

**HUMAN RESOURCE DEVELOPMENT AND EMPLOYEE PERFORMANCE IN AIRTEL
UGANDA**

BY

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1153-05026-00173

**A THESIS PRESENTED TO THE COLLEGE OF ECONOMICS AND
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF A MASTER'S DEGREE IN BUSINESS ADMINISTRATION
OF KAMPALA INTERNATIONAL UNIVERSITY
KAMPALA, UGANDA**

SEPTEMBER, 2018

DECLARATION

"This Thesis is my original work and has never been presented for a Degree or any other academic award in any University or Institution of Learning".

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Date

APPROVAL

"I confirm that the work presented in this report is carried out by the candidate under my supervision".

Dr. Sylvia Nakate.

Supervisor

Date

DEDICATION

This research work is dedicated to my beloved parents, children and my wife for their strong support throughout my studies.

ACKNOWLEDGEMENT

I wish to express my gratitude to the Almighty God and to all people whose support, both materially and morally have encouraged me to pursue and complete this course successfully.

I am particularly indebted to my supervisor Dr. Sylvia Nakate and Dr. Kirabo Bouty who assisted and directed me throughout my studies.

My great appreciation also goes to College of Education, Open Distance and E-Learning Mr. Kasozi and Dr. Tindi for their direction and assistance that helped me complete my studies.

Lastly but not least, I am grateful to my parents, wife, children, brothers, sisters and friends for their continuous support throughout my education.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL	ii
Supervisor.....	ii
Date.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	vii
LIST OF FIGURES	viii
CHAPTER ONE.....	1
INTRODUCTION	1
1.0 Introduction	1
1.1.1 Historical perspective	1
1.1.2 Theoretical Perspective	2
1.1.3 Conceptual Perspective	3
1.1.4 Contextual Perspective	5
1.2 Statement of the Problem	5
1.3 Purpose of the study	6
1.4 Objectives of the study	6
1.5 Research questions	6
1.6 Null Hypotheses of the study	6
1.7 Scope of the Study	7
1.7.1 Geographical scope.....	7
1.7.2 Content scope.....	7
1.7.3 Time scope.....	7
1.7.4 Theoretical scope	8
1.8 Significance of the study	8
1.9 Operational Definitions of key terms.....	9
CHAPTER TWO.....	10
LITERATURE REVIEW.....	10
2.1 Introduction	10
2.2 Theoretical Review	10
2.2.1 Expectancy motivation theory by Vroom (1964).....	10
2.2.2 Organizational learning theory by Argyris (1977).....	12
2.2 Conceptual framework.....	13
2.4 Review of related literature	14
2.4.2 Effect of job mentoring on employee performance	17
2.5 Research Gaps.....	25
CHAPTER THREE	26
METHODOLOGY.....	26
3.1 Introduction	26
3.2 Research Design	26

3.3 Research Population	26
3.5 Sampling Procedure.....	27
3.6 Research Instruments	27
3.7 Measure of variables.....	28
3.8 Validity.....	28
3.9 Reliability	28
3.10 Data Gathering Procedures	29
3.11. Data Analysis.....	29
CHAPTER FOUR.....	31
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	31
4.1: Introduction	31
4.2 Response Rate	31
4.3. Descriptive statistics	32
4.4 Human resource development	35
4.5 Employee performance	37
4.6 Objective one; Effect of training on employee performance in Airtel Uganda.	39
4.7 Objective two; Effect of job mentoring on employee performance in Airtel Uganda	41
4.8 Objective three; Effect of job rotation on employee performance.....	43
4.9 Multiple regression analysis	45
CHAPTER FIVE	48
DISCUSSION, CONCLUSION AND RECOMMENDATIONS	48
5.1. Introduction	48
5.2 Discussion of findings	48
Discussion of findings was done following the study objectives;	48
5.2.1. Effect of training on employee performance	48
5.2.2. Effect of job mentoring on employee performance	50
5.2.3 Discussion of the effect of job rotation on employee performance in Airtel	51
5.3 Conclusions.....	53
5.3.1 Objective one; the effect of training and employee performance	53
5.3.2 Objective two; the effect of job mentoring and employee performance.....	53
5.3.3 Objective three; the effect of job rotation on employee performance in Airtel	53
5.4 Recommendations.....	54
5.4.1 Objective one; the effect of training and employee performance	54
5.4.3 Objective three; the effect of job rotation on employee performance in Airtel	54
5.5 Limitation of the Study.....	54
5.6 Contribution to knowledge.....	55
5.7 Areas for further research	55
APPENDICES	62
APPENDIX I: QUESTIONNAIRE.....	62
APPENDIX II: TRANSMITTAL LETTER FOR THE RESPONDENTS	68
APPENDIX III: TRANSMITTAL LETTER SPGR.....	69
APPENDIX IV: TABLE DETERMINING SAMPLE SIZE.....	70

LIST OF TABLES

Table 3. 1 Population and Sample Size Distribution.....	27
Table 3. 2 Mean Range of a five-level Likert Scale	27
Table 4.1. 1: Gender of Respondents.	32
Table 4.1. 2: The Age of Respondents.....	33
Table 4.1. 3: Education Level.	33
Table 4.1. 4: Length in service	34
Table 4.1. 5: Education Level.	34
Table 4. 2 : Descriptive statistics for human resource development	36
Table 4. 3: Descriptive statistics for employee performance	38
Table 4. 4: Results on effect of training on employee performance in Airtel Uganda ..	38
Table 4. 5 : Results on effect of job mentoring on employee performance in Airtel Uganda.....	42
Table 4. 6 Relationship between human resource development and employee performance.....	44

LIST OF FIGURES

Figure.1: Conceptual Framework **Error! Bookmark not defined.**

ABSTRACT

The study examined the effect of human resource development on employee performance in Airtel Uganda. The study spelt out the problem by showing that despite the emphasis Airtel puts on its human resource development, the performance of employees is still wanting as evidenced by employees' failure to produce quality work, failure to write report, constant absenteeism, late coming and failure to address customer concerns. The study had three specific objectives which included; i) to examine the effect of training on employees performance in Airtel Uganda, ii) to ascertain the effect of job mentoring on employee performance in Airtel Uganda, and finally iii) To establish the effect of job rotation on employee performance in Airtel Uganda. The study followed a descriptive cross sectional survey design. It had a population of 160 and a sample size of 113 respondents. Purposive sampling was used in order to collect high quality of information needed. However the findings of the study indicated the following; training significantly affects employee performance in Airtel Uganda with ($r\text{-squared}=0.411$, & $\text{Sig}=0.000$), the findings also indicated that job mentoring has a significant effect on employee performance in Airtel Uganda, this also implied that effective job mentoring improves the level of employee performance in Airtel Uganda ($r\text{-squared}=0.338$, & $\text{Sig}=0.000$), still the findings indicated that job rotation accounted for 41.1% effect on employee performance in Airtel in Uganda. The researcher concluded that; applying of training as a human resource development system can lead to the improvement in the employee performance since it increases on the quality of work, productivity and efficiency of employee while at work, performance can be improved once job mentoring is effectively done because it helps to increase customer care by the employees within Airtel, thus giving satisfaction to the customer by availing them desired service when needed, still it was concluded that job rotation has a positive significant effect on employee performance in Airtel Uganda. It was recommended that; on training, the management of Airtel Uganda should enhance employee training and ensure that employees are offered with both on the job training and off the job trainings in order to ensure effective performance of employee, the management of Airtel Uganda should ensure that there is continuous mentoring of its employees and this will enable employees work effectively and efficiently. The study contributed to knowledge through the following; one of the most prominent findings from this study is the fact that it has provided evidence to support the fact that human resource development can improve the employee performance in Airtel Uganda, another important revelation that can be attributed to this study is that it is now clear that human resource development is somehow lacking, little is done through to improve employee performance in Airtel Uganda.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter focuses on the background of the study, statement of the problem, purpose, research objectives, research questions, scope, hypotheses and significance of the study, and definition of key operation terms.

1.2 Background to the study

The background was presented in four perspectives which included historical, theoretical, conceptual and contextual perspectives;

1.2.1 Historical perspective

Historically, human resource development has been a major concern for Multinational telecommunication service corporations started in 16th and 17th Centuries. On the African continent, human resource development has captivated the imagination of executives, private and public sector leaders as a way of improving service delivery. Human resource development is done through training and career development. Training is the systematic modification of behavior; through learning which occurs as a result of education; illustration, development and planned experience (Griffith 2014). Human resources development is a growing and thriving field, and HR departments are a crucial component of any successful organization. Human resources professionals manage the personnel who are employed by an organization, ensuring compliance with applicable employment and labor laws, evaluating applicants for available job positions, assessing staff performance, and fielding employee concerns (Opio, 2011).

The four basic functions of human resources generally include 1) Acquisition of Human Resource (Getting people) 2), development of Human Resource (preparing people) career development, 3) Motivation of Human Resource (Stimulating people) employee

training and 4) Maintenance of Human Resources (Keeping them) to define engagement in clear terms to avoid interpretation by subsequent users giving to the construct different meanings (Tead and Metcalf, 2016). Begumisa (2010) studied staff loyalty and customer retention in selected banks, Nakato (2015) studied employee job satisfaction and OCB (Organization Citizenship Behavior) in multinational telecommunication cooperation.

