

**EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE
PERFORMANCE: A CASE OF TANZANIA TELECOMMUNICATION
LIMITED IN SUMBAWANGA**

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled; **“Effect of Training and Development on Employee Performance: A Case of Tanzania Telecommunication Limited”** in partial fulfillment of the requirements for the Degree of Master of Human Resource Management (MHRM).

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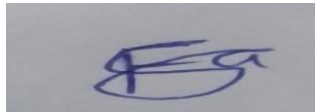
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Signature

.....

Date

DEDICATION

This work is dedicated to my wife and my child Prosper for their words of wisdom encouragement and support in all my undertakings throughout my life.

ACKNOWLEDGEMENT

I thank the Almighty God for His Graces, which enabled me to complete this work. In a special Way, I express my sincere thanks and gratitude to my supervisors Dr. Janeth Isanzu and Dr. Salam Mohamed. My sincerely gratitude should go to my wife Loveness Chang'a and my child Prosper for her courage and support during preparation of this work.

I extend my gratitude to my colleagues Open University of Tanzania.

Be blessed always.

ABSTRACT

The study examined the effect of training and development on the employee's performance, a case of TTCL Sumbawanga. The specific objectives of the study were to; examine the effect of on job training on performance of employees at TTCL Sumbawanga, determine the effect of off job training on performance of employees at TTCL Sumbawanga and to assess the effect of job rotation training on performance of employees at TTCL Sumbawanga. The research methodology and technique used to collect data are interview and questionnaire. The collected data were analyzed by using statistical tools SPSS Software for its interpretation and discussion of research questions at TTCL in Sumbawanga. Inferential statistical were used for the data analysis like Pearson correlation coefficient(r) and linear regression were used to determine if there is relationship existed between independent variable (on job, off job and job rotation) and dependent variable (employees' performance). The study findings on job training seen by respondents to be critical to learn important tasks at shot time, reduce supervision time; build team spirit among the staff. The study findings off Job training has an impact on motivating employees work hard and increase confidence level and the study findings Job rotation indicated that to promote responsibility and duties, improve performance and share working experience among employees. The study recommends that there is a need for TTCL Sumbawanga to allocate sufficient amount of budget to train TTCL employees. TTCL Sumbawanga should perceive training of employees as a continuous practice. Also, TTCL Sumbawanga should create supportive training policies of employees for polishing the skills and knowledge of the employees.

Keywords: *Training, Development, Employee's Performance, Job Lotion.*

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xiii
LIST OF FIGURE	xv
LIST OF ABBREVIATIONS	xvi
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Overview of the Study	1
1.2 Background to the Study.....	1
1.3 Statement to the Problem	4
1.4 Research Objectives.....	5
1.4.1 General Objective	5
1.4.2 Specific Objectives	5
1.5 Research Questions.....	5
1.6 Significant of the Study	6
1.7 Scope of the Study	6
1.8 Organization of the Study	6

CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Overview of the Study	8
2.2 Definition of Key Concepts	8
2.3 Theoretical Literature Review	11
2.3.1 Behaviorist Learning Theory	11
2.3.2 Human Capital Theory	12
2.4 Empirical Literature Review	14
2.4.1 Effect of On Job Training on Performance of Employees.....	14
2.4.2 Effect of Off Job Training On Performance of Employees	16
2.4.3 Effect of Job Rotation Training on Performance of Employees.....	17
2.5 Research Gap	20
2.6 Conceptual Framework.....	22
CHAPTER THREE	24
RESEARCH METHODOLOGY	24
3.1 Overview of the Study	24
3.2 Research Philosophy	24
3.3 Research Approach	25
3.4 Research Design.....	25
3.5 Study Area	26
3.6 Study Population	26
3.7 Sampling	27
3.7.1 Sampling Techniques.....	27
3.7.2 Sample Size.....	28

3.8	Methods of Data Collection	29
3.8.1	Primary Source of Data.....	29
3.8.2	Secondary Source of Data.....	30
3.8.3	Unit of Analysis	30
3.9	Data Analysis	30
3.10	Data Cleaning and Processing.....	31
3.11	Reliability.....	31
3.12	Validity	33
3.13	Measurement of Variables	33
3.14	Ethical Consideration.....	34
	CHAPTER FOUR.....	35
	DATA PRESENTATION, ANALYSIS AND DISCUSSION OF	
	RESULTS	35
4.1	Introduction.....	35
4.2	Demographic Characteristics of the Respondents	35
4.2.1	Gender of Respondents	35
4.2.2	Age Distribution of Respondents.....	36
4.2.3	Respondents Education Levels	37
4.2.4	Respondents Employment Terms	38
4.3	Effect of On the Job Training on Performance of Employees.....	39
4.3.1	Respondents awareness with On the Job Training	39
4.3.2	Impact of OJT Program on Performance of Employees	40
4.3.2	Agreement level of OJT on Performance of employees at Workplace.....	41

4.4	Effect of Off–The-Job Training on Performance of Employees at Organization.....	49
4.4.1	Agreement on Attendance of Off the Job Training	49
4.4.2	Kind of off the Job Training Program Attended	50
4.4.3	Impact of Off- The-Job Training Program on Performance of Employees.....	50
4.4.4	Agreement Level on Impact of Off- The-Job Training on Performance	52
4.4.5	Job Motivation and Confidence Level after Off Job Training.....	55
4.5	Effect of Job Rotation Training on Performance of Employees at Organization.....	56
4.5.1	Implementation of Job Rotation at Organization.....	56
4.5.2	Opinions on Motives Behind Job Rotation Program	57
4.5.3	Satisfaction of Job Rotation Program	58
4.5.4	Satisfaction to Work at Organization.....	58
4.5.5	Impact of Job Rotation on Employee Commitment at Organization.....	59
4.5.6	Impact of Job Rotation on Job Involvement at Organization	60
4.5.7	Impact of Job Rotation on employee Job Motivation and Confidence Level at Workplace.....	61
4.5.8	Impact of Job Rotation on Working Skill, Knowledge and Ability.....	61
4.6	Discussion of Findings.....	62
4.6.1	Discussion of Findings on Impact of OJT on Workers Performance	62
4.6.2	Discussion of Findings on Impact of OFJT on Workers Performance	64
4.6.3	Discussion of Findings on Impact of JRT on Workers Performance	66

4.7	Multiple Regression Analysis Results of Training and Development and EP	67
CHAPTER FIVE		71
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		70
5.1	Introduction.....	71
5.2	Summary of Findings.....	71
5.3	Implications of the study.....	72
5.3.1	Implication for policy makers.....	72
5.3.2	Implication for industry.....	72
5.3.3	Implication for academic.....	73
5.4	Conclusion	73
5.5	Recommendations.....	74
5.6	Limitations of the Study.....	74
5.7	Area for Further Study	75
REFERENCES.....		76
APPENDICES		82

LIST OF TABLES

Table 3.1: Population Distribution.....	27
Table 3.2: Distribution of the Study Sample.....	29
Table 3.3: Cronbach`s Alpha Results.....	32
Table 3.4: Measurements of Variables	34
Table 4.1: Distribution on Respondents Gender (N=67)	35
Table 4.2: Age Distribution of Respondents (N=67).....	36
Table 4.3: Educational Level of Respondents (N=67).....	37
Table 4.4: Terms of Respondents Employments	38
Table 4.6: Respondents Agreement on Awareness with on the Job Training	40
Table 4.7: Response on- the-job Training with Performance at Workplace.....	40
Table 4.8: Impact of on- the-job Training (OJT) On Performance at Workplace	41
Table 4.9: Perception of Commitment after OJT at Organization TTCL.....	46
Table 4.10: Perception of Job Involvement after OJT at Organization TTCL	47
Table 4.11: Respondents Agreement on Attendance of Off the Job Training	49
Table 4.12: Kind of off the Job Training Program Attended.....	50
Table 4.13: Response of Off- The-Job Training With Performance at Workplace	52
Table 4.14: Agreement on Impact of Off- The-Job Training on Employee Performance	53
Table 4.15: Response on Job Motivation and Confidence Level after Off Job Training.....	56
Table 4.16: Response on Implementation of Job Rotation at Organization	57

Table 4.17: Response on Motives behind Job Rotation Program	58
Table 4.18: Response on Satisfaction of Job Rotation Program.....	58
Table 4.19: Response on Satisfaction at organization TTCL	59
Table 4.20: Perception on Commitment of Job after Job Rotation at Organization.....	60
Table 4.21: Perception of Job Involvement at Organization TTCL	60
Table 4.22: Response on Impact of Job Rotation on Employee Job Motivation and confidence	61
Table 4.23: Perception of Job Rotation on Working Skill, Knowledge and Ability	62
Table 4.24: Multiple Regression Results of Independent Variables and EP	68
Table 4.25: Regression Analysis between Training and Development and Employee Performance	68

LIST OF FIGURE

Figure 2.1: Conceptual Framework23

LIST OF ABBREVIATIONS

TTCL	Tanzania Telecommunications Corporation Company Limited
SPSS	Statistical Package for Social Science
T&D	Training and Development
EP	Employees Performance
SKA	Skills, Knowledge, Ability
HCT	Human Capital Theory
BLT	Behaviorist learning theory
DV	Dependent Variable
IV	Independent Variable
HRM	Human Resource Management
MGT	Management
TV	Television
CD	Compact Disk
OJT	On job training
OFJT	Off job training
JRT	Job rotation training
TNA	Training Needs Assessment
G	Grouping
HRD	Human Resource Development
R	Pearson correlation coefficient
R ²	R square (The percentage of variance explained by the model)

CHAPTER ONE

INTRODUCTION

1.1 Overview of the Study

This chapter presents the background of the study, statement of the problem; research objectives which include general and specific research objectives, research questions, Significant of the study, Scope of the study and organizational of the study.

1.2 Background to the Study

Historically, employee training and development in telecommunication industry was early announced in 1918 in the journal of applied psychology and 1934 in book of adult education (Frank & Lewis, 2021). After World War II the emphasis and research to employee training was extended especially in military organizations as by 1960s to 1970s different theories were initiated basing on employee training and the use of various.Training methods like computers, televisions and case studies to make employees gain more skills on telecommunication (Dochy et al., 2021).

In 1980s the field of employee training in telecommunication industry became worldwide implemented due to rise of industries, companies developed various programs including on/off job, induction and refresher training (Kitwanga et al., 2019). By 1990s to 2000s the aspects of employee training in telecommunication industry were emphasized to meet market demands due to organization changes, culture, style, change of technology, globalization and competitions (Abu & Constantinovits, 2021).

Worldwide, employee training programs in telecommunication industry are well implemented in developed industrial states including G5 as well as G8 countries, they use different training methods such as practical, on-off job, formal education, firms, demonstrations, self-directed learning in books, journals, manuals, audio visual, simulation, e-learning etc. (Devi & Nagurvali, 2019). Moreover, these countries prioritize employee training by analyze Training Needs Assessment (TNA), learning methods and feedback to ensure acquired skills maintained (Anwar & Abdullah, 2021).

In Africa, these programs are not given priorities; most of in telecom organizations neither train their staff nor develop skills to meet organization objectives (Ali & George, 2021). The lack self-desire, attitude, competence and motivations to learn and continue improve working skills are earlier factors, moreover Hussain et al. (2020) asserts that, unfaithful managers who don't like their employees to get more trainings fear that will take over this space, inadequate HR programs, shortage of budgets, lack of motivations from both sides, workloads. The outcome is poor performance, lack growth and expansion, lack innovations, poor quality of service that leads to severe complains instability and failure Chen et al. (2020) Few foreign telecom companies consider training especially those who made huge investments in Africa; they are frontier to meet the rapid technology advancements due to globalization.

In Tanzania, telecom sector is dominated by private telecom networks. This sector gained popularity in Tanzania around 2000s years where the number private telecom networks rose such as Vodacom, Buzz, Smart etc. Currently, the dominant networks

are Tigo/Zantel, Vodacom, Airtel, Hallotel and the public one, that is Tanzania Telecommunication Network Limited (TTCL). Employee training and development is highly needed at TTCL to meet investment objectives, innovation and its potential customers (Frank & Lewis, 2021). The HRD has long and short-term programs include seminars, classroom attendance, e-learning using CD, TV, import skills from abroad, learn from abroad, hire special experts from abroad etc. Despite of the existing efforts at TTCL still face poor performance, poor quality of services to the public, turnover (Frank & Lewis, 2021).

Moreover, the government of Tanzania initiated efforts to improve TTCL network by giving more fund to extent their services including T-Pesa, mobile services and application services, extension of network infrastructures in remote areas, employee experts from the qualified ones in the sector etc. (Kitwanga, 2019). Apart from all efforts still employees are low productivity, inefficient communication services and daily complaints among workers, turnover and low productivity (Frank & Lewis, 2021; Kitwanga, 2019).

From this consideration, this study will examine the effect of on job, off job and job rotation training programs towards employee performance at TTCL Sumbawanga. The study intends to employ Human capital perspective to test the variables. This theory provides that an organization should retain skilled, committed and well-motivated workforce Kitwanga et al. (2019) Moreover, should assess and satisfy future employee needs by develop their capacities, contributions, potential and ability by providing learning and continuous development opportunities (Ali & George, 2021). As this theory emphasize employee training and development the

variables of on job, off job and job rotation training programs will be tested to see if enable employees to acquire new advancements, technology, skills and competencies important to carry out a specific task with minimal mistakes (Hussain et al., 2020).

1.3 Statement to the Problem

Employee training and development are among the current issue to the HR managers in Tanzania telecommunication industry. This because most employees in this sector they have a record of poor performance, which in turn reduces organizations success (Kitwanga, 2019). TTCL is among the communication network that has little records on employee training for long time. The network has reported loss with poor performance in general that contributed by low productivity among workers. The study by (Abu & Constantinovits, 2021) found a trend of complaints from the public on poor customer service offered by workers, excessive mistakes, unfinished task, absenteeism problem and turnover problem; because most of employees do not like to work at TTCL, eventually seek employment elsewhere.

