

**EFFECTS OF TRAINING AND DEVELOPMENT ON STAFF PERFORMANCE IN
THE TELECOMMUNICATION INDUSTRY: A CASE STUDY OF SAFARICOM
CALL CENTRE, WESTLANDS**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF MANAGEMENT
AND LEADERSHIP IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE AWARD OF THE DEGREE OF BACHELOR OF MANAGEMENT AND
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DECLARATION

This research project is my own work and has not been submitted for a degree at any other university.

Signature..... Date

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This project was submitted for evaluation with my agreement as the University Supervisor.

Signature..... Date

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DEDICATION

I dedicate this work to my loved ones for their assistance. Be blessed.

ACKNOWLEDGMENT

I'm grateful to God for providing me health and strength during the study procedure. Additionally, I'd want to thank my supervisor, Gladys Nafula, for all of her help, inspiration, and helpful criticism. I am really grateful to the Management University of Africa for providing me with the chance to continue my education there. I am appreciative of Safaricom PLC's management for granting me access to their facilities so that I could carry out the study. Lastly, I would want to convey my appreciation to my entire family for their unwavering patience and understanding.

ABSTRACT

The main objective for this study was to examine the effects of training and development on staff performance in the telecommunication industry, a case study of Safaricom Call Centre, Westlands. Specific Objectives included; to establish the effect of internal training, external training, training roles and training policies on staff Performance at Safaricom Call Centre, Westlands. The study was guided by the goal theory, constructivism theory of training and total quality management theory. Descriptive survey research design was used in this study. The 1892 employees of Safaricom's call centre in Westlands were the main target population. To determine the sample size, stratified random sampling was utilized. Pilot Study was conducted in order to improve the questionnaire. The data was evaluated using descriptive statistics such as mean and standard deviation, and a straightforward linear regression analysis was used to determine a relationship between training and development and performance. The findings were shown using tables and charts. The study concluded that the Safaricom Call Centre's training programs had a major beneficial influence on employee performance and general job satisfaction. Safaricom should regularly update its training materials to stay current with evolving customer needs and technological advancements, thereby enhancing the effectiveness of its internal training. Safaricom need to keep funding external training initiatives that prioritize professional development and work happiness. Safaricom has to clearly define roles and responsibilities for training in order to maximize the training's effect on employee performance. The researcher suggested that in the future, a comparison of training and its impact on productivity in the public and private sectors should be conducted.

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ACRONYMS AND ABBREVIATIONS

HRM	: Human Resource Management
MUA	: Management University of Africa
PLC	: Public Limited Company
US	: United States

OPERATIONAL DEFINITION OF TERMS

Training : Teaching and learning activities are carried out to help individuals inside an organization acquire and apply the knowledge, abilities, skills, and attitudes needed for a job and a corporation.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter of the research gave a clear description of the problem, background, objectives of the study, research questions scope, significance of the study and summary of the chapter.

1.1 Background

The most precious resource for every business is its human capital, which has to be invested in if it is to succeed and survive. The company has to make sure that it hires and maintains a staff that is talented, devoted, and highly motivated. In addition to analysing and addressing the needs of future generations, this calls for fostering learning and chances for ongoing development in order to maximize each person's innate abilities, including their contributions, prospective, and employability (Kim, 2018).

Organizations all throughout the world offers their staff members training and development to better their abilities. Business environments change from time to time; thus, workers' skills and talents must constantly be improved to improve their effectiveness on the job, their ability to grow, and their ability to stay competitive in the ever-shifting economic landscape. This is corroborated by Karim et al. (2019), who assert that in addition to schooling, the macroscopic and macro-levelled development of human capital is viewed as the key to success. According to Ghobakhloo & Fathi (2019), effective support services may also have an impact on staff members' motivation and devotion, as well as their ability to develop the necessary knowledge, abilities, and skills for them to carry out their jobs well (Karim, et al 2019).

Globally, research by Cohen (2017) on employee training and development at the Baxter Company in the United States found that work experiences—which make up around 70% of an individual's growth—are the main factor influencing career advancement. Employee growth have a big influence on their performance with developing relationships and feedback playing critical roles. These components help employees flourish by creating a professional network for them. The Baxter Company offers a range of resources and tools for career improvement to help employees assess their capabilities, pinpointing areas in need of growth, and investigating their goals and interests in the workplace. Workers are urged to make regular use of these resources and to consult them, as this will support their continued professional growth and improvement (Cohen, 2017).

On the African continent, Laing (2021) studied the effects of training and development on worker efficiency and effectiveness in public sector companies in Ghana. The results highlight the fact that workers are the company's most significant asset, providing a competitive advantage on an individual, business, and societal level. Individual employee and employee growth is facilitated by training and development, which in turn promotes company development and improves performance. Worker skill and capability development gives the company a competitive edge and increases productivity.

Locally, with a primary focus on the effects of strategic training, Makhamara (2017) examined the relationship between employee performance in Kenya's health sector and strategic HRM practices. In order to ensure representation in relation to hospital population size, proportional sampling was applied in conjunction with a descriptive research methodology to pick permanent staff from a variety of hospitals. Methods for gathering primary and secondary data were also employed. The outcomes showed that strategic training enhanced worker efficiency in the healthcare industry. The study found that improving staff efficiency that strategic HRM approaches customized for the health industry should be implemented and made more sensitive.

1.1.1 Training and development

Training is the formal and systematic alteration of behaviour via learning that results from teaching, development, and planned experience, according to Chukwuemeka (2022). Training is the method of providing workers with the knowledge, skills, and mindset necessary to fulfil job responsibilities. Conversely, staff development focuses on enhancing workers' capacity for future environmental needs and adaptation. According to Landers et al. (2019), training and development is a deliberate process to alter behaviour, attitude, or knowledge via learning experiences in order to perform well in a variety of tasks. Businesses provide a range of training initiatives to fulfil organizational requirements. These include specific industries trainings, management or oversight training, adherence, revenue generation, and leadership training, fundamental skills, orientation for new workers, client support, as well as excellence. They also contain information on IT and organizational structures, procedures, and company procedures.

Development is a lengthy training process that teaches administrative personnel general-purpose skills in an organized, systematic mannered philosophical and conceptual information. Development in a brand foundation entails personal development and self-awareness according to Janev et al. (2018). Makhamara (2017) proposes a more comprehensive perspective on training for acquiring knowledge and skills. He implies that he is more interested in a worker's

potential than their current skill set and sees them as flexible resources with the goal of fostering personal development and helping them reach their full potential. According to Chukwuemeka (2022), growth in oneself is the advancement of a person's profession with direction, support, and support from a management.