Lunkuse (2011) studied employee training and job performance in Public Service. Additionally, he further noted that employee on job training and employee performance in selected schools, the study focused on employee competence, commitment, psychological contract and OCB among nurses at Mulago Hospital, he related psychological contract to OCB in Uganda Revenue Authority and focused on work place training and job satisfaction in institutions of higher learning in Kenya. None of those mentioned studies were on human resource development and employee performance in Airtel Uganda hence the reason for the researcher to undertake this study in the area which has not been yet covered (Dinah, 2012).

The current Airtel Uganda was founded in 2015 as Celtel Uganda, the first mobile telephone company in Uganda. In July 2014, Celtel Uganda changed its brand name to Zain Uganda. In 2010, Bharti Airtel acquired majority shareholding in the business and the name was changed to Airtel Uganda. In 2013, Airtel Uganda acquired the assets and subscribers of Warid Telecom cementing its position as the number 2 mobile telephone network in Uganda (Kulabako, 2016).

1.2.2 Theoretical Perspective

The study was guided by the expectancy motivation theory by Vroom (1964);

Vroom expectancy motivation theory (1964)

The study based on Vroom expectancy motivation theory (1964), which states that effort, performance and outcome are linked in a person's motivation. Whereas Maslow and Herzberg look at the relationship between internal needs and the resulting effort expended to fulfill them, Vroom's expectancy theory separates effort (which arises from

motivation), performance, and outcomes. Vroom's expectancy theory assumes that behavior results from conscious choices among alternatives whose purpose is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities.

Organizational learning theory by Argyris (1977)

Organizational learning theory states that, in order to be competitive in a changing environment, organizations must change their goals and actions to reach those goals. An organization improves over time as it gains experience. From this experience, it is able to create knowledge. Organizational learning is an aspect of organizations and a subfield of organizational studies. Organizational learning is the process of creating, retaining, and transferring knowledge within an organization (Trust, 2013).

Knowledge creation, knowledge retention, and knowledge transfer can be seen as adaptive processes that are functions of experience. As an aspect of an organization, organizational learning is the process of creating, retaining, and transferring knowledge. Experience is the knowledge that contributes to the procedural understanding of a subject through involvement or exposure (Robbins, 2003).

1.2.3 Conceptual Perspective

Armstrong (2013) defines human resource development as a process of nurturing skills and capability through training an individual after he/she is first hired and providing opportunities to learn new skills, distributing resources that are beneficial for the employee's tasks, and any other developmental activities.

Robinson et al. (2014) define employee performance as a positive attitude held by the employee towards the organization and its value. An engaged employee is aware of business context, and works with colleagues to improve performance within the job for

the benefit of the organization. The organization must work to develop and nurture engagement, which requires a two-way relationship between employer and employee.

Efficiency is concerned with achieving a given result with a minimum use of resources or alternatively achieving the maximum amount of output from a given level of input resources. Efficiency measures imply that there is a measure of determining the minimum resources necessary to produce a given effect or the maximum output that should be derived from a given level of resources. Performance is measured by efficiency; how efficient the enterprise is in use of resources in achieving its objectives. The indicators of performance are profitability ratios such as the net profit margin, the decline in unit costs, sales to total assets, sales to working capital and the size of market share (Charlie, 2011).

Effectiveness is concerned with the attainment of objectives; an action is effective if it achieves intended results. With the measures of effectiveness the focus is on the extent to which objectives of the enterprise have been achieved (Bussiere & Fratzscher , 2011).

Employee performance is determined in terms of productivity of the worker that is to say the level of units produced by an employee in a given period of time when other factors are held constant. What one employee can produce considering the time and total quantity produced in the company (Dima, 2013). The employee performance is also determined basing on the efficiency, accuracy, transparency and effectiveness of the employee in his or her operations. The higher the level of wastage, the lower the level of performance of an employee and the lower the level of wastage the higher the level of employee performance.

For the case of this study, human resource development was conceptualised in relation to training, job mentoring and job rotation, whereas employee performance was measured in terms of efficiency, effectiveness, timeliness and quality of work.

1.2.4 Contextual Perspective

The study took place among employees of Airtel Uganda. Airtel Uganda is a mobile communications and information technology services provider in Uganda. Airtel Uganda is a multinational telecommunication corporations operating in different countries of the world. Airtel Uganda operates in Africa, Europe, and Asia. Airtel Uganda Limited is a subsidiary of Bharti Airtel Limited, the Indian telecommunications conglomerate operating in over 20 countries in Asia, Africa, and the Channel Islands. Airtel was launched in Uganda in 2015 as Celtel and is Uganda's most innovative mobile phone operator, which has introduced many "firsts" in the telecommunication sector. The company also offers mobile funds transfer and banking services known as Airtel Money. Airtel Uganda employs both local and international employees from Africa, Asia and Europe among others. Airtel Uganda has approximately 500 permanent employees who work in all parts of the country. Being an international telecommunication corporation, it emphasizes focus on Human resource development as a strategy of achieving competitive advantages in the telecommunication industry in Uganda, although there is still a challenge on employee's performance (Airtel Uganda Report, 2017). Therefore the study sought to establish the relationship between human resource development and employee performance in Airtel Uganda.

1.3 Statement of the Problem

Human resource development is considered very crucial in most organizations. Organizations can compete effectively when employees are considered for training, mentoring and job rotation as a way of developing them. Airtel Uganda can survive and compete effectively when it emphasizes human resource development in its strategic plan (Both, 2017). Adriana, (2011) also confirmed that it is essential in enhancing the practice of employee performance in order to achieve organizational goals. Some employees in Airtel Uganda are developed through regular training sessions, given mentorship orientation and counseling and guidance as evidenced in

their constant on the job training, coaching of some employee and counseling and guidance as indicated in (Kulabako, 2016). However despite the emphasis Airtel has put on its human resource development, the performance of employees is still wanting as evidences in employees failure to produce quality work, failure to write report, constant absenteeism, late coming and failure to address customer concerns (Human Resource Report Airtel Uganda, 2017). Hence the need to conduct a study to investigate the relationship between human resource development and employee performance in Airtel Uganda.

1.4 Purpose of the study

The purpose of the study was to examine the effect of human resource development and employee performance in Airtel Uganda.

1.5 Objectives of the study

- i. To examine the effect of training on employees performance in Airtel Uganda.
- ii. To ascertain the effect of job mentoring on employee performance in Airtel Uganda.
- iii. To establish the effect of job rotation on employee performance in Airtel Uganda.

1.6 Research questions

- i. What is the effect of training on employee's performance in Airtel Uganda?
- ii. What is the effect of job mentoring on employee performance in Airtel Uganda?
- iii. What is the effect of job rotation on employee performance in Airtel Uganda?

1.7 Null Hypotheses of the study

- i. H_{01} ; There is no significant effect of training on employee performance in Airtel Uganda.

- ii. Ho₂; There is no significant effect of mentoring on employee performance in Airtel Uganda.
- iii. Ho₃; There is no significant effect of job rotation on employee performance in Airtel Uganda.

1.8 Scope of the Study

The study scope was looked at in relation to geographical scope, Content scope, time scope and theoretical scope;

1.8.1 Geographical scope

The study was conducted at the headquarters of Airtel Uganda located at the Airtel House, on clement hill road plot 16A in the Central Division of Kampala, the county's capital and largest city. The coordinates of the headquarters are 0°19'152.0"N, 32°35'38.43"E (Latitude: 0.3192; Longitude: 32.589738).

1.8.2 Content scope

The study focused on human resource development and employee performance in the Airtel Uganda. Human resource development was measured using training, job mentoring and job rotation whereas performance was measured in relation to Quality of work, Efficiency and Effectiveness.

1.8.3 Time scope

The research study covered a period between February 2017 and May 2018. Whereby the study started with a proposal between February to July 2017, data collection took place between August 2017 to March 2018, data analysis took place between April to July 2018, the final report was written in August and submitted in September 2018.

1.8.4 Theoretical scope

The study was mainly based on expectancy theory by Vroom, 1964. The theory stated that employees are motivated to work when they expect a reward out of their effort such as staff development. Further explanation of the theory is in chapter two.

The study was also based on organizational learning theory by Argyris (1977). Organizational learning theory states that, in order to be competitive in a changing environment, organizations must change their goals and actions to reach those goals.

1.9 Significance of the study

The study is significant in that; Adoption and utilization of the study findings may encourage Airtel Uganda management to adopt the most appropriate human resource development methods/techniques which have the capacity to improve employees' performance in the organization, which will subsequently lead to improved employees' performance and its associated benefits.

The study findings will lead to making logical generalizations and developing a body of knowledge in this area, the knowledge generated may be useful to other researchers as references to further research in related topics

The practitioners may use the findings in the industry as a guiding principle to adhere to best practices; and regulatory bodies and policy makers may make use of this research to come up with decisions, policies and standards that can help propel the industry to greater heights.

The findings should enable Airtel Uganda to put emphases on human resource development strategies such as training, coaching, mentoring, counseling and guidance as way of achieving employee performance.

1.10 Operational Definitions of key terms

Human resource development; refers to provision of skills and capability through training an individual after being employed by an individual or organisation.

Employee performance; refers to how well one does a piece of work or activity and ability to bring about desired results in a satisfactory manner is all that performance is about. Good performance is an indication of success and development of all organization. Performance is the measure of how well the organization does its job.

Training; refers to the action of teaching an employee a particular skill or type of behavior.

Job mentoring; this refers to the employee training system under which a senior or more experience individual is assigned to act as an advisor or guide to a junior or trainee.