This lead to the business losing staff, which means the business, will have to go through the entire process of hiring new employees. This means the business will not be functioning at full capability for a period of time which will result in wastage of resources. Other network considers training and development by using include seminars, classroom attendance, e-learning, import skills from abroad, learn from abroad and hire special experts from abroad (Abu & Constantinovits, 2021). Most of literatures (Hussain et al., 2020; Zondi, 2021; Ali & George, 2021) indicate variables such as demonstrations, orientation, induction, job instruction, refresher training, job rotation, case studies, role playing, conferences, seminars, workshops, vestibule and

audio-visual; as common methods used by telecom companies to train their staff. However, many researchers did not write on job, off job and job rotation training programs that were seen by Hussain et al. (2020) has positive impacts especially in sub-Saharan countries. This is what makes the researcher to find it is important to conduct a study to assess the effect of training and development on the employee performance in telecommunication industry.

1.4 Research Objectives

1.4.1 General Objective

The general objective of the study is to examine the effects of training and development on the employee's performance in telecommunication industry.

1.4.2 Specific Objectives

- i. To examine the effect of on job training on performance of employees at TTCL Sumbawanga.
- ii. To determine the effect of off job training on performance of employees at TTCL Sumbawanga.
- iii. To assess the effect of job rotation training on performance of employees at TTCL Sumbawanga.

1.5 Research Questions

- i. How does on job training improve employee's performance at TTCL Sumbawanga?
- ii. What is the effect of off job training in relation to performance of employees at TTCL Sumbawanga?
- iii. To what extent job rotation training enhance employee's performance at

TTCL Sumbawanga?

1.6 Significant of the Study

The study will be of use to management by encouraging them to embrace training and development to increase performance of employees. The results of this study will ideally be important in that it would allow the management of TTCL to understand more clearly how training and development programmes improving employee's performance at TTCL. This research would also benefit employees who as a result of good results, would interact with a growing TTCL. This ensures that they invest in an organization (TTCL) with an effective training and personnel development that offers promising performance. This research would also be useful for the TTCL to formulate strategies to help these employees to develop and enhance their skills.

1.7 Scope of the Study

The study was based on effect of training and development on performance of employees specifically by looking on effect of on job training, effect of off job training and effect of job rotation training on performance of employees at TTCL Sumbawanga. The study was conducted at Tanzania Telecommunications Corporation Company Limited (TTCL Sumbawanga).

1.8 Organization of the Study

The dissertation is organized into five chapter: chapter one present the background of the study, statement of the problem; research objectives which include general and specific research objectives, research questions, significant of the study, scope of the

study and organizational proposal. Chapter two the researcher reviewed different sources of literature related to employee training and development. This includes training and development, employee performance, on job training, off job training, job rotation training, theoretical literature review, empirical literature review, effect of on job training on performance of employees, effect of off job training on performance of employees and effect of job rotation training on performance of employees, research gap and the conceptual framework of the study.

Chapter three present methodologies that will be used for data collection and design, the chapter discuss research philosophy, research approach, research design, area of study, population of study; sampling includes sampling size, sampling technique, method of data collection, data cleaning and processing, data analysis, unity analysis, reliability, validity, measurement of variables and ethical issues/consideration. Chapter four provide data presentation, analysis, interpretation and discussion of finding. Finally, chapter five presented summary of the findings, implication of the study, conclusion, recommendations, limitation of the study and area for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview of the Study

This chapter the researcher reviewed different sources of literature related to employee training and development. This includes training and development, employee performance, on job training, off job training, job rotation training, theoretical literature review, empirical literature review, effect of on job training on performance of employees, effect of off job training on performance of employees and effect of job rotation training on performance of employees, research gap and the conceptual framework of the study.

2.2 Definition of Key Concepts

2.2.1 Training and Development

According to Kraiger (2019) employee training and development is a set of activities planned on behalf of an organization that increases job knowledge and skills or modification of attitudes, employee personal growth seen in newly learned abilities and skills that can translate into their jobs and social behavior of organizational members to align with organizational goals and job requirements. Training and Development are planned learning experiences which teach employees how to perform current and future jobs more effectively.

Training and development are basic structures to a rewarding organization, existence and continuation of an organization Zondi, et al., (2021) When the focus of T & D is placed on professional development, the people involved will expand individual, group and organizational effectiveness through what is learned (Hussain, et al.,

2020). This can only be accomplished if the workers are given adequate T&D (Ali & George, 2021). In another definition from Kraiger, et al., (2019) training and development fit the study due to the following reason. Training and Development it involves obtaining and transferring KSAs needed to carry out an activity and transfer of knowledge that improves organizational processes. These KSAs are considered an investment in the employee to enhance organizational effectiveness and training and development improve profitability and positive attitudes at work places, improves the job knowledge and skills at all levels of the organization and improves the morale of the workforce.

2.2.2 Employee Performance

Armstrong (2020) stated that Employee performance is the continuous process of improving performance by setting individual and team goals that are aligned to the strategic goals of the organization, planning performance to achieve the goals, reviewing and assessing progress and developing the knowledge, skills and abilities of people. Employee performance is achieving and accomplishing specific and well-determined tasks in the organization, these tasks will be measured with well-planned and predefined goals, objectives (Bhatia, 2018). Employee performance demonstrated the improvement in production by perfect use of new technology with the help of highly aggravated employees (Debrah & Ofori, 2016).

In another definition from Armstrong et al. (2020) employees' performance fit this study due to the following reason. Employees' performance it improving performance of productivity, efficiency, effectiveness, quality and profitability (Armstrong, 2020). Manager used to set high standards for individual in order to

measure the performance of employees for the betterment of organization.

2.2.3 On Job Training

According to Anwar and Abdullah, (2021) on the job training is a practical approach to acquiring new competencies and skills needed for a job in a real, or close to real, working environment includes Demonstrations of learning, Orientation/Induction Training, Job instruction training, Maintenance/Refresher Training and Job Rotation. On the job training is that basic mean of an effective and concentrated training in most areas of dealing with money, administration, being a practical manager, so that the employee is able to receive these lessons and respond to it in a good manner and apply it simultaneously when he is working daily in that area (Raheja, 2015).

On the job training (OJT) refers to activities carried out at a person's workplace to develop work related knowledge and skills that are required for employees to perform a specific job within the work environment (Bhatia, 2017; Abu & Constantinovits, 2021). For example, definition from (Anwar & Abdullah, 2021) on the job method fit the study due to the following reason. The training it make the employees get familiar with the normal working circumstance and is the most common and popular training employees get when they first join an organization. This method includes the following form of training are demonstrations training, orientation/induction training, job instruction training, maintenance/refresher training and job rotation.

2.2.4 Off Job Training

According to Abu & Constantinovits (2021) Off-the-job training method refers to training away from the field of the job and the working environment; include case

studies, role playing, conferences, seminars and workshops, vestibule training and audio-visual. Off-the-job training refers to an education method where employees learn more about their job or the latest advancements in their field at a location away from their workplace (Anwar & Abdullah, 2021). This special kind of training is done away from the working environment, special kind of advanced skills and preparations are needed for proper guiding employee in the right way and in the suitable place Bhatia, et al. (2018).

2.2.5 Job Rotation

This strategy relates to moving employees between different job roles in the same organization. People are assigned to perform different tasks in different departments to make them capable to handle different situations and different tasks. People learn new knowledge and experience by taking on new responsibilities in different departments (Blakely-Gra, 2017).

2.3 Theoretical Literature Review

The research will focus on two theories that are relevant to training and development on employee performance that are Behaviorist learning theory and Human Capital Theory. The prime theory is human capital theory.

2.3.1 Behaviorist Learning Theory

This theory states that, learning is a deliberate process that people go through to change from ignorance to knowledge, from having the wrong attitude to being right, and from not being good at something to being skilled at it (Chambers *et al.*, 2022). The theory provides that, learning results in behavior modification. If a person can

show improvement in behavior, is assumed that have learnt. It recognizes learning as a response to external stimuli enforced by positive and negative reinforcement, a system of punishment and reward Armstrong, et al., (2020).

According to theory, people can learn by observing the behavior of others and the outcomes of those behaviors. The theory emphasizes changes in learner behavior Chambers et al. (2022) this theory is useful in this study, especially in testing the effect of on job training on performance of employees at TTCL Sumbawanga. This type of training incorporates individual learning while doing the job. In this case behaviors theory provides a set of concepts, methods and principles that can be learnt hence a Lerner adapt the concepts learnt. The theory provides that, an individual to take learning, should witness, measure and evaluated the outcome hence adopt. In this objective the study will evaluate if the organization provides learners an opportunity to witness, measure and evaluated the outcome of their tasks during on job training, so as to improve responses to the internal and external learning environment.

The weakness of behaviorist learning theory: People and animals are able to adapt their behavior when new information is introduced; Behaviorism fails to explain the development of human languages and finally Behaviorism does not account for other types of learning, especially learning that occurs without the use of reinforcement and punishment.

2.3.2 Human Capital Theory

This theory was initially developed by Becker (1964). The theory focuses on education and training as a source of human resource development for better work

performance of the organization. Human capital can be defined as the knowledge, skills and attitudes obtained by an employee to accomplish a particular objective (Wright & Constantine, 2020). Employees are the most crucial assets for an organization's success they are cornerstone for work performance and productivity with established standard and goal of the organization. The theory emphasizes organization to train employees because a well-performing worker enables organization to gain profits and achieve a competitive advantage in the relevant industry (Deming *et al.*, 2022). This theory emphasizes organizations to recognize employees by training and developing them so as to get higher performance from employees. This theory insists that, an organization has to assist employees to acquire the necessary education, training and development needed to accomplish their daily task.

The successful development of highly motivated employees is necessary for organizational development, which builds an organization's competitive edge regarding employable skills. In other words, it assumes employees are crucial resources and attempts to determine whether well-trained employees are more productive. Therefore organizations that invest in T&D will see an overall improvement in employee satisfaction and organizational commitment (Botke *et al.*, 2018; Devid & Nagurvali, 2019; Sudhakar & Basariya, 2017).

This theory is very useful in this study, since it emphasizes organization to recognize employees by training and developing them. This study will assess to know if off job training and job rotation training have positive outcome on performance of employees at TTCL Sumbawanga. Moreover, the study will evaluate if TTCL has

T&D programs and how that helped to sustain a competitive advantage to the current communication market.

The weakness of human capital theory: Few scholars from outside mainstream economics with close research knowledge of education have endorsed human capital theory. Many scholars in the political economy of education and labour have challenged the core narrative, from Samuel & Herbert (1976) to Bhatia et al. (2018) Human capital theory understands only some students/graduates; those who consider the lifetime earnings attached to different choices and weigh them against the costs of study. Not all economists favored the Human Capital Theory, even the early economists made some arguments against relating Human Capital to Productivity.

2.4 Empirical Literature Review

2.4.1 Effect of On Job Training on Performance of Employees

On job training is crucial program to increase employee performance if well managed. A study conducted in Pakistan by Raheja et al. (2015) to examine the impact of on job training on performance of employees in the banking sector. The study by Raheja et al. (2015) validate that on job training make employees get familiar with the normal working circumstance and has positive effect in an organization since it provides employee with task-specific knowledge and skills in work area. The knowledge and skills presented during on-the-job training increase performance.

The study collected data from 150 respondents using structured questionnaires and interview. The data analysis was analyzed by using statistical tools SPSS Software

(Statistical Package for the Social Sciences). The study found that, employees in banking sector were recorded higher performance after on job training and this made banking sector to undergone organizational changes due to increase in technology, skills and demand for the service. The process used by management to train their employees most by on job training where by staff had to lean new ways of providing services, improve technology, internet banking, quick services to customers or from one bank to another.

Therefore orientation/induction method, job instruction, demonstration learning, refresher as classical technique is still using by Banking sector training to give skills, knowledge, basic concepts and ideas and simulation is a tool for learning by experimentation can improve trainees' skills and allow them to learn from Errors in banking sector closed the working environment. Effect of On Job Training on Performance of Employees is related to current study due to both improve performance and lean new ways of providing services due to improvement of technology in banking sector.

The news in the current study on Effect of on Job Training on Performance of Employees is seen by respondents to be critical to learn important tasks at shot time while practicing at work place. Another study held by Kitwanga et al. (2019) on the effect of on job training in changing organization programs in Telecom sector in Tanzania, a case study of Tanzania Telecommunication Limited (TTCL). The study had a sample size of 100 respondents and tools used for data collection were focus group discussion, questionnaires and interview. The collected data were analyzed by using statistical tools Statistical Package for the Social Sciences Software (SPSS).

The study found that management has a regular on job training programs. This program to large extent has helped to impart new skills to staff to handle dynamics in telecommunication sector while delivering quality services. Moreover, management ensure employee understand the lesson, communicate routinely, ensure employee involvement in program, they make follow-up and evaluations.

From this study, we concluded that on job training is one of the most essential activities in human resource development since it affects employee performance while also increasing an organization's efficiency and effectiveness at workplace of Tanzania Telecommunication Limited (TTCL). Effect of On Job Training on Performance of Employees is related to current study due to both improve performance and helped to impart new skills to staff of Tanzania Telecommunication Limited (TTCL).

The news in the current study on Effect of on Job Training on Performance of Employees is seen by respondents to be critical to learn important tasks at shot time while practicing at work place.

2.4.2 Effect of Off Job Training on Performance of Employees

The research study by Sheeba & Christopher (2020) titled Advantages off job training in education academies. The case of Makerere University Uganda. Moreover, study by Sheeba & Christopher (2020) states that learners were able to complete their training course because they have no work pressure. Moreover, they have opportunity to be trained by specialists and professionals who are well skilled and knowledgeable hence learners obtain and retain skills, commitment and well-

motivated to work. Though Sheeba & Christopher (2020) discussed this training program that might not be healthy for organization due to the fact that staff will not attend to job until finish their studies, for organization with limited number of employees will be affected or organization to incur cost to hire new employees to fill the gap. The study used a sample of 90 respondents to collect data through interview, questionnaires and focus group discussion. The collected data were analyzed by using statistical tools Statistical Package for the Social Sciences Software (SPSS). The study found that, off job training was crucial to learners due to the fact that, that had enough time to learn with full time that enhanced their skills development and opportunities to interact with other professionals. The study highlights that training program contributed more to staff development and growth.