Enhancing staff competency via training and development gives businesses a competitive edge and promotes profitable growth. Employers can also meet the demands of their workforce by providing opportunities for learning and growth. Employers maintain long-term employability and assist employees build their own competitive edge by providing educational and professional growth opportunities. The idea of development is that it is a continuous process with gradual advancement, which is consistent with the focus on lifelong learning (Munteanu, et al 2020).

1.1.2 Staff performance

Performances are defined by Pattnaik & Pattnaik (2021) as a complex structure, the outcome of which is dependent on a number of variables. On the opposite end of the spectrum, Chukwuemeka (2022) defines productivity as both behaviour and outcomes and stresses the necessity to take into account both behaviour (input) and results (output) while regulating performance. The interactions amongst the organization's shareholders and its constituent parts determine its success. Companies have the capability to manage or influence all aspects that influence a worker's achievement, both formally and informally, aside from external effects on behaviour and personal attributes. Individuals can formally exert more influence through interactions, workplace culture, and leadership style (Pattnaik, & Pattnaik, 2021).

The success of a worker includes everything that affects and is connected to their work, either directly or indirectly. Actions and results are both included in performance. The performer's conduct transforms performance from ideation to execution. Behaviours are not just the means to a goal; they are also the results of the effort, both physical and mental, that goes into an activity and may be measured without reference to the results. Eneanya (2018). In high-performing employment systems, training and actual work will be integrated and aligned. To have a deeper understanding of how different parts of the organization interact and impact one another, employees need to get training in interpersonal interactions, group dynamics, and systems thinking. According to Eneanya (2018), trainers are essential in giving staff members feedback on their work and the financial success of the company.

1.1.3 Safaricom Call Centre, Westlands

A key component of Safaricom's customer care activities, which started in 2001 while Safaricom was still a part of Telkom Kenya, is the call centre located in Westlands, Nairobi.

Customer services were divided into call centres and retail centres to assist clients who were located remotely when Vodafone purchased a 40% interest. With 1,600 employees, the Westlands Call Centre is furnished with workstations, headphones, and telecom switches. It has areas with animal names that are supervised by supervisors and support personnel, guaranteeing excellent service. The facility offers resources such as training rooms, gyms, and clinics to promote the professional and well-being of its staff. An analysis of the Safaricom Call Centre in Westlands demonstrates how organized training and development greatly improve employee performance, which is important to comprehend best practices in the customer service sector of the telecommunications business (Nabututu, 2019).

1.2 Statement of the problem

In order to maximize employee contributions and accomplish organizational goals, staff development and training are essential (Chukwuemeka, & Endurance, 2022). Employee engagement and motivation are increased via training, which also helps to fulfil potential. Training evaluations have to demonstrate how they affect employees' work performance and general achievement (Chang, 1994). At the national and corporate levels, training affects economic performance and competitiveness (Mahardika & Luturlean, 2020). Customer service representatives at Safaricom Limited, who deal with consumers on a daily basis, receive in-depth training in customer service, polite phone conversation, products and services, administration, quality assurance, interaction with clients, and infrastructure. Nevertheless, there is a deficiency in the telecom sector when it comes to assessing the impact of training on employee performance, particularly when it comes to converting training initiatives into observable performance gains (Nabututu, 2019).

Numerous studies on training have been conducted, but they have not specifically addressed contact centres in the telecommunications sector; instead, they have concentrated on other departments and organizations. In order to evaluate the impact of development and training on the performance of companies in the paint manufacturing industry, Emeti (2015) conducted research in Nigeria. Findings from this investigation might not be applicable to other industrial sectors, such as the service industry, because it focused on the manufacturing sector. Different research conducted by et al. and Rehman (2015) among Pakistani small and medium-sized businesses assessed how training and development affected organizational performance as mediated by intention to leave. Ombogo (2018) conducted studies locally that addressed training and the creation of best practices in people management within the security industry, but the study did not address the importance of education or its impact on worker performance.

As a result, there was a knowledge gap that the study aimed to close. Therefore, its goal was to determine the link between training and development and staff performance in the telecommunication industry.

1.3 Objectives of the Study

The core objective of this study was to examine the effects of training and development on staff performance in the telecommunication industry, a case study of Safaricom Call Centre, Westlands

Specific Objectives

- i. To establish the effect of internal training on staff Performance at Safaricom Call Centre, Westlands
- ii. To assess the effect of external training on staff Performance at Safaricom Call Centre, Westlands
- iii. To determine the effect of training roles and its relationship with staff performance at Safaricom Call Centre, Westlands
- iv. To establish the effect of training policies on staff performance at Safaricom Call Centre, Westlands

1.4 Research Questions

- i. What is the effect of internal training on staff Performance at Safaricom Call Centre, Westlands?
- ii. What is the effect of external training on staff Performance at Safaricom Call Centre, Westlands?
- iii. What is the effect of training roles and its relationship with staff performance at Safaricom Call Centre, Westlands?
- iv. What is the effect of training policies on staff performance at Safaricom Call Centre, Westlands?

1.5 Significance of Study

1.5.1 Telecommunication organizations

The survey will help telecom companies understand how important training is for improving employee performance and making the most out of their training initiatives. By guaranteeing a pool of competent labour, this efficiency will improve organizational performance and production, hence promoting economic activity. In particular, it will assist Safaricom Plc in determining how staff training and development affects performance, emphasizing the

requirement for funding employee development across the board. An active economy may be sustained by increased output and better goods resulting from enhanced corporate efficiency.

1.5.2 Telecommunication employees

The study would be helpful to the telecom workers since it will make it possible for them to comprehend the importance of Safaricom Plc's investment in staff training and development. These results also seek to inform staff members on how to maximize output, quality, opportunity, and achievement of organizational objectives.

1.5.3 Researchers and academicians

The researcher will benefit from the study in terms of training and growth as well. Because it will add to the corpus of knowledge in this field, scholars will think it significant. It can also help the researchers when they do similar study in the future.

1.6 Scope

The main objective of this study was to examine the effects of training and development on staff performance in the telecommunication industry. The 1,892 employees of Safaricom Call Centre, Westlands, were the primary respondents for the study. The study was conducted from May to August 2024.

1.7 Chapter Summary

The background of the study on the impact of staff development and training on staff performance were provided in this chapter. Additionally, the study's difficulty was discussed. The research goals, questions, importance of the study to different stakeholders, and study scope were all discussed in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature on how employee performance is impacted by training and development was covered in this chapter. Among the literary sources were published studies. Theoretical review, empirical, literature overview, research gap, conceptual framework, and variable operationalization are some of the elements that make up this chapter.