Employee; an individual who works part time or full time under a contract of employment, whether oral or written, express or implied, and has recognized rights and duties;

Human resources; the individuals who make up the workforce of an organization, although it is also applied in labor economics too, for example, business sectors or even whole nations;

Job rotation; refers to a lateral transfer of employees among a number of different positions and tasks within jobs where each requires different skills and responsibilities.

Effectiveness; refers to the attainment of objectives in an organisation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the concepts of human resource development and employees' performance, theoretical review, relationship between human resource development and employees' performance, conceptual framework and review of related literature.

2.2 Theoretical Review

The study was guided by the expectancy motivation theory by Vroom (1964);

2.2.1 Expectancy motivation theory by Vroom (1964)

The study was guided by Vroom expectancy motivation theory (1964); Viktor Vroom's expectancy theory is one such management theory focused on motivation. The theory states that in order to enhance the performance-outcome tie, managers should use systems that tie rewards very closely to performance. Managers also need to ensure that the rewards provided are deserved and wanted by the recipients. In order to improve the effort performance tie, managers should engage in training to improve their capabilities and improve their belief that added effort will lead to better performance (Lawler, 2013). According to Holdford and Lovelace-Elmore (2011), Vroom asserts, "Intensity of work effort depends on the perception that an individual's effort will result in a desired outcome". Organizations that are more committed to their workers typically make more investment as compared to similar organizations in progressive human resource practices like education, training and development and compensation package (Huselid, 2015).

The Expectancy Theory of Motivation is best described as a process theory. It provides an explanation of why individuals choose one behavioral option over others. "The basic idea behind the theory is that people will be motivated because they believe that their decision will lead to their desired outcome" (Redmond, 2013). "Expectancy theory

proposes that work motivation is dependent upon the perceived association between performance and outcomes and individuals modify their behavior based on their calculation of anticipated outcomes”, this has a practical and positive benefit of improving motivation because it can, and has, helped leaders create motivational programs in the workplace. “This theory is built upon the idea that motivation comes from a person believing they will get what they want in the form of performance or rewards. Although the theory is not “all inclusive” of individual motivation factors, it provides leaders with a foundation on which to build a better understanding of ways to motivate subordinates”. Expectancy theory is classified as a process theory of motivation because it emphasizes individual perceptions of the environment and subsequent interactions arising as a consequence of personal expectations.

The theory assumes that the choices being made are to maximize pleasure and minimize pain, as also seen in the Law of Effect, “one of the principles of reinforcement theory which states that people engage in behaviors that have pleasant outcomes and avoid behaviors that have unpleasant outcomes (Stecher & Rosse, 2014). He suggests that prior belief of the relationship between people’s work and their goal as a simple correlation is incorrect. Individual factors including skills, knowledge, experience, personality, and abilities can all have an impact on an employee’s performance. Vroom theorized that the source of motivation in Expectancy Theory is a multiplicative function of valence, instrumentality and expectancy. He suggested that “people consciously chose a particular course of action, based upon perceptions, attitudes, and beliefs as a consequence of their desires to enhance pleasure and avoid pain” (Vroom, 1964).

According to this theory, expectancy can be described as the belief that higher or increased effort will yield better performance. This can be explained by the thinking of “If I work harder, I will make something better”. Conditions that enhance expectancy include having the correct resources available, having the required skill set for the job at hand, and having the necessary support to get the job done correctly.

Instrumentality can be described as the thought that if an individual performs well, then a valued outcome will come to that individual. Some things that help instrumentality are having a clear understanding of the relationship between performance and the outcomes, having trust and respect for people who make the decisions on who gets what reward, and seeing transparency in the process of who gets what reward (Lawler, 2013).

According to Lawler (2013), valence means ‘value’ and refers to beliefs about outcome desirability. There are individual differences in the level of value associated with any specific outcome. For instance, a bonus may not increase motivation for an employee who is motivated by formal recognition or by increased status such as promotion, valence can be thought of as the pressure or importance that a person puts on an expected outcome (Redmond, 2010).

Expectancy motivation theory (1964) is relevant to this study since it indicates that in order to improve the effort performance tie, managers should engage in training to improve their capabilities and improve their belief that added effort will lead to better performance.

2.2.2 Organizational learning theory by Argyris (1977)

The study was also based on organizational learning theory by Argyris (1977). Organizational learning theory states that, in order to be competitive in a changing environment, organizations must change their goals and actions to reach those goals. Organizational learning is the process of creating, retaining, and transferring knowledge within an organization. An organization improves over time as it gains experience. From this experience, it is able to create knowledge. This knowledge is broad, covering any topic that could better an organization. Organizational learning is an aspect of organizations and a subfield of organizational studies (Trust, 2013).

As an aspect of an organization, organizational learning is the process of creating, retaining, and transferring knowledge. Knowledge creation, knowledge retention, and

knowledge transfer can be seen as adaptive processes that are functions of experience. Experience is the knowledge that contributes to the procedural understanding of a subject through involvement or exposure. Research within organizational learning specifically applies to the attributes and behavior of this knowledge and how it can produce changes in the cognition, routines, and behaviors of an organization and its individuals (Robbins, 2014).

Individuals are predominantly seen as the functional mechanisms for organizational learning by creating knowledge through experience. However, individuals' knowledge only facilitates learning within the organization as a whole if it is transferred. Individuals may withhold their knowledge or exit the organization. Knowledge that is embedded into the organization, in addition to its individuals, can be retained. Organizations can retain knowledge in other ways than just retaining individuals, including using knowledge repositories such as communication tools, processes, learning agendas, routines, networks, and transitive memory systems (Milkovich, 2012).

After reviewing the two theories related to human resource development and employee performance, the researcher considered expectancy theory because it under pins the study variables although other theories are equally important to supplement the expectancy theory.

2.2 Conceptual framework

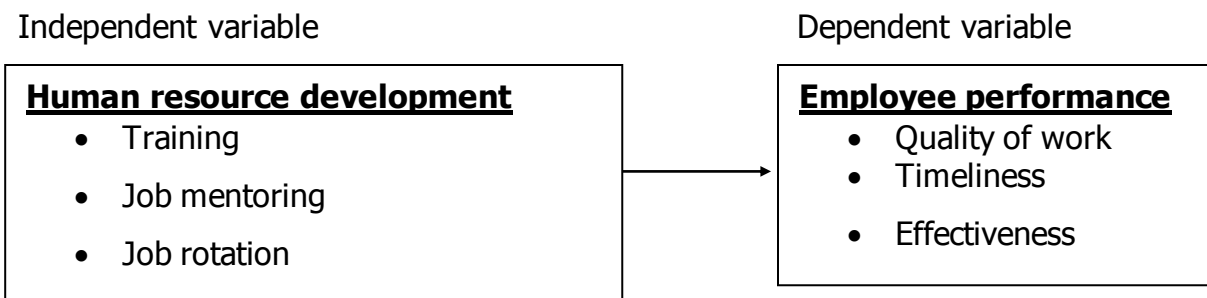


Figure 1: Conceptual Framework

Source: Adopted from Armstrong 2013 and modified by the researcher, 2017. The conceptual framework in Figure 1 indicates the effect of human resource development on employee performance. Still the conceptual framework shows the Independent variable as human resource development and Dependent variable as employee performance. The Independent variable (human resource development) was conceptualized in terms of training, job mentoring and job rotation, whereas the dependent (employee performance) was measured in terms of efficiency, effectiveness, timeliness and quality of work.

The study of human resource management development has been an important and critical area in management and organizational performance from last several years especially in the education sector, Impacts of HR development on organizational performance have been an important area of research in past 25 years indicating positive relationship between Human Resource Development and employee performance. A number of researchers have discussed that HR developments are positively linked with organizational and employee performance (Shahzad, et al., 2011). With a growing focus on the importance of 'knowledge societies' for equipping countries with a suitable workforce, issues around human resources within the education sector have come under greater scrutiny. The human resource element has two important dimensions: education supplies human resources, but equally it is essential that those responsible for education receive high quality training and opportunities in order to fulfill their role (Barrett, et al., 2011).

2.4 Review of related literature

This section presents the review of related literature following the study objectives;

2.4.1 Effect of training on employee performance

Kenney (2013) noted that it is the part of Human Resource management that specifically deals with training and development of the employees. Human resource development includes training an individual after he/she is first hired, providing

opportunities to learn new skills, distributing resources that are beneficial for the employee's tasks, and any other developmental activities.

Krietner (2010) argued that on the job training methods are those which are given to the employees within the everyday working of a concern. It is a simple and cost-effective training method. The in-proficient as well as semi-proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such training is "learning by doing." Instances of such on-job training methods are job-rotation, coaching, job rotation, etc.

McGhee (2013) indicated that off the job training methods are those in which training is provided away from the actual working condition. It is generally used in case of new employees. Instances of off the job training methods are workshops, seminars, conferences, etc. Such method is costly and is effective if and only if large number of employees have to be trained within a short time period. Off the job training is also called as vestibule training, i.e., the employees are trained in a separate area (may be a hall, entrance, reception area, etc. known as a vestibule) where the actual working conditions are duplicated. Examples are; vestibule training role playing, lectures.

Langdon (2014) argued that vestibule training is a type of instruction using a vestibule, a small area away from the actual worksite, consisting of training equipment exactly duplicating the materials and equipment used on the job (Cascio, 2010). The purpose of vestibule training is to reproduce an actual work setting and place it under the trainer's control to allow for immediate and constructive feedback. Training vestibules are useful because they allow trainees to practice while avoiding personal injury and damage to expensive equipment without affecting production. Training effectiveness is dependent on the fidelity level of the simulated equipment and the trainee's ability to behave as in his or her work setting (Goldstein, 1993).