From this study, we concluded that the off-job training team members need soft and hard skills to perform their jobs and the training methods and techniques have an impact on skills development and there is a positive relationship between off job training methods and employees' performance. Hence, an ongoing off job training and development for improving performance of employee's skills and updating information and knowledge of Makerere University Uganda. Effect of Off Job Training on Performance of Employees is related to current study due to both motivate employees and minimize errors and mistake due to learners were able to complete their training course because they have no work pressure.

The news in the current study on Effect of off Job Training on Performance of Employees is motivating employees to work hard to job and increase confidence level and minimize errors, mistake and poor utilization of resource.

2.4.3 Effect of Job Rotation Training on Performance of Employees

A study by Kidunda et al. (2019) titled “the assessment on the factors hindering effectiveness of training programs at Urambo district”. The study aimed to know on how insufficient budget limit force organization to use job rotation training programs, how lack of effective policies on job rotation training programs limit the effectiveness of training and development programs in the district. The study used questionnaires and interview to collect information from 120 respondents. The data analysis were analyzed by using statistical tools SPSS Software (Statistical Package for the Social Sciences). The study discovered that job rotation training programs at the district was implemented so as to exchange working experience, minimize fraud and intention to gain experience to all organization matters. The study recommended that management should improve allocation of fund based on training and development programs in the district.

Final job rotation training to exchange working experience, minimize fraud and intention to gain experience to all organization and improve efficiency and employees connection with the organization. Researcher shows that good job rotation training should help to the growth and development of employee’s competency and performance of employees at urambo district. Effects of Job Rotation Training on Performance of Employees is related to current study due to both exchange working experience and minimize fraud and intention to gain experience to all organization matters.

The news in the current study on Effect of Job Rotation Training on Performance of Employees is improving performance, responsibility and duties and shared working

experiences. Another study by held by Zondi, et al., (2021) titled “an assessment of methods used by financial institutions to train employees”, a case study of the National Bank of Commerce Nairobi Kenya. The study aimed to know if the bank observed procedures for training need assessment, method used by the National Bank of Commerce to training employees and obstacles involved in training programs. The study used questionnaires and interview to collect information from 70 respondents.

The collected data were analyzed by using statistical tools SPSS Software (Statistical Package for the Social Sciences) and Microsoft Office Excel 2016. The study discovered that training programs preferred at the National Bank of Commerce was job rotation, this method increased employee’s strength on organization activities, prevented boredom and stagnation, promotes skills developments and minimized fatigues. This study also highlighted this training programs might cost a lot of money and time to train inexperienced staff to fit in new position and employee might perform worse totally and negatively impact the organization.

Final job rotation training increased employee’s strength on organization activities, prevented boredom and stagnation, promotes skills developments and minimized fatigues on National Bank of Commerce efficiency and employee’s connection with the organization. Effect of Job Rotation Training on Performance of Employees is related to current study due to both increased employee’s strength on organization, prevented boredom and stagnation, promotes skills developments at the National Bank of Commerce. The news in the current study on Effect of Job Rotation Training on Performance of Employees is improving performance, responsibility and

duties and shared working experiences.

2.5 Research Gap

The study has reviewed several literatures from (Zondi, 2021; Kraiger, 2019; Armstrong, 2020; Anwar & Abdullah, 2021; Herbert & Lee, 2000; Chambers *et al.*, 2022; Hussain *et al.*, 2020; Botke *et al.*, 2018; Devid & Nagurvali, 2019; Sudhakar & Basariya, 2017; Wright & Constantin, 2020; Debrah & Ofori, 2016; Raheja, 2015; Bhatia, 2017; Abu & Constantinovits) and other which address the employee training and development, performance and theoretical issues. These are useful in reflection to the current study. But they are likely to be linked with the same degree of weakness due to the following factors.

Firstly, the literatures are too old to be applied effectively in facilitating the process of managing dynamics in the field of human resource management especially training and development on employee in Telecom Sector. Since currently there are difference social, economic and technological changes that affect human resources management. Secondly, literature's goals and objectives are completely different from the current study, where by most at literature's goals where generalized covering the whole continent, while this study is basing on the district level which is Sumbawanga District in Rukwa Region. This does not give the actual answer of the specific objectives of the study. Thirdly, the main gap identified from literatures is literatures contents don't provide enough information on how on job, off job and job rotation training improve performance of employees. They explain only importance of these variables but how they contribute to employee's performance. Moreover, the literatures explanations are generalized and past one that cannot reflect current

organizational situations in telecom industry. The study went further to look on theoretical review to study various variables to come up with an idea on how to achieve optimal performance of employees in organization.

Furthermore, the study has done empirical review on the approaches employed to train employees in telecom sector and the related outcomes. The review has identified several findings which will form the secondary data during the discussion of the study findings. Finally, the researcher noted that there is a relationship between training and developing workers and performance. If training implemented well results to positive impacts.

Therefore, it is evident that the current study will add value to the existing knowledge and thus will fill the identified the literature gap stated. Thus, this study will assess Impact of Training and Development on Employee Performance at TTCL Sumbawanga. The study will extent to know on how on how on job, off job and job rotation training improve performance of employees as well as to present respondent's suggestion that will foster policy makers to improve performance of TTCL or telecom sector in Tanzania.

2.6 Conceptual Framework

The Figure 2.1 Show the conceptual framework that gives a clear indication of the independent & dependent variables: The dependent variables (DV) for this study are employee performance, while the independent variables (IV) are on job training, off job training and Job rotation. The researcher will measure how the independent variables influences dependent variable as the following; -

On job training: How on job training programs increase employee performance. Basing on the literatures cited, as an employee acquiring new competencies and skills needed for a job in a real, or close to real working environment. These include demonstrations, orientation, job instruction and maintenance training (Anwar & Abdullah, 2021).

Off job training: The study will find out on how off job training programs increase employee performance, because has the part to deliver skills to employees. The literatures indicate that, these training take away from the field of the job and the working environment, include case studies, role playing, conferences, seminars and workshops, vestibule training and audio-visual (Abu & Constantinovits, 2021).

Job rotation: Again, the study will find out on how moving employees between different job roles in the same organization (Job rotation training programs) increase employee performance. These variables will include people learn new knowledge and experience by taking on new responsibilities in different departments, gain confidence and ability Bhatia, et al. (2018)

In this case independent variables will be (On job, off job and Job rotation) while dependent variable will be employee's performance as illustrated in figure 2.1

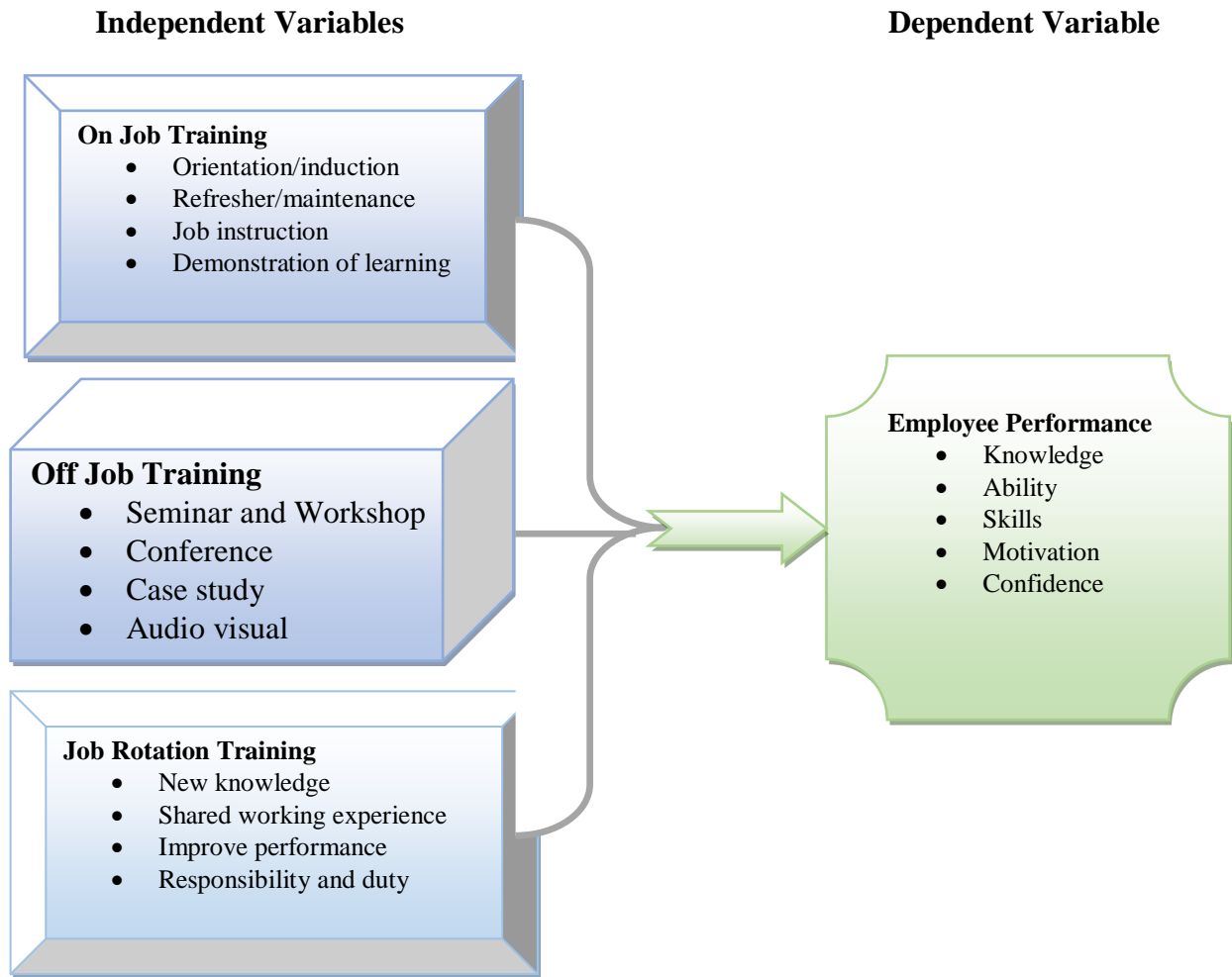


Figure 2.1: Conceptual Framework

Source: Own Researcher Construct (2023).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview of the Study

This chapter present methodology that will be used for data collection and design, the chapter discuss research philosophy, research approach, research design, area of study, population of study, sampling includes sampling size, sampling technique, method of data collection, data cleaning and processing, data analysis, unity analysis, reliability, validity, measurement of variables and ethical issues/consideration.

3.2 Reseachr Philosophy

Saunders et al. (2019) Research philosophy is the basic research which involves choosing research strategy; formulate the problem, data collection and data analysis.

Pragmatism paradigm is the research paradigm that finds its philosophical foundation in the historical contribution of the philosophy of pragmatism that embraces a plurality of methods. Pragmatism is a research based on the idea that researchers should utilize the philosophical and methodological approach that is most appropriate for the research challenges at hand.

Saunders et al. (2019) Research Philosophy refers to a system of beliefs and assumptions about the development of knowledge and researcher can adopt collecting data analysis. This study will apply a research philosophy in particular the positivism. Thus, this kind of philosophy will be applied to obtain reality of the effects of training and development on employee performance at the TTCL. In fact, the positivism philosophy will be employed to develop interpretation of a triple independent variable which may be offered effect of on job training, effect of off job

training and job rotation training to provide a link with a single dependent variable which is employee's performance.

3.3 Research Approach

Kothari et al. (2019) the study will employ a quantitative research approach which establishes a quantitative relationship between variables of the study. Quantitative research approach deals with phenomenon items which can be presented in terms of quantities. The adaption of a quantitative research approach was from the fact that the study sought to establish the extent at which effect on job training, effect of off job training and effect on job rotation. Quantitative approaches will involve in numerical information and metrics through closed ended questions which will be generated for analysis and the interpretation of information such as descriptions of results and behavior seen at the field TTCL Sumbawanga.

3.4 Research Design

Kothari et al. (2019) Research design as the process for collecting and analyzing data of research in order to answer the research questions. This means to use strategies that ensure the research problem answered effectively. The study will employ a quantitative approach in data collection. The main reason for using a quantitative approach is to obtain data in numeric form which can easily allow developing a statistical test for relationship between variables. This approach emphasizes the transforming of data quantities and the models of statistics for purposes of measuring and analyzing data. This approach has been selected in this study because it allows the application of statistical data analysis to obtain information about the study simply because it is based on measuring the quantity or amount. Therefore, this

study will use TTCL at Sumbawanga Branch on study effects of training and development programs in the telecom industry.

3.5 Study Area

The study area will be TTCL Sumbawanga office in Rukwa region, the researcher's interest in finding out just how telecom organizations consider training and development of their staff due globalization, advancements of technology that lead to innovation of mobile services such as online application services, T-Pesa, T- Pesa Agents, airtime and sim card dealer. TTCL is governed by statute the Tanzania Telecommunications Act of 1993.

The company is licensee for fixed basic telephone services in Tanzania mainland and Zanzibar and hence it owns and operates the public switched telephone network in mainland Tanzania and on Zanzibar. TTCL was established in 1994, after the dissolution of Tanzania posts and Telecommunications Corporation. The researcher has selected this area of study because it useful to assess the extent at which training and development influence ` performance of employees and the result from this study will expect to give concussive evidence of training and development on implementation of training at TTCL.