2.1 Theoretical Literature Review

The goal theory, constructivism theory of training and total quality management theory was reviewed. The goal theory will be the anchor theory

2.1.1 The Goal Theory

Four main processes link training outcomes in abilities that are available with aims, according to Latham and Lockie's Goal Theory (1979). People who rely more on their entire skill set prioritize tasks more, encourage hard work, and push staff members to apply their skills and expertise to raise their prospects of success. The concept centers on setting and negotiating goals for performance management and measurement. It also goes over performance management elements and emphasizes feedback. We must be clear about what we must do if we are to meet our goals for excellent skills training (Armstrong, 2019).

The theory of Latham and Lockie holds that goal planning and task performance are intimately connected. It asserts that specific, challenging objectives and relevant feedback lead to greater and better accomplishment of tasks. By directing employees' attention in the right direction at the right time to achieve the company's objectives, the Goal-Setting Theory enhances a company's ability to guarantee that workers possess the necessary knowledge and abilities to carry out the tasks assigned to them in accordance with the requirements of their jobs (Kruglanski, et al 2018).

Goal-Setting Theory goes on to demonstrate that giving staff members more chances for training and growth will enable them to complete jobs more quickly and efficiently (Alison L. Smith). Corporations offer their staff training so that help them reach their full potential and prepare them to do their jobs as intended. The efficacy of the idea depends on how managers apply motivation through training to effectively achieve organizational goals and on how staff members react to goal accomplishment. Employees put forth their best efforts to accomplish

organizational goals and demonstrate great performance on the job when they recognize that their employer values them and offers training programs (Karrasch, 2017).

The goal theory is connected with the both external training and internal training variables. After training, the organization must set goals to their trained employees to see if they mastered what they were trained.

2.1.2 Constructivism Theory of Training

The idea is that we form an understanding of the world in which we exist. To make sense of our experiences, each of us creates unique mental models and rules. Learning to modify mental models in light of novel experiences is necessary. Builders believe that students construct, or at least comprehend, their own reality from their experiences; hence, a person's knowledge is a product of their prior experiences, thoughts, and ideas, which they use to comprehend objects and occurrences. People's descriptions of one another are based on their social lives, which the mind can comprehend (Chuang, 2021). Constructivists advocate for the use of training curricula that are tailored to the employees' past knowledge rather than the continuation of standardized curricula. Additionally, it stresses solving problems practically. It is said that the goal of education should be to help students form new understandings and link disparate data. It is recommended that trainers customize their training approaches to foster employees' ability to analyse, comprehend, and anticipate data. Training in the appropriate skills must be given (Chuang, 2021).

Peer training integrates constructivist ideas into the workplace by fostering a collaborative learning environment where learners may grow their knowledge together (Johansen & Sowa, 2019). The Jitka group (2018). T contends that constructivism holds that meaning is created personally by the learner by experience and that meaning is shaped by the way that fresh information interacts with prior knowledge.

The constructivist theory and the internal training variable are related. In order to support employees who are undergoing training or who have been taught to impart information to others, managers are expected to create an engaging work environment. In order to teach people how to address difficulties, managers and supervisors should handle issues immediately.

2.1.3 Total Quality Management (TQM) Theory

Mohantry and Lakhe (2002) created the Total Quality Management program in an effort to find exceptional ways to develop the right mindset and oversight to avoid mistakes and enhance customer satisfaction by boosting productivity and profitability. Only businesses that provide

the quality, services, and prices that their customers need can succeed in the fiercely competitive business environment of today. Entire quality management is dedicated to achieving superior outcomes, ongoing enhancement, and client contentment. Employee behaviour must impact consumers and customers in order to comply with TQM.

Employee development and training was highly valued by the pioneers of quality practice in manufacturing as a means of enhancing quality performance. Increasing their training effort has regularly been determined to be required by organizations looking to implement quality management. Businesses with a quality plan as part of their purpose have had to focus on staff performance development initiatives like training to boost customer happiness and productivity (Glaister et al., 2018).

Top management needs to take initiatives that directly help employees and create a positive work environment. The organization's mission and goals should be established by senior management, who should also develop strategies and allocate sufficient funding to support the organization in achieving its objectives. High-level organizations are made to provide people the best results possible and to build outstanding organizational skills that result in long-term high-performance outcomes. Organizations with high performance are quick, adaptable, and customer-focused. They prioritize treating everyone with respect, including them at all levels, and continuously utilizing teams to make sure they accomplish their goals. This entire quality management methodology is expected to be crucial for providing firms with high-quality training (Dahlgaard-Park, et al., 2018).

Though most companies have used Total Quality Management (TQM) in their training programs, there aren't many studies examining the connection between worker performance, employee training, and quality management. The idea will be applied in this study to demonstrate why staff training is a top priority for Safaricom PLC and how it may boost employee productivity. Workers that possess the requisite skills and expertise are probably going to operate more effectively and productively, and vice versa. In addition, the organization has to set requirements that must be fulfilled throughout training in order to ensure that the entire process is of the highest calibre.

2.2 Empirical Literature Review

2.2.1 Internal training and staff Performance

Ampomah (2016) found that internal training and development greatly improves employee performance at Pentecostal University College in Ghana using a case study methodology.

Through staff questionnaires and interviews, this qualitative study revealed that after training, workers felt more driven and capable of producing more. In-depth interviews and thorough questionnaires were used in the technique to collect a wealth of information on performance indicators and employee attitudes. According to the study, to sustain and enhance employee enthusiasm and boost performance, all staff members should undergo training and development with passion. To sum up, internal training is essential to developing a motivated and productive staff in higher education.

In Siaya County, Kenya, Luballo and Simon (2017) investigated how HRM practices affected the provision of public services. The study, which employed a quantitative methodology comprising surveys and interviews, discovered that efficient HRM procedures greatly improve the provision of public services. The study specifically emphasized the value of internal training in fostering the growth of staff members' aptitudes, dispositions, and behaviors—all of which contribute to improved performance. The authors suggested that HR managers put in place extensive training initiatives to help staff members continuously improve their abilities. Policy makers should also prioritize maintaining and enhancing HRM practices in order to guarantee better and more consistent public service delivery in Kenya.

Makhamara (2017) says that, strategic human resource management methods affect worker performance which in turn translates to service delivery efficiency. The HCT was examined in order to study training. Strategic hiring and selection, training, worker welfare services, the voices of workers, reward and compensation structures, and staff productivity were all examined in the research. A cross-sectional survey research approach and a descriptive research survey were employed by the researchers. In the categories of middle leadership, upper administration, lower levels of management, and employees in general, a total of 1428 permanent personnel were examined in the health sector (hospitals); 146 of these individuals were selected as a sample. The basic random sampling approach was used in the investigation. There was use of secondary as well as primary sources.