According to Berman (2013), training and improvement are critical to developing and maintaining a strong capable workforce. Structured performance incorporates the institutions vision and mission into the overall evaluation of the employee. The training systems increase the fairness and transparency of the evaluation process and guide individuals and supervisors towards targeted improvement strategies. They also protect both the employee and the institution from potential bias and ensure that employees receive fair and accurate feedback. However these should be tailored to suit the necessary employee aspirations as noted by the department or organization at large something hardly existed in the above reviewed literature thus more investigations were needed in this arena, the staff training process offers employees the opportunity to receive structured, constructively framed feedback about their work and growth potential.

Luis (2011) considered on-job trainings as a training tool that asks the managers to asses a worker's on-job training .The rater asked to assess whether the employees exhibit certain on-job trainings like laziness, corporation and loyalty. Brandit (2014) described the force influencing and understanding human on-job trainings at work on-job trainings with review of the forces that affect employees regardless of the size of the organization which are Work group influence, organization culture, Worker on-job trainings, family influence, job influence and personal characteristics. Brandit also added that on-job training refers to performance assessment of people based on what they do 4instead of what they produce. It employs on-job observation scales as opposed to practices that focus on results only, such as management by objectives.

Ribon (2010) noted that it is difficult to identify the specifications that can be directly attributed to employee actions .This a particular true on person in staff position and individual whose work are assignment are intrinsically part of group effort .The group performance may be readily evaluated, but the contribution of each group member difficult or impossible to identify, in such instant it is not unusually for the management of the employees on-job training.

Langdon (2014) describes on-job training as the act of doing things and it is also deemed the first layer of performance. Individuals behave or should behave in a certain way to accomplish their duties. They are expected to produce quality work, use resources effectively, and follow guidelines and processes to achieve desired results. All on-job training must rise to certain standards. The work produced can also be measured according to a certain amount, completed within a given time frame and according to a specified level of staff satisfaction (Langdon, 2014).

Langdon (2014) describes on-job training of employees in an organization has a direct impact on its service standards. For example, employees who lack drive, passion and commitment to their work may lack initiative, fail to meet target dates and show very little regard for the importance of value contribution in whatever they do. Thus, the connection between the first two layers is clear.

Amongst the few examples used by Langdon (2014) is that processes need adequate and timely resources, and that business units need methods to keep on top of changing demographics, technologies, and shifting marketplaces. Bearing in mind the three layers of performance indicated above, the final layer which has a high impact on performance is trainings. In his assertion, Langdon (2014) argues that executives, managers, and co-workers can affect performance on-job training by their attitudes, temperament, and prejudices. They may keep desired on-job training from occurring, prevent standards from being reached, and circumvent the support that is in place. From the above, the researcher's position is that it takes more than just conforming to daily or routine instructions and carrying out operational activities to guarantee the achievement of the strategic objectives of an organization, on-job training, standards, support and trainings are essentially as important as having a well documented strategic plan (Gomez, 2014).

2.4.2 Effect of job mentoring on employee performance

Mentoring is a term generally used to describe a relationship between a less experienced individual, called a mentee or protégé, and a more experienced individual known as a mentor. Traditionally, mentoring is viewed as a dyadic, face-to-face, long-

term relationship between a supervisory adult and a novice student that fosters the mentee's professional, academic, or personal development (Donaldson, 2014). It is important to acknowledge that the term "mentor" is borrowed from the male guide, Mentor, in Greek mythology, and this historical context has informed traditional manifestations of mentoring.

The traditional model is but one configuration of mentoring within a wide range of possible models that vary in their structure and function. As for structure, mentoring can involve a one-on-one relationship or a network of multiple mentors. A network may vary in timing of access to multiple mentors and in its content. In terms of timing, multiple mentors may be enlisted concurrently. For example, mentoring may involve a peer group, such as when women scientists convene to talk about the science community. A network can also refer to "cascade mentoring," a popular group form in science education circles, where a professor may supervise graduate students or advanced undergraduates in research, who in turn, supervise lower division undergraduates (Griffin, 2014).

Anthony (2011) noted that some things that the human resource should consider in their own development include seeking a variety of assignments, tackling tough problems and asking for feedback. Coaching is another helpful activity, both in looking for opportunities to coach others and finding good coaches for him or her. It can help to ask for feedback when working with a variety of people and in a variety of situations. Human resources should be looking for developmental relationships that can provide a variety of learning. They can also identify goals for new skills and abilities and then look for ways to meet those goals. It can also be helpful to attend classes and workshops to fill in conceptual needs. While human resource development is critical to the success of an organization, both the human resource and the organization must recognize that most of the responsibility for development falls to the human resource (Aswathappa, 2011).

Armstrong (2011) noted that successful human resource development depends upon conversations held in an atmosphere of trust and collaboration. To engender such an environment: Find a private, comfortable spot for the discussions, allow plenty of time - a rushed sense will not help build rapport, make sure you listen as you establish a two-way conversation, ensure that any goals set are clear and attainable and outline the next steps and responsibilities for each step. The supervisor's role is to provide information and support to the human resource during this development process.

Armstrong (2013) asserts that human resource development gives a manager better information about the people they manage so that they can be more effective, and human resource development is not just the responsibility of the human resource. In today's diverse workforce, business practices have evolved to reflect economic competitiveness in developing and retaining talented human resources. Organizations are continually seeking new solutions to assess, understand and strategize human resource development. One of the greatest challenges faced by managers is the strategic personal development of their human resources in order to ensure effective use of their talent. To properly manage this vital resource, they must identify their challenges and then implement human resource development and for improvement (Witte, 2013).

As mentioned by Stephen (2012), training sessions accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence, which may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes.

Scott, Clothier and Spriegel (2013) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that training practice is having a strong bond with all other human resource practices as it enables employees to develop themselves within the firm and raise their market value in the market (Delaney, 2012). Moreover, training supports to

shape employees' job related behavior and facilitate them to participate for the success of the organization and ultimately the firm gets higher return due to superior performance of its employees. Mamoria (2012) further mentioned that a well-trained worker is able to make a best use of organizational resources along with minimum level of wastages.

As stated by Nevis (2012), when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success. In recent years even in modern companies, more and more executives had turned to personal coaches to address their training needs. A coach might sit on a meeting to observe the employee in action, and later provide feedback and guidance to help employees on how to improve their interaction skills in the future (Evans, 2011).

Most coaches also encourage their "trainees" to discuss difficult situations as they arise and work through alternative scenarios for dealing with those situations. Although coaching is rapidly growing in popularity, it is a relatively new technique. Evidence of its effectiveness has not yet been documented and few guidelines are available to evaluate whether a potential coaching relationship is likely to succeed, (Gordon, 2013).

Effective training therefore, helps an organization achieve knowledge workers who provide intellectual capital which contributes to the accomplishment of performance goals,(Ivancevich, 2010). Study findings on the relationship between the level of training and employee performance in the research conducted by Gummesson, (2012), about training and employee performance in selected telecommunication companies in Hargeisa Somalia, indicated that, many respondents disagreed with some doubt that performance is not related to training, that, causes of employee performance problems is attributable to the work environment, not the employees (Huselid, 2011).

From a strategic and competitive advantage perspective, it is important to integrate employee performance with organizational performance goals. A group of employee

who performs in a manner that does not help the firm accomplish its goals is incongruent with short or long term survival. Most experts believe that the firm's strategy must be aligned with employee's competencies and performance if profitability, growth, effectiveness and evaluation are to be achieved (Krietner, 2011).

2.4.3 Effect of job Rotation on employee performance

Beardwell (2015) argued that job rotation, sometimes called cross training, is one of the many forms of on-the-job training and a formal effort at executive development (Zeira, 2016). Job rotation can be considered as lateral transfer of employees among a number of different positions and tasks within jobs where each requires different skills and responsibilities. Individuals learn several different skills and perform each task for a specified time period. Rotating job tasks helps worker understand the different steps that go into creating a product and/or service delivery, how their own effort affects the quality and efficiency of production and customer service, and how each member of the team contributes to the process. Hence, job rotation permits individuals to gain experience in various phases of the business and, thus, broaden their perspective. Job rotation is a developmental technique that has been widely used but, surprisingly, received little attention in human-resources studies. Empirical research in this regard is sorely needed (Beatty, 2015).

Traditionally, job rotation is usually addressed at an organizational level.¹ from the employers' point of view; organizational theorists have advocated frequent rotation as a means of reducing fatigue and boredom on production jobs so as to maintain productivity (Miller, 2012) and fairly frequent rotation after the initial hiring as a means of orientation and placement. Job rotation enables the training of workers to be backups for other workers so that managers have a more flexible work force and a ready supply of trained workers. When rotation occurs at longer intervals, it has been thought as a practice of progressive human resource development or a means of enhancing the value of work experience for career development (Latham, 2013).

Leonard (2010), further asserted that when planning training for human resource development, one major factor to consider is each human resource's abilities. You want to be sure to match the abilities of the human resource appropriately to corresponding business training or there could be a problem.

Lockwood (2014) added that if an organisation wants human resource to be capable of doing the accounting for the department and would like to send the person to an accounting course, be sure they are good at accounting and numbers. Maybe the human resource does not have a mathematical mindset. Think about the skills of the human resource before you determine different training classes to send him or her to. Another factor that needs to be determined during the planning phase of human resource development is the areas of business that motivate the human resource. As a manager or a leader, you have worked with the human resource long enough to know what makes the person tick. You need to know what makes the person want to work harder (Armstrong, 2014). What kinds of things does the human resource excel at and try extra hard at doing? These are things that motivate the human resource.

