

**EXPLORING THE VALUE OF TRAINING ON EMPLOYEE
PERFORMANCE: THE CASE OF VODACOM TANZANIA
LIMITED (VTL)**

CERTIFICATION

We the undersigned, certify that, we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled ” **Exploring the value of training on employee performance the case of Vodacom Tanzania** ” in partial fulfilment of the requirement for the award of Master of Business Administration (MBA-CM) of Mzumbe University.

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DEAN/DIRECTOR, FACULTY/DIRECTORATE/SCHOOL/BOARD

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I, **Myra Franco**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for the similar or any other award.

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Lastly and importantly, I would like to dedicate this thesis to my God who has given me ability to pursue this work.

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DEDICATION

I dedicate this work to my loving parents, Mr and Mrs Franco Park for their care, love and prayers. Zena and Franco continue to bring happiness and success. I love my family.

LIST OF ABBREVIATIONS

HR	Human Resource
HRM	Human Resource Management
ICT	Information and Communication Technology
MBA(CM)	Masters In Business Administration Cooperate Management
MoEVT	Ministry of Education and Vocational Training
MU	Mzumbe University
NTP	National Training Policy
TNA	Training Need Assessment
VTL	Vodacom Tanzania Limited

ABSTRACT

This study examined the value of training on employee's performance in organizations. It is a case study of Vodacom Tanzania. The study was guided by the following specific objectives; to find out the available administrative instruments that guide staff training practices, to establish the types and modalities of training, to determine the change on employee performance as a result of specific training and to identify challenges facing employee training and performance.

The researcher used case study design conducting the research where by a single unit was selected and data collection was done through primary and secondary data through the use of data collection methods such as interviews, questionnaires and documentary review. Whereby a sample of 100 was selected. Analysis of the collected data was done through qualitative research methodology.

The Findings revealed that various criteria were used in the selection of employees for training such as performance appraisal, supervisory recommendations, request of employees, and skills inventory among others. It was found that most of the staff has attended various types of training including on the job and off the job training. It was further revealed that staff at Vodacom Tanzania attended short courses, seminars and workshops. Some respondents agreed that staff training and development provided by the Vodacom Tanzania Limited fulfilled their expectations. It is argued that since respondents agreed that training is useful in promoting job satisfaction to employees, then work contributes to the performance of the organization. Most of the respondents portrayed that employees are promoted to different positions after training resulting into performance improvement of the organization. Also, some of the study respondents explained that training of employee's increases experience and hence promotes performance of the organization. The study also found out that Training programmes at VTL experience a number of challenges which include budget constraints, different training needs, changes of technology and others. It is recommended that Vodacom Tanzania Limited should establish and implement a high-level roadmap for strategic training and development to take place. The company should provide a flexible framework within which training and development strategy is worked out.

The result showed that employee training has positive significant relationship with employee performance .Subsequently recommendations were made that management should increase budget for staff training and also staff training should line with organizational objectives. Since training needs are differ employees and HR managers should match training to specific needs as opposed to providing 'blanket' training to all employees to improve performance

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.0 Introduction

The term “employee training” may mean different things to different people, but it has one common thread, that is the process of providing specific skills or helping them to correct deficiencies in their performance. The employees training sets clear expectations regarding responsibilities and the work that anticipated of both for those hired recently and current employees.

1.1 Background to the Study

Training can be defined as a “systematic process of acquiring knowledge, skills, abilities, and right attitudes and behaviours to meet job requirement”(Gomez-Mejia,et.al.,2007). Training has been reckoned to help employees to do their jobs or help meet current performance requirements, by focusing on specific skills required for current need. However, its benefits may extend thought a person’s career and help that person for future responsibilities. An employee is the one of the most essential resource in any other organization that is working towards meeting its goals. Therefore training and skills of an employee is very critical in performance of the organization

The success of any organization largely depends on training of its employees. Training policy must be implemented well in order to avoid negative effects to the organization like un productivity, income loss, accident, failure of an organization, reduction of work morale and, increase in labour turnover and lack of competent and suitable employees as a result to the efficiency of the organization may deteriorate. Trained employees are needed to improve employee capabilities and organizational because they help organizations survive. Trained employees are more productive, effective, accommodate technological change, and acquire new knowledge, skills of the task assigned. Organizations are needed to have clean policy and procedures for training.

Many organizations in Tanzania and other parts of the world tend to avoid training due to real direct cost, lack of resources to conduct particular training, losing a lot of time while training is being conducted. Organizations have a bias towards investments on employee development rather than in equipment or machinery, but investing on people is not the same as investing in machinery. When organizations invest in new computers, for example the cost can be depreciated over multiple years, but when invest in training, it is a cost for that year cannot be depreciated. So from other organization accounting point of view money for money, it is better to invest in new equipment that employees use than training.

Various organizations think that developing employees makes them more attractive to other employers potentially making them more likely to turnover. After they have been developed, employees are free to leave organization to work for another organization. These stimulated the researcher to carry out the study so as to explore the value of employee training at VTL. On the other hand Tanzania Public Service Act, (2002) as it states among other things that public service organization 'Ensure that public servants in the service are trained, motivated, efficiency and effectively performing, and the service is free of corruption, and other unethical tendencies.

In 1995 A Telecommunication Restructuring Programme (TRP) has been introduced. The program addresses network expansion and rehabilitation, staff training and the stocking of spare parts. The program was envisaged to raise revenues from USD 56.0 million in 1991 to USD 166million in 1995.

Tanzania ICT Sector Performance Review 2009/2010 the need for ICT expertise in the telecom sector has not been matched with a human resource development plan to build the expert capacity for its maintenance and further development. More efforts should be invested in encouraging the development of IT and telecoms expertise in Tanzania. There is a need to develop human capacity in areas such as technical, management,

research and development, security, strategic planning, e-business and e-governance. Human resource development in ICT can be encouraged through increased awareness among students and the wider public of opportunities and capabilities in ICT. The environment should encourage ICT education and provide incentives, especially for those investing in research, development, training, software and other creative efforts.

Acquiring infrastructure is great, but it is serious investment in education that will bridge the digital divide and enhance the quality of infrastructure, the quality of access, the quality of usage, and the quality of growth. The major telephone companies (TTCL, Zantel, Vodacom, Zain, Tigo) directly employ more than 5,000 people. Many more are employed in communication-related services like reselling airtime, servicing and repair of mobile phones, maintenance of base stations, etc

According to ICT Policy of 2007, on *Training and Capacity Building* The MoEVT recognizes the need for continuous training programmes to build sufficient capacity among staff and other stakeholders. ICT training will range from ICT literacy and technical development skills to the use of ICT in management and administration. Special efforts will be made to train teachers and educators in ICT content development, trouble-shooting, and pedagogical uses.

Given the wide applicability of ICT for training and professional development, ICT enabled training methods will be fully explored, including distance education, e-learning, m-learning and blended learning. Training will be offered on a continuous basis to enable staff and other stakeholders to keep up to date with technological and pedagogical developments. Statement No 6.3.7. The MoEVT will ensure that technical staff receive continuous in-service training to stay up-to-date with technological developments.

Currently in Tanzania, training has been a core stone for the employees and organization productivity. That is to say if training is given to the employees it will help them to reduce accidents, develop employees skills, productivity, Team spirit, organizational

culture, quality, Health work environment, image, increased morale ,increases organization stability and flexibility, accommodate technological change, acquire new knowledge and skills of the task assigned and increase their efficiency and effectiveness hence improves their performance .As the Tanzania Education and Training Policy (ETP1995) support employees to be trained.

1.2 Statement of the Research Problem

Training enhances skills, knowledge, attributes and competencies and ultimately worker performance and productivity in organizations (Cole, 2002). Many organizations in Tanzania engage in training and development of its staff and also have departments, units and sectors that cover training and development so as to cope with the constantly changing demands of the work environment. Vodacom Tanzania limited (VTL) is one such organization that practices training.

“Despite the institution of training and development programmes for many years in many organizations in Tanzania. For instance the government of Tanzania has been insisting to provide training to the employees. For instance The Vocational Education and Training Levy Act (2001) makes it mandatory for every employer (with the exception of Government departments and any public institution that is non-profit making and wholly financed by the Government) to pay a Skills and Development Levy of 6 % of their wage bill.

However, the performance of employees is still undesirable. According to Ngirwa (2000), the poor performance of many organizations in Tanzania is due to inadequate training of employees and other members belonging to the organization. Also Brown (2005) claims that, training employees to their work place and their jobs is the most neglected function in many organizations in Tanzania. This results to poor performance and labour turnover of employees who have just joined the work place.The training methods employed by many companies are irregularly provided and costly which has

led to ineffective and inadequate skills, leading to a poor performance hence the companies not achieving most of their set targets in time.

A further study done by the (Repoa, 2009), specifically mentioned the skills shortage due to lack of proper training as a specific challenge to do business, and half of the firms had to source skills from abroad. The consequences are low performance in both deliverance of services and achievement of its goals. Accounting firm, Ernest and Young, released a report in June 2007, indicating that 81% of companies struggles to find appropriate staff, with 76% saying that finding employment equity candidates was a particular problem. Many studies have been carried out on Training and, most of them were carried out in Asian countries like Iran and other developed countries particularly European countries (Busine and Watt, 2005).

In this view, the study explored the value of training on employee performance in an organization since it is very important in the improvement of the organization as it enhances performance and minimizes problems experienced in the organization. Technological changes as well are very rampant in telecommunication industry, for example mobile banking, money transfer; this has led to the need for improving the employee training in the organization as per improved technology so as to provide quality services to the organization 'customers as well as to avoid errors that might lead organization to undergo losses and thereafter fail to meet its customers 'needs. Therefore the study investigated the value of training on employee performance in the organization using VTL as a case Study.

1.3 Research Objectives

1.3.1 General Study Objectives

The main objective of the study was to explore the value of training on employee's performance in the organization.

1.3.2 Specific Study Objectives

In order to achieve the above main objective, the researcher had the following specific objectives;

- (i) To find out the available administrative instruments that guide staff training practices.
- (ii) To establish the types and modalities of training.
- (iii) To determine the change on employee performance as a result of specific training.
- (iv) To identify challenges facing employee training and performance.

1.4 Key Research Questions

In order to achieve the above study objectives, the researcher was guided by the following research questions:

- i. What administrative instruments are used for guiding staff training in the organization?
- ii. What types and modalities of employee training are available within the organization?
- iii. To what extent does specific training improve specific work performance?
- iv. What problems and challenges does the organization experience during Training Planning and Implementation?

1.5 Significance of the Study

The study has the following significance:-

The study findings, suggestions and recommendation will become guidelines and may provide a usefully source of information to the management of VTL to improve training effectiveness. The study could be useful to the academicians as a basis and reference source and policy makers for further investigation about of training practices in public organizations due to the fact that the findings might be taken as reference.

The study will help VTL and other organizations utilize and increase their productivity, Team spirit, quality, profit, image and morale, Development of employee's skills. The study will contribute toward the researcher's partial fulfilment of the requirements for the award of Masters of Business Administration -Corporate Management of Mzumbe University. The outcome of the study will help policy makers to identify the area that needs improvements and amendments in various laws and regulations under training policy.