2.2.2 External training and staff Performance

Olayo (2018) used a descriptive examination methodology exploring the connection between training and parastatal efficacy in Kenya utilizing both quantitative and qualitative approaches. 240 respondents from 10 parastatals were surveyed through interviews and self-administered questionnaires using cluster random sampling. After analysis using SPSS, the results showed that training, especially staff training, had a beneficial effect on performance. Perceived corruption, however, adversely attenuated this association. The investigation concludes that

improving training greatly increases performance and suggests that top management back these efforts to lessen the negative consequences of corruption. This emphasizes how important outside training is to enhancing public servant performance in the face of obstacles like corruption.

A qualitative investigation on the effect of training initiatives on worker performance was carried out by David (2018). The study, which was conducted in an undisclosed nation, stressed the need for training programs to have precise and practical goals in addition to enough time, money, and resources for evaluation. The results showed that training programs worked particularly well when these components were assigned and handled correctly. David arrived at the understanding that worker output is improved by organized training programs with clear objectives and plenty of resources. To sustain high performance levels among public employees, he advised firms to make investments in comprehensive training programs, making sure they are well-funded and routinely assessed.

Cherono, Kiprono, and Njeje (2018) looked into how public worker productivity in small manufacturing companies in Garissa County, Kenya, was affected by outside training. Employing the study used a cross-sectional survey approach. included all personnel as those polled, applying questionnaire for data collection. Through the use of multiple regression analysis and other descriptive and inferential statistics, research revealed a robust positive correlation between external training and public performance among workers. The significance of external training in improving worker productivity in the public sector is shown by these findings. As a result, the study promotes greater funding for outside training initiatives to improve public servants' performance and the results of organizations.

2.2.3 Training roles and staff Performance

In 2019, Angela conducted a study on the effect of training materials on employee performance using a case study of the UN support office for the African Union campaign in Somalia. An approach to conducting surveys was used for this investigation. The survey technique was appropriate for this study since it allowed for the collecting of data from a larger category, variable comparisons, and the investigation of potential connections between variables. The procedure of gathering data involved the use of a questionnaire. The study concludes that employee engagement is positively impacted by training, which in turn promotes process transformation, creativity, improved performance, and increased job excitement. It goes on to say that training improves worker performance by favourably impacting worker motivation

levels through worker recognition, goal alignment with the organization, good leadership attributes, and worker motivation.

The impact of training and development on the performance of AMDAL consultant personnel in Indonesia was examined by Saputri et al. (2020). Data were gathered for the study using observations, a literature review, and questionnaires using a sample of 35 employees selected through purposive sampling. Simple linear regression was used in the study to partially and concurrently test the hypotheses. The findings demonstrated that staff development and training significantly raise performance levels. To improve employee efficiency and performance, the report advises firms to give priority to comprehensive training programs and ongoing development activities. The importance of targeted training in raising public employees' performance and organizational outcomes is shown by these findings.

Odhiambo (2018) conducted study at Safaricom Company Limited on employee performance and training methods. Descriptive methodology for the research was employed in this investigation to evaluate the effect of employee performance on education and training. Conventional surveys were employed in this study to gather primary data, which were then analysed using percentages, means, standard deviations, and frequencies. The study reveals that employee performance was greatly impacted by training need assessment. This was related to the company's regular skill set review, which identified areas of deficit that required training for employees. Given that the staff trainings' content complied with the company's policies and procedures and the defined training needs, training techniques had a substantial impact on worker efficiency.

2.2.4 Training policies and staff Performance

An empirical evaluation on the efficacy of training initiatives in raising public employees' performance was carried out by Twesige (2020). After reviewing and evaluating literature from a range of sources, the research came to the conclusion that well-thought-out training initiatives greatly boost the motivation, knowledge, and abilities of public sector workers, which in turn boosts output and improves service delivery. The results highlight the need of giving the creation and execution of strong training strategies top priority in public sector companies. It is advised that educational initiatives be customized to fulfil the requirements of the workforce, that efficacy be regularly assessed, and that performance gains be maintained by promoting a culture of ongoing learning and growth.

Macneil (2020) draws attention to the unpredictability and increased performance expectations of the modern workplace, which calls on managers and employees to have a variety of abilities, such as initiative, self-motivation, and inventiveness. HR is not primarily responsible for all HR responsibilities; thus, training strategies should be reoriented to emphasize teamwork, creativity, and interpersonal skills. Training policies are essential for improving the performance of public employees because they help to match initiatives with organizational objectives and provide employees with the abilities necessary for success in a changing workplace. So as to enable managers to successfully do their complex everyday jobs and promote an environment of ongoing learning and growth inside public sector organizations, leadership development programs are essential. For even more performance gains in flatter organizational structures, one should bolster informal networking and relationship-building initiatives.

The changing accountability for training responsibilities between HR professionals and line managers was studied by Kulik and Bainbridge (2017), who found a significant discrepancy in attitudes. Line managers didn't seem to be as convinced as HR managers were about the benefits of line manager engagement, which included increased employee satisfaction and improved organizational performance. This research emphasizes how crucial it is to close the viewpoint gap between HR and line managers in order to maximize training programs and public employee output. Open lines of communication should be encouraged, line managers should receive enough assistance and training for their new positions, and businesses should promote a shared responsibility culture for performance improvement and staff development.

2.3 Summary of Knowledge Gaps

Table 1: Summary of Knowledge Gaps

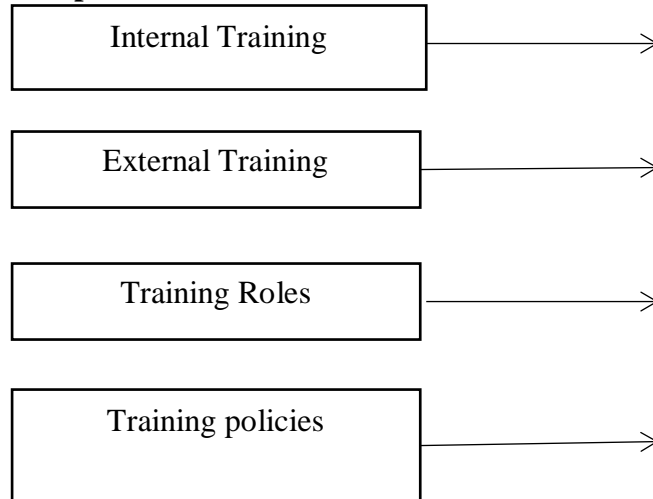
Author(s)	Origin	Purpose	Methodology	Major Findings	Research Gap	Focus of Current study
Hafeez and Akbar (2015)	Pakistan-Asia	Employee training and their performance	Quantitative Analysis	Training of employees according to the knowledge gap exhibited in organization results in increasing their productivity.	The research was carried outside Kenya	The study was carried in Kenya