3.6 Study Population

Target population refers to the group of people or objects from which the sample should be taken (Saunders et al., 2019). The population of study will comprise mainly officers from the entire organization at TTCL Sumbawanga with a total of 80 populations, which include the top administrative (Directors and Managers), district

executive officer, HR officer and market operations. The normal staff will be picked from the human resource department, marketing department and customer service departments. Researcher will collect more data from HR department because is responsible to settle disputes of staff, build a good team of working, recruiting people, training, performance appraisals, motivating employees as well as workplace communication and workplace safety.

Table 3.1: Population Distribution

S/N	Category	Population
1.	Directors and managers	9
2.	District executive officer	35
3	HR officer	16
4.	Market operations	20
	Total	80

Source: Documented in the city administration from field survey (2022).

3.7 Sampling

Sampling in this study refers to the process of selecting sample size or unity from the large population to the generalization that the selected group or unit represents the whole population.

3.7.1 Sampling Techniques

Sampling techniques refers to process in which sample of the study identified (Kothari, 2009). Sampling techniques are divided into probability and non-probability. The present study intends to employ purposive sampling technique or judgmental to select the best candidates for this study which is under non-probability sampling techniques. Purposive sampling technique or judgmental refers to the sampling technique in which provides an opportunity to target the individuals in the group which will provide an optimal information for the study.

The researcher will use this technique because it gives a chance to choose candidates who will provide competent information for this study. The purposive sampling technique will be used to the administrators of the TTCL such as Directors and managers, District executive officer, HR officer, Market operations where information will be collected through interview. The rest of employees in departments, information will be collected through questionnaires.

3.7.2 Sample Size

Kothari et al. (2019) refers sample size as the total units that are selected from the larger population with purpose of being used in the study to come up with answers to the research questions. Sample size employs the actual number of people which will be contacted during data collection in the field. The sample size in this study is obtained by using the Yamane's formula for calculating sample size.

Where

n = sample size from public organization employees

N = Number of sample frame/Population size is 80

e = % level of significance or indicates confidence level which is 0.05.

$$n = \frac{N}{1 + N(e)^2} \qquad n = \frac{80}{1 + 80(0.05)^2}$$

$$n = 80/1.2$$

$$n = 67$$

Thus, the ideal sample size is 67 in which the research investigated in the study. This sample size will result to a margin of error of $\pm 5\%$ with a confidence interval of 95%.

Table 3.2: Distribution of the Study Sample

Category	Population	Sample
Directors and managers	9	7
District executive officer	35	30
HR officer	16	13
Market operations	20	17
Total	80	67

Source: documented in the city administration from field survey (2022).

3.8 Methods of Data Collection

3.8.1 Primary Source of Data

Primary data was collected by the researcher from the field using research tools or instrument such as questionnaires, interview for the purpose of answering research questions. primary data will be collected through interview and questionnaires that reflect the objective of the study contain relevant questions regarding training and development on employee's performance in the (TTCL) sumbawanga.

3.8.1.1 Questionnaire

The questionnaire was distributed to respondents especially employees of TTCL sumbawanga. The questionnaires will be semi- structured set in English language and where clarification needed will be done by the research for easy understanding to facilitate data collection and In this study a list of close and open questions was administered to TTCL employees who required filling in answers. Moreover, the researcher will be develop own created questions that fit research objectives.

3.8.1.2 Face to Face Interview

The researcher was interview respondents basing on the guides that will be prepared by the researcher; the main questions based on the specific objectives. This method was applied to the respondents who were too busy to respond on the questionnaires

particularly senior personnel offices, this were applied to them since it acquires less time compared to the other methods of data collection. Collected data will be edited, coded and presented.

3.8.2 Secondary Source of Data

Secondary data for this study will be journals of TTCL company, brochures, magazines, the annual performance report, company uploads, etc. Also, other secondary data will be review books and previous dissertation basing on management and human resource development.

3.8.3 Unit of Analysis

The unity of analysis will be group as an organization as whole by looking output level forms its objectives.

3.9 Data Analysis

Data analysis is well defined by Kothari et al. (2019) as the process of inspecting, transforming and modeling information or data obtained from the field so as to obtain the useful information that was used for suggesting conclusion and decision making. After gathering all the data from the instrument, the researcher will study the collected data and edit so that only the data relevant to the research questions and objectives will be retained.

The collected data/ Quantitative data were analyzed by using statistical tools SPSS Software (Statistical Package for the Social Sciences) and Microsoft Office Excel 2016 for its interpretation and discussion of research questions and interview

conducted at TTCL in Sumbawanga. The frequencies and percentage were used to present data in table and chart format. Inferential statistical were used for the data analysis like Pearson correlation coefficient(r) and linear regression were used to determine if there is relationship existed between independent variable (on job, off job and job rotation) and dependent variable (employees' performance). For qualitative data, Information collected were summarized, edited and coded then the results will be presented in tables and followed by brief interpretation the findings. Finally, conclusion and recommendations were drawn on the study objectives and the relationship between the variable will be established through multiple regression model.

$$Y = \beta_0 + B_1X_1 + B_2X_2 + B_3X_3 + \epsilon$$

Where as

Y= Dependent variable (Employees performance)

β_0 = Constant Factor

X_1 = the partial slope for B_1 on Y

B_1 = Independent variable (On job training)

B_2 = Independent variable (Off job training)

B_3 = Independent variable (Job rotation training)

ϵ = Error Term/ Random variable,

3.10 Data Cleaning and Processing

Before presentation collected data were edited, corrected where miss spelling and arranged according so as to give the researcher space to present smoothly.

3.11 Reliability

According to Taber et al. (2018) Reliability is the degree of accuracy in the techniques and instruments that are used in the process of collecting of data during research. In qualitative research, the researcher must ensure data strength and consistency among interviews. The study ensured reliability is several measures of testing reliability which are test-retest, equivalent form, internal consistency and reliability statistics. A reliability analysis using Cronbach's alpha (α) will be conducted to estimate the reliability of the predictor variables. Cronbach's α analysis is a useful way of determining internal consistency and homogeneity of groups of items in tests and questionnaires (Burns & Burns, 2008). Ranges of Cronbach's alpha value is $\alpha \leq 0.30$ (Unreliable), $0.30 < \alpha \leq 0.40$ (Barely reliable), $0.40 < \alpha \leq 0.50$ (Slightly reliable), $0.50 < \alpha \leq 0.70$ (Reliable), $0.70 < \alpha \leq 0.90$ (Very reliable) and $\alpha > 0.90$ (Strongly reliable). The generally agreed upon lower limit for Cronbach's α is 0.70. Therefore, only those variables with a Cronbach's alpha value of 0.7 and above will be accepted by the study.

Table 3.3: Cronbach's Alpha Results

Variable	Number of Items	Cronbach's Alpha Value	Interpretation
On Job Training	4	0.720	Predictor
off Job Training	4	0.740	Predictor
Job Rotation Training	4	0.706	Predictor
Employees Performance	4	0.808	Predicted

Source: Researcher (2023).

Item assessed On Job Training, off Job Training, Job Rotation Training and Employees Performance 0.720, 0.740, 0.706 and 0.808 respectively. Therefore, it is evident that all the items had a Cronbach's alpha above the required Cronbach's α of 0.70. This indicates that the research instrument and therefore the data collected

were very reliable.

3.12 Validity

According to Saunders et al. (2019) validity is the affirmation that the research instruments can measure effectively the intended variables. The researcher must ensure accuracy, richness and trustworthiness of data rather than the quantity of data. Validity will be ensured through a pilot test of the data collection tools in order to establish the gaps and give chance for correcting and this will be done by engaging a number of employees from TTCL Sumbawanga who will be interviewed with focus of checking the validity of the questionnaires before they will be improved accordingly and later apply in the field.

3.13 Measurement of Variables

The Table 3.3 shows the Measurement of variables that gives a clear indication of the variables, sub variables, Authors' Name & Year and measurement. The variables for this study will be employee performance (satisfaction, motivation, confidence, skill, knowledge and ability), On job training and development methods (demonstrations of learning, orientation training, Job Instruction training, refresher Training and job rotation), Off job training and development methods (Case studies, role playing, conferences, seminars, workshops, vestibule training and audio-visual) and Job rotation Buchanan & Badham (2020).

The respondents were assured that the responses they give will be used with complete confidentiality and for the purpose of the research study only. The researcher will take individual responsibility for the conduct and consequences of the

research by adhering to the time schedule agreed upon with the officers and management. The researcher will be open and honest when dealing with respondents. Fleming et al. (2018) argued that the researchers must ensure the rights, privacy as well as the welfare of the people and the communities that form the focuses of their studies are safeguarded. Finally, the respondents will be informed not to write their names in the questionnaire to enhance more privacy and to protect their rights (anonymity).

Table 3.4: Measurements of Variables

Variable	Sub variable	Authors' Name & Year	Measurement
On Job Training and Development Methods	<ul style="list-style-type: none"> ➤ Demonstrations of learning ➤ Orientation Training ➤ Job Instruction Training ➤ Refresher Training 	Anwar & Abdullah (2021)	Five-point Likert scale (1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)
Off job Training and Development Methods	<ul style="list-style-type: none"> ➤ Case studies ➤ role playing ➤ conferences ➤ seminars and workshops ➤ vestibule training and ➤ audio-visual 	(Achanya, Akpa & Cinjel, 2020).	Five-point Likert scale (1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)
Job Rotation	<ul style="list-style-type: none"> ➤ new knowledge ➤ shared working experience ➤ responsibility and duty ➤ improve performance 	Danish et al. (2019)	Five-point Likert scale (1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)
Employees performance.	<ul style="list-style-type: none"> ➤ Satisfaction ➤ Motivation ➤ Confidence ➤ Skill ➤ Knowledge ➤ Ability 	Buchanan & Badham (2020).	Five-point Likert scale (1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)

Source: Researcher, (2023).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents the data which have been collected and analyzed using Statistical Package for the Social Science (SPSS) Software for its interpretation and discussion in relation to the research questions and interview conducted at Tanzania telecommunication company (TTCL) in Sumbawanga. The aim of the study was to examine the effect of training and development on the employee's performance in telecommunication industry. Specifically the study examined the effect of on job, off job and job rotation training on performance of employees at TTCL Sumbawanga. Key aspects discussed here, includes demographic factors of the respondents and major findings obtained from the field.

4.2 Demographic Characteristics of the Respondents

4.2.1 Gender of Respondents

The study sought to find out the distribution of respondents according to their gender as presented in Table 4.1. Gender is the current issues whereby both male and female should be given equal chance in provision of views on an organization matters.

Table 4.1: Distribution on Respondents Gender (N=67)

	Gender	Frequency	Percent	Cumu. %
Valid	Male	39	58.0	58.0
	Female	28	42.0	100.0
	Total	67	100.0	

Source: SPSS Research Data (2023).

The data in the Table 4.1 shows that 67 respondents who responded for this study, majority 39(58.0%) were male and 28(42.0%) were female respondents. This implies that men were had contributed more to this study compared to female. Also the difference in number of gender respondents is not big as it, which means the response of this study come from both gender (males and females).

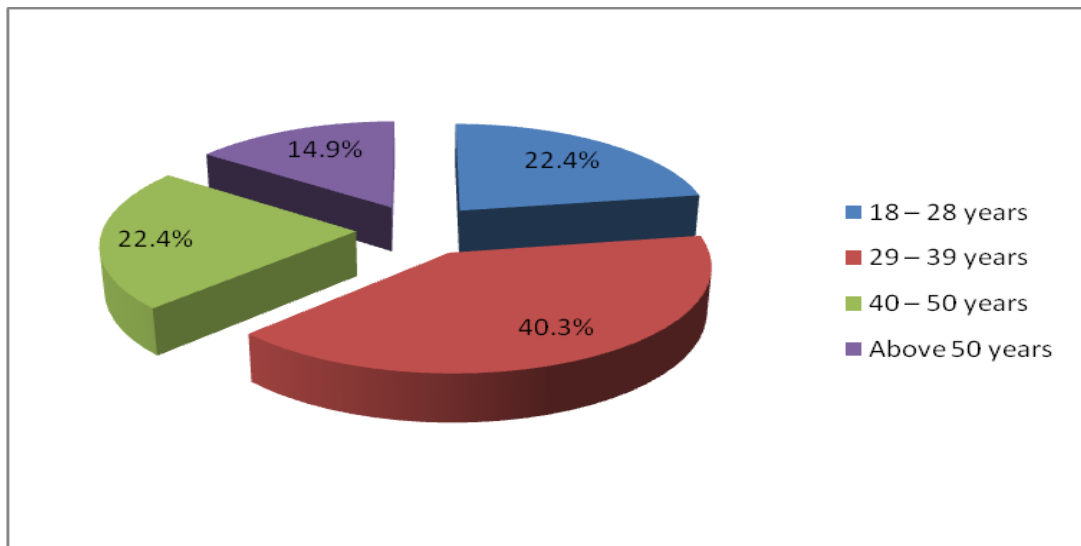
4.2.2 Age Distribution of Respondents

The researcher intended to know the maturity of respondents through analyzing age group distribution of the respondents as presented in Table 4.2.

Table 4.2: Age Distribution of Respondents (N=67)

	Age group	Frequency	Percent	Cumu. %
Valid	18 – 28 years	15	22.4	22.4
	29 – 39 years	27	40.3	62.7
	40 – 50 years	15	22.4	85.1
	Above 50 years	10	14.9	100.0
	Total	67	100.0	

Source: SPSS Research Data (2023).



Source: Excel Research Data (2023).

The study findings from Table 4.2 indicate that, majority of respondents 27 equals to 40.3% aged between 29 – 39 years, 22.4% of respondents who aged between 18 – 28 years, 22.4% of respondents aged between 40 – 49 years and finally 5 respondent equals to 14.9% aged Above 50 years. This implies that, all respondents were adult aged enough to provide their experiences at workplace; in average most of respondents aged above 25 years. So they had more views for this study compared to the children or under 18 years.

4.2.3 Respondents Education Levels

Education is vital to increase knowledge and skills. The study intended to establish respondent's education level, as presented in Table 4.3.