1.6 Limitations of the Study

The Researcher is expected to face some limitations in conducting her study. The limitations include but are not limited to:

- 1) Financial constraints – The Researcher was under self-sponsorship hence may run short of fund to meet all requirements of the study.
- 2) Time constraint was another limitation as the researcher had other responsibilities to perform at work and also at home, since she is a full time worker and also a student of other institution.
- 3) The telecommunication industry is wide as currently, there are about seven major telecommunication companies in the country, namely VODACOM, TIGO, AIRTEL, SASATEL, ZANTEL, TTCL, and SMILE therefore it was not be possible to undertake study in all schemes.
- 4) The researcher decided to conduct a study at VTL, geographically, the VTL offices were scattered in all regions and most of the district including remote district in the country, it was not easy for the researcher to visit all areas located with the VTL offices.

1.7 Delimitation of the study

- 1) In order to overcome the stated limitations, the study concentrated on one telecommunication industry, namely Vodacom Tanzania Limited (VTL). The reason behind this selection is that, the VTL is the leading network in Tanzania.

The Association of Tanzania Employers (ATE) has declared Vodacom Tanzania Limited the 2013 Employer of the Year. Vodacom Tanzania also emerged top in the following categories: Best Large Enterprise, Leadership and Governance, Human Resource and Management, Workforce Focus and Best Performance Management Systems. Not only that but also Vodacom also topped the telecoms sector in the National Tax Payer Awards. In terms of coverage,

- 2) Though the VTL offices are located in Dar es Salaam, Dodoma, Arusha, Singida, Mwanza, Iringa, Shinyanga, Kagera, Morogoro, Lindi, Mtwara, Tabora, Ruvuma, Mara, Mbeya this study will concentrate to the Head Office, Samora Vodashop and Vodashop Mlimani City. Efforts were made to make sure that available time and funds are efficiently and effectively utilized to accomplish the task.

1.8 Organization of the study

The study is organized into five chapters. Chapter one presents the background of the study, the problem statement, research objectives and questions. The chapter also covers the scope and significance of the study. Chapter two provides a survey of literature on training and development programmes and how it influences the performance of the organization. The third chapter details the methodology adopted for the study: the population, sample, research design, and instrument for data collection and data collection procedures. Chapter four provides the main findings and discussion of findings of the study. The concluding chapter five presents the summary of the major findings, conclusions and recommendation.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the existing literature and theory relating to background history of Effects of Training on employees performance mostly to the organization to establish the gap in available literature. It also draws some experiences learnt from other countries in provision of training in the organization, also provides the effects of training on employee performance. The chapter is mainly divided into four parts which are theoretical literature review, empirical literature review, conceptual framework and research hypothesis. The section gives ideas of what other authors/writers says concerning the proposed subject under the theoretical literature, while the empirical literature review presents a survey of experiential studies by other researchers for matters related to the study and their recommendation, the conceptual framework is the operationalization of the theory.

2.2 Theoretical Literature

2.2.1 Concept of Training

Gupta (2003) defines training as the process of increasing knowledge and skills for doing a particular job. It is an organized procedure by which people learn knowledge and skills for a definite purpose. He describe that the purpose of training is basically to bridge the gap between job requirement and present competence of an employee. Armstrong (2003) defines training as the use of systematic and planned instruction and development activities to promote learning, where b he defines as the process by which a person acquires knowledge, skills and capabilities.

Gordon (1992, 235) defines training as the planned and systematic modification of behaviour through learning events, activities and programs which result in the

participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

Furthermore Flippe,E.B (1980:199) insisted that training should aim at increasing skills, knowledge and attitude in performing specific job and understanding total environment, such training should be based on identified training needs whereby the objectives of training is to prepare individual or oneself for greater responsibility

2.3 Types of Training

2.3.1 On job training

On job training is the most common in organizations of any type and size and covers all categories personnel, it involves learning by doing itself. In this method the trainee learns while he/she is actually engaged in a doing job. This engagement may be on specific job or there may be a job rotation. For operatives who are engaged in the routine and repetitive job, on the job training is the most important tool. Initially an operative requires the help of a trainer to learn how he should proceed in the job performance. Gradually he/she learns the methods of doing and gets perfection over these. These methods are applied to managerial personnel too at the initiative level. Subsequently they may be put on job rotation.

Experience is a valuable assets if used wisely, it contributes to better ways of doing things because the person may weed out the undesirable practices, however this process of learning may take a lot of time and may retain only the desirable practices, however this process of learning may take a lot of time on the part of the person to make distinction between what is desirable. If he or she has the knowledge of relevant theories of doing, can do in much lesser time (Prasad, 2005)

2.3.2 Off job training

According to Prasad (2005), off job training is a kind of supplement to the on job training. In a dynamic environment where things change at a fast pace, new ways of

doing things are required which cannot be generated by on the job training. Therefore personnel are required to learn something away from their work places. Generally as individual moves upward in organization hierarchy, more learning is required through of the job training.

2.4 The Reasons of Implementing Training in an Organization

Gupta (2006:9.5) explains why an organization needs to conduct employees training regarding the following factors:

Job Requirements; Employees selected for a job might lack the qualifications required to perform the job effectively. New and inexperienced employees require detailed instruction for effective performance on-the-job. In some cases, the past experience, attitudes and behaviour patterns of experienced personnel might be in appropriate to the new organisation. Remedial training should be given to such people to match the needs of the organisation. New employees need to provide orientation train to make them familiar with the job and the organisation.

Technological Changes; Technology is changing very fast. Now automation and mechanisation are being increasingly applied in offices and service sector. Increasing use of fast changing techniques requires training into new technology. For instance, staffs in public sector bank are being trained due to computerisation of banking operations. No organisation can take advantage of latest technology without well-trained personnel. New jobs require new skills. Thus, both new and old employees require training.

Organisational Viability; In order to survive and grow, an organisation must continually adapt itself to the changing environment. With increasing economic liberalisation and globalisation, business firms are experiencing expansion growth and diversification. Existing employees need refresher training to keep them abreast of new

knowledge. Training programmes foster the initiative and creativity of employees and help to prevent obsolescence of skills.

2.4.1 The importance of training in the organization

Gupta (2006:9.6) explains the importance of training to the organization performance as follows:

Higher productivity; Training helps to improve the level of performance. Trained employees perform better by using better method of work. Improvements in manpower productivity in developed nations can be attributed in no small measure to either educational or industrial training programme.

Better Quality of Work; In informal training, the method are standardised and taught to employees. Uniformity of work methods and procedures helps to improve the quality of product or service. Trained employees are less likely to make operational mistakes.

Less learning period; A systematic training programme helps to reduce the time and cost involved in learning. Employees can more quickly reach the acceptable level of performance. They need not waste their time and efforts in learning through trial and mistakes.

Cost Reduction; Trained employees make more economical use of materials and machinery. Reduction in wastage and spoilage together with increase in productivity help to minimise costs of operations per unit. Maintenance cost is also reduced due to fewer machine breakdown and better handling of equipments. Plant capacity can be put to the optimum use.

Reduced supervision; Well-trained employees tend to self-reliant and motivated. They need less guidance and control. Therefore, supervisory burden is reduced and the span of supervision can be enlarged.

Low Accident Rate; Trained personnel adopt the right work methods and make use of the prescribed safety devices. Therefore, the frequency of accidents is reduced. Health and safety of employees can be improved.

High morale; Proper training can develop positive attitudes among employees. Job satisfaction and morale are improved due to rise in the earnings and job security of employees. Training reduces employees grievances because opportunities for internal promotion are available to well trained personnel.

Personal Growth; Training enlarges the knowledge and skills of the participants. Therefore, well-trained personnel can grow faster in their career. Training prevents obsolescence of knowledge and skills. Trained employees are more valuable asset to any organization. Training helps to develop people for promotion to higher posts and to develop future managers.

Organizational Climate; A sound training program helps to improve the climate of an organization. Industrial relations and discipline are improved. Therefore, decentralization of authority and participative management can be introduced. Resistance to change is reduced. Organizations having regular training programs can fulfil their future needs for personnel from internal sources. Organization stability is enhanced because training helps to reduce employee turnover and absenteeism. Training is an investment to people and, therefore, systematic training is the sound business investment. In fact, 'no organization can choose whether or not to train employees... the only choice is left to management is whether training shall be haphazard, casual and

possibly misdirected or whether it shall be made a carefully planned part of an integrated program of human resource administration

2.4.2 Benefits of training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2001) summarizes these benefits as below:

- 1) **High morale** – employees who receive training have increased confidence and motivations;
- 2) **Lower cost of production** – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- 3) **Lower turnover** – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- 4) **Change management** – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- 5) **Provide recognition**, enhanced responsibility and the possibility of increased pay and promotion;
- 6) Help to improve the availability and quality of staff.

2.5 Training and HRD Theories

2.5.1 Swanson's Theory of Human Resources Development

The theory developed by Swanson (2001) on assumption that there is no one disciplinary theory framework for any one disciplines but what apply is various theories can contribute in different theoretical framework. The major assumption of the theory provides that organizations are made entities that rely of human expertise in order to

achieve the organizational goals. The theory provide that human expertise are developed and maintained through training and development the processes which looks both short term and long term for achievement of the organization goal. Human resource development is profession process which is advocated by individual, term and the organization integrity. The strength of the theory lies on the fact that organization is based on human expertise to survive, growth and to maximize its returns. Also the theory provides the need of developing this human expertise through Training and Development programs. The relevance of theory to this study is by recognizing the value of human expertise and the need for training and development and maintaining it through investing in human resource training and development and eliminating the factors which hinder successful human resource Training and Development in the Organization. The theory is seems to be too broad in addressing the Human Resource Development and it ignores the specific factors that may affect Human Resource Development. Therefore, for the purpose of our study the theory can be used as a guide to this study.

2.5.2 Cognitive Theories

This theory was propounded by Piaget (1950) who state that cognitive learning involves gaining knowledge and understanding by absorbing information in the form of principles, concept and fact, and then internalizing it. The theory regards learners as powerful information processing machine. It explains that learning can be effective basing in three aspects namely principle, concept and facts that are created within the brain of trainees. The strength of the theory is that is it stresses the importance of learner motivation and individual needs. It recognizes that the individual has control over what is learned and it identifies feedback as an important aspect of leaning the theory has input in human resource training and development. The shortfall of the theory is that it assumes that learning is neutral and unproblematic and that it is purely rational ignoring human emotions and feelings. Based on this theory we assume that by having effective

Training programmes can identify individual training needs based on their cognitive skills and train potential capable employees for the development of the organization.

Therefore for the purpose of our study the theory cannot be used as a guide to this study.

2.5.3 General system theory

General system theory in Human Resource study draws much from theoretical biologist Bertalanffy Lenganasa,(2009).This theory consider organization as the unit of analysis as it oppose to classical view that stress on individual practice in the organization. The organization system is considered to compose various aspects which include management development, employees training activities related to the business needs, performance, incentives, selection and recruitment. Both aspects are important, and in order to make whole system theory also carries weight in attempting to produce employee behaviours that focus on key organizational priorities. The theory adds value in Organization and Human Resource in investing on human Resource Training and Development so as to reflect business need as the environment is always undergo changes. The weakness of this theory is that it stresses on the necessity of Training to reflect the organization business needs only, and ignore that Training should not be restricted to the business needs only but go beyond the organization business level, so due to these shortfalls, the theory will not be adopted to guide our study.