Obi-Anike and Ekwe (2014)	Nigeria	impact that training and development has on organizational effectiveness	Qualitative Study	Training equips employees with knowledge and skills Achieving organization goals is made possible through the development of appropriate knowledge, skills and attitude of the employees.	The study was conducted on Manufacturing sector	The study was carried on telecommunication industry
Falola, Osibanjo and Ojo (2014)	Nigeria	Impact of training and development to organizational competitiveness	Mixed Methods	Organizational competitiveness is closely correlated with training and development.	The study focused more on organizational competitiveness	The study focused on staff performance
Musili (2010)	Kenya	Effectiveness of training and development on performance of In-Flight attendants in Kenya Airways	Empirical Study	There are other factors that affects employees 'performance in Kenya airways other than training i.e., Work environment and Remuneration. The employees sought to be involved in decision making particularly regarding personal development	The study was conducted in Airways industry	The study was carried on call Service centre industry

2.4 Conceptual Framework

A written or digital output that provides a narrative or graphic summary of the main subjects to be investigated is called a conceptual framework. Variables, concepts, and their purported links make up its main components.

Independent variable



Dependent variable



Figure 1: Showing Conceptual Framework

2.5 Operationalization of Variables

Table 2: Operationalization of Variables

Variable	Type of variable	Indicator	Measurements scale
Staff Performance	Dependent	<ul style="list-style-type: none"> • Quality of Work • Attendance & Punctuality • Teamwork • Revenue 	<p>Nominal</p> <p>Ordinal</p>
External Training	Independent	<ul style="list-style-type: none"> • Employee Retention. • Return on Investment • Skill Utilization • Engagement Satisfaction 	<p>Nominal</p> <p>Ordinal</p>
Training Roles	Independent	<ul style="list-style-type: none"> • high morale • Acquire new skills • sharpen existing skills • lower cost of production • lower turn over 	<p>Nominal</p> <p>Ordinal</p>
Training policies	Independent	<ul style="list-style-type: none"> • Alignment with Organizational Goals • Retention Rates • Employee Feedback • Adaptability and Flexibility • increase organizational efficiency 	<p>Nominal</p> <p>Ordinal</p>
Internal Training	Independent	<ul style="list-style-type: none"> • Proficiency • Skill mastery • Knowledge retention • Continuous improvement • Skill application 	<p>Nominal</p> <p>Ordinal</p>

2.6 Chapter Summary

The chapter discussed the empirical studies that have been conducted by others researcher on training and performance of employees. Theories of supporting the variables of the study have been discussed also. The section also discussed research gap, conceptual framework and operationalization of variables.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter discussed the study's main methodological concerns. The purpose of this section was to provide a description of the study area, research design, the study population, sample size and sampling techniques, pilot study, data sources and instruments, data collection procedures and analysis and ethical issues.

3.1 Research design

The strategy for conducting the research study is known as the research design (Kombo and Tromp, 2006). Descriptive survey research design was used in this study. A descriptive survey method was used to perform the research. In order to generate a quantitative or numerical description of trends, attitudes, or views, this approach looks at a sample of the population (Mugenda & Mugenda, 2019). The study's variables were thoroughly described and analysed, and the link between the independent and dependent variables can be clearly outlined by the use of this design. Additionally, without altering the study's variables, the design allowed the researcher to accurately show this link. The descriptive research technique makes it easy to extend the research findings to other places with traits comparable to the study participants.

3.2 Target Population

A population is made up of all the events, objects, and people that share a particular observable trait (Lewis, 2015). The Westlands contact centre employees of Safaricom Limited were the subject of the study. According to HR records, there were 1,892 permanent workers at Safaricom's call centre in Westlands. The 1,892 workers listed in Table 3 were the study's target population.

3.3 Sample and sampling technique

A subset of the population that the researcher is interested in is called a sample (Bryman & Bell, 2015). Sampling is the process of choosing a smaller group of people for a study such that the chosen people are representative of the larger population from which they were drawn. As per Yin (2013), a representative sample drawn from the reachable population is necessary for the survey results to have credibility.

The technique of stratified random sampling was employed, with the customer management department's employee grades serving as the stratum in this instance. The researcher used simple random sampling as it made it possible to extrapolate the results to a large population with a narrow margin of error. Simple random selection, according to Yin (2017), gives every

person of the population an equal and fair chance of being chosen to be included in the sample size. The final sample size consisted of 377 respondents, representing 10% of the target population in this study, as illustrated in Table 3.

Table 3: Population and Sample Size

Grade Ranking	Population	Sample Size
Shift Managers	20	2
Team Leaders	80	8
Support Analysts	45	4
Quality Assessors	52	5
Call Centre Agents	1695	169
Total	1892	188

3.4 Instruments

According to Kothari (2004), one popular technique for collecting data is the use of questionnaires. In this study, standardized questionnaires were used to gather primary data. The questionnaire included closed-ended questions and was designed with the research's objectives in mind. The survey comprised four separate sections, along with sections for demographic data. The closed-ended questions utilized a Likert scale with five points, ranging from 1 to 5. To provide respondents with ample time to complete the instrument, the researcher employed a drop-and-collect-later procedure. Respondents were given a week to answer the questions before their responses were analysed.

3.5 Pilot Study

According to Kothari (2004), pilot study functions as a trial and dummy form of the main investigation. A pre-test was used to assess the information validity and comprehensibility of the questions (Strauss & Corbin, 2007). Flick (2014) states that a suitable pilot group comprises 1–10% of the sample, meaning that 5% of the respondents were involved in the pilot research. The participants were not included in the primary study.

3.5.1 Validity Tests

Shadish et al. (2002) state that validity is a measure of how effectively the questionnaire captures the research subjects. In the study, both construct validity and content validity were employed. According to Gay (2017), expert opinion determined validity. To assess the

questionnaire's face validity and content validity, the university supervisor was consulted. The researcher engaged the supervisor in the validity testing process.

3.5.2 Reliability Tests

The Cronbach's alpha connection, which has a range of 0 to 1, was used to assess data dependability, a measure of internal consistency (Kothari, 2004). The alpha coefficient value indicated how reliable the information-gathering instruments are; any coefficient more than 0.7 was evaluated. In accordance with Nunnally's (1978) recommendations, only constructions that score 0.7 or above was taken into consideration for further analysis in the research. When an investigation's Cronbach Alpha value is more than 0.7, it indicates that all study hypotheses have reached internal coherence.

3.6 Data collection procedure

Prior to starting the inquiry, the researcher secured approval from the institution. Before the study commenced, the researcher arranged a meeting with the respondents to ensure their commitment to implementing the results. The participants were informed by the investigator before the data collection process began. Throughout the process, there were frequent discussions on the goals and constraints of the research. Along with the surveys, a letter outlining the objectives and constraints of the study was issued. The purpose of this approach was to raise respondents' level of confidence in the researcher. Respondents received questionnaires, which they completed to provide information for data gathering and analysis.