Table 4.3: Educational Level of Respondents (N=67)

Table 4.3. Education Level of respondents (N=67)				
	Education Level	Frequency	Percent	Cumu. %
Valid	Certificate level	04	06.0	06.0
	Diploma level	11	16.4	22.4
	Degree/Advanced Diploma	50	74.6	97.0
	Masters/postgraduate	02	03.0	100.0
	Total	67	100.0	

Source: SPSS Research Data (2023).

Table 4.3 shows the distribution of respondents as per education level. The results show that majority 50 respondent equals to 74.6% had attained Degree/Advanced Diploma education level while 11 respondent equals to 16.4% attained Diploma education level, 4 respondent equals to 6.% attained Certificate education level and 2 respondent equals to 3.0% attained Masters/postgraduate education level. This implies that the response for this study by people who possess Tertiary education level, believed that respondent provided views basing on their knowledge and

competence.

4.2.4 Respondents Employment Terms

Table 4.4 indicate distribution of respondents as per employment terms. The research findings show that the most of respondents 63 equal to 94.0% at TTCL have the permanent term of employment contract while respondents 4 equal to 6.0% at TTCL had the temporally employment contract. The finding implies that, most of repondents at area had the permanent employment contract that provide an opportunity to experience organization matters.

Table 4.4: Terms of Respondents Employments

Employment Terms		Frequency	Percent	Cumu. %
Valid	Full time employee	63	94.0	94.0
	Part time employee	4	6.0	100.0
	Total	67	100.0	

Source: SPSS Research Data (2023).

Respondents Employment Duration

The study aimed to establish the period of employment of respondents in order to know the working experience within an organization. The finding presented in table 4.5.

Table 4.5: Respondents Employment Duration

Duration		Frequency	Percent	Cumu. %
Valid	Less than one year	10	14.9	14.9
	One to two years	13	19.4	34.3
	Three to five years	17	25.4	59.7
	More than five years	27	40.3	100.0
	Total	67	100.0	

Source: SPSS Research Data (2023).

Table 4.5 shows the distribution of respondents according to their period since employment at the organization. The research findings show that the most 40.3% of respondents in the field had More than five years of working experience in the organization, followed by 25.4% of respondents who had Three to five years of working experience in the organization. The findings show that, the respondents who had less years of working experience in the organization were 19.4% who had One to two years while 14.9% of respondents were within one year of experience. The finding implies that, most of respondents in this study area had enough experience about the organization matters, so the researcher believed to get more information on the training issues and its impacts to the organization. Moreover, this reveals that the TTCL at Sumbawanga has a good experienced and young staff that requires constant training to influence their performance well in their job.

4.3 Effect of On the Job Training on Performance of Employees

This was the first objective of the study; with intention to examine effect of on job training (OJT) on performance of employees at organization. The researcher prepared questionnaires tools and interview to acquire the study findings as presented in Table 4.6.

4.3.1 Respondents awareness with On the Job Training (OJT)

The researcher asked respondents to provide their experience and awareness about on the job training programs. The study findings were presented in Table 4.6.

Table 4.6: Respondents Agreement on Awareness with on-the-Job Training

		Frequency	Percent	Cumulative Percent
Valid	Yes	57	85.07	85.07
	No	3	4.48	89.55
	Partially	7	10.45	100.0
Total		67	100.0	

Source: SPSS Research Data (2023).

The study findings in Table 4.6, shows that, staff at organization TTCL are aware with on job training programs, as majority 85.07% of respondents agreed while 4.48% of respondents disagreed means are not aware with it, finally 10.45% of respondents said that they know partially on job training programs. These signify that, organization TTCL has on job training programs strategies to its staff although few employees put little concern on that.

Similarly, the study finding from the interview portrays the same results obtained by questionnaires. Most of respondents agreed to be aware with on job training programs. Managers assured they are always undertaking these programs although some of employees are not satisfied with strategies. Further organization TTCL has taken into considerations to promote staff who attended higher training programs to boost working performance of employees.

4.3.2 Impact of OJT Program on Performance of Employees

The study was conducted to extract respondent's views if an on- the-job training (OJT) program has any contribution on worker's performance at workplace. The study findings are presented in Table 4.7.

Table 4.7: Response on- the-job Training with Performance at Workplace

		Frequency	Percent	Cumulative Percent
Valid	Yes	30	44.8	44.8
	No	24	35.8	80.6
	I don't know	13	19.4	100.0
Total		67	100.0	

Source: SPSS Research Data (2023).

The study findings in Table 4.7, shows that, on- the-job training (OJT) has impact on performance of employees at workplace as agreed by majority 44.8% of respondents while 35.8% of respondents has said that on- the-job training (OJT) has no impact on performance of employees at workplace. On the other hand, 19.4% of respondents said that they don't know if impact has on performance of employees at workplace. Similarly, the study findings from the interview indicate the same results obtained by questionnaires. Most of respondents agreed that on- the-job training (OJT) has impact on performance of employees, they gain more experience since they learn while practicing tasks. The study findings imply that, on- the-job training (OJT) has a lot of contributions to workplace performance though some of organization members not aware about that.

4.3.2 Agreement level of OJT on Performance of Employees at Workplace

Table 4.8 represents on the findings on impact of on- the-job training (OJT) on performance of employees at workplace. The study found that, most of staff have received or attended on the job training program of the organization as agreed by 41.8%, 34.3% and 23.9% of respondents who agreed, strongly agreed and neutral respectively. Another finding is willingness and enjoyment on the training program, respondents reported that the training program was good, they like and enjoyed as

inclined by 40.3%, 31.34% and 14.93% of respondents who strongly agreed, agreed and neutral respectively while 11.94% and 1.49 of them disagree and strong disagree respectively.

Table 4.8: Impact of on- the-job Training (OJT) On Performance at Workplace

Variables	Strong agree		Agree	Neutral	Disagree	Strong Disagree	Don't know	Total
	Fq.	%						
I have received or attended on the job training program of the organization	Fq.	23	28	16	0	0	0	67
	%	34.3	41.8	23.9	0.0	0.0	0.0	100.0
The training program was good, I liked and enjoyed	Fq.	27	21	10	8	1	0	67
	%	40.3	31.34	14.93	11.94	1.49	0.0	100.0
I understood the training topic and also I leant what was intended in the program	Fq.	27	19	07	11	3	0	67
	%	40.29	28.36	10.45	16.42	4.48	0.0	100.0
There are advancement or changes to the job after the training, in the direction or area that was intended	Fq.	19	22	19	03	4	0	67
	%	28.36	32.84	28.36	4.48	5.98	0	100.0
I apply relevant skills and knowledge acquired from the training	Fq.	16	21	25	2	3	0	67
	%	23.88	31.34	37.31	2.99	4.48	0	100.0
The volume or job output level increased	Fq.	10	18	36	2	1	0	67
	%	14.93	26.87	53.73	2.99	1.49	0.0	100.0
The training increased performance of employees in managers view	Fq.	5	15	25	19	3	0	67
	%	7.46	22.39	37.31	28.36	4.48	0.0	100.0
There are growth and advancement o organization	Fq.	28	19	20	0	0	0	67
	%	41.79	28.36	29.85	0.0	0.0	0.0	100.0

Source: Excel Research Data (2023).

The study found that to staff understood the training topic and also, they leant what was intended in the program, this is reported by 40.29%, 28.36%, 16.42%,10.45%,4.48% of respondents who strongly agreed, agreed, disagree, neutral and strongly disagree respectively. Also, respondents agreed that there are advancement or changes to the job after the training, in the direction or area that was intended to learn, as reported by 32.84%, 28.36%, 28.36%, 5.98% and 4.48% of

respondents who agreed, strongly agreed, neutral, strongly disagree and disagree respectively on question if there are advancement or changes to the job after the training, in the direction or area that was intended to learn. This implies that, on the job training program undertaken by the organization TTCL was achieved to extent that learners understood the subject.

Moreover, the researcher was interested to know the extent to which respondents apply the knowledge acquired from the training program and consecutive advancements on organization TTCL output as reported by 37.31%, 31.34%, 23.88%, 4.48% and 2.99% of respondents who neutral, agreed, strongly agreed, strong disagreed and disagreed respectively on question. The study findings as presented in Table 4.8 incline that most of the respondents were neutral to apply relevant skills and knowledge acquired from the training program as agreed by, while other agreed to apply relevant skills and knowledge acquired from the training program and few of them disagreed to apply relevant skills and knowledge acquired from the training program.

The agreement level was 53.73%, 26.87%, 14.93%, 2.99% and 1.49% of respondents who were neutral, agreed, strong agreed, disagreed and strongly disagreed respectively, another finding is on increment of volume or job output level. Most of respondents were neutral on the increase of job output level of organization TTCL, while other agreed to increase of job output level and few of them disagreed on that. Furthermore, most of the respondent agreed somehow that, on-the-job training increased performance of employees in managers' view, while others disagreed if on-the-job training increased performance of employees in

managers' view, the agreement level was 37.31%, 28.36%, 22.39%, 7.46% and 4.48% of respondents who were neutral, disagreed, agreed, strong agreed and strongly disagreed respectively. On the other hand, most of respondents agreed generally there are growth and advancement to organization compared to the previous moments the agreement level was 41.79%, 28.36% and 29.85% of respondents who were strongly agreed, agreed and neutral respectively.

Similarly, the study findings from the interview were not far from that obtained by questionnaires, respondents inclined that they implemented on the job Training program to impart new skills to recent and newly employed staff. Managers agreed that, they do implement on the job training program in the organization so as to advance staff knowledge. The program was good as facilitated to let employed know what is expected to deliver as far as training concern. Respondents further indicated that on-the-job training simplified learning where by juniors learnt by shadowing from seniors as the results made easier to execute difficult tasks and assignments at short time. The training program helped to learn much important information at short time while practicing at work place.

Respondents further, identified that on-the-job training program was effective also in cost because there was no need to hire instructor or expensive experts from the outside, rather than employing experienced seniors on telecommunication matters. Another respondent identified similar thoughts that on-the-job training program had brought big impacts to the learners and organization TTCL at glance, first of all, it made quicker learning because integrated daily practices with seniors or experienced ones that enabled to acquire skills rapidly as they are working and gain experience

respectively.

Respondents furthermore, agreed that, after training they have noticed advancement or changes among staff in the direction or area that was intended. Moreover, respondents apply relevant skills and knowledge acquired from the training. Moreover, respondents indicated that the volume or job output level increased as due to training staff can perform more assignments at short moment. Actually, reported that there are growth and advancement to organization at general as for now they are working to supply fiber network program to households where individual will benefit internet services and calls bundles in wide range and pay monthly.

The findings imply that, on- the-job training (OJT) has critical impact on performance of employees at workplace. As it quicker to organize and learn, most of staff have received or attended on the job training program; it was good, learners like and enjoy. The learning topic was understood as learners leant what was intended in the program. Ultimately, there are advancement to the job after the training or area that was intended to learn, whereby staff apply the knowledge acquired from the training program and consecutive advancements at organization output. Some of them apply relevant skills and knowledge acquired from the training program that brought increment of job output level and employee's performance in managers' view.

4.3.4 Employee Commitment after OJT at Organization TTCL

The study findings in Table 4.9, show the response from employees on the question how they perceive their organization commitment after implementing on the job

training at TTCL Sumbawanga. Majority 71.7% representing 43 respondents were most committed to job after implementing the training, followed by 21.7% representing 13 respondents were moderate committed, 6.7% representing 4 respondents were fairly committed to job. The study findings imply that on-the-job training has an impact on employee job commitment.

Table 4.9: Perception of Commitment after OJT at Organization TTCL

Variables		Frequency	Percent	Cumulative Percent
Valid	Most committed	43	71.7	71.7
	Committed	13	21.7	93.4
	Fairly committed	4	6.7	100.0
	Uncommitted	0	0.0	100.0
	I prefer not to say	0	0.0	100.0
Total		60	100.0	

Source: SPSS Research Data (2023).

4.3.5 Job Involvement after OJT at Organization TTCL

The study findings in Table 4.10, show the response from employees on the question how they perceive their involvement to job after on the job training at organization TTCL. Majority 46.7% representing 28 respondents were most involved to job after implementing on the job training, 38.3% representing 23 respondents perceive to involve at job, 11.7% representing 7 respondents were fairly involved to job. 3.3% equals to 2 respondents were not involved to job after implementing on the job training program at the organization TTCL, while no respondent preferred not to say anything about their job involvement after implementing on the job training. The study findings imply that on-the-job training has an impact on employee job involvement.

Table 4.10: Perception of Job Involvement after OJT at Organization TTCL

	Variables	Frequency	Percent	Cumulative Percent
Valid	Most involved	28	46.7	46.7
	Involved	23	38.3	85.0
	Fairly involved	7	11.7	96.7
	Uninvolved	2	3.3	100.0
	I prefer not to say	0	0.0	100.0
	Total	60	100.0	

Source: SPSS Research Data (2023).

Generally, findings imply that, there are noticeable growth and advancement to organization compared to the previous before training. It is evident that, on the job training has an impact on employee job involvement and commitment. In detail, on-the-job training has seen quicker method to impart new skills to recent and newly employed staff whereby, Managers prefer this program to deliver skills and knowledge to their staff whereby juniors learnt by looking what from seniors as the results made easier to learn and execute difficult tasks and assignments at short time. The was critical program to learn more important tasks at shot time while practicing at work place, on the other hand, it was effective in cost because there was no need to hire instructor or expensive experts from the outside, rather than employing experienced seniors' staff. Moreover, on-the-job training program made quicker learning because integrates daily practices that enabled to acquire skills rapidly.

The study findings are supported by Anwar and Abdullah (2021), who argued that, on the job training is a practical approach to acquiring new competencies and skills needed for a job in a real, or close to real by integrating working environment includes demonstrations of learning, orientation or induction. In this case learners may have opportunity to adhere what seniors doing; in this case learners adopt the

subject quickly.