According to Leonard (2014), staff performance may be related to numerous factors within the workplace, such as overall satisfaction, knowledge, and management. But there is a definite between training and performance, as training programs can address numerous problems that relate to poor performance. Knowledge, development programs, increases human resources job knowledge. An increase in job knowledge means that the human resource will feel more comfortable doing his job and will perform at a high level (Luis, 2011).

Guest (2015) explains that impact of HR development on performance of employees is also related with the response of employees towards HR development, because employees have their own perception regarding the HR development (Barney, 2015). As Burke (2015) discussed, eight HR development includes recruitment and selection practices, placement practices, training practices, compensation practices, employee performance evaluation practices, promotion practices, grievance procedure and

pension or social security. Huselid (2015) discussed eleven HRM practices in his study which are: personnel selection, performance appraisal, incentive compensation, job design, grievance procedures, information sharing, attitude assessment, labor management participation, recruitment efforts, employee training and promotion criteria. Buitendach (2013) examines the relationship between three HR development that is to say; compensation, promotion and performance evaluation and perceived employee performance (Chris, 2013).

Freeman (2011) explains that by adopting and effecting HR development, an organizations, can produce the positive results in employee performance and can improve the organizational culture in a positive way. He also added that compensation, promotion and performance evaluation and perceived employee performance are those three practices which are related with financial earning and social issues of an individual so these can be used as determinants of employee performance - the performance of employees' possibly related with their skills, knowledge and competencies but most important their level of motivation toward jobs (Fletcher, 2011).

Guest (2012) argued that every employee go through several stages of development as they move from being a career 'beginner' to a full expert in their field. Each stage has specific needs and tasks to consider. As you work with human resources on development, it can be helpful to look at their stage in order to find the best kind of activities for them. If human resource has recently completed a career change, he or she is probably in the "exploration and trial" stage. If, on the other hand, he or she has burned out on his or her career, he or she might be in "disengagement" even though chronologically he or she might be in his or her early thirties in age (Buitendach, 2013).

Holden (2013) noted that every human resource undergoes a series of events as they climb up the career ladder. These series of events is what human resource experts call the lifecycle of human resource development. It is imperative that employers control, and consider the stages from finding potential workers, hiring, training to task assigning, working, and separation. As the company works on this development, HR

managers play a key role in finding the best activities that fit their stage. Since not all human resources in the company are in the same stage, the attention must be human resource specific. Furthermore, the stage of human resource development does not also correlate with age. One human resource may be in the production and growth stage, while another human resource of the same age could still be in the training stage (Gatewood, et al, 2011).

Kuvaas (2014) noted that the initial stages of human resource development take place usually within the first three months of the human resource's stay in the company (Wright, et al., 2003). This stage is what HR experts call the orientation stage. Surprisingly, it covers the searching, screening, interviewing, to hiring the human resource. Even during the human resource search period, potential workers have already made a good grasp about the company through the job description. During the screening and interview phase, the candidate increases his knowledge about the company and prepares himself mentally and emotionally in case he gets the job (Armstrong, 2014).

After hiring, the new human resource learns to fit in. He expects more involvement with the supervisor as against with other co-workers. During this phase, the newly hired human resource now creates an image in his mind about how he will perform in the new job (Fletcher, 2011). The HR manager must allow an environment where the new human resource can be dependent to others in getting direction, information, and inspiration involvement in this phase, although work starts to become a routine. The human resource still asks for help during this phase, so HR managers must give ample allowance for improvement (Kuvaas, 2014).

According to Rush (2011), the supervisor has several roles to play, but providing information and support to facilitate the human resource development is what is most important. There are a few basic roles for a supervisor in developing human resources. They include: coaching human resources to help them determine what they need for development, providing both positive and corrective feedback, offering organizational

insight, information, and advice, guiding the planning through goal setting and checking back over time, allotting time and money for development experiences and ensuring opportunities for applications of new learning.

Human resource development help managers effectively manage, motivate and empower human resources. Effective management requires insight about the core characteristics of individuals. Human resource solutions can provide invaluable tools for increasing consistency in managing human resources. Good management is all about understanding 'fit' and how human resources fit in with their job, their manager, their team and the organization (Leitch, 2014).

2.5 Research Gaps

Different researchers have reviewed literature on human resource development and employee performance in schools, hospitals, banks, public sector but none has conducted a study relating the variables in Airtel Uganda. Most of the scholars studied the variables in western setting which call for a study in the Uganda context.

Studies have shown that most of the human welfare services have been carried out using Western countries samples (Armstrong , 2014) and emerging economies in Asia such as China and South Korea (Berry, 2010). However, very few studies have used samples from sub-Saharan Africa and South Sudan in particular, thus challenging the generalizability of these studies to a non-Western context.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used to conduct this research. It presents the research philosophy and design, the study population, sample size and selection, data collection methods, research procedure, validity and reliability of instruments, data analysis and ethical considerations.

3.2 Research Design

The research adopted a descriptive cross sectional survey design. Cross sectional design was used because the study involves collecting opinions from different respondents at once (Creswell, 2015). The study was a survey because it involved a large number of respondents (Best and Kahn, 1993). The study was descriptive because it allowed the researcher to discover patterns in employees thinking and describe issues from their own point of view. Quantitative approach was used in analyzing primary data from the field using descriptive statistics. Correlation design was also used to establish the relationship between variables (Amin, 2013).

3.3 Research Population

Target Population

The target population included 160 employees of Airtel Uganda. These were considered because they were the right people to provide the information required by the researcher (Airtel Human Resource department manual, 2017).

3.4 Sample Size

A sample of 113 selected employees from Airtel Uganda was considered. The minimum sample size was computed using the Morgan and Krejcie (1970) table for determining sample size from a given population as cited in Amin (2013).

Table 3.1 Population and Sample Size Distribution

Category	Population	Sample Size	Sampling procedure
Administrator	16	7	purposive sampling
Supervisors	20	14	Purposive sampling
Managers	27	23	Purposive
Operation staff	97	69	Purposive
	160	113	

Source: Primary data, 2017

3.5 Sampling Procedure

Purposive sampling was used to select a sample of employees. Purposive sampling was used in order to collect high quality of information needed. Purposive sampling was used to select employee who have knowledge on the study.

3.6 Research Instruments

A self-administered questionnaire was used in the study so as to make sure that questionnaire reached the intended respondents. Section A included demographic characteristics; section B included human resource development and employee performance in Airtel Uganda.

Table 3.2 Mean Range of a four-level Likert Scale

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

3.7 Measure of variables

Standard questionnaires on 4-Likert scale ranging from strongly agree (4); agree (3); disagrees (2) strongly disagrees (1).

3.8 Validity

Here the questionnaire was evaluated by the researcher and the supervisor to judge the validity of questions according to the objectives. After the assessment of the questionnaire, the necessary adjustments were made bearing in mind the objectives of the study. Then a content validity index (CVI) was computed using the following formula;

$$\text{CVI} = \frac{\text{Number of items declared valid}}{\text{Total number of questions in the questionnaire}}$$

A minimum of 0.75 of CVI was used to test validity of the research instrument
For the case of this study;

$$\text{CVI} = \frac{36}{42} = 0.86$$

$$\text{CVI} = 0.86$$

Therefore the content validity index of 0.86 in this study implies that the instrument was valid.

3.9 Reliability

The researcher ensured reliability or the degree of consistency and precision in which the measuring of instruments is demonstrated (Amin, 2013). In establishing the reliability of the instrument, a test-retest method was used to compare the responses from the two tests, and later a Cronbach's alpha coefficient was used to assess the internal consistency. The instrument was considered reliable when its score was 0.70 and above, thus reliable for the study.

Table 3.3: Reliability Statistics

Variables	N of Items	Cronbach alpha coefficients	Interpretation
Human resource development	25	0.78	Acceptable
Employee performance	11	0.80	Good

From the table above the reliability of an instrument was computed using cronbach alpha coefficient whereby human resource development is having 25 items and the coefficient of 0.78 interpreted acceptable and the employee performance is having 11 items with corresponding alpha coefficient of 0.80 interpreted as good.

3.10 Data Gathering Procedures

The researcher requested for an introduction letter from the College of Economics and Business of Kampala International University which was addressed to Airtel Uganda for permission to conduct the study. The researcher and his research assistants administered the questionnaire and a contact person was taken for follow-up.

3.11. Data Analysis

Descriptive statistics such as frequency and percentages were used to present data on demographic characteristics of respondents. Means and standard deviations were used to present data on the extent of human resource development and employee performance. Still data analysis was carried out following the study objectives whereby data on objective one, two and three were analyzed using single linear regression analysis to show the effect between variables.

3.12 Ethical Consideration

The respondents were requested to sign the informed consent. Authors quoted in this study were recognized through citations and referencing. The researcher ensured confidentiality when conducting research. Further still the researcher avoided sites where informants may feel coerced to participate in research. The researcher was honored the informant's privacy and also the researcher sought for permission before interviewing the respondents. The research ensured the respondent is communicated to in the most understanding manner to ensure that they freely participate in the study. Objectivity: The research team was assured of objectivity when carrying out the research and any attempt to bias results were considered unethical and should therefore be avoided.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1: Introduction

The results in this section were presented so as to explore the data with respect to the research study objectives. After the data entry stage, the data was captured using the SPSS software and then analyzed with respect to the research objectives. The analysis was presented using correlations, and analysis of variance tables and Regression analysis. The research objectives were; to examine the effect training and employee performance in Airtel Uganda, to examine the effect of job mentoring and employee performance in Airtel Uganda, and to examine the relationship between human resource development and employee performance in Airtel Uganda.