2.5.4 Social learning theory

This was propounded by Bundara (1977) who assumed that learning is a social interaction between individuals. For him learning is a series of information processing step set in train by social interactions. According to Robbins, (2005) the theory attempt to explain that effective learning is based on what a trainee can learn through imitating or observing what happens to other people and just by being told about the detail of the subject matter concerned. It assumes that a trainee's behaviour is a function of consequences. The strength of theory is that it adds acknowledges to our study as it recognizes the importance of having on the job training in the organization. Also, it is credited for acknowledging the existence of observational learning and the importance

of perception in training the employees. It creates warm human relationship in the learning situation and it enhance condition and opportunities for learning form one another and learning by doing. Based on this, we assume that training employees through effective training programmes would lead the learning process within the organization to take place through mutual interaction among the employees who are skilled, knowledgeable, and experienced with non-experienced employees. Theory for instance Bundara also looks at the importance of interaction and initiation in the learning process. Bundara argues that anything that learned from direct experience can also learned from observation, and that we model our behaviour on the behaviour that we see others display. The theory however is criticized for being too general on the relevance of what is to be learned to the lives and circumstances of trainees and the organization. Based on these shortfalls, theory cannot be adopted as a guide.

2.5.5 Classical Conditioning Theory

This theory was developed by Pavlov (1902) who assumes that training is a conditioned process, which can be used to explain human behaviour when responding to certain stimuli. The theory assumes that training is stimulus that leads to a response to the trainees. As commented by Robbins and Judge, (2009) classical conditioning grew of experiments to teach dog to salivate in response to the ringing of a bell. These scholars argue that the theory is passive in the sense that something happens and we reach in a specific way. For example employees choose to arrive at work in time, ask their boss for help with problems. The theory is good in a sense that it build up an association between a conditioned stimulus and an unconditioned stimulus. Thus the theory is credited for being used to explain simple reflexive behaviours of employees after being trained. However, the theory is weak because it cannot be used to explain the complex learning processes in modern life (Ngirwa, 2005). Though this theory is strong in relating training as a stimulated effect of a stimulus and adds value to the human resources Training and Development, but is not the focus of our study. That seek to assess the training and

development practices in public sector, for this reason it will not be upheld to guide our study.

2.5.6 Experiential Learning Theory

This theory was propounded by Reynolds et al (2002) who posited that experiential learning takes place when people learn from their experience and by reflecting on them so that they can be understood and applied. The theory assumes that learning is a personal construction of meaning through experience, Constructivists such as Rogers(1983) believes that experiential learning can be enhance through facilitation, creating an environment in which people can be stimulated to think and act in ways that help them to make good use of their experience. The theory emphasizes that training can occur through experience which involve performing an activity for a long period of time, so that an individual becomes competent in carrying out his/her activity though experience. However, the theory bears a shortfall in the sense that learning needs high commitment on the participation between the trainees and trainers in whole learning process. But in some instance the commitment of the partisans to participate in learning need to be motivated by other things like economic incentives. Furthermore the theory does not suggest how to motivate trainees in order to enhance training participation. Although the theory present the organizations need to invest in human resource training and development, it is difficult to be adopted to our study as it differ with our study in context as it deals with the training and development practices in public sector.

2.5.7 Reinforcement Theory

This was developed by Skinner (1974).The theory assumes individual to be conditioned to repeat the behaviour by positive reinforcement in the form of feedback and knowledge of results. The reinforcement can be either positive or negative. The positive reinforcement gives people outcomes they desire when they perform organizationally functional behaviours. Example of which include reinforces like pay, praise or a promotion. Negative reinforcement can make members of an organization perform desired or organizationally functional behaviours. For instance, criticism. The theory is

important especially to manager. Negative and positive reinforces are used by managers for increased productivity. Managers for instance may encourage the employees to work hard by threatening them that they will have their pay cut. However, the theory is criticized for ignoring the inner state of the individual such as feeling, attitude, expectations and other cognitive variables, but it is undoubtedly have an important influence on an individual's behaviour (Robbins, 2005). It is evident from this line that the theory that people learn to behave in order to get or refrain from something they want. Therefore effective training impacts behaviour to the trainees which they would otherwise not get. Although, the theory adds value in the discipline of human resources training and development, our study will not adopt the theory as a guide in our study.

2.6 Empirical Literature Review

The study by Kapsalis (1997), conducted a study on employee Training and Development on a sample of 700 in those countries using the questionnaire method, employees examined that in the seven participation countries which are Canada, USA, Switzerland, Netherland, Poland, Germany and Sweden. The study objective was not only to see how well Canada is doing relative to the other countries but also to find out what lesson learned from the combined experience of different countries. About 66% of Canadian and United states employees who received on the jobs related Training from their employer reported in the study that they were using their acquired skills and knowledge at work largely, hence improved employee work performance and the organization objectives.

The study have some relevant information related to our study, however, there is a need to carry out another study of similar nature in different developing countries since the study by the Kapsalis was conducted in developed countries due to the fact that there is big gap between the two geographically, level of development, culture, attitude, behaviours differences.

Dominic, (2004) conducted a study on the effectiveness of Training and Development in public services office in Dar es Salaam Tanzania. The objective of the study was to assess how effective training and development function is carried out at the Public Service Management office in Dar es Salaam. It discusses its design, the whole process of planning, implementation and evaluation. It further seeks to compare the real to the ideal training and development function, the attitude of trainees towards the whole management of the function and problems facing its implementation. The methodology of study, the researcher collected data was collected through, structured questionnaire and unstructured checklist. The findings of the study showed that, despite well designed training programs, the problem was its implementation. There was inadequate and poor allocation of training funds. The study continues to show that criteria of trainee's selection were not clearly known and they were not given a chance to determine what kind of training they needed.

Although the study is qualitative like our study but its result cannot be generalized as it focus on the effectiveness of training based on the management office unlike our study about training and development practices in public sector, there is a need to conduct the similar study of the same nature at Vodacom Tanzania.

Ramalibana,(2005) conducted a study on the effectiveness of staff development policies and programmes of the Unisa library in the University of South Africa. The aim of study was to establish how staff training and development needs were met and how staff felt about the centralization of human resource department. In doing the study data was collected using questionnaires and interview and analysed qualitatively by the researcher. The result of the study revealed that personal development of staff training and development was hindered, as only job related training was supported by the library staff training and development work group. The study focused on the function of the human resource department in assessing the training needs and how employees were identified for training. The gap here is time difference, this study was conducted in 2005,

the limitation on the methods used to collect data whereby in our study, will also deploy other method of data collection such as documentary reviews, interviews and questionnaires, although the study was qualitative like our study, its findings cannot be generalized as it focused on the effectiveness of staff development policies and programmes of the Unisa library in University of South Africa unlike our study which focuses on assessing training and development in public sector a case of Vodacom Tanzania. Moreover the study will adopt other method of data collection such as documentary reviews.

Msangi (2008) conducted a study on the assessment of training and development programme in social security provider, a case of national social security Fund (NSSF) for the private institutions employees in Tanzania. The objective of the study was to establish how the staff training and development needs were met and factors which hindered it and also how staff felt about the function of human resources department. The methodology used in the study the researcher used self-administered questionnaires and interviews. The study discovered that there was lack of an update training policy as well as training programme, according to the study no training evaluation is carried out, the training budget was inadequate and there is an element of favouritism to some employees and lack of top management support towards staff training and development.

The study is very important to our study because portrayed information about effectiveness of Training and Development programme is similar to this study. However, the result if this study cannot be generalized because it assessed the effectiveness of training and development programme unlike our study which is about training and development practices in public sector and also our study will adopt questionnaire as a main source of data and documentary review, and also data was analyzed qualitatively to verify the results.

Mwakilema, (2005) in her research found out that the training in NSSF Dar es salaam is unplanned and there is no training evaluation, researcher recommends that identification of training needs before preparing training program is a prier requested for effective HR training and development hence training should originate from comprehensive analysis of the organization short and long term objectives particularly manpower planning which will identify training needs from time to time thus objectives should be shown its implementation.

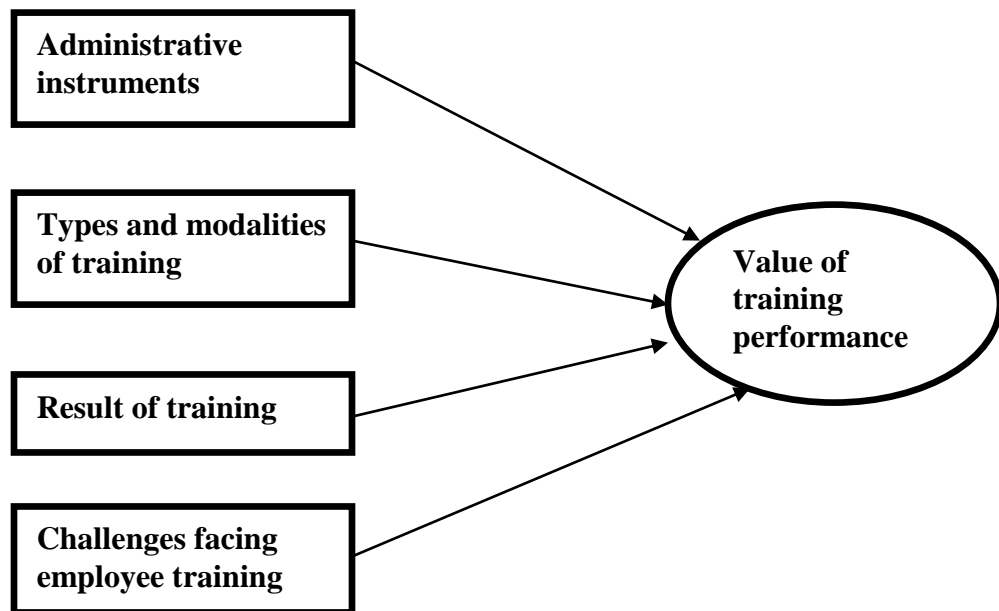
Heneriko Kafwaje (2003) studied training at St. Francis Designated District Hospital; Ifakara was not based on training needs neither assessment nor skills needed by the Hospital. There was lack of open and staff training practice, most of staff remained untrained for a long time; majority of staff was standard seven levers. Also training budget appeared to be inadequate in view of the number of staff who requires training. Despite of this weakness this inquiry concludes that hospital performance on staff training has been made if the identified problem where addressed. Given the above situation the researcher is prompted to make a detailed research on effects of training on employee performance in the organization and taking Vodacom, head office as a case study.

2.7 Conceptual framework

Conceptual frameworks, according to educational researcher Smyth (2004), are structured from a set of broad ideas and theories that help a researcher to properly identify the problem they are looking at, frame their questions and find suitable literature. Most academic research uses a conceptual framework at the outset because it helps the researcher to clarify his research question and aims. Conceptual frameworks (theoretical frameworks) are a type of intermediate theory that attempt to connect to all aspects of inquiry (e.g., problem definition, purpose, literature review, methodology, data collection and analysis). Conceptual frameworks can act like maps that give coherence to empirical inquiry. Because conceptual frameworks are potentially so close

to empirical inquiry, they take different forms depending upon the research question or problem (Botha, 1989). According to sociologists Haralambos and Holborn, a conceptual framework enables the researcher to find links between the existing literature and his own research goals. In respect to this particular study a conceptual framework provided below helps to show the relationship between independent and dependent variables.