Raheja, et al., (2015) in his opinions incline the same with results of the study that, on the job training option has great impact on imparting skills to learners; it quickly enhances performance in the best way. Raheja et al. (2015) in his study found that staff in banking sector were recorded higher performance after on job training and this made banking sector to extent their services with many branches through integrating technology and imparting new skills to staff. On the job training program helped banking staff to lean with demonstration new ways of providing services improve technology, internet banking, quick services to customers, online service and inter banking. This is the same with current study, whereby learning topic was understood as, there is advancement to the job after the training area and hence staffs apply the knowledge and skills acquired from the training program.

The study findings are supported by Kitwanga et al. (2019) who found that management in Telecommunications companies has a regular on job training programs. This program to large extent helps to impart new skills to staff to handle dynamics in telecommunication sector while delivering quality services. This is similar to the study findings that, managers prefer this program to deliver skills and knowledge to their staff; in this case juniors learnt by looking what from seniors as the results made easier to learn and execute difficult tasks and assignments at short time. Licombe, et al., (2018) argue that, managers in Telecommunication services incorporate on the job training program train their staff regular ensure employee understand the lesson, communicate routinely, ensure employee involvement in program, they make follow-up and evaluations.

The study by Raheja, et al., (2015) validate that on job training make employees get familiar with the normal working circumstance and has positive effect in an organization since it provides employee with task-specific knowledge and skills in working area and hence increase performance. This is similar to the current study findings that on-the-job training program seen by respondents to be critical to learn important tasks at shot time while practicing at work place.

4.4 Effect of Off–The-Job Training on Performance of Employees at Organization

This was the second objective of the study; with intention to examine effect of Off–The-Job training on performance of employees at organization. The researcher prepared questionnaires tools and interview to acquire the study findings as presented in Table 4.11.

4.4.1 Agreement on Attendance of Off the Job Training

The researcher asked respondents to provide their experience and attendance of off the Job training programs. The study findings were presented in Table 4.11.

Table 4.11: Respondents Agreement on Attendance of Off the Job Training

	Variables	Frequency	Percent	Cumulative Percent
Valid	Yes	27	40.3	40.3
	No	36	53.7	94.0
	Partially	4	06.0	100.0
Total		67	100.0	

Source: SPSS Research Data (2023).

The study findings as presented in Table 4.11, shows that, majority 40.3% equals to 27 of respondents at organization TTCL didn't attend off the job training program,

while 53.7% equals to 36 of respondents agreed to attend off the job training program, finally 6% of respondents said that they attended partially off job training programs. This signifies that, organization TTCL has off the job training programs strategies to its employees, but majority of them not yet attended the training program.

Similarly, the study findings from the interview show the same results obtained by questionnaires. Most of respondents agreed that the company has been undertaking off the job training programs per period of time. They not allow all staff to go for off the job training because this kind of training takes place outside the working environment, so if they allow all to go for it, some of the office activities and task will be accomplished. Respondents further identified that, they allow supervisors, managers and head of departments and units to attend for various off the job trainings and once they back, they teach other staff new techniques and improvements using on the job training programs.

4.4.2 Kind of off the Job Training Program Attended

The study established kind of off the job training program attended by the respondents as indicated in Table 4.12.

Table 4.12: Kind of off the Job Training Program Attended

		Fr.	%	Cum.%
Valid	Case Studies	7	19.4	19.4
	Role playing	0	00.0	19.4
	Conferences	7	19.4	38.8
	Seminars and workshops	20	55.6	94.4
	Audio-visual	2	5.6	100.0
	Other	0	0.0	100.0
Total		36	100.0	

Source: SPSS Research Data (2023).

The study findings as presented in Table 4.11, shows that, majority 55.6% equals to 20 respondents out of 36 at organization TTCL attended seminars and workshops training program, while 19.4% equals to 7 respondents out of 36 attended case studies and conferences training program respectively, 5.6% respondent attended Audio-visual training while no body attended Role playing trainings. These signify that, 19.4% equals to 7 respondents out of 36 most of them attended seminars and workshops training program followed by case studies and conferences training.

Similarly, most of interviewed respondents agreed that the company prefer to send their staff to attend for the seminars and workshops to provide information and instructions to staff so as to improve their capability, productivity, capacity and performance. Respondents identified that, they send employees to workshops events where telecommunications information, skills and knowledge shared. This is the best training program, is important because employees develop their working skills quickly even opportunity to find additional information while asking more questions so as to understand new potential skills that will help to perform well when they back to working position at company.

On the other hand, respondents identified that they send their staff to attend regular seminars on telecommunications that intends to impart skills and information required to transform to modern communication services. Some seminars are undertaken outside the country while others in our local boundaries. Respondents further identified that, some of the staff was sent for conferences and case studies programs to developed parastatal telecommunications to learn the structure and working procedures so as to improve their capabilities.

4.4.3 Impact of Off-The-Job Training Program on Performance of Employees

The study was conducted to extract respondent's views if off-the-job training programs have any contribution on worker's performance at workplace. The study findings are presented in Table 4.13:

Table 4.13: Response of Off- The-Job Training with Performance at Workplace

		Frequency	Percent	Cumulative Percent
Valid	Yes	33	91.7	91.7
	No	0	00.0	91.7
	I don't know	3	8.3	100.0
Total		36	100.0	

Source: SPSS Research Data (2023).

The study findings in Table 4.13, shows that, off- the-job training has impact on performance of employees at workplace as agreed by majority of 33 equals to 91.7% of respondents while 8.3% equals to 3 respondents have said that that they don't know if off- the-job training has impact on performance of employees at workplace. Similarly, the study findings from the interview indicate the same results obtained by questionnaires. Most of respondents agreed that off- the-job training has improved their working capabilities that enhanced performance at glance.

4.4.4 Agreement Level on Impact Of Off- The-Job Training on Performance

Table 4.14 represents on the findings on impact of off- the-job training on performance of employees at workplace. The study found that, most of respondents have acquired new skills and knowledge that can help to perform tasks more effectively as agreed by 61.1% and 38.9% of respondents who strongly agreed and agreed respectively. Another finding is relevancy of training to their careers;

respondents reported that the training program was relevant to their career or job as identified by 44.4%, 41.7% and 13.9% of respondents who strongly agreed, agreed and neutral respectively.

Table 4.14: Agreement on Impact of Off- The-Job Training on Employee Performance

Variables		Strong agree	Agree	Neutral	Disagree	Strong Disagree	Don't know	Total
The training provided new skills and knowledge that can help to perform tasks more effectively	Fq.	22	14	0	0	0	0	36
	%	61.1	38.9	0	0	0	0	100
The training program was relevant to my career or job	Fq.	16	15	5	0	0	0	36
	%	44.4	41.7	13.9	0	0	0	100
The training venue, style, timing, methodology, materials and language were good	Fq.	11	7	13	4	1	0	36
	%	30.6	19.4	36.1	11.1	2.8	0	100
I understood the training topic and what was intended in the program	Fq.	8	15	9	4	0	0	36
	%	22.2	41.7	25	11.1	0	0	100
I experience what was intended to experience in my job	Fq.	6	13	15	1	1	0	36
	%	16.7	36.1	41.7	2.8	2.8	0	100
I put my learning into effect when back on the job	Fq.	22	11	3	0	0	0	36
	%	61.1	30.6	8.3	0	0	0	100
There are advancement or changes to the job after the training	Fq.	8	8	15	2	1	2	36
	%	22.2	22.2	41.7	5.6	2.8	5.6	100
The volume or job output level increased	Fq.	4	9	19	2	2	0	36
	%	11.1	25	52.8	5.6	5.6	0	100
I have attained an achievement of standards and accreditations	Fq.	0	4	0	26	5	1	36
	%	0	11.1	0	72.2	13.9	2.8	100

Source: Excel Research Data (2023).

In Table 4.14 the study found that, the training venue, style, timing, methodology, materials and language were good to trainees as shown by 30.6%, 19.4%, 11.1% and 2.8% of respondents who strongly agreed, agreed, disagreed and strong disagreed respectively while 36.1%, of respondents were neutral on that mean the training venue, style, timing, methodology, materials and language were moderate.

Moreover, the researcher was interested to know the extent to which respondents understood the training topic and apply the knowledge acquired from the training program and if there any performance changes at organization TTCL. The study findings as presented in Table 4.14 incline that most of the respondents understood the training topic and what was intended in the program as agreed by 41.7%, 25% and 22.2%, of respondents who agreed, neutral and were strongly agreed respectively. On the other hand, few of them 11.1% of respondents disagreed to understand the training topic. The study went further to ask if they experience what was intended at workplace, 36.1% equals to 13 respondents agreed to experience what was intended at their job, 16.7% of them strongly agreed, while 41.7% equals to 15 respondents were neutral to experience what was intended to experience in their job and 1 respondent equals to 2.8% said didn't experience about that.

Another finding is on put learning into effect when back to the job, majority of respondents 61.1%, 30.6% and 8.3% inclined to agree that they put learning into effect when back to the job while 8.3% of respondents were neutral on that. The study findings indicate that there is moderate advancement or changes to the job after the training as show by 41.7% of respondents who were neutral on their agreement level, while 22.2% of respondents agreed, 22.2% of respondents strong agreed that there are

higher advancement or changes to the job after the training. On the other hand, 5.6% of them disagreed and 2.8% of them strong disagreed if there are advancement or changes to the job after the training while 5.6% of respondents said they don't know about advancement or changes to the job after the training.

In detail findings, most of the respondent agreed that generally after off the Job training attendance organization has recorded increment job output level as pointed by 25% and 11.1% of respondents who agreed and strongly agreed respectively. On the other hand, 52.8% of respondents were neutral to agree if the volume or job output level of an organization TTCL increased while 5.6% of them disagreed and 5.6% of them strong disagreed. Finally, 11.1% equals to 4 respondents agreed said that, they have attained an achievement of standards and accreditations while 72.2% equals to 26 respondents disagreed to attain an achievement of standards and accreditations and 13.9% of them strong disagreed and 2.8% of them don't know. Similarly, the interviewed respondents identified that, they prepared some staff to attend off the job training programs so as to improve their working capabilities and performance. They sent to attend seminars, conferences, workshops etc. with intention to acquire new skills and abilities, so by doing this productivity has been increased, this has minimized errors, mistakes, wastage of resources, poor utilization of materials. Employees become confident and motivated to tasks undertaking at workplace.

4.4.5 Job Motivation and Confidence Level after Off Job Training

The study findings in Table 4.15, show the response from employees on the question how they perceive their job motivation and confidence level after attending off the

job training program. 61.1% representing 22 respondents said they experience high level of motivation and confidence when they come back at workplace, while 38.9% representing 14 respondents indicated to experience normal level of motivation and confidence level after off the job training. Neither feels low level, don't know nor preferred not to say anything. These findings imply that, off the job training has impact on motivating employees to job and increase confidence level.

Table 4.15: Response on Job Motivation and Confidence Level after Off Job Training

	Variables	Frequency	Percent	Cumulative Percent
Valid	Higher level	22	61.1	61.1
	Moderate	14	38.9	100
	Low	0	0.0	100
	I don't know	0	0.0	100
	I prefer not to say	0	0.0	100
	Total	36	100	

Source: SPSS Research Data (2023).

4.5 Effect of Job Rotation training on performance of employees at organization

This was the third objective of this study; intended to establish the effect of job rotation training on performance of employees at organization. The researcher asked viarious questions basing on experience of job rotation with consecutive impacts on motivation and confidence, satisfaction commitment and job involvement.

4.5.1 Implementation of Job Rotation at Organization

The study findings in Table 4.16 show the response from both employees and administrators on the question if organization implements job rotation. Majority 94%

representing 63 respondents agreed that TTCL organization at Sumbawanga implement Job rotation program. 3% of respondents disagreed on that and 3% representing 2 respondents said the organization implement job rotation option partially. These imply that, organization has job rotation program to its staff that implemented to junior staff. The interview respondents identified that, they undertake job rotation to several departments excepts to professional and experts' fields that most of them has single operators. Other fields such as marketing, customer handling, enquires, public relations, operations etc. they do job rotation as there more than one employee in those categories.

Table 4.16: Response on Implementation of Job Rotation at Organization

		Frequency	Percent	Cumulative Percent
Valid	Yes	63	94.0	94.0
	No	2	03.0	97.0
	Partially	2	03.0	100.0
Total		67	100.0	

Source: SPSS Research Data (2023).

4.5.2 Opinions on Motives Behind Job Rotation Program

The study findings in Table 4.17 show the response from employees on the motives behind job rotation in the organization. Majority 74.6% representing 50 respondents said the motive is both responsibility and duties, improve performance and share working experience. 13.4% representing 9 respondents said the motive is to improve performance only while 4.5% of 3 respondents pointed that the motive is good practice of organization responsibility and duties only. The study findings imply that, the motive behind job rotation program is to promote responsibility and duties, improve performance and share working experience among employees.

Table 4.17: Response on Motives behind Job Rotation Program

	Variables	Frequency	Percent	Cumulative Percent
Valid	Responsibility and duties	3	4.5	4.5
	Improve performance	9	13.4	17.9
	Share working experience	5	7.5	25.4
	All of the above	50	74.6	100
	None of the above	0	0.0	100
	Total	67	100	

Source: SPSS Research Data (2023).

4.5.3 Satisfaction of Job Rotation Program

The study findings in Table 4.18 show the response from employees on the question if they are satisfied with job rotation training program in the organization. Majority 60% representing 36 respondents were satisfied with job rotation training program in the organization. 21.7% representing 13 respondents also were most satisfied with job rotation. 11.7% representing 7 respondents were fairly satisfied and 6.7% representing 4 respondents dissatisfied with the program and explained that would shift to another position or organization if find better payments. The study findings imply that, majority of staff were satisfied with job rotation training program in the organization TTCL.