3.7 Data Analysis and Presentation

Descriptive statistics were used in the analysis of the data. Once all the data from the instrument had been gathered, the researcher reviewed and modified the data to ensure that only the information pertinent to the goals and research questions was retained. Descriptive statistics, such as mean and standard deviation, were utilized to assess the data, and basic linear regression analysis was employed to establish a connection between performance and training and development. The results were displayed using tables and charts.

3.8 Ethical Considerations

3.8.1 Informed Consent

Consent in a research endeavour is defined as a willing participant in the investigation. Obtaining consent from study participants and informing them of their rights, the purpose of the research, the procedures to be followed, the risks involved, and the benefits of taking part

in the investigation is known as getting informed consent to collect information and data from respondents. The investigator got permission from several authorities to ensure that this study complies with research ethics.

3.8.2 Voluntary Participation

When a human research subject exercises their free will to choose whether or not to participate in a study, this is referred to as voluntary participation. This implies that in order for the research to be done, the subject must give their informed permission. Research participants were informed of the purpose of the inquiry so they may make an independent decision about participating or not.

3.8.3 Confidentiality

Research secrecy depends on concepts and data being kept private. A concise preamble to a survey ensured that the data provided would be used solely for educational purposes and guaranteed a certain degree of confidentiality.

3.8.4 Privacy

Researcher had the right to privacy when conducting research, according to research privacy, one of the components of research codes and ethics. Furthermore, researcher ensured respondent anonymity by making sure that no respondent could be identified based solely on their responses in the survey or during the interview.

3.8.5 Anonymity

As to Mugenda (2009), anonymity refers to maintaining respondents' confidence by not disclosing their names, racial or ethnic origin, or any other personal information. To maintain their privacy, all respondents were coded, so they did not have to answer questionnaires using their real names.

3.9 Chapter summary

This section examined the research methods used to conduct the study investigations. The nature of the inquiry highlighted the descriptive design, which was the primary approach utilized for conducting research and data analysis. Furthermore, a thorough explanation of the analytical methods employed, along with the target population, sample size, sampling strategy, and research tools used for gathering information, was presented.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the analysis of the data collected from the respondents and interprets the research findings.

4.1 Response Rate

According to Table 4, 188 questionnaires in all were issued, and 108 responders, or 57% of the total, had their data successfully gathered. As a general guideline, Fowler (1993) suggests that the minimum response rate be 55%.

Table 4: Response Rate

Responses	No.	Percentages
Respondents	108	57%
Non-respondents	80	43%
Total	188	100%

4.2 Demographic Findings

4.2.1 Gender

Fifty men, or 46% of the 108 respondents that took part in the survey, and 58 women, or 54%, were the responders. According to Kothari (2004), a gender representation ratio in the research of at least 1:2 is sufficient to be considered representative. The data outcomes are displayed in Figure 2.

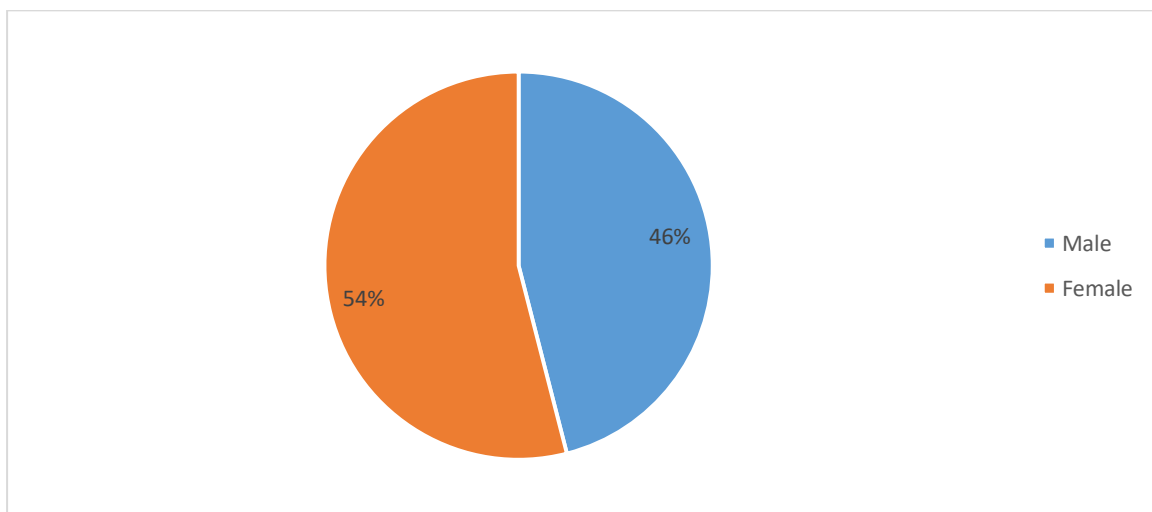


Figure 2: Gender

4.2.2 Age category

The age distribution of the respondents was as follows: the majority, or 31%, were under 30 years old; they were followed by those between the ages of 31 and 40, whose total number was 31, or 28%; those between the ages of 41 and 50, or 25%; and those between the ages of 51 and above, or 19%. Table 5 illustrates this.

Table 5: Age category

Category	No.	Percentage (%)
Below 30	33	31%
31-40	31	28%
41-50	25	23%
51 and above	19	18%
Total	108	100%

4.2.3 Highest Educational Qualification

The majority of responders (42%) had degrees, as seen in Table 6. Of these, 31% held a diploma or higher diploma, 11% held a certificate, and 16% held a postgraduate degree. This implied that the participants knew enough about the topic under investigation to understand it.

Table 6: Highest Educational Qualification

Category	No.	Percentage (%)
Certificate	12	11%
Diploma/Higher Diploma	33	31%
Bachelor Degree	45	42%
Master's Degree & above	18	16%
Total	108	100%

4.3.4 Experience Level

According to Table 7, which presents the study's findings, 34 (or 31%) of the people surveyed had spent six to ten years working for the same company. Moreover, 27 individuals (or 25%) reported that they had been employed by an organization for between 11 and 15 years. 25 people, or 24% of the total, stated they had been employed by the company for 16 years or more. This demonstrates that the majority of respondents knew enough about their particular departments to provide reliable data for the research.