Figure 2.1: Conceptual framework



Source: Researcher own creation (2014)

To implement the study following dependent and independent variables are shown in the theoretical framework. The training and development is the independent variable and organizational performance is the dependent variable. These two variables have been chosen to see the relationship between these variables i.e. to see the impact of Training and development on the organizational Performance.

It is very necessary for the organization to design the training very carefully (Michael Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Boudreau et al., 2001).

Delivery style is a very important part of Training and Development (Carlos A. Primo Braga, 1995). Employees are very conscious about the delivery style (Michael Armstrong, 2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience it means he is wasting the time (Mark A. Griffin et al., 2000). It is very necessary for a trainer to engage its audience during the training session (Phillip Seaman et al., 2005). Delivery style means so much in the Training and Development.

On the job training helps employees to get the knowledge of their job in a better way, People learn from their practical experience much better as compare to bookish knowledge. On the job training reduces cost and saves time (Heras, 2006). Training design has significant effect on the organizational performance. To increase the knowledge and skills in the job training is given to the employees. On the job training has significant effect on the organizational performance.

During training & development the delivery style of the person who is giving the training also affects the organizational performance. Therefore delivery style has significant effect on the organizational performance. Training & development has significant effect on the organizational performance.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to describe the research methodology that the researcher used in this study. It includes study area; research design; Population, Sample and sampling method and procedure; and Data collection methods. This chapter presents the research design and area of study, sample and sampling techniques, nature of data its sources, collection techniques, data analysis and the strategies pursued to ensure validity and reliability of data and information.

3.2 Research Design

Researcher used descriptive research design while conducting the study. The researcher administered questionnaires to collect data from sampled individuals. The design has been selected because the researcher intends to collect information about peoples' attitudes, opinions, and other social issues.

3.3 Area of the Study

The research was carried out at Vodacom Tanzania Limited. The selection of due to the fact that (VTL) has been said to be leading cellular network company offering GSM Communication services to over 6 million customers across the country .The Association of Tanzania Employers (ATE) has declared Vodacom Tanzania Limited Employer of the Year on December 5,2013.Vodacom Tanzania also emerged top in the following categories: Also it is the Best Large Enterprise, Leadership and Governance, Human Resource and Management, Workforce Focus and Best Performance Management Systems(Vodacom Intranet News: December2013). Also it is a leading telecommunication industry in the country in terms of customer size and coverage.

VTL offers 3G HSDPA (High speed Downlink Packet Access) has offices in Dar es salaam,Dodoma,Arusha,Singida,Mwanza,Iringa,Shinyanga,Kagera,Morogoro,Lindi,Mt

wara, Mara, Ruvuma, and Mbeya and 76 shops all regions providing activities telecommunications services efficiently. However the researcher will conduct her study at the Head Office and Vodashops namely Vodashop Mimani City and Samora shop. The choice of the Head Office is prudent due to the fact it is the place where policies and major decisions are made, while the choice of Samora and Mlimanicity shops is based to the fact that the office is located at the city Centre hence has conducted training several times. This fact compels the researcher to concentrate and take keen interest in the selected area. The selection also ensured coverage of each representative element characteristics and hence increases reliability. Proximity of location of the selected areas makes it relatively easy and convenient for the researcher to effectively carry out thorough analysis to discover the main problem being studied given the resource and time constraints.

3.4 Study Population

Study population involves all people that are involved in this study for the purpose of collecting the required information, and this will include VTL employees. The study population from the group of employees includes management and other staff members in their day to day operations.

3.5 Sample Size and Sampling Technique

3.5.1 Sample size

According to Leedy, (1980), there are factors to be considered when selecting sample size, availability of the population, methods of sampling and financial resources.

A sample of 100 employees was used in the study. This was drawn using simple random sampling and purposive sampling technique. Population and sample size distribution is as shown in Table 3.1 below

Table 3:1 Population and Sample Size Distribution of the Study

Type of Respondents	No. of Respondents	%	Sampling Method
Managerial level	10	10%	Purposive
Supervisors(shops supervisors)	20	20%	Purposive
Employees (Operation Staff)	70	70%	Purposive
Total	100	100%	Purposive

3.6 Data Collection Methods

3.6.1 Questionnaire Method

The questionnaire is an instrument for data collection that consists of a set of predetermined and structured questions given to the subject in order to get a written response (Adan et-al, 2008).

A set questionnaire were prepared and distributed to the employees within Vodacom Tanzania office. The questionnaires helped in collecting information from the sample obtained. The questionnaires distributed were both open ended and close questionnaires. The study believes that these actors have a better level of education, understanding and experience to assist them in filling the questionnaires. The method is particularly convenient to staff that are not easily accessible for some reason, for example senior staff. Respondents are given adequate time to give well thought of answers since they have time to spend to consult some records for more clarification.

3.6.2 Interview Method

The interview is the systematic way of a conversation between an investigator and an informant, initiating for obtaining relevant information to a specific study. It involves not only conversation, but also learning from the respondent's gestures facial expression and pauses (Krishna-swami 2003). The researcher conducted interviews to different employees who happened to attend training courses within Vodacom office. The researcher used both structured and unstructured type of interview. This is one of the important techniques that were used by the researcher to collect information which

involved the presentation of oral verbal stimuli and reply in term of oral verbal responses.

This method was used by the researcher to get information quickly as well as classifications on the data through questionnaires because some of the answers in the questionnaires were short to be understood clearly by the researcher in case of closed ended questions.

3.6.3 Observation Method

Through this method information pertained to skills perception and knowledge were gathered and analysed. The researcher actively involved as a participant observer. During the study the researcher assisted in different activities of the organization for example the researcher visited different places to collect information through observation in relation to what was happening in real situation, and general altitude of staff in the organization.

3.6.4 Documentary review method

Under this method the researcher obtained some important data from secondary data such as journals, files, board meeting reports, management meeting, financial reports and other relevant readings, from human resource officer's office. This source of data was used because it is reliable, suitable, and adequately provides contemporary events and helped in understanding how these events took place. Sources/documents of written nature could consulted at any time for reference

3.7 Data Analysis Method

The researcher used both qualitative and quantitative methods to analyze the collected data. Quantitative methods will be involved the use of descriptive statistics such as tables, percentages in data presentation while qualitative method used factual and logical interpretation of data. This enabled the researcher to interpret the data collected and

ultimately reach a conclusion and make necessary recommendations. Fisher (2010) described that, qualitative data usually consist of words, audio or visual recording and observation, not numbers.

CHAPTER FOUR

FINDINGS PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents findings and proceeds with interpretation and analysis of findings. The purpose of the study was to examine the value of training on employee's performance in the organization. The data were analyzed using descriptive statistics where frequencies and percentages guided the researcher. The chapter is presented according to the specific research objectives which included were to find out the available administrative instruments that guide staff training practices, to establish the types and modalities of training, to determine the change on employee performance as a result of specific training and to identify challenges facing employee training and performance.

The sample included individuals who work as officials of Vodacom Tanzania. The findings analysis and discussion are presented in tables, graphs, charts, frequencies and percentages as well as narrative form.

4.2 Characteristics of Respondents

4.2.1 Age

The study aimed at establishing the age of respondents since it might be closely related with their engagement in their career. In their response to the question which wanted to establish the relationship between their age and the organizational training programme the results are as shown in the Table 4.1

Table 4.1: Respondents by Age

Age of Respondents	Frequency	Percentage %)
18-29	16	16.0
30-39	68	68.0
40-49	16	16.0
Total	100	100.0

Source: Field data (2014)

From table 4.2 in relation to age variable majority of them (68%) were found to be between the age of 30 and 39 years, and 16% were age between 18 and 29, while 16% of the respondents were age of 40 and 49 years old. Generations have different preferred learning styles. It may not be necessary to different type of training for workers of different ages. Younger workers identified different training need than the older counterparts. For instance, older generations like skills training in their areas of expertise whereas younger workers prefer leadership training. Since training needs are differ employees and HR managers should match training to specific needs as opposed to providing ‘blanket’ training to all employees to improve performance.

4.2.2 Gender of Respondents

Table 4.2: Gender of Respondents

Gender of respondents	Frequency	Percentage %)
Male	42	42.0
Female	58	58.0
Total	100	100.0

Source: Field Data (2014)

The profile of respondents basing on gender showed that 58% were female and 42% were male. The study found that many female are employed at VTL compared to male and this was reflected on the sample of the study as there were many female than male. Indicating that more female are involved in the telecommunication industry in Tanzania

as compared to males (42%). Both females and males are allowed to attend training. The study also revealed that according to Vodacom Recruitment and selection policy encourage women to apply job this lead numbers of female who attend training to be more than male. Based on this findings employee training irrespective of gender will go along way discharging quality performance this will reduce turnover intension among employees.

4.2.3 Education

The study also collected information from respondents regarding their level of education. Results are as presented in the table 4.3

Table 4.3: Education level of respondents

Education level of respondents	Frequency	Percentage %)
Certificate holder	10	10.0
Diploma holder	20	20.0
Advanced Diploma	6	6.0
Degree holder	45	45.0
Postgraduate Diploma	6	6.0
Masters holder	13	13.0
Total	100	100.0

Source: Field Data (2014)

In their response to the question which wanted them to establish their level of education, the majority of them (45%) were degree holders, followed by 20% diploma holder, 13% out of 100 were master's holder, 10% were certificate and 6% were advanced diploma as well as 6% were postgraduate diploma holders respectively. Those attended university or college level of education were many as shown in Table 4.3. The result might imply that, the employment policy of Vodacom Tanzania Limited demands most of their employees to be degree holders and those who have attended postgraduate studies for the senior position in the organization.

Other respondents were not degree holders, indicating that there is not much skill amongst the employees in these companies and hence training may be a very important requirement in these companies to improve employee skills so as to improve their performance at work.

4.2.3 Work experience and training background

To gain a better understanding of how the research participants entered the training and development, all were asked to describe their personal career paths and work experience. This question helped to establish the extent to which internal factors impacted selections of employees for training at Vodacom Tanzania. Results are as shown in table 4.4

Table 4.4: Work experience of respondents

Work experience of respondents	Frequency	Percentage %)
1-5	46	46.0
6-10	18	18.0
11-15	5	2.0
16-20	7	6.0
21-25	24	24.0
Total	100	100.0

Source: Field Data (2014)

Data in the Table 4.4 indicates that most of the respondents who are the employees of Vodacom 46% had experience of 1-5 years, followed by 24% who had work experience of 21-25 years, and 18% of respondents with work experience of 6-10 years, 7% out of 100 respondents had a work experience of 16-20 years, and the last group comprised 5% respondents of 11-15 work experience. The research participants had very different backgrounds and it was found that the more the employee is more experienced the more training he/she has attended.

From the data received, the respondents' number of years employed at VTL ranges from a minimum of 1 year to a maximum of 25 years. Due to the fact that some respondents within VTL have minimum age of 22 years, their years of employment therefore are also less.