Table 4.18: Response on Satisfaction of Job Rotation Program

	Variables	Frequency	Percent	Cumulative Percent
Valid	Most satisfied	13	21.7	21.7
	Satisfied	36	60.0	81.7
	Fairly satisfied	7	11.7	93.4
	Dissatisfied	4	6.7	100.0
	I prefer not to say	0	0.0	100.0

Source: SPSS Research Data (2023).

4.5.4 Satisfaction to Work at Organization

The study findings in Table 4.19 show the response from employees on the question if they are satisfied to work at organization TTCL. Majority 45% representing 27

respondents were satisfied to work at organization. 25% representing 15 respondents also were fairly satisfied, 13.3% representing 8 respondents were dissatisfied to work at organization TTCL, 11.7% representing 7 respondents were most satisfied. Finally, 5% equals to 3 respondents preferred not to say anything about that, which means remain secret to them. The study findings imply that, majority of staff were satisfied with job rotation training programme to work at organization TTCL.

Table 4.19: Response on Satisfaction at Organization TTCL

	Variables	Frequency	Percent	Cumulative Percent
Valid	Most satisfied	7	11.7	11.7
	Satisfied	27	45.0	56.7
	Fairly satisfied	15	25.0	81.7
	Dissatisfied	8	13.3	95.0
	I prefer not to say	3	5.0	100.0
Total		60	100.0	

Source: SPSS Research Data (2023).

4.5.5 Impact of Job Rotation on Employee Commitment at Organization

The study findings in Table 4.20, show the response from employees on the question how they perceive their organization commitment after implementing job rotation at TTCL Sumbawanga. Majority 41.7% representing 25 respondents were committed to job after implementing job rotation; followed by 40.0% representing 24 respondents were most committed, 11.7% again representing 7 respondents were fairly committed to job. Finally, 6.7% equals to 4 respondents were not committed at all to job after implementing job rotation program at the organization TTCL, while no body preferred not to say anything about that. The study findings imply that, job rotation has increases employee commitment to job at workplace.

Table 4.20: Perception on Commitment of Job after Job Rotation at Organization

	Variables	Frequency	Percent	Cumulative Percent
Valid	Most committed	25	41.7	41.7
	Committed	24	40.0	81.7
	Fairly committed	7	11.7	93.4
	Uncommitted	4	6.7	100.0
	I prefer not to say	0	0.0	100.0
Total		60	100.0	

Source: SPSS Research Data (2023).

4.5.6 Impact of Job Rotation on Job Involvement at Organization

The study findings in Table 4.21, show the response from employees on the question how they perceive their organization job involvement after implementing job rotation at TTCL Sumbawanga. Majority 45.0% representing 27 respondents were fairly involved to job after implementing job rotation, 25.0% representing 15 respondents perceive to involve at job, 15.0% representing 9 respondents were most involved to job. 5.0% equals to 3 respondents was not involved to job after implementing job rotation program at the organization TTCL, while 10.0% representing 6 respondents preferred not to say anything about their job involvement after implementing job rotation. The study findings imply that, job rotation has fairly make employee involved to job at workplace.

Table 4.21: Perception of Job Involvement at Organization TTCL

	Variables	Frequency	Percent	Cumulative Percent
Valid	Most involved	9	15.0	15.0
	Involved	15	25.0	40.0
	Fairly involved	27	45.0	85.0
	Uninvolved	3	5.0	90.0
	I prefer not to say	6	10.0	100.0
Total		60	100.0	

Source: SPSS Research Data (2023).

4.5.7 Impact of Job Rotation on Employee Job Motivation and Confidence level at Workplace

The study findings in Table 4.22, show the response from employees on the question how they perceive their job motivation and confidence level after job rotation at workplace. 65.0% representing 39 respondents said they experience normal motivation and confidence level after job rotation at workplace, while 21.7% representing 13 respondents indicated to experience high level of motivation and confidence level after job rotation at workplace. 5.0% feel low level motivation and confidence level after job rotation at workplace, again 5.0% preferred not to say anything about their feeling and 3.3% indicated they don't know about job motivation and confidence level. The study findings imply that, job rotation has normal motivation and confidence level to employee at workplace.

Table 4.22: Response on Impact of Job Rotation on Employee Job Motivation and confidence

	Variables	Frequency	Percent	Cumulative Percent
Valid	Higher level	13	21.7	21.7
	Moderate	39	65.0	86.7
	Low	3	5.0	91.7
	I don't know	2	3.3	95.0
	I prefer not to say	3	5.0	100.0
	Total	60	100.0	

Source: SPSS Research Data (2023).

4.5.8 Impact of Job Rotation on Working Skill, Knowledge and Ability

The study findings in Table 4.23, show the response from employees on the question how they perceive impact of job rotation on improvement of working skill, knowledge and ability at TTCL. 53.3% representing 32 respondents said job rotation has moderate improvement of working skill, knowledge and ability to employees.

15.0% equals to 9 respondents disagreed on job rotation to improve employee working skill, knowledge and ability, again 15.0% equals to 9 respondents preferred not to say anything. On the other hand, 11.7 representing 7 respondents agreed while 5% strongly agreed that job rotation to improve employee working skill, knowledge and ability. The study findings imply that, job rotation has minimal improvement of working skill, knowledge and ability to employees.

Table 4.23: Perception of Job Rotation on Working Skill, Knowledge and Ability

	Variables	Frequency	Percent	Cumulative Percent
Valid	Strong agree	3	5.0	5.0
	Agree	7	11.7	16.7
	Moderate	32	53.3	70.0
	Disagree	9	15.0	85.0
	I prefer not to say	9	15.0	100.0
	Total	60	100.0	

Source: SPSS Research Data (2023).

4.6 Discussion of Findings

4.6.1 Discussion of Findings on Impact of OJT on Workers Performance

Based on the analysis, the research question states that, how does on job training improve employee's performance at organization. The study found that, on the job training has an impact on employee job commitment and job involvement. It was evident that, there are noticeable growth and advancement to organization compared to the previous before training. It was evident that, on the job training has an impact on employee job involvement and commitment.

In detail, on- the-job training has seen quicker method to impart new skills to recent and newly employed staff whereby, Managers prefer this program to deliver skills and knowledge to their staff whereby juniors learnt by looking what from seniors as

the results made easier to learn and execute difficult tasks and assignments at short time. The was critical program to learn more important tasks at shot time while practicing at work place, on the other hand, it was effective in cost because there was no need to hire instructor or expensive experts from the outside, rather than employing experienced senior's staff. Moreover, on-the-job training program made quicker learning because integrates daily practices that enabled to acquire skills rapidly.

The study findings are supported by Anwar and Abdullah (2021) who argued that, on the job training is a practical approach to acquiring new competencies and skills needed for a job in a real, or close to real by integrating working environment includes demonstrations of learning, orientation or induction. In this case learners may have opportunity to adhere what seniors doing; in this case learners adopt the subject quickly. Raheja et al. (2015) in his opinions incline the same with results of the study that, on the job training option has great impact on imparting skills to learners; it quickly enhances performance in the best way.

Raheja, et al., (2015) in his study found that staffs in banking sector were recorded higher performance after on job training and this made banking sector to extent their services with many branches through integrating technology and imparting new skills to staff. On the job training program helped banking staff to lean with demonstration new ways of providing services improve technology, internet banking, quick services to customers, online service and inter banking. This is the same with current study, whereby learning topic was understood as, there are advancement to the job after the training area, hence staffs apply the knowledge and

skills acquired from the training program.

The study findings are similar by Kitwanga et al. (2019) who found that management in Telecommunications companies has a regular on job training programs. This is similar to the study findings that, managers prefer this program to deliver skills and knowledge to their staff; in this case juniors learnt by looking what from seniors as the results made easier to learn and execute difficult tasks and assignments at short time.

Licombe, et al., (2018) argue that, managers in Telecommunication services incorporate on the job training program train their staff regular ensure employee understand the lesson, communicate routinely, ensure employee involvement in program, they make follow-up and evaluations. The study by Raheja et al. (2015) validate that on job training make employees get familiar with the normal working circumstance and has positive effect in an organization since it provides employee with task-specific knowledge and skills in working area and hence increase performance. This is similar to the current study findings that on-the-job training program seen by respondents to be critical to learn important tasks at shot time while practicing at work place. The findings of this study on job training program reduce supervision time; build team spirit among the staff.

4.6.2 Discussion of Findings on Impact of OFJT on Workers Performance

Based on the analysis, the research question states that, how does off -the- Job training improve employee's performance at organization. The study found that, TTCL has off the job training programs strategies to its employees per period of

time. They allow several staff to go for off the job training because this kind of training takes place outside the working environment and once they back, they teach other staff new techniques and improvements using on the job training programs. Most of them attended seminars and workshops training program, case studies and conferences.

Findings imply that, off the job training has impact on motivating employees to job and increase confidence level. The training helped to minimize errors, mistakes, wastage of resources, poor utilization of materials. Employees become confident and motivated to tasks undertaking at workplace. Moreover, findings indicate that, off the job trainings attended were relevant to their careers. The training venue, style, timing, methodology, materials and language were good to trainees. Also, they understood the training topic and what was intended in the program. Findings indicate that, trainees put learning into effect when back to the job where there was neutral advancement to the job, job output level and achievement of standards and accreditations after the training.

In total, it can be said that, the study findings in this objective is similar to Sheeba & Christopher (2020), Raheja, et al., (2015) and Abu & Constantinovits (2021) that off the job training has impact on confidence and motivating any employee to work hard because the learner get enough time to learn with full time that enhanced their skills development and opportunities to interact with other professionals, get opportunity to be trained by specialists and professionals who are well skilled and knowledgeable hence learners obtain and retain skills, commitment and well-motivated to work. This increases their determination that minimizes errors when

return to job.

Bhatia, et al., (2018) argue that, off the job training improves working capabilities of staff, because the learner gets enough time to learn without pressure of job and meet deadline. This is similar to this study, it indicates that, managers select several staff particular supervisors and senior employees to attend various seminars, workshops, conferences etc. that attended trainings for period of time, hence when back to the office learners were motivated to apply new skills and knowledge acquired, learners are confident and motivated to work as this improves their performance and organization output.

4.6.3 Discussion of Findings on Impact of JRT on Workers Performance

The study findings in this objective imply that, organization has job rotation program to its staff that implemented to junior staff in departments of marketing, customer handling, enquires, public relations, supervision and office operations. The motive behind was to promote responsibility and duties, improve performance and share working experience among employees. The study findings indicated that, majority of staff were satisfied with job rotation training program and to work at organization TTCL. Zondi, et al., (2021) n argue that, job rotation increases employee's strength on organization activities, prevent boredom and stagnation, promotes skills developments minimized fatigues.

The study findings indicated that, job rotation has an impact on employee commitment at workplace. But has slightly impacts on employee involvement at workplace. On the other hand, has normal motivation and confidence level to

employee at workplace. Moreover, job rotation has minimal improvement of working skill, knowledge and ability to employees. This finding relates to Kidunda, et al., (2019) that job rotation was vital for exchange working experience, minimize fraud and intention to gain experience to all organization matters. Some of staff is not willing to rotate to another position as the results they lose motivation or think to turn off. This training most cost the organization to train an employee to fit the new position, as argued by Zondi, et al., (2021) inclined that, job rotation training programs might cost a lot of money and time to train inexperienced staff to fit in new position and employee might perform worse totally and negatively impact the organization.

4.7 Multiple Regression Analysis Results of Training and Development and EP

Multiple regression analysis was used to test how independent variables (On job training, off job training and job rotation) influence the dependent variable (Employee's performance). It provided information regarding the significance of the on-job training, off job training and job rotation that was included in the model. Findings in Table 4.25 indicate the Pearson correlation coefficient (R) of 0.808 for all independent variables (On job training, off job training and job rotation). This extent of Pearson correlation coefficient (R) shows that there is a positive correlation between independent variables (On job training, off job training and job rotation) and dependent variable (Employee's performance).

In this part, the study analyzed data using multiple regression models. First, the study employed Pearson product-moment correlation coefficient to determine statistical relationship between employee performance and training (on the job, off

the job and job rotation) undertaken at the organization. Interpretation of the results were based on the David (1997) descriptors states that no Relationship = .00; Low = .10 - .29; Moderate = .30 - .49; Strong = .50 - .689; Very Strong = .70 – 1.00). Correlation shows statistically significant there is relationship between employee performance and training programs. As the results presented in Table 4.24 whereas (r=.628, p<.1) imply the higher level of employee performance associated with On-the-job training, (r=.646, p<.1) higher employee performance associated with Off-the-job training and (r=.607, p<.1) higher level of employee performance associated with the job rotation at the organization.

Table 4.24: Multiple Regression Results of Independent Variables and EP

MODEL	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1. Constant)	3.953	3.507		1.127	0.311
On job training	0.247	0.178	.628	1.388	0.224
Off job training	0.325	0.199	.646	1.632	0.164
Job rotation	0.012	0.120	.607	0.099	0.925

Source: Research Findings (2023)

Dependent Variable: Employee's performance

Table 4.25: Regression Analysis between Training and Development and Employee Performance

Model	R	R Square (R ²)	Adjusted R Square (R ²)	Std. Error of the Estimate
1	0.808	0.653	0.44	2.476

Source: Research Findings (2023).

Predictors: (Constant), on job training, off job training and job rotation

Therefore, the results from Table 4.24 above can be displayed in the multiple linear regression equation as below;

$$Y = \beta_0 + B_1X_1 + B_2X_2 + B_3X_3 + \epsilon$$

Where as

Y= Employees performance, β_0 = Constant Factor, B_1 = on job training, B_2 = off job training,

B_3 = Job rotation training, ϵ =Error Term/ Random variable, X_1 = the partial slope for B_1 on Y

$$Y = 3.953 + 0.247 X_1 + 0.325 X_2 + 0.012 X_3$$

As shown in the table 4.25 above, the value of R Square (R^2) is 0.653, which implied that training and development can account for 65.3% of the variation in employee performance. Although there might be many factors that can explain the variable on employee performance, nearly 65.3% of it was explained by training and development. This means that the remaining 34.7% of the variation in employee performance cannot be explained by those dimensions of training and development. Findings revealed that there is a positive significant relationship between on job training and employee's performance; change in on job training leads to 0.653 changes in employee's performance. It indicates that when on job training increases, employee's performance also increases.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the findings from chapter four and it also gives the conclusions and recommendations of the study based on the objective of the study. The objective of this study was to examine the effect of training and development on the employee's performance in telecommunication industry, a case of TTCL Sumbawanga.