4.2 Response Rate

Response rate (also known as completion rate or return rate in survey research) refers to the number of people who answered the questionnaires divided by the number of people in the sample. It is usually expressed in the form of a percentage. A low response rate can give rise to sampling bias if the non- response is unequal among the participants regarding exposure and /or outcome. In this study, the sample was 121 respondents but the study managed to access 113 members as shown in the table below;

Table 4.2: Response rates to the study

Respondents	Sample	Response	Response rate
Administrator	9	7	78%
Supervisors	16	14	88%
Managers	25	23	92%
Operation staff	71	69	97%
Total	121	113	93%

According to Table 4.1 above, out of the 9 questionnaires given to the administrators, 7 were returned fully completed, giving a response rate of 78%. Out of 16 questionnaires administered to supervisors 14 were fully answered and returned, implying a response rate of 88%. Out of 25 questionnaires given to managers, 23 were returned and fully completed and giving a response rate of 92%. Out of 71 questionnaires given to operation staff, 69 were fully answered and returned, implying a response rate of 97%. The overall response rate of the respondents was thus 93%. With that high response rate of 93%, the findings of the study were representative of the actual population and sample size, and could therefore be generalized.

4.3. Descriptive statistics

The descriptive statistics were used to show the demographic characteristics. These were followed by the t-tests. The results from the descriptive statistics are as shown below.

Table 4.3.1: Sex of Respondents.

Item	Description	Frequency	Percentage (%)
Sex	Male	59	52.2
	Female	54	47.8
Total		113	100

Source: Primary Data, 2018

Table 4.3.1 above indicates the gender of respondents where majority of them were male with a dominance of (52.2) compared to their counterparts the female with (47.8%). Therefore, this implied that the majority were male although the corporation considers gender balance important.

Table 4.3.2: Age of Respondents.

Item	Description	Frequency	Percentage (%)
	20-30 years	25	22.1
	31-40 years	80	70.8
Age group	41-50 years	8	7.1
Total		113	100

Source: Primary Data, 2018.

Table 4.3.2 above indicates that majority of the responds were between the age of 31-40 years with 70.8 %, 20-30 with 22.1% and 41-50 years with 7.1% . This implies that majority of the respondents in Airtel Uganda were mature in regards to age and had acquired enough working experience.

Table 4.3.3: Education Level.

Item	Description	Frequency	Percentage (%)
	Certificate	1	.9
	Diploma	19	16.8
Education Level	Degree	62	54.9
	Masters	31	27.4
Total		113	100

Source: Primary Data, 2018.

Table 4.3.3 above indicates that majority of respondents were degree with 54.9 %, masters with 27.4%, diploma with 16.8% and certificate with .9%. This implies that majority of the respondents had attained a degree and also many had attained masters. This implies Airtel Uganda considers education important and majority of its employees are educated to a higher level.

Table 4.3.4: Length in service

Item	Description	Frequency	Percentage (%)
Working experience	2-4 years	54	47.8
	5-7years	46	40.7
	8-10years	13	11.5
Total		113	100

Source: Primary Data, 2018

The above table 4.3.4 indicates that majority of the respondents had worked for 2-4years with 47.8%, 5-7 years with 40.7% and 8-10 years with 11.5%. This implies that majority of the employee in Airtel Uganda have gained adequate working experience in the corporation.

Table 4.3.5: Staff position.

Item	Description	Frequency	Percentage (%)
Position	Operational staff	59	52.2
	Supervisor	26	23.0
	Manager	12	10.6
	Administrator	16	14.2
Total		113	100

Source: Primary Data, 2018

The above table 4.3.5 indicates that majority of the respondents were operational staff with 52.2%, supervisors with 23.0% administrators with 14.2% and managers with 10.65. This implies that majority of the employee in Airtel Uganda are operational staff who handle day to day activities like customer care and other service deliveries.

4.4 Human resource development

The independent variable in this study human resource development is categorized training and job mentoring. This variable was measured using quantitative questions with response rate ranging (1) Strongly Agree; (2) Agree; (3) Not sure (4) Disagree; (5) Strongly Disagree. Responses were analyzed and described using means as summarized below in table 4.2;

Table 4.4 : Descriptive statistics for human resource development

Human resource development	Mean	Std.	Interpretation
Training			
Training is compulsory for every employee in Airtel Uganda	3.39	1.14	Very high
I get feedback on the job training	3.31	1.01	Very high
Airtel Uganda provides off the job training to employees	3.26	1.08	Very high
Training needs assessment is carried out before training	3.20	1.14	High
I am recognized after training	2.90	.963	High
On the job training has improved my performance at work	2.89	1.11	High
The methods used in training at Airtel are appropriately selected and reviewed	2.87	1.20	High
I have gained skills and knowledge after training	2.82	1.21	High
Airtel has personnel development plan for each individual employee	2.77	1.06	High
Performance appraisal systems are used to determine employee career weakness in Airtel	2.62	1.13	High
Career counseling and guidance is emphasized in Airtel Uganda	2.55	.997	High
Conferences and seminars are organized on career development	2.45	.984	Low
I am given a quick , precise and accurate feedback after training	2.37	1.02	Low
I am given opportunity to make decision in my line of duty by my supervisor at Airtel.	2.25	1.07	Low
Average mean	2.83	1.08	High
Job mentoring			
I am guided in different activities at work	3.35	1.10	Very high
I am given project assignments to complete as part of big project	3.26	1.05	Very high
There well laid out career development path for each employee in Airtel	2.93	1.09	High
I am assigned to do challenging tasks	2.87	.905	High
I am given leadership skills	2.72	.885	High
I am reviewed on performance progress periodically by my mentor	2.66	1.01	High
I am delegated to extra work activities	2.45	1.06	Low
I am given clear and achievable target monthly targets	2.14	1.00	Low
Average mean	2.79	1.012	High
Job rotation			
Job rotation helps in career planning and progression	2.86	1.20	High
Job rotation has always helped in the avoidance of fraud	2.71	1.14	High
Job rotation reduces boredom of employees in this organisation	2.66	1.11	High
Job rotation has always helped the management of Airtel to manage talent among the employees	2.45	0.963	Low
Average mean	2.67	1.103	High
Grand total	2.76	1.01	High

Source: primary source, 2018

The findings from table 4.4 above show measurements of human resource development. This implied that human resource development in all aspects was moderate with a grand (mean=2.76). For training with (average mean=2.83), still results indicated that training is highly compulsory for every employee in Airtel Uganda (mean=3.39), they get feedback on the job training (mean=3.31), Airtel Uganda provides off the job training to employees (mean=3.26).....however these employees are not always given a quick, precise and accurate feedback after training (mean=2.37), they are also not always given opportunity to make decision in line of duty by their supervisors at Airtel (mean=2.25).

In relation to job rotation; results indicated that this construct was rated high and this was shown by the average mean of 2.67, hence implying that job rotation as a method of human resource development is fairly carried out by the management of Airtel Uganda. Still results indicated that job rotation helps in career planning and progression (mean=2.86), job rotation has always helped in the avoidance of fraud (mean=2.71), job rotation reduces boredom of employees in this organisation (mean=2.66), but however job rotation has slightly helped the management of Airtel to manage talent among the employees (mean=2.45).

4.5 Employee performance

The dependent variable in this study thus employee performance was categorized in terms of quality of services, timeliness and effectiveness. This variable was measured using quantitative questions with response rate ranging (1) Strongly Agree; (2) Agree; (3) Disagree; (4) strongly disagree. Responses were analyzed and described using means as summarized below in table 4.4;

Table 4.5: Descriptive statistics for employee performance

Employee performance	Mean	Std.	Interpretation
Quality of work			
I have speed in performing of my duties at Airtel Uganda	2.91	1.10	High
I usually complete the assigned duties and responsibilities as stipulated on the job description	2.6	1.00	High
My performance is limited due to the use of poor training means	1.31	1.05	very low
Average mean	2.27	1.05	Low
Timeliness			
I report to work on time as stipulated in the staff rules and regulations	2.71	.915	High
I complete assigned duties at the time when they are required by their supervisor	2.64	.892	High
Supervisors in Airtel always give adequate time to employee to accomplish tasks as assigned	2.07	1.14	Low
Average mean	2.47	0.98	Low
Effectiveness			
Performance in Airtel is measured in terms of the resources used in getting the work done	2.61	.844	High
I minimize errors when performing my duties	2.51	.911	High
when performing duties, employees are always conscious of the cost involved	1.74	.796	Low
Average mean	2.28	0.85	Low
Grand mean	2.34	0.96	Low

The findings from table 4.5 above shows the measurements of employee performance with a grand mean of 2.34, this implied that the employees in Airtel do not effectively

perform their work well and finish in time even though they are somehow trained and mentored while at work. For quality of services with (average mean=2.27), implying that effective quality of work is done by the employees in Airtel Uganda. Still results indicated that employees have speed in performing duties at Airtel Uganda (mean=2.60), they do not usually complete the assigned duties and responsibilities as stipulated on the job description (mean=1.31).