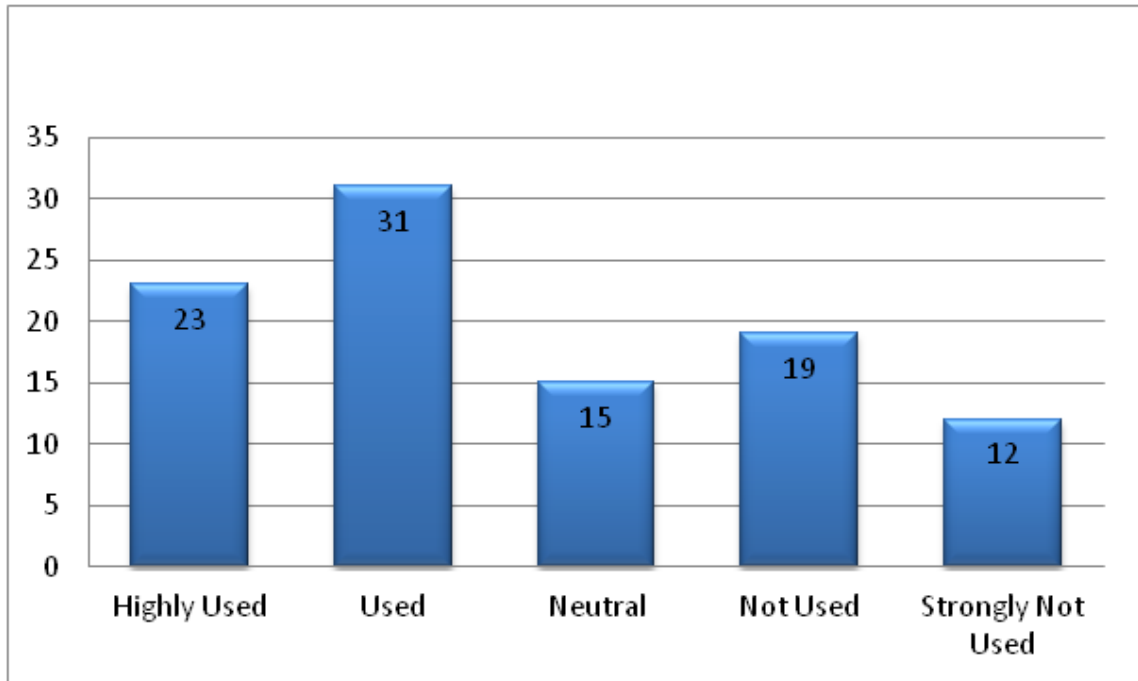
4.3 Administrative Instruments that guide Staff training Practices

The first objective of this study wanted to examine the administrative instruments that guide staff training practices at Vodacom Tanzania. The findings were obtained by asking the respondents to explain the available administrative instruments and how they are being applied on training programmes.

4.3.1 Performance Appraisal and Management

This section aimed at determining the criteria used in selection of employees for training and development at Vodacom Tanzania Limited in Dar es Salaam HQ. Results are as presented in table below. The focus here was to understand and uncover as to whether Performance appraisal is used as device /methods or techniques in selecting employees who are supposed to be sent for training. Results are presented in Figure 4.1

Figure 4.1: The use of performance Appraisal and Performance Management



Source: Field Data (2014)

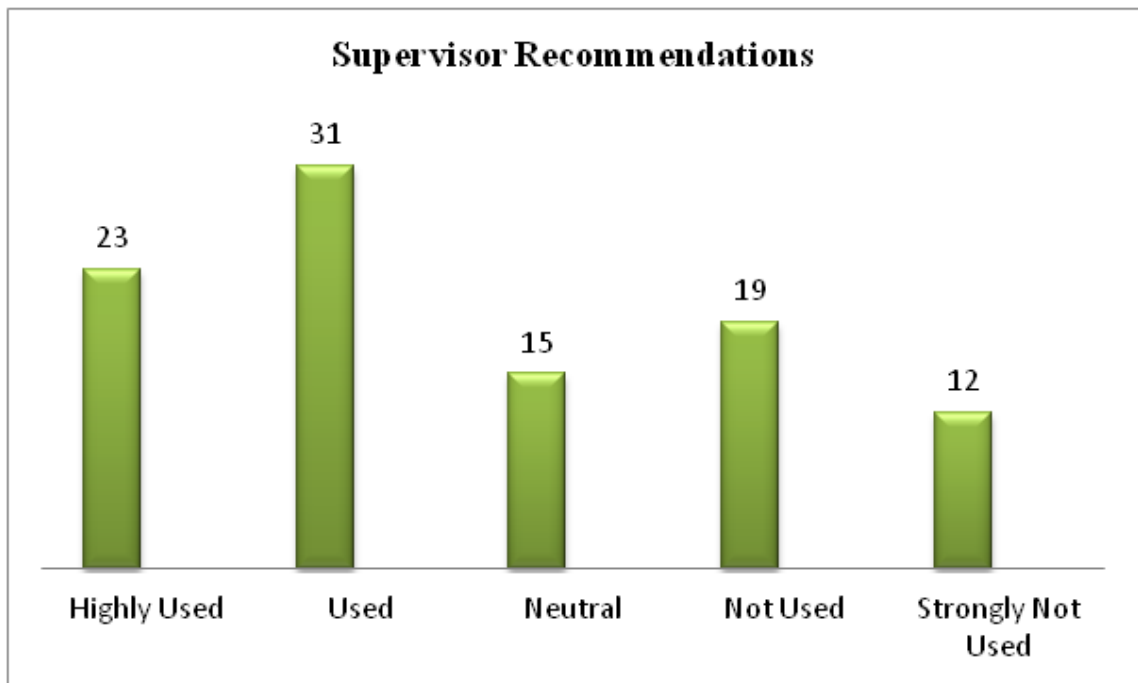
From figure 4.1 it is indicated that 23 percent out of 100 respondents strongly agreed and 31 percent agreed that performance appraisal and performance management is highly used as a criteria of selecting employees for training, 15percent remained silent on whether or not performance appraisal is used as a criteria of selecting employees for training, 19percent said was not used and 12percent out of 100 respondents said not strongly used as among the key criteria in selecting employees for training and development. However, many respondents who participated in this study commented that they never witnessed if performance appraisal were used as criteria of selecting employees for training.

4.3.2 Supervisors Recommendations

The study sought to investigate as to whether supervisors observation was used as a criteria or means of selecting employees for training at Vodacom Tanzania Limited in

Dar es Salaam from the point of view on how such criteria was useful compared to other means of selection of employees employed by top officials results are as shown in figure 4.2

Figure 4.2: Respondents view on supervisors recommendations



Source: Field Data (2014)

From the Figure 4.4 above 23percent out of 100 respondents agreed that Supervisors recommendations was highly used as criteria for section of employees for training and development, 31percent agreed that supervisor recommendations was used, 26 respondents out of 100 remained silent while, 19 said is not used and 12percent out of 100 respondents said was strongly not used as a criteria of selecting employees for training and development.

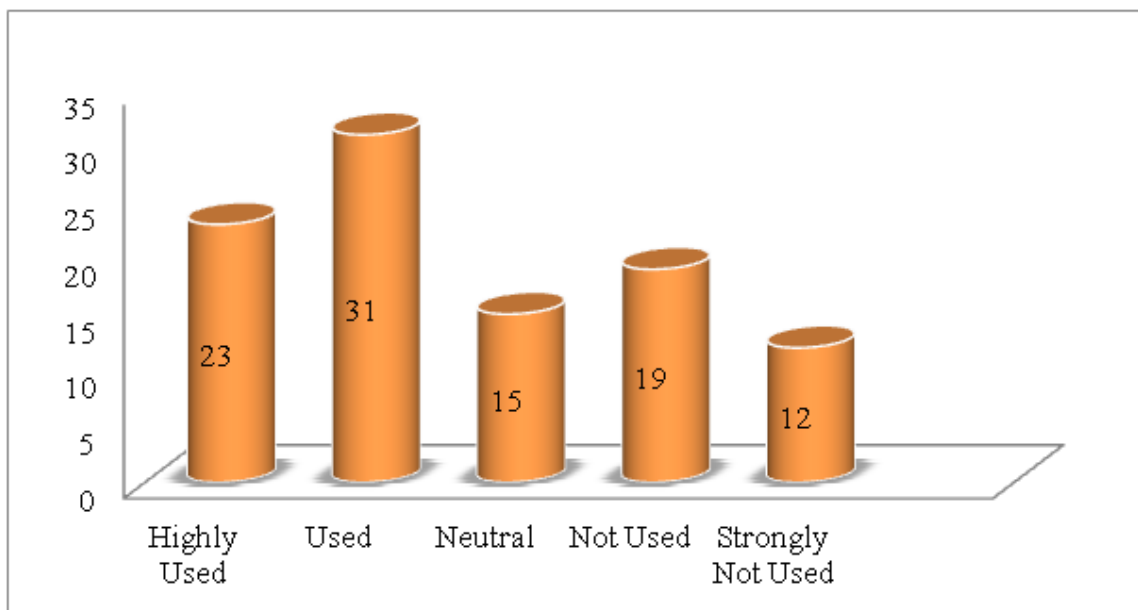
According to section 4.2 of VTL Training Policy Line Managers are responsible to see to it that the training needs of the employees reporting to them are relevant to the organization objectives and individuals are responsible for ensuring that their needs are

met as mentioned in section 3.4 of this policy. In the first and final instance each employee is responsible for his/her own development and ensuring that planned developmental tactics take place as agreed.

4.3.3 Employees Skills Inventory

The employees of Vodacom Tanzania were asked as to whether or not employees skills inventory and from this respect the researcher drew opinions of workers from point of view of how it was useful in the selection process. Results are as shown below.

Figure 4.3 The use of employee skill inventory



Source: Field Data (2014)

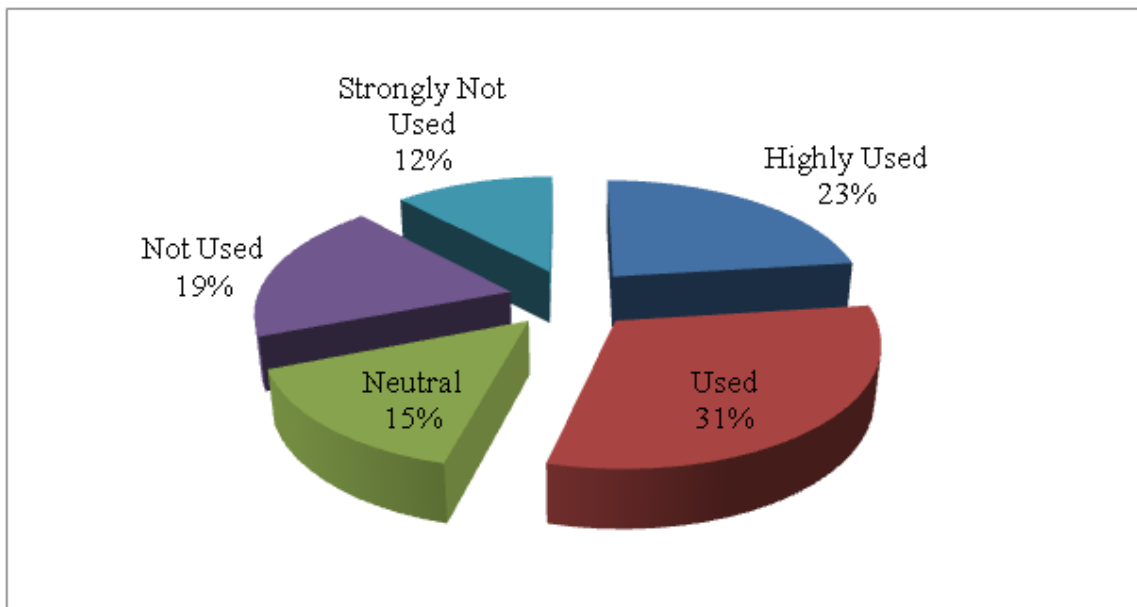
Data in figure 4.5 indicated that 23 percent out of 100 respondents agreed that employee skills inventory was highly used as a selection criteria, 31 percent agreed that it was used as a selection criteria, 15percent remained neutral/silent while, 19 percent said that employee skills inventory was not used and 12% percent said that it was highly not used as a selection criteria when selecting employee for training and development. Although during interviews many respondents commented that those who were experienced

attended more training since experience was mentioned to be one of the key factors for an employee to be selected for training. Apart from that other respondents commented that the newly employed individuals were also considered for training especially induction training so as to impart them with organization practices.