Table 7: Experience Level

Category	No.	Percentage (%)
0-5 years	22	20%
11-15 years	27	25%
6-10 years	34	31%
16 years and above	25	24%
Total	108	100%

4.3 Internal Training**Table 8: Internal Training**

Statement	Mean	Std. Dev.
After completing internal training sessions at the Safaricom Call Centre, I am confident in my abilities to manage a variety of consumer concerns.	3.763	0.809
The in-house training initiatives at Safaricom Call Centre have aided in my comprehension of the technical proficiencies needed for my position.	3.943	0.709
I can remember and use the knowledge I've gained from internal training sessions to do my everyday work in the Safaricom Call Centre.	3.741	1.194
The in-house training initiatives of Safaricom Call Centre support my continued professional growth and skill improvement.	4.073	0.994
I am able to use the methods and approaches I've learnt in internal training sessions to efficiently handle client concerns at the Safaricom Call Centre.	3.922	0.694

Most respondents at the Safaricom Call Centre, as shown on Table 8, expressed confidence in managing consumer concerns after completing internal training, with a mean score of 3.763. The in-house training initiatives significantly contributed to their understanding of required technical proficiencies (mean = 3.943) and supported ongoing professional growth (mean = 4.073). A majority also reported being able to recall and apply the knowledge gained during

training to their daily tasks (mean = 3.741) and effectively use learned methods to handle client concerns (mean = 3.922). The standard deviations indicate a generally consistent experience among respondents.

4.4 External Training

Table 9: External Training

Statement	Mean	Std. Dev.
My intention to remain with Safaricom is positively impacted by my participation in outside training programs.	4.001	0.714
I view the outside training courses that Safaricom offers as worthwhile investments in my career advancement.	3.805	0.812
I can successfully use the abilities I've received from outside training in my day-to-day work at Safaricom.	3.835	1.110
My overall level of job satisfaction at Safaricom is positively impacted by my participation in outside training programs.	3.978	1.162
The instructors leading the outside training sessions do a good job of imparting the required abilities and expertise.	4.078	0.916

As indicated on Table 9, most of the respondents indicated that external training positively influences their intention to remain with Safaricom, with a mean score of 4.001 and a standard deviation of 0.714. They also perceive these training courses as valuable investments in their career growth, as reflected by a mean score of 3.805. Additionally, a majority feel they can apply the skills acquired from external training in their daily tasks (mean = 3.835). Their overall job satisfaction is also positively affected by these training programs, with a mean score of 3.978. Furthermore, the respondents agreed that the instructors effectively impart the necessary skills and knowledge during these sessions, as evidenced by a high mean score of 4.078.

4.5 Training Roles

Table 10: Training Roles

Statement	Mean	Std. Dev.
Because of the options for training that Safaricom Call Centre offers, I have a positive attitude in my profession.	4.978	1.162
Through the Safaricom Call Centre's training programs, I've been able to pick up new skills that are applicable to my job.	3.978	0.962

My abilities have improved thanks to the training programs at Safaricom Call Centre.	3.978	0.762
I think that by increasing productivity, the training offered at Safaricom Call Centre helps to reduce production costs.	4.073	0.809
Because they increase job satisfaction, the training opportunities provided by Safaricom Call Centre significantly contribute to reducing turnover rates.	3.673	0.909

As indicated on Table 10, most respondents expressed a positive attitude towards their profession due to the training options provided by Safaricom Call Centre, as reflected by a high mean score of 4.978. The training programs have been effective in helping staff acquire new job-related skills, with a mean of 3.978. These programs have also improved staff abilities (mean = 3.978) and are perceived to increase productivity, thereby reducing production costs (mean = 4.073). Additionally, the training opportunities have significantly contributed to job satisfaction and reduced turnover rates, although this effect was slightly lower, with a mean score of 3.673. The standard deviations indicate moderate variability in the responses.

4.6 Training policies

Table 11: Training policies

Statement	Mean	Std. Dev.
Safaricom's training initiatives are in line with the organization's overarching goals.	4.056	0.962
My desire to stay employed at Safaricom is positively impacted by my participation in training sessions.	3.978	0.862
In my opinion, Safaricom actively seeks out and considers employee input on training initiatives.	4.978	0.962
I can adjust to changes in my job or duties more efficiently thanks to training activities at Safaricom.	3.708	1.062
My capacity to contribute to Safaricom's efficacy and efficiency is enhanced by the training I receive there.	3.903	.709

As indicated on Table 11, most of the respondents indicated that Safaricom's training initiatives align well with the organization's overarching goals, with a mean score of 4.056. Participation

in training sessions positively impacts their desire to stay employed at Safaricom, as reflected in a mean score of 3.978. The majority also felt that Safaricom actively seeks and considers employee input on training initiatives, with a high mean score of 4.978. Additionally, most respondents agreed that training activities enhance their ability to adapt to job changes (mean score of 3.708) and contribute to the company's efficiency (mean score of 3.903).

4.7 Staff Performance

Table 12: Staff Performance

Statement	Mean	Std. Dev.
The employees often meet or surpass expectations in terms of the quality of the job they do.	4.022	0.615
Employees always arrive on time and attend work on a regular basis.	4.100	0.812
Employees successfully cooperate and support group objectives.	3.717	0.819
Employees play a major role in helping the company reach its sales targets.	3.817	1.194

As indicated on Table 12, Most of the respondents indicated strong performance across various aspects of staff behaviour. The majority agreed that employees often meet or surpass job quality expectations, with a mean score of 4.022 and a standard deviation of 0.615. Employees also demonstrate punctuality and consistent attendance, reflected by a mean of 4.100 and a standard deviation of 0.812. Cooperation and support for group objectives were moderately affirmed, with a mean of 3.717 and a standard deviation of 0.819. Additionally, a significant number of respondents acknowledged the employees' role in achieving sales targets, with a mean of 3.817 and a standard deviation of 1.194.

4.8 Limitations of The Study

Some respondents said they were hesitant to fill out the questionnaire completely because they were worried about their privacy and the secrecy of their answers. Understanding how crucial it was to earn their confidence in order to guarantee the study's success, the researcher moved ahead of schedule and scheduled meetings with every possible participant. The researcher addressed their worries and encouraged correct and complete involvement by thoroughly

explaining the study's relevance and goal during these sessions, with a focus on how the results may help their business.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

The section covers the summary of the findings, conclusions and recommendations.

5.1 Summary of Findings

5.1.1 Internal training and staff Performance

The Safaricom Call Centre's respondents showed confidence in managing consumer concerns after internal training. The training significantly improved their understanding of technical proficiencies and supported professional growth. Most respondents were able to apply the knowledge gained to their daily tasks and effectively handle client concerns.

5.1.2 External training and staff Performance

The majority of respondents believe that external training positively influences their intention to stay with Safaricom, perceives it as valuable career growth, and can be applied in daily tasks. Job satisfaction is also positively affected by these training programs. The respondents also agree that instructors effectively impart necessary skills and knowledge during these sessions.