With respect to timeliness; this had an average mean of 2.47, implying that the employees at Airtel Uganda do not always finish their duties in time. Results still indicated that the employees report to work on time as stipulated in the staff rules and regulations (mean=2.71), they complete assigned duties at the time when they are required by their supervisor (mean=2.64), however the supervisors in Airtel at times fail to give adequate time to employee to accomplish tasks as assigned (mean=2.07).

In relation to effectiveness, results indicated that this was rated low (mean=2.28), the performance in Airtel is measured in terms of the resources used in getting the work done (mean=2.61), the employees try minimize errors when performing duties (mean=2.51), however when performing duties, employees are not always conscious of the cost involved (mean=1.74).

4.6 Objective one; Effect of training on employee performance in Airtel Uganda.

This objective intended to examine the effect of training on employee performance in Airtel Uganda, single linear regression was used to analyze and fulfill this objective;

Table 4.6: Results on effect of training on employee performance in Airtel Uganda

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.641 ^a	.411	.399	.36363

a. Predictors: (Constant), training

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.338	1	4.338	32.811	.000 ^a
	Residual	6.215	47	.132		
	Total	10.553	48			

a. Predictors: (Constant), training

b. Dependent Variable: Employee performance.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.386	.256		5.421	.000
	Training	.491	.086	.641	5.728	.000

b. Dependent Variable: Employee performance.

Regression analysis results in the Model Summary table revealed that training accounted for 41.1% on employee performance in Airtel Uganda and this was indicated by r-squared of 0.411 implying that to small extent training as a system of human resource development contributes to employee performance in Airtel Uganda.

The ANOVA table indicated that training as a system of human resource development significantly affects the employee performance and this was indicated by the F-value=32.811 and Sig-value=.000, since the sig. value (0.000) was less than 0.05 which is the maximum level of significance required to declare a significant effect. This implies that training as a system of human resource development highly contributes to the employee performance in Airtel Uganda.

The coefficients table indicated that considering the standard error, training significantly influences the employee performance in Airtel Uganda ($\beta=0.491$, Sig=0.000). Given that the sig-value (0.000) is less than 0.05, the null hypothesis is rejected.

Decision rule

The hypothesis was rejected since the significant value was found to be less than 0.05 (Sig=0.000).

4.7 Objective two; Effect of job mentoring on employee performance in Airtel Uganda

This objective intended to ascertain the effect of job mentoring on employee performance in Airtel Uganda, single linear regression was used to analyze and fulfill this objective;

Table 4.7: Results on effect of job mentoring on employee performance in Airtel Uganda

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.581 ^a	.338	.324	.38561

a. Predictors: (Constant), Job mentoring

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.564	1	3.564	23.971	.000 ^a
	Residual	6.989	47	.149		
	Total	10.553	48			

a. Predictors: (Constant), Job mentoring

b. Dependent Variable: employee performance.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.668	.242		6.896	.000
	Job mentoring	.425	.087	.581	4.896	.000

a. Dependent Variable: Employee performance.

Regression analysis results in the Model Summary table indicated that the job mentoring accounted for 33.8% on employee performance in Airtel Uganda and this was indicated by R-squared of 0.338 implying that job mentoring as a system of human resource development significantly contributes 33.8% on the employee performance in Airtel Uganda.

The ANOVA table indicated that job mentoring significantly affects employee performance and this was indicated by the F-value=23.971 and Sig-value=.000, since the sig. value (0.000) was less than 0.05 and which is the maximum level of significance required to declare a significant effect. This implies that job mentoring as a system of human resource highly affects employee performance in Airtel Uganda.

The coefficients table indicated that considering the standard error, job mentoring significantly affects employee performance ($\beta=0.425$, Sig=0.000). Given that the p-value (0.000) is less than 0.05, the null hypothesis is rejected.

Decision rule

The hypothesis was rejected since the significant value was found to be less than 0.05 (Sig=0.000). Therefore the null hypothesis was accepted and the alternative rejected.

4.8 Objective three; Effect of job rotation on employee performance

This objective established the effect of job rotation on employee performance in Airtel Uganda, single linear regression was used to analyze and fulfill this objective;

Table 4.8 Effect of job rotation on employee performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752 ^a	.533	.279	.25252

a. Predictors: (Constant), Job rotation

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.246	1	6.427	21.722	.000 ^a
	Residual	6.215	47	.132		
	Total	10.553	48			

a. Predictors: (Constant), Job Rotation

b. Dependent Variable: employee Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.497	.364		7.312	.000
	Job rotation	.375	.163	.624	4.942	.002

a. Dependent Variable: employee performance

Regression analysis results in the Model Summary table revealed that job rotation accounted for 53.3% on employee performance in Airtel in Uganda and this was indicated by r-squared of 0.533 implying that job rotation as a strategy of human resource development contribute to employee performance in Airtel in Uganda.

The ANOVA table indicated that job rotation as a strategy of human resource development significantly affects employee performance in Airtel and this was indicated by the F-value=21.722 and Sig-value=.000, since the sig. value (0.000) was less than 0.05 which is the maximum level of significance required to declare a significant effect. This implies that job rotation as a strategy of human resource development highly contributes to employee performance in Airtel Uganda.

The coefficients table indicated that considering the standard error, job rotation significantly influences the employee performance in Airtel Uganda ($\beta=0.375$, Sig=0.002). Given that the p-value (0.000) is less than 0.05, the null hypothesis is rejected.

Decision rule

The hypothesis was rejected since the significant value was found to be less than 0.05 (Sig=0.000).

4.9 Multiple regression analysis

Table 4.9: Effect of human resource development on employee performance in Airtel, Uganda

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.794 ^a	.630	.605	.29457

a. Predictors: (Constant) Training, Job mentoring, Job rotation

b. Dependent variable; Employee performance

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.648	3	2.216	25.538	.000 ^a
	Residual	3.905	45	.087		
	Total	10.553	48			

a. Predictors: (Constant), Training, Job mentoring, Job rotation.

Model		Coefficient ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.784	.239		3.277	.002
	Training	.318	.088	.428	3.600	.001
	Job mentoring	.180	.078	.246	2.305	.026
	Job rotation	.248	.034	.310	1.809	.004

a. Dependent Variable: Employee performance

$$y = a + b_1x_1 + b_2x_2 + b_3x_3$$

Where; y = DV (dependent variable), a=constant, b= Beta, x=independent variables (IVs)

X₁=training

X₂= job mentoring

X₃=job rotation

y=employee performance

The multiple linear regression analysis results in the Model Summary table revealed that human resource development accounted for 63.0% on employee performance in Airtel Uganda and this was indicated by Adjusted r-squared of 0.605 implying that human resource development contribute to the employee performance in Airtel Uganda.

The ANOVA table indicated that human resource development significantly affects the employee performance and this was indicated by the F-value=25.538 and Sig-value=.000, since the sig. value (0.000) was less than 0.05 which is the maximum level of significance required to declare a significant effect. This implies that human resource development highly affects employee performance in Airtel Uganda.

With respect to the coefficients table, considering the standard error results further indicated that of all the aspects of human resource development such as training and

job mentoring, and job rotation remain constant at 31.784. A unit increase in training would lead to an increase in employee performances by factors of 0.318 at 0.001, unit increase in job mentoring would lead to the increase in employee performance by factors of 0.180 at 0.26 in Airtel, Uganda. Therefore, training accounted for the biggest influence and a positive change on employee performance in Airtel Uganda ($\beta=0.428$, Sig=0.001). a unit increase in job rotation would lead to an increase on employee performance by 0.248 at 0.004. Basing on the finding the null-hypothesis was rejected and concluded that there is significant effect of human resource development on employee performance since the significance value was less than 0.05.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter discusses the findings in chapter four in relation to the objectives of the study. It is subdivided into four sections. The first section presents the discussion in relationship between variables and the levels of the variables. The second section presents the conclusion. The third section presents the recommendations. The fourth section presents and suggests areas for further study. The research objectives were; i) to examine the effect training and employee performance in Airtel Uganda, ii) to examine the effect of job mentoring and employee performance in Airtel Uganda, and iii) to examine the effect of job rotation on employee performance in Airtel Uganda

5.1 Summary of findings

From the findings of the study, training significantly affects employee performance in Airtel Uganda, job mentoring has a significant effect on employee performance in Airtel Uganda, and finally job rotation significantly affects employee performance in Airtel Uganda, implying that human resource development contributes to employee performance in Airtel Uganda.

5.2 Discussion of findings

Discussion of findings was done following the study objectives;

5.2.1. Effect of training on employee performance

The findings indicated that training significantly affects employee performance in Airtel Uganda. This effect therefore implies that training as a human resource development system contributes to employee performance in Airtel Uganda. This finding is in line with Cascio (2010) who noted that training is a type of instruction using a vestibule, a small area away from the actual worksite, consisting of training equipment exactly

duplicating the materials and equipment used on the job. The purpose of vestibule training is to reproduce an actual work setting and place it under the trainee's control to allow for immediate and constructive feedback. Training vestibules are useful because they allow trainees to practice while avoiding personal injury and damage to expensive equipment without affecting production. Training effectiveness is dependent on the fidelity level of the simulated equipment and the trainee's ability to behave as in his or her work setting (Goldstein, 1993). This finding is in line with Cascio (2010) who noted that training is a type of instruction using a vestibule, a small area away from the actual worksite, consisting of training equipment exactly duplicating the materials and equipment used on the job.