4.3.4 Supervisor observation of skills

The employees were asked to answer whether supervisors' observation on skills deficiency was used as criteria of selecting employees for training and development programmes or not. From this respect researcher drew opinions of workers from point of view of how it impacted the selection process. Results were as follow;

Figure 4.4: Respondents view on supervisors observation skills



Source: Field Data (2014)

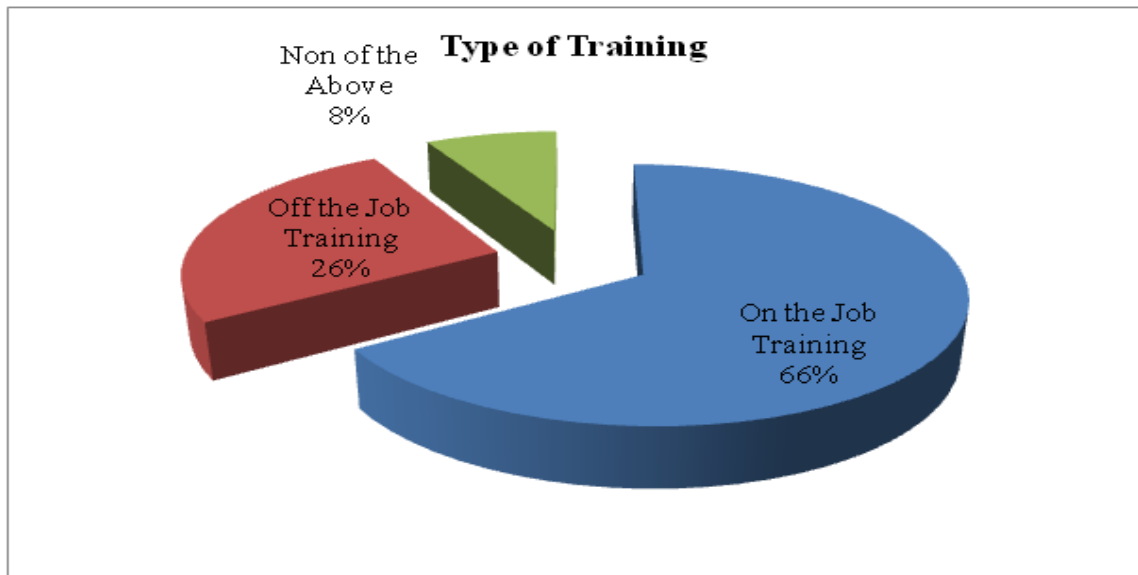
From figure 4.6 above 23% respondents out 100 agreed that supervisors observation of skills deficiency was highly used as a criteria of selecting employees for training, 31% also agreed while 15% respondents remained silent which may mean that they had no idea as to whether the supervisor observation on the deficiency of skills was used as a criteria of selecting employees for training. While 19% said that it was not used as a

criteria of selecting employees for training and 12% said that it was strongly not used as a criteria. Many respondents who participated in the study explained more other factors which were highly used in the process of selecting employees for training for instance whether there is enough fund to facilitate training or not also determined the number of employees to selected for training since training is expensive, experience or rank of employees, being famous to the boss or supervisor, immediate requirements/emergence such as when calamities occur like terrorism were among the reasons which highly mentioned by respondents as determinant for selecting and sending employees for training during the administration of this study, although it was also found that new employees were considered too and therefore selected for induction training

4.4 The Types and Modalities of Training

In this section the respondents were asked to indicate the type of training intervention needed to close the skills deficiency. Their responses have been presented in Figure 4.5.

Figure 4.5: Types of Training Offered by Vodacom Tanzania Limited



Source: Field Data (2014)

As Figure 4.7 illustrate, the majority of the respondent 66 percent have attended on-the-job Training which is mainly included in the orientation course. The 26 percent of the respondents had attended off-Job training including also short-Term performance improvement courses and long-term academic and professional courses, ranging from half a day to three months and as far up to three (3) years depending on the nature of the training intervention and training needs. And 8 percent of the respondents did not understand the types of training they had attended. It appears these did not have an opportunity of being selected by the Department to attend any training since they were employed.

In VTL training policy of 2012, section 5.4 states that Not all learning gaps will be addressed through training programmes. VTL will use a wide range of development methods available that can be used without leaving the office. For example, coaching, computer aided training package; on-the job training; reading books or practicing a particular skill.

The Table 4.7 shows the most preferred training intervention, according to the respondents. The majority 43 percent identified workshops followed by short courses 31 percent and seminars 26 percent. The least preferred training intervention is distance learning. Although workshops has been rated as the most preferred training intervention, this type of training intervention was mainly for top management of the Vodacom Tanzania.

Table 4.5: Types of Training Intervention Undertaken

Types of training programs	Frequency	Percentages (%)
Workshops	43	43
Short courses and Seminar	31	31
Distance learning	26	26
Total	100	100

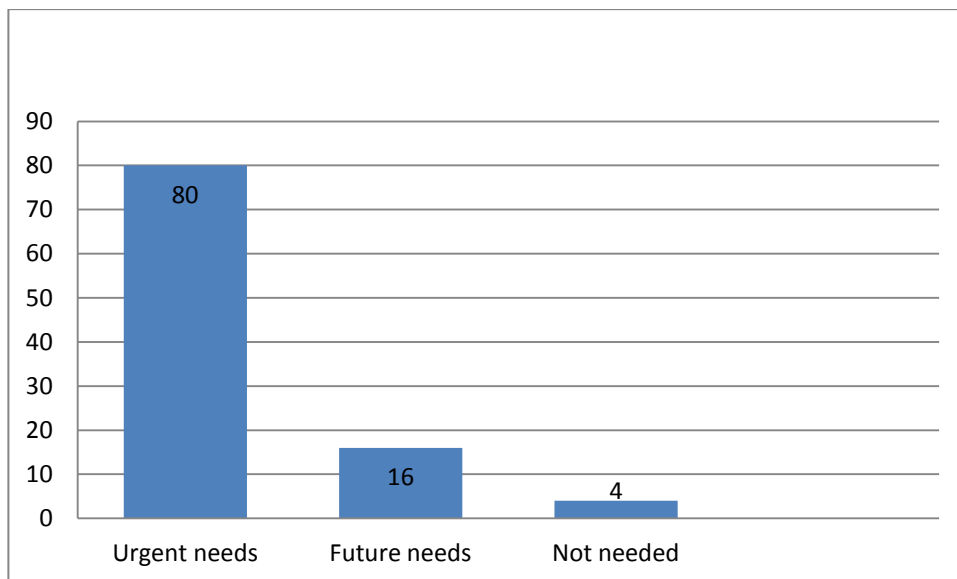
Source: Field Data (2014)

From the responses, it can be deduced that short courses were preferred by all the respondents compared to other training interventions. Indeed short courses would not interfere with service delivery, the respondents stressed that effective implementation of mentoring and coaching would ensure that skills acquired are transferred to lower level employees. Bishop (1994) notes that on the job training raises productivity but had no lasting effect whereas off the job training raised productivity and had a longer lasting effect.

According to Vodacom Training policy 2012, on section 2.1 states that The type of training that the company will cover includes workshops, seminars, courses, and modules.

4.4.1 Training in Customer Service

Figure 4.6: Respondents' Preferences on Customer Care Skills



Source: Field Data (2012)

As Figure 4.6 illustrate majority of respondents preferred customer care skills as a matter or urgent necessary, another 80 percent preferred such skill to meet future needs and 4percent of the respondent did not believe customer service training was necessary.

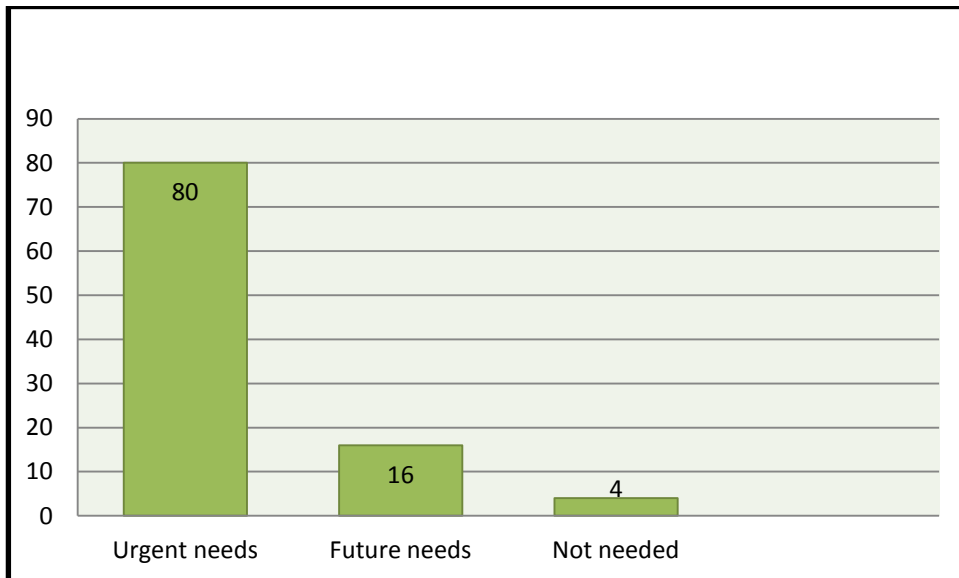
These most probably work in sections that do not expose them to continuous interactions with customers.

4.4.2 Communication Skills

The study found that to enhance communication skills and spirit of teamwork, customer service training workshops and related training seminars were conducted for employees. To boost the spirit and trust of the frontline working teams at various Vodacom departments and foster mutual understanding, trust and support among team members and supervisors, Vodacom Tanzania Limited continued to conduct team building programme for frontline staff of all Vodashops almost every year. During the programme, senior officers at managerial level of respective divisions were invited to visit the participants to further strengthen the sense of belonging and promote caring and supportive culture. Figure 47 shows responses on the need for communication skills:

4.9 Communications Skills

Figure 4. 7: Respondents View on Communication Skills Training



Source: Field Data (2014)

The study found that one of the most useful skills in telecommunication service’s jobs was good communication. It was revealed that Vodacom Tanzania public relations representatives who manage and communicate about company activities such as corporate social responsibility, as well as give official responses to incidents or comments from various stakeholders. Communication is also important for telecommunication service employees who work directly with new or potential customers especially in the Vodacom shop. Another 16% of the respondents said they needed communication skills training for future needs, where as 4% respondents said they did not require or need communication skills training.

