance in the workplace. Moreover, the study revealed that training delivery styles, including instructor-led training, online training, and blended learning, have a notable impact on employee performance. The choice of delivery method affects how effectively employees absorb and apply the training.

Overall, effective training needs assessment, appropriate training methods, and well-chosen training delivery styles is essential for improving employee performance. Airtel's focus on these areas has the potential to significantly enhance employee skills, satisfaction, and overall job performance, contributing to the company's success. Therefore, organizations should prioritize these elements in their employee development strategies to foster higher performance and greater organizational effectiveness.

Recommendations

Based on the findings and conclusions of this study, several recommendations can be made to enhance the effectiveness of training programs and improve employee performance within Airtel Kenya, as well as for organizations in the telecommunications industry more broadly. It is recommended that Airtel Kenya continue to invest in comprehensive training needs assessments to ensure that training programs are tailored to address the specific skills gaps and development needs of employees. By aligning training with both organizational goals and employee aspirations, the company can improve employee performance and satisfaction. Conducting regular needs assessments will allow for more targeted interventions and the creation of personalized training paths that address individual growth needs.

While traditional instructor-led training has its advantages, the study suggests that a mix of different training methods could improve employee performance. Airtel Kenya should consider expanding the range of training methods offered, incorporating more off-the-job training, development programs, and health and safety training to foster holistic employee growth. A blend of classroom-based learning, online platforms, and hands-on development opportunities can cater to diverse learning styles and provide employees with the tools they need to perform at their best.

Given the significant impact that training delivery styles have on employee performance, Airtel Kenya should consider a more flexible and adaptive approach to delivering training. This could involve offering blended learning options that combine in-person instruction with online modules, providing employees with greater flexibility to engage with training at their own pace. Additionally, the company should seek feedback from employees on the most effective delivery styles and incorporate these preferences into future training programs.

Future Study Areas

While this study has provided valuable insights into the impact of training methods, needs assessments, and delivery styles on employee performance, several areas remain for future research. These areas could further deepen the understanding of how training interventions can optimize workforce productivity and organizational success, particularly in the telecommunications sector.

Future studies could also investigate the effectiveness of various technological tools in training delivery. Research could focus on comparing the effectiveness of virtual reality (VR), augmented reality (AR), and artificial intelligence (AI)-driven training tools in enhancing employee performance in the telecommunications sector. This area holds promise in understanding how advanced technologies can be leveraged to deliver more engaging and personalized training experiences.

Another promising area for future research is examining how an organization's culture influences the effectiveness of its training programs. Understanding how organizational values, leadership styles, and work environment impact employee engagement with training initiatives could offer valuable insights into optimizing training strategies for diverse organizational settings.

Through exploring these future study areas, researchers and organizations can continue to refine training strategies, develop more effective training interventions, and better understand the complex relationship between training and employee performance.

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