5.2 Summary of Findings

The study was carried out to examine the effect of training and development on the employee's performance in telecommunication industry, a case of TTCL Sumbawanga. The study used 67 respondents. The specific objectives of the study were to examine the specifically, the study examined on how on job, off job and job rotation training programs affect performance of employees. The data were collected by using two methods namely interview and questionnaire. The analysis was done through SPSS programme and Microsoft excels and from the analysis the study came up with different useful information which paved the way to the study conclusions and recommendations.

Findings revealed that there is a positive significant relationship between on job training and employee's performance; change in on job training leads to 0.628 changes in employee's performance. It indicates that when on job training increases, employee's performance also increases. Correlation shows statistically significant

there is relationship between employee performance and training programs. As the results presented in Table 4.24 whereas ($r=.628$, $p<.1$) imply the higher level of employee performance associated with On- the-job training, ($r=.646$, $p<.1$) higher employee performance associated with Off- the-job training and ($r=.607$, $p<.1$) higher level of employee performance associated with the job rotation at the organization.

5.3 Implications of the study

5.3.1 Implications for policy makers

The finding have positive implication to policy makers and reviews, therefore policy makers should put more efforts on creating supportive training policies for polishing the skills and knowledge of the employees within the organization, which will improve the working performance of employees.

5.3.2 Implications for the industry

The finding that off job training has a significant impact on employee performance that would help the company on motivating employees work hard to job and increase confidence level. The findings that job rotation has a significant impact on employee performance would help the company by motivating workers to gain the experience and differences of the various activities in the company. Training and development is a strong driver leading towards employee performance in the industry. So, the managers should make strategies to carry out or conduct efficient and effective training programs which will develop the skills of employees at every level in industry.

5.3.3 Implications for Academic

The findings review several literatures on job training has a significant impact on employee performance that would help on training to impart new skills to staff and managers prefer this program whereas juniors learnt by looking from seniors, as the results learn and execute tasks and assignments at short time. The study has positive impact on the job training program helped banking staff to lean with demonstration new ways of providing services of improve technology.

5.4 Conclusion

Conclusively, the study revealed that on-the-job training have impacts on employee job performance. This kind of training has seen quicker to impart new skills to staff, whereas juniors learn by looking from seniors, as the results manage to execute tasks and assignments at short time. It is effective in cost because no need to hire instructor or expensive experts from the outside. Moreover, on-the-job training program integrates daily practices that enabled to acquire experience easily. The study findings indicated that off -the- Job training has an impact on motivating employees to job and increase confidence level. The training helps to minimize errors, mistakes and wastage of resources. Employee becomes confident and motivated to tasks undertaking at workplace.

The study findings indicated that job rotation promotes responsibility and duties, improve performance and share working experience among employees. It will need organizes training programs from time to time for its employees to update their knowledge and skills and to ensure that maximum efficiency exist at TTCL Sumbawanga. The findings of this research indicated TTCL at Sumbawanga

according to nature of work depends mainly on high technological and sophisticated equipment. This makes continuous training and development of its human resource crucial and vital, taking into consideration due to the rapid technological advancement.

5.5 Recommendations

Based on the findings of this research and the conclusions drawn, the researcher forwards the following recommendations which help to improve the training & development practice that will results a higher positive impact on employee's performance at TTCL Sumbawanga.

- i. TTCL Sumbawanga should allocate sufficient amount of budget to train TTCL employees. Since investment on people, both in developing and maintaining the appropriate skills and knowledge.
- ii. TTCL Sumbawanga should perceive training of employees as a continuous practice due to the rapid change of technology. Moreover, organizations should adopt flexible structures to enable the employees within the organizations to be innovative as well as flexible in order to align with technological changes.
- iii. TTCL Sumbawanga should create supportive training policies of employees for polishing the skills and knowledge of the employees within the organization, which will improve the working performance of employees.

5.6 Limitations of the Study

The study was being limited by the following factor: -

- i. The study area was being within one organization; therefore, the findings might not appropriately sufficient to make generalization on the effect of employee

training and development towards their performance among other telecom networks but is very appropriate to TTCL Sumbawanga.

- ii. This study was being limited by cost involve in the study; during the exploration of the data, it included stationary, transport, accommodations etc., so researcher was being work hard to afford that will costs involve this study.
- iii. Also, the study might be limited by the willingness of respondents to provide effective data, since because of privacy available in parastatal organization. Most of top administrators might be not willing to provide information basing on their inside staff weakness because of privacy. Moreover, some of the respondents might be reluctant and dishonest in filling the questionnaire that will be difficult to elicit authentic information from such information.
- iv. However, the researcher was work hard to minimize these challenges and collect information relevant to this study, by ensuring sent introduction letter to the management of TTCL Sumbawanga, also the researcher was ensured privacy to respondents that the information will be used for academic purpose only.

5.7 Area for Further Study

The study focused on the effect of training and development on the employee's performance in telecommunication industry (TTCL). The study concluded that the effect of on job training, the effect of off job training and the effect of job rotation training on performance of employees at TTCL Sumbawanga increase confidence level, employee job commitment and job involvement, improvement of working skill, knowledge and ability to employees. Thus, further research should be

conducted in a particular field by including additional variables such as employee abilities and employee job commitment.

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89.

APPENDICES

Appendix 1: Questionnaires to the Employees

Topic: Effect of Training and Development on Employee Performance: A Case of TTCL Sumbawanga

Instructions:

- (i) Please do not write your name anywhere in these questionnaires.
- (ii) Select the right answer according to your knowledge and fill empty brackets.

Part A: General Information

1. Are you: (Please tick as appropriate)

- (a) Male []
- (b) Female []

2. Please select the age category you belong to:

- (a) 18 - 28 []
- (b) 29 - 39 []
- (c) 40 - 50 []
- (d) Above 50 []

3. What is the level of your education? (Please tick as appropriate)

- (a) Certificate level []
- (b) Diploma level []
- (c) Degree level []
- (d) Masters/postgraduate level []

4. Nature of employment. (Please tick the appropriate).

- (a) Permanent contract []
- (b) Temporally contract []

5. How long have you been working for the organization? (Please tick the appropriate).

- (a) Less than one year []
- (b) One to two years []
- (c) Three to five years []
- (d) More than five years []

B: Effect of on job training (OJT) on performance of employees at organization (TTCL)

6. Are you aware with on-the-job training (OJT)? (Tick the appropriate).

- (a) Yes []
- (b) No []
- (c) Partially []

7. Do you think on the job training (OJT) affected performance at workplace?

- (a) Yes []
- (b) No []
- (c) I don't know []

8. If yes in question 7, kindly state how on the job training (OJT) affected performance at workplace (Please put “√” in the given box to mark your choice).

S/N	Variables	Agree strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree strongly	Don't know
1.	I have received on the job training program of the organization						
2.	The training program was good, I liked and enjoyed						
3.	I understood the training topic and also, I learnt what was intended in the program						
4.	There are advancement or changes to the job after the training, in the direction or area that was intended						
5.	I apply relevant skills and knowledge acquired from the training						
6.	The volume or job output level increased						
7.	The training increased performance of employees in managers view						
8.	There are organization growth and advancement						

9. In your opinions state how on the job training (OJT) affected performance at workplace?

- (a)
- (b)
- (c)

10. How do you perceive your commitment after on job training at organization??

- (a) Most committed []
- (b) Committed []
- (c) Fairly committed []
- (d) Uncommitted []
- (e) I prefer not to say []

11. How do you perceive your job involvement after on job training at organization?

- (a) Most involved []
- (b) Involved []

- (c) Fairly involved []
- (d) Uninvolved []
- (e) I prefer not to say []

C: Effect of off job training on performance of employees at organization (TTCL)

12. Are you attended off job training program? (Tick the appropriate).

- a) Yes []
- b) No []
- c) Partially []

13. If yes above, please state what kind of off the Job Training Program Attended? (Tick the appropriate).

- a) Case Studies []
- b) Role playing []
- c) Conferences []
- d) Seminars and workshops []
- e) Audio-visual []
- f) Other (specify).....

14. Do you think off job training affected performance at workplace?

- a. Yes []
- b. No []
- c. I don't know []

15. If yes in question 14, kindly state how on off job training affected performance at workplace (Please put “√” in the given box to mark your choice).

S/ N	Variables	Agree strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree strongly	Don't know
1.	The training provided new skills and knowledge that can help to perform tasks more effectively						
2.	The training program was relevant to my career or job						
3.	The training venue, style, timing, methodology, materials and language were good						
4.	I understood the training topic and what was intended in the program						
5.	I experience what was intended to experience in my job						
6.	There are advancement or changes to the job after the training						
7.	The volume or job output level increased						
8.	I have attained an achievement of standards and accreditations						

16. In your opinions state how off the job training (OJT) affected performance at workplace?

(a)

(b)

(c)

17. How do you perceive your motivation and confidence Level after Off Job Training?

(a) Higher level []

(b) Moderate []

(c) Low level []

(d) I don't know []

(e) I prefer not to say []

D: Effect of Job Rotation training on performance of employees at organization (TTCL)

18. Does Job rotation implement at your organization? (Tick the appropriate).

a) Yes []

b) No []

c) Partially []

19. How do you perceive motives behind job rotation at your organization?

(a) Responsibility and duties []

(b) Improve performance []

(c) Share working experience []

(d) All of the above []

(e) None of the above []

20. What is your satisfaction with job rotation program in the organization?

(a) Most satisfied []

(b) Satisfied []

(c) Fairly satisfied []

(d) Dissatisfied []

(e) I prefer not to say []

21. Are you satisfied working with organization, TTCL?

(a) Most satisfied []

(b) Satisfied []

- (c) Fairly satisfied []
- (d) Dissatisfied []
- (e) I prefer not to say []

22. How do you perceive your commitment after on job rotation at organization?

- (a) Most committed []
- (b) Committed []
- (c) Fairly committed []
- (d) Uncommitted []
- (e) I prefer not to say []

23. How do you perceive your job involvement after job rotation program at organization?

- (a) Most involved []
- (b) Involved []
- (c) Fairly involved []
- (d) Uninvolved []
- (e) I prefer not to say []

24. How do you perceive your motivation and confidence level after job rotation program at organization?

- (a) Higher level []
- (b) Moderate []
- (c) Low level []
- (d) I don't know []
- (e) I prefer not to say []

25. Does job rotation have improved your working skill, knowledge and ability?

- (a) Strong agree []
- (b) Agree []
- (c) Moderate []
- (d) Disagree []
- (e) I prefer not to say []

26. In your opinions state how Job Rotation training affected performance at workplace?

- (a)
- (b)
- (c)

Thanks for your response

Appendix 2: Interview Guides to the Employers

Topic: Effect of Training and Development on Employee Performance: A Case of TTCL Sumbawanga

My name is **Fadhili Sanga**, a student pursuing Master's Degree in Human Resource of Open University of Tanzania (OUT), hereby conducting the academic study to fulfill the requirement for the award of mentioned course. Kindly, I request your cooperation to fill these questionnaires according to your knowledge. All information supplied will be strictly treated confidential.

Questions:

1. Gender
2. Education level
3. What is your position within the organization?
4. How often do you have general meetings with the employees?
5. What is the nature of employment?
6. How long have you been working for the organization?
7. Do you have yearly on job training and development programmes for your staff ?
8. Do you have yearly off job training and development programmes for your staff?
9. If yes, please state on job training methods done
10. If yes, please state off job training methods done
11. Do you think employee training and development important, if Yes or No please state?
12. Does staff respond to employee training programs?
13. How do you percieve employee training programs?
14. Are training programmes supported by sufficient budget?

Appendix 3: Research Budget

No	ITEM	Unit	Cost (Tsh)	Total (Tsh)
1	Research Proposal Development		300,000.00	300,000.00
	Printing expenses	1 @ 100,000	100,000	100,000
	Research consultant fees	2 @ 100,000	200,000	200,000
	Sub-Total			300,000.00
2	Data collection			
	Transport	5 days @ 10,000	50,000.00	50,000.00
	Communication	5 days @ 5,000	25,000.00	25,000.00
	Printing expenses	1 @ 50,000	50,000	50,000
	Meals allowance	5 days @ 10,000	50,000	50,000
	Sub-Total			175,000.00
3	Data Analysis			
	Testing the validity of the research instruments by research assistants.	2 @ 15,000	30,000	30,000
	Sub-Total		30,000	30,000.00
4	Report Writing			
	Proofreading	100,000	100,000	100,000
	Printing cost	200,000	200,000	200,000
	Plagiarism check	120,000	120,000	120,000
	Research consultant fees	150,000	150,000	150,000
	Sub-Total			570,000.00
	Total			1,075,000.000



Ref. No OUT /PG202087438

24th August, 2023

Manager,
Tanzania Telecommunication Limited (TTCL),
P.O. Box 612,
RUKWA.

Dear Manager,

RE: RESEARCH CLEARANCE FOR MR. FADHIL K. SANGA, REG NO: PG202087438

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

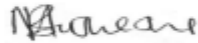
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Fadhili K. Sanga, Reg. No: PG202087438**, pursuing **Masters of Human Resource Management (MHRM)**. We

here by grant this clearance to conduct a research titled "**Assessment on the Effectiveness of Strategies Used by the Judiciary of Tanzania to Retain its Employees: A Case Study of Various Court Institutions in the Lake Zone Regions**". He will collect his data at your office from 6th June to 6th July 2023.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**