4.5 Impact of Training on performance

The third objective of the study aimed at examining the change on employee performance as a result of specific training at Vodacom Tanzania limited. Below are the observations emerged out of the study.

4.5.1The Relationship between Training and Expectations

The study also examined employees’ perception on staff training and development programme in relation to the performance of the respective organisation. This question was posed to both ordinary employees and the management team at Vodacom Tanzania Limited. Respondents were asked to indicate the skills which they managed to transfer to their work situation and its relevance the results are shown in Table 4.6.

Table 4.6: Respondents view on fairness of procedure

Responses	Frequencies	Percentages (%)
YES	58	58
NO	36	36
I DON'T KNOW	6	6
TOTAL	100	100

Source: Field Data (2014)

Table 4.6 shows that the majority of the respondent (58%) accept staff training and development programmes as central to an organisation performance and therefore should be continuous and sustainable, on the other hand 36percent of the respondents believed training and development programmes had no relationship with their expectation and therefore not crucial for the organization's performance. Also 6percent other did not know whether training and development programmes are crucial for organisational performance. The skills mentioned by respondents as being transferred to the work situation are organising skills customer service delivery and planning skills, database management skills, report writing skills, job evaluation skills, work-study skills, computer skills, employee wellness programme skills, organization management and minute and report taking skills. Similarly, O'Connell (2001) reported that continuing training was found to have a positive effect on productivity and wages.

The study findings are supported by Collis and Montgomery, (1995). Who explain that many organizations feel that their people can provide a competitive advantage if they trained on issues related to their daily routine, contribute meaningfully to the organization's performance. The current study found that there is considerable evidence of an association between the amount of education, level of qualifications and individual benefits, such as salary level or likelihood of being promoted especially for those who attended long term training. The findings show that there acquisition of skills can have benefits to an individual. Indeed several studies have indicated that improving basic skills in adult life can improve labour market outcomes (Machin et al. 2001). Also training leads to qualifications received from current or previous employers which translate to wage benefits, improved promotion prospects, and reduced likelihood of redundancy for the individual (Blundell et al, 1999). Harcotte (2000) found a positive wage effect emanating from training as the wage premium for training is higher for those with low levels of educational.

According to VTL training policy of 2012, Training needs: These are needs that are linked to specific job or role requirements with immediate applicability. These needs focus on the job performance of the individual and are met over the short-term.

4.6 Usefulness of Training on the Respective Job

Respondents were asked if there was any positive relationship between the training attended by VTL with their every day jobs. Results are as shown in Table 4.7

Table 4.7: respondent’s views on usefulness of training

Responses	Frequency	Percentage (%)
YES	49	49.0
NO	32	32.0
I DONT KNOW	19	19.0
Total	100	100.0

Source: Field Data (2014)

Based on the findings shown in Table 4.7 majority of the respondents (49%) agreed that employees training and development was useful as it motivates employees to work hard and perform well their daily assignments. 32% of the respondents replied that training to the employees was not useful, while most agreed that was useful as promoted job satisfaction to the employees, hence work contribute to the performance of the organization.

Furthermore, most of them portrayed that employees are promoted to different position in the organization and hence improve performance of the organization. Also, some of them explained that, training for employees increase experience and hence promote performance of the organization. At the same time 19% out of 100 respondents had no idea as to whether training and development programmes offered by the VTL were useful in relation to their respective jobs or not. As they did not agree that the objectives were achieved.

It was noted that the scope was difficult to achieve because there was no reference to TNA reports in determining training needs and selection of trainees. For example, some basic training was conducted upon availability of funds (especially from donors). Due to inadequate availability of training (e.g. Counterpart and leadership training programs), there was not much effort put to reinforce the implementation of the program. Employees were the ones who forcefully inquired about training opportunities if employees did not request for training they might never attend.

Even though the training policy emphasized role specific training programs, enough number of employees replied that their training was less useful to their job; hence they could not practice what they learnt. Respondents reported several weaknesses in the programme claiming that they should be involved in its planning stage. Many of the respondents who participated in the study agreed that there were poor planned in relation to the implementation process of training and development programmes. For instance it was found that no training evaluation takes place as many employees who have attended training said they had never been evaluated. Others were undecided. Most employees lacked feedback after attending training; they need to know how much their training efforts contributed to the overall goals of the organization. Although exempt/salary and the non-exempt/hourly employees fully agreed that training was related to job proficiency, when they disagreed, they significantly disagreed.

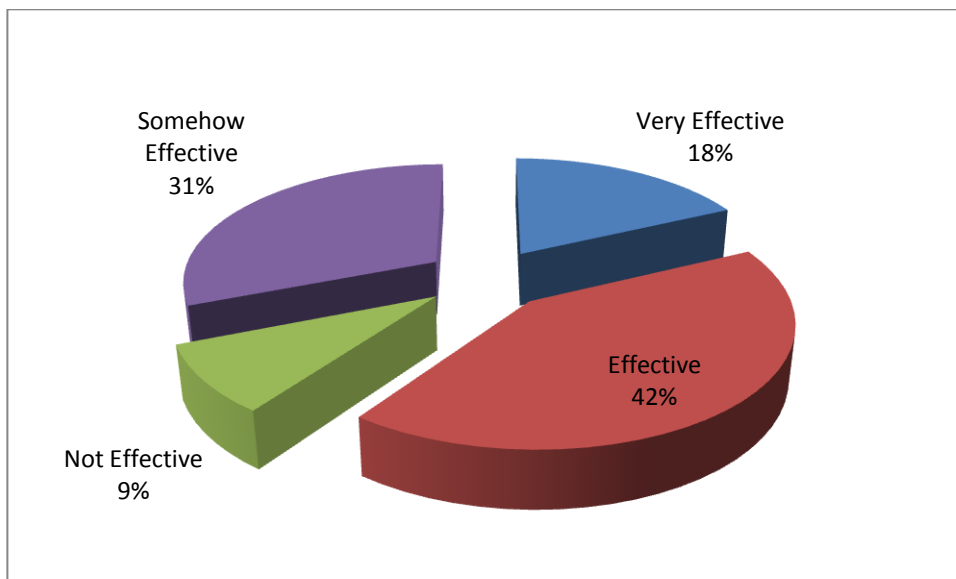
In addition, the larger the gap between the skills required to perform a task and the actual skills available for performing a task, the greater the lack of job satisfaction and the greater the increase in employee turnover within the organization. Conversely then, not having the skills to perform a job correctly can set up employees for failure and put the business at a less-than-competitive disadvantage. The resulting high turnover would predict the need for even more training that would then have a direct impact on the bottom line of any business. Moreover, poor performance reviews due to inadequate job

training can produce employee dissatisfaction and conflict. Although there is no direct link in the literature between training and job satisfaction,

4.11 Contribution of Training and Development Programme to Departmental Goals and Objectives

The aim of this section was to investigate whether the training conducted at Vodacom Tanzania Limited is aligned with the employees' departmental training needs towards the implementation of objectives and goals. The rationale for the study is that, it has been observed through experience that employee training is not aligned to the departmental' training needs. The results of the study indicate that training at Vodacom Tanzania Limited is not always aligned with employees' training needs. Respondents received training in skills that they did not require but yet identified as crucial. Results are as shown in the Figure 4.8

Figure 4.8: Effectiveness of Training to the Departmental Needs.



Source: Field Data (2014)

Figure 4.8 indicates that more than a half of the respondents who participated in the study agreed that staff training programmes provided by Vodacom Tanzania Limited to the staff were useful on the organisational performance in general and departmental level in particular. For instance 18% out of 100 respondents agreed that the programmes were very effective, 42percent said that they were effective, 9% said they were not effective and 31% said the programmes were somewhat effective. Most of the respondents who agreed that the training programmes are effective cited the usefulness of some of the programmes they attended.

This study had also sought to determine whether high skills are a contributory factor to a successful and higher performing organization. A positive relationship between a highly skilled workforce and organizational productivity was identified it was also found that higher skill levels support innovation and more sophisticated production processes and were associated with higher quality services. This finding is similar to other studies which have highlighted the performance benefits associated with increasing training activity, the type of training provided and the depth. For instance, Reenen (2000) analysed the impact of training on performance for a variety of measures including value-added output, profits and wages for foreign affairs department. It was found that there was a connection between more training and higher labour productivity and customer services across a number of departments. Raising the proportion of workers trained in an organization was one of the key values of training mentioned by the respondents during this study.

The study also revealed that specific objectives of VTL Training are follows according to section 2 of Training policy of 2012. The general objective states: “The objective of training is to equip employees with the necessary skills, knowledge and attitudes to meet the organisation's needs in relation to its objectives”. The specific objectives include

- To develop and retain high performers and high potential needed to support our business
- To develop a pool of high potential candidates who will contribute towards the long term success of our company
- To translate business needs into competencies required to meet company objectives
- To develop individuals abilities to do their current job effectively
- To enable individuals to cope with changes in technology
- To improve and enhance individual performance with a view of optimizing company performance.
- Achieve a supply of qualified people for promotion or re- assignment.

4.7 Challenges Facing Employee Training and Performance

The last objective of the study aimed at examining the challenges facing employee training and performance at Vodacom Tanzania. Respondents were asked to rate those challenges on a five- point likely scale ranging from strongly agreed to strongly disagreed.

4.7.1 Treatment of Staff Training and Development Programmes

The study investigated the perception of employees on how staff training and development programmes were conducted by the Vodacom Tanzania Limited. The respondents were asked to provide give their views basing on their practical experience the outcome has been are as presented in Table 4.8

Table 4.8: Treatment of Staff Training and Development Programmes

Responses	Frequencies	Percentages (%)
Strongly agree	30	30
Agree	21	21
Not sure	28	28
Disagree	7	7
Strongly disagree	14	14
Total	100	100

Source: Field Data (2014)

Table 4.8 indicates by training was not treated as important during the implementation process as 30% of the respondents who strongly agreed with the statement Also, 21% of the respondents agreed that training was not regarded as an important management practice that can ensure high performance in the organization, 28% of respondents were not sure. Furthermore, 7% disagreed and 14% strongly disagreed.

Similar results were reported by Ngirwa (2006), who noted that lack of top management support was one of the biggest problems affecting staff training and development in many of Tanzania's organisations. Such lack of top management support inevitably results in organisations failing to prioritise staff development in budgets and, hence, its poor implementation.

Although it is generally accepted that learning and the development of employee competencies are inevitably individual processes (Baitsch, 1998), these aspects are also strongly linked to the organisational climate and to the social learning processes, which tend to provide ample opportunities for managements of organisations to help workers further develop their career potential and grow professionally. In other words enhancing employee competencies at the workplace strongly depends on the learning climate of a company or, in a smaller sense, a department (Olbert-Bock, 2002). Various studies show that subordinates who receive sufficient information and support from their leaders, and

who engage in challenging tasks that demand taking responsibility tend to have more positive work attitudes in addition to engaging in more positive work behaviours' than those who receive less support (Bakker &Demerouti, 2007).