5.1.3 Training roles and staff performance

The Safaricom Call Centre's training programs have positively impacted staff's attitudes, skills acquisition, productivity, and turnover rates. The programs have improved staff abilities, reduced production costs, and contributed to job satisfaction, with a slightly lower effect on turnover rates.

5.1.4 Training policies and staff performance

Safaricom's training initiatives align with the organization's goals, and employee participation positively impacts their desire to stay employed. Safaricom actively seeks employee input on training initiatives, enhancing their ability to adapt to job changes and contributing to the company's efficiency.

5.1.5 Staff performance

The majority of respondents praised staff behaviour, with employees often exceeding job quality expectations, demonstrating punctuality and consistent attendance. They also moderately affirmed cooperation and support for group objectives, and acknowledged employees' role in achieving sales targets.

5.2 Conclusion

The study concluded that the Safaricom Call Centre's training programs had a major beneficial influence on employee performance and general job satisfaction. Employees have the technical know-how and career-development opportunities they need to confidently handle customer complaints and successfully apply newly acquired information to their everyday work, because of internal training. Because external training was seen as beneficial for career advancement and work happiness, it further increased employees' intents to stay with the organization. In addition to enhancing employee attitudes, skill acquisition, and productivity, Safaricom's extensive training initiatives helped to cut production costs and turnover rates—albeit with a little smaller effect on turnover. Staff loyalty and flexibility have been strengthened by the alignment of training programs with organizational goals and the active employee engagement in creating these efforts, which further enhances Safaricom's operational efficiency. In general, the business and the personnel have benefited greatly from Safaricom's dedication to staff development through internal and external training.

5.3 Recommendations

The researcher made the following recommendations;

Safaricom should prioritize frequent revisions to training materials, making sure they remain relevant with changing customer demands and technology breakthroughs, in order to further improve the efficacy of internal training. Employees will be better equipped to apply their abilities in real-world circumstances and handle customer problems as a result of the inclusion of realistic simulations and hands-on activities.

Safaricom need to keep funding external training initiatives that prioritize professional development and work happiness. Employee engagement and skill sets will increase if industry-specific seminars and workshops are encouraged to be attended. Furthermore, facilitating avenues for staff members to impart information acquired from outside training to their colleagues helps promote an environment that values ongoing education and cooperation.

Within the company, Safaricom has to clearly define roles and responsibilities for training in order to maximize the training's effect on employee performance. This entails selecting important employees to oversee training programs and making sure that the curriculum is customized to meet the unique requirements of various positions. It is important to regularly evaluate the results of training in order to track advancements in work satisfaction, skill development, and productivity.

Safaricom has to make sure that its policies on training are sensitive to employee input and continue to be in line with the organization's strategic objectives. Safaricom may increase employee engagement and loyalty to the organization by actively incorporating them in the development of training activities. Furthermore, providing employees with a variety of training alternatives and flexible training schedules will help them adjust to job changes more skilfully, which will increase organizational efficiency.

5.4 Suggestions for Further Research

The researcher suggested that in the future, a comparison of training and its impact on productivity in the public and private sectors should be conducted. Another option is to conduct a research on the attitudes of employees in different government departments about staff training and its impact on output.

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APPENDIX I: INTRODUCTION LETTER

18 August, 2024

Dear Sir/Madam,

RE: REQUEST FOR DATA COLLECTION

I am a student at Management University of Africa pursuing a Bachelor degree in Management and Leadership. I am currently conducting research study on: *The effects of training and development on staff performance in the telecommunication industry, a case study of Safaricom Call Centre, Westlands.*

I'd like to collect information in your company by administering questionnaires. I am responsible for all information obtained from you and will ensure that it is used only for research purposes and is kept confidential. Your participation and response would be greatly appreciated.

Yours faithfully,

Mwangi Damaris Muthoni

ODLBML/18/00815/2/19

MANAGEMENT UNIVERSITY OF AFRICA

APPENDIX II: QUESTIONNAIRE
SECTION A: DEMOGRAPHIC INFORMATION

1. Kindly indicate your Gender

Male []

Female []

2. Kindly indicate your Age category (Yrs.)

Below 30 []

31-40 []

41-50 []

51 and above []

3. Highest professional qualification

Certificate []

Diploma/Higher Diploma []

Bachelor Degree []

Master's Degree & above []

4. Duration in the Organization

0-5 years []

11-15 years []

6-10 years []

16 years and above []

SECTION B: RESEARCH VARIABLES

Use the Likert scale provided to respond to the following statements

Where 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree and 1: Strongly Disagree

	Statement	1	2	3	4	5
Independent Variables						
External Training	My intention to remain with Safaricom is positively impacted by my participation in outside training programs.					
	I view the outside training courses that Safaricom offers as worthwhile investments in my career advancement.					
	I can successfully use the abilities I've received from outside training in my day-to-day work at Safaricom.					
	My overall level of job satisfaction at Safaricom is positively impacted by my participation in outside training programs.					
	The instructors leading the outside training sessions do a good job of imparting the required abilities and expertise.					
Training Roles	Because of the options for training that Safaricom Call Center offers, I have a positive attitude in my profession.					
	Through the Safaricom Call Center's training programs, I've been able to pick up new skills that are applicable to my job.					
	My abilities have improved thanks to the training programs at Safaricom Call Center.					
	I think that by increasing productivity, the training offered at Safaricom Call Center helps to reduce production costs.					

	Because they increase job satisfaction, the training opportunities provided by Safaricom Call Center significantly contribute to reducing turnover rates.					
Training policies	Safaricom's training initiatives are in line with the organization's overarching goals.					
	My desire to stay employed at Safaricom is positively impacted by my participation in training sessions.					
	In my opinion, Safaricom actively seeks out and considers employee input on training initiatives.					
	I can adjust to changes in my job or duties more efficiently thanks to training activities at Safaricom.					
	My capacity to contribute to Safaricom's efficacy and efficiency is enhanced by the training I receive there.					
Internal Training	After completing internal training sessions at the Safaricom Call Center, I am confident in my abilities to manage a variety of consumer concerns.					
	The in-house training initiatives at Safaricom Call Center have aided in my comprehension of the technical proficiencies needed for my position.					
	I can remember and use the knowledge I've gained from internal training sessions to do my everyday work in the Safaricom Call Center.					
	The in-house training initiatives of Safaricom Call Center support my continued professional growth and skill improvement.					
	I am able to use the methods and approaches I've learnt in internal training sessions to efficiently handle client concerns at the Safaricom Call Center.					

Dependent Variable					
Staff Performance	The employees often meet or surpass expectations in terms of the quality of the job they do.				
	Employees always arrive on time and attend work on a regular basis.				
	Employees successfully cooperate and support group objectives.				
	Employees play a major role in helping the company reach its sales targets.				