Most of the respondents who participated in this study argued that there was no link between some of the training programmes offered with organisational and performance needs. For example, one officer stated that for years, the needs assessment process has been incomplete, inadequate, and misdirected in the department. It was found that minimal assessment was done to evaluate particular programs. Moreover the evaluators have been hard pressed to determine specifically what the programmes we intended to achieve and weather the specific needs had been properly identified. Generally there has been a consistent lack of connection between determining the specific needs, developing the specific objectives for a program, and evaluating the programme results.

For a program to be effective there must be a strong linkage between these important components. Benjamin (2010) the needs assessment process has to be strengthened to identify specific organizational and job performance needs in addition to the traditional skill and knowledge deficiencies identified by most needs assessments. This strengthened process and enabled the organization to define performance needs more clearly and determine whether a training program me is actually the best solution. a

4.7.2 Budget Constraints

The study also sought to investigate and establish the relationship between the set budget and staff training and development programmes at VTL in the Results have been presented in Table 4.9

Table 4.9: Views on Budget Constraints

Responses	Frequencies	Percentages (%)
Strongly agree	10	10
Agree	21	21
Not sure	47	47
Disagree	11	11
Strongly disagree	11	11
Total	100	100

Source: Field Data (2014)

Table 4.9 shows that 10 percent out of 100 strongly agreed and 21 percent agreed that the budget available was inadequate to cover the staff needs of the supposed to attend staff training and development needs of the institution on annual basis. For instance some respondents complained that allowances (living expenses covered during staff training and development were inadequate. Moreover, the respondents complained about transport problems caused by little amount provided during the staff training and development programmes. On the other hand 47 % respondents chose abstention, 11% disagreed and 11% strongly disagreed with the statement. Overall, the organisation is now focusing on more effectively aligning training with organizational strategy. As one interviewee put it

Generally lack of enough financial resources was the most cited challenge in the implementation of staff training and development programmes Vodacom. Comparable results were reported by Ngirwa (2006) who noted that in theory in large organizations, with a large number of employees and an accounting system, specifically designed to accommodate the accounting of specialised expenditure such as training and development can afford such an approach.

4.7.3 Training Methods used

The study was also concerned about training methods and instruments being used to support the training delivery systems. The research participants' answers indicated that they used a variety of training methods to support the delivery systems. Results have been presented Table 4.10.

Table 4.10: Views on Methods and Instruments Used for Training

Responses	Frequencies	Percentages (%)
Agree	12	12
Not used	24	24
Neutral	30	30
Used	12	12
Highly used	13	13
Total	100	100

Source: Field Data (2014)

Information presented in Table 4.10 shows that 12percent of the respondents agreed that methods and instruments of staff training and development programmes were highly used, 24 percent out the respondents also agreed with the statement where as 30 percent remained non- committal a sign of uncertainty. Also 12% of the respondents disagreed with the statement where as 13% simply agreed and were not sure on whether they were effectively used or not.

Respondents commented that in most of the learning institutions they had attended staff members have been trained in how to conduct training and the evaluation process. Detailed policies and procedures have been developed and a variety of documents have been created to help communicate evaluation philosophies, strategies, techniques, and objectives throughout the organization. It was difficult to obtain the assessment of whether the training programme had succeeded to cause the desired change in behaviour and results or not. Change in behaviour in this case means the extent to which the

employees' job behaviour changed as a result of the programme. The behaviour to be changed will have been stated in the objectives of the programme. Results here refer to the ultimate performance-related benefits derived from the training programme such as follows:-

Table 4.11: Mandatory training (section 5.1 of training and development policy) at VTL

Training	Group
Induction	all
Health & Safety	all
Recruitment and selection	All managers
Performance management	all
Finance	All programme managers
Managers orientation	All managers
Ethics	all
Risk and internal Control	All managers

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study aimed at exploring the value of training on employee's performance in the organization whereby Vodacom Tanzania was used as a case study. This chapter summary the findings, summary of the study, draws conclusions based on the findings and makes some recommendations as well as suggest future areas of research.

5.2 Summary of Study findings

The study was aimed at investigating the exploring the value of training on employee's performance in the organization whereby Vodacom Tanzania Limited was used as a case study. The objectives of the study were to find out the available administrative instruments that guide staff training practices, to establish the types and modalities of training, to determine the change on employee performance as a result of specific training and to identify challenges facing employee training and performance. A sample was drawn using purposeful and convenient sampling to draw 100 respondents from Vodacom Tanzania staff. Interviews, questionnaires, and documentary review were used to obtain the needed data. Data analysis procedures used were classification and tabulation of findings to get the results.

The study found out that different administrative instruments were used as criteria of selecting employees for training, such as performance appraisal were used as criteria of selecting employees for training, supervisors observation was used as a criteria or means of selecting employees for training and development, During interviews many respondents commented that those who were experienced attended more training since experience was mentioned to be one of the key factors for an employee to be selected for training. Apart from that other respondents commented that the newly employed

individuals were also considered for training especially induction training so as to impart them with organization practices.

During the study it was found that most of the VTL had attended certain types of training, apart from attending on job and off job training it was further revealed that staff at Vodacom Tanzania attended short courses, seminars and workshops. Indeed short courses would not interfere with service delivery, the respondents stressed that effective implementation of mentoring and coaching would ensure that skills acquired are transferred to lower level employees.

Only 36percent of the respondents agreed that staff training and development provided by the Vodacom Tanzania Limited fulfilled their expectations but a more significant 48 percent said it did not meet their expectations. Another 16 percent had no idea as to whether training and development provided fulfilled the employee's expectations. Generally, some positive outcomes were noted.

Likewise it was further revealed that Training programmes at VTL experienced a number of challenges which include budget constraints, different training needs affecting staff training and development. Such lack of top management support inevitably results in organisations failing to prioritises staff development in budgets and, hence, its poor implementation. Generally lack of enough financial resources was the most cited challenge in the implementation of staff training and development programmes Vodacom.

5.3 Conclusions

Based on the available findings the study concluded that employees training and development programmes constitute the central part of organization performance and therefore should be a continuous and sustainable exercise. Staff training and development programmes at VTL were largely and aimed at increasing efficiency, and

reducing employee turnover. The programme also helped employees adopt new technology in the organization.

The study also concluded that, most of the employees received different types training particular to their daily jobs. Generally, the respondents had negative views on the way the staff Training and Development was carried out. Results show that most employees agreed that training helped them acquire various skills necessary to perform their jobs. This means after attending training, their performance capability increased.

Training and development has a positive effect on the organizational performance. All these have positive effects on the organizational performance. It improves the organizational performance. On the Job Training is very effective and it also saves time and cost. Training and development, on the job training, training design and delivery style have significant effect on organizational performance and all these have positively affect the organizational performance. It means it increases the overall organizational performance.

5.4 Recommendations

Based on the findings of the present study, the following recommendations are made:

- (i) Vodacom Tanzania Limited should establish and implement a high-level roadmap for strategic training and development to take place. Indeed strategic positioning of training and development directly promotes organisational goals and objectives, and thereby enhancing organisational performance.
- (ii) VTL should provide a comprehensive learning infrastructure. The company should provide a flexible framework within which training and development strategy is worked out this is due to the fact that in telecommunication companies like Vodacom staff have busy schedule which translate into minimal time is available for training.

- (iii) Vodacom Tanzania Limited should focus on what employees want in the staff training and development opportunities, because people put in the best when they believe the training is beneficial today and tomorrow. There is also a need to have specific budget and period for training activities for each department.
- (iv) There should be frequent review of the staff training and development Policy to observe discrepancies which may cause unnecessary inconveniences to the employees and management team at large. Also transparent enforcement mechanism should be adopted to ensure that trained employees are retained at their work stations for the organization to benefit from their post –training services.
- (v) HR Managers must align their human capital resources with the organisation objectives and goals; they should improve workforce skills through strategic training and development process for the organization's successful performance, in this regard, they should make trainings more meaningful. The strategic learning should be developed as aligned with the business objectives which include learning-related important actions, necessary for such organisations which need to attain organisational goals.

5.5 Areas for further studies

- (i) The study covered only the staff training and development Vodacom Tanzania Limited.
- (ii) Another study could specifically focus on assessment of strategies that empower performance of individual employees and thus, a wider sample should be conducted. Such a study can enable decision makers and other stakeholders to know the types of training and development programme approaches to employee empowerment.

- (iii) Future research could build on this study's results by measuring quantitatively the actual increases in job performance Vodacom Tanzania Limited as well as the actual changes in job proficiency attitudes.

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APPENDICES

APPENDIX I

QUESTIONNAIRE TO EMPLOYEES OF VODACOM TANZANIA

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable Myra Franco a student at Mzumbe University pursuing a Master's Degree in Business Administration -Cooperate Management (MBA), complete her thesis on the topic; **Exploring the Value of Training on Employee Performance:** a case study of VTL . Thank you for participating in this study.

NB. All information given would be treated with utmost confidentiality and I will like to share results if you will leave your e-mail address.

BASIC DEMOGRAPHIC DATA (PLEASE TICK WHERE APPROPRIATE)

1. Sex a) Male b) Female []
2. Please indicate your age group:-
 - a) 18 – 29 years
 - b) 29 – 39 years
 - c) 40 – 49 years
 - d) 50 – 60 years []
 - e) Above 60 years
3. Indicate your level of education
 - a) Certificate
 - b) Diploma
 - c) Degree
 - d) Post graduate Diploma
 - e) Masters []
 - Others (mention)

INFORMATION ON TRAINING ON EMPLOYEE PERFORMANCE

4. What is your position in VTL?

5. For how long have you been working with VTL?

a) 1-5 years ()

b) 6-10 years ()

c) 11-15 years ()

d) 16-20 years ()

e) 21-25 years ()

6. Are you aware of any training programmes in VTL?

a) Yes ()

b) No ()

7. Have you had any form of training since you joined VTL?

a) Yes ()

b) No ()

8. What are the types of training do VTL conduct to its employees?.....

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

9. Does an employee training have any benefits to employee performance? If YES briefly provided down those benefits.....

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

10 What are the challenges and problems do VTL faces in implementing employees training?.....
.....
.....

APPENDIX II

Questionnaire for the Human Resource Manager, Training officer of VTL, Head office Dar es Salaam

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable Myra Franco a student at Mzumbe University pursuing a Master’s Degree in Business Administration -Cooperate Management (MBA), complete her thesis on the topic; **Exploring the Value of Training on Employee Performance:** a case study of VTL. Thank you for participating in this study.

NB. All information given would be treated with utmost confidentiality and I will like to share results if you will leave your e-mail address.

1. Does the VTL have any training Policy for employees

a)Yes

b) No

If yes, please explain which

.....
.....

2. How long have you been running this training for your employees?

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

3. What are the objectives of these training programs?

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

4. What are the contributions of training to employee performance?

.....
.....

5 What is the budget for training per year at VTL?

.....

5 What are the types of training do VTL conduct to its employees?.....

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

6 Does an employee training have any benefits to VTL? If YES briefly provided down those benefits.....

7 What are the challenges and problems do VTL face in implementing employees training?.....

.....

8 Is there been efforts of solving those problems? If YES briefly provided down those effort.....

.....
.....

Thanks for your kindly response to this questionnaire.

Myra Franco, myfrapa@yahoo.com