Luis (2011) considered on-job trainings as a training tool that asks the managers to assess a worker's on-job training. The rater asked to assess whether the employees exhibit certain on-job trainings like laziness, corporation and loyalty. Brandit (2014) described the force influencing and understanding human on-job trainings at work on-job trainings with review of the forces that affect employees regardless of the size of the organization which are Work group influence, organization culture, Worker on-job trainings, family influence, job influence and personal characteristics. Brandit also added that on-job training refers to performance assessment of people based on what they do instead of what they produce. It employs on-job observation scales as opposed to practices that focus on results only, such as management by objectives.

Brandit (2014) added that training is part of Human Resource management that specifically deals with training and development of the employees. Human resource development includes training an individual after he/she is first hired, providing opportunities to learn new skills, distributing resources that are beneficial for the employee's tasks, and any other developmental activities. On the job training on the job training methods are those which are given to the employees within the everyday working of a concern. It is a simple and cost-effective training method. The in-proficient as well as semi-proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such

training is "learning by doing." Instances of such on-job training methods are job-rotation, coaching, job rotation, etc.

Davis (2013) concurs with the findings training is fundamental in ensuring improved performance of employees. He adds that without both off the job training and on- the job training, employee performance cannot be achieved. Dima (2011) also concur with the findings that training enhances employee's capabilities and performance at work. He adds that a well trained employee, is likely to change things at work and also he/she engages in all organizational activities. Armstrong (2014) contends that employee training is the backbone of all organizations and a basis of employee performance. He also concur with the findings that training should be given to all employee who join the organisation because its outcome greatly affects their performance.

5.2.2. Effect of job mentoring on employee performance

The findings revealed that there is a significant effect job mentoring has on employee performance in Airtel Uganda; this also implied that effective job mentoring improves the level of employee performance in Airtel Uganda and poor job mentoring reduces it. This effect therefore implies that when employees are mentored at work, they can perform to the best of their abilities. This finding agrees with Donaldson (2014) who argued that job mentoring is viewed as a dyadic, face-to-face, long-term relationship between a supervisory adult and a novice student that fosters the mentee's professional, academic, or personal development. Baron (2012) concurs with the findings by indicating that job mentoring is a key factor in achieving fundamental in ensuring improved performance of employees. He adds that without job mentoring employee performance is hard to achieve. Sheen (2011) also concur with the findings that job mentoring is very importance to enhance employee performance and capabilities. He adds that a well mentored employee, is likely to change things at work and also he/she engages in all organizational activities. Chadan (2011) contend that employee mentorship helps an employee to work effectively with less supervision and

high commitment work. He also concur with the findings that job mentoring should be given to all employee during the time they stay working.

As mentioned by Stephen (2012), training sessions accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence, which may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes.

Scott, Clothier and Spriegel (2013) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that training practice is have a strong bond with all other human resource practices as (Delaney, 2012), it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job related behavior and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees. Mamoria (2012), further mentioned that a well-trained worker is able to make a best use of organizational resources along with minimum level of wastages.

5.2.3 Discussion of the effect of job rotation on employee performance in Airtel

The findings indicated that job rotation significantly affects employee performance in Airtel Uganda, this effect therefore implies that job rotation as a human resource development system contributes to employee performance in Airtel Uganda. This finding is in line with Zeira (2016) who argued that job rotation is one of the many forms of on-the-job training and a formal effort at executive development. Individuals learn several different skills and perform each task for a specified time period. Job rotation permits individuals to gain experience in various phases of the business and, thus, broaden their perspective. Job rotation is a developmental technique that has been widely used but, surprisingly, received little attention in human-resources studies. Empirical research in this regard is sorely needed. Rotating job tasks helps worker

understand the different steps that go into creating a product and/or service delivery, how their own effort affects the quality and efficiency of production and customer service, and how each member of the team contributes to the process. Job rotation can be considered as lateral transfer of employees among a number of different positions and tasks within jobs where each requires different skills and responsibilities (Beatty, 2015).

As stated by Nevis (2012), when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success. In recent years even in modern companies, more and more executives had turned to personal coaches to address their training needs. A coach might sit on a meeting to observe the employee in action, and later provide feedback and guidance to help employees on how to improve their interaction skills in the future (Evans, 2011).

Guest (2015) explains that impact of HR development on performance of employees is also related with the response of employees towards HR development, because employees have their own perception regarding the HR development (Barney, 2015). As Burke (2015) discussed, eight HR development includes recruitment and selection practices, placement practices, training practices, compensation practices, employee performance evaluation practices, promotion practices, grievance procedure and pension or social security. Huselid (2015) discussed eleven HRM practices in his study which are: personnel selection, performance appraisal, incentive compensation, job design, grievance procedures, information sharing, attitude assessment, labor management participation, recruitment efforts, employee training and promotion criteria. Buitendach (2013) examines the relationship between three HR development that is to say; compensation, promotion and performance evaluation and perceived employee performance (Chris, 2013).

5.3 Conclusions

From the findings and the corresponding discussions, the study drew the following conclusions.

5.3.1 Objective one; the effect of training and employee performance

According to the findings training has a positive significant effect on employee performance in Airtel Uganda. Hence concluding that applying of training as a human resource development system can lead to the improvement in the employee performance since it increases on the quality, productivity and efficiency while at work.

5.3.2 Objective two; the effect of job mentoring and employee performance

According to the findings job mentoring has a significant effect on employee performance in Airtel Uganda, hence concluding that employee performance can be improved once job mentoring is effectively done because it helps to increase the customer care by the employees within Airtel, thus giving satisfaction to the end customer by availing the desired service when needed.

5.3.3 Objective three; the effect of job rotation on employee performance in Airtel

According to the findings job rotation has a positive significant effect on employee performance in Airtel Uganda. There should be provision of a consistent and systematic method of developing formal job rotations that are based on the requirements of the jobs being rotated. Hence concluding that applying of job rotation as a human resource development system can lead to the improvement on performance of employees since it increases on the quality, productivity and efficiency during work execution.

5.4 Recommendations

5.4.1 Objective one; the effect of training and employee performance

On training, the management of Airtel Uganda should enhance employee training and ensure that employees are offered with both on the job training and off the job trainings de vein order to ensure effective performance of employee.

On job mentoring the management of Airtel Uganda should ensure that there is continuous mentoring of its employees and this will enable employees work effectively and efficiently.

5.4.2 Objective two; the effect of job mentoring and employee performance

Airtel Uganda should develop a good job mentoring system by allocating senior more experienced employee to fellow junior employees so that they guide them on better ways of work and how best they can grow within the system. This will in turn help enhance employee performance in Airtel Uganda.

5.4.3 Objective three; the effect of job rotation on employee performance in Airtel

Airtel Uganda should develop a good job rotation system to make transfer of employees among a number of different positions and tasks within jobs where each requires different skills and responsibilities, this can help employees learn several different skills and perform each task for a specified time period so that there is effectiveness in human resource development and ensure to cover loopholes in the strategy to enhance employee performance in Airtel Uganda.

5.5 Limitation of the Study

The following anticipated threat to validity with relevance to this study is as follows:

1. Dishonesty. This was common on the side of the respondents concerning certain questions despite the request for honesty by the researcher. This was controlled through close supervision by the researcher.

2. Attrition/Mortality: Not all questionnaires were returned completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were also reminded not to leave any item in the questionnaires unanswered and were closely followed up to the date of retrieval.

5.6 Contribution to knowledge

One of the most prominent findings from this study is the fact that it has provided evidence to support the fact that human resource development can improve employee performance in Airtel Uganda. The research gap that has been filled by this study, it is the fact that the study covered both the content and geographical gap of human resource development and employee performance. Another important revelation that can be attributed to this study is that it is now clear that human resource development is somehow lacking, little is done through to improve employee performance in Airtel Uganda.

5.7 Areas for further research

Prospective researchers and even students are encouraged to research on the following areas;

- 1) Coaching and employee performance in Airtel Uganda
- 2) Training and quality of work produced by employees in Airtel Uganda
- 3) Job mentoring and effectiveness of workers in Airtel Uganda.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

HUMAN RESOURCE DEVELOPMENT AND EMPLOYEE PERFORMANCE IN AIRTEL UGANDA

Please kindly spare some of your valuable time and respond to the following questions. The questionnaire items are about a study on human resource development and employee performance in Airtel Uganda." The researcher has purposely selected you to participate in this study because you work in Airtel Uganda. Results of this study will confidentially be treated and only used for academic purposes. Your participation is voluntary, and indeed your name may not be required.

THANK YOU

SECTION A: BACKGROUND INFORMATION

(Please tick the most appropriate)

1. Job title
(1) Operational Staff (2) Supervisor (3) Manager (4) Administrators
2. How long have you worked in this position (Job)?
(1) 2-4 year (2) 5-7 years (3) 8-10 years (4) Over 10 years
3. What is your highest level of Education? (***Please tick the highest***)
(1) Certificate (2) diploma (3) degree (4) masters (5) PhD
4. What is your age range?
(1) 21-30 (2) 31-40 (3) 41-50 (5) Over 51 years and above
5. Your sex
(1) Female (2) Male

SECTION B

Please read the following statements carefully and circle the appropriate response:

(1= Strongly Disagree (SD), 2= Disagree (D), 3 = Agree (A) 4 = Strongly Agree (SA))

Human resource development

	Training	1	2	3	4
1	Training is compulsory for every employee in Airtel Uganda	1	2	3	4
2	Employees in Airtel get constant on the job training	1	2	3	4
3	Employees are given feedback after training	1	2	3	4
4	Airtel Uganda provides off the job training to employees	1	2	3	4
5	Training needs assessment is carried out before training	1	2	3	4
6	Employs are recognised after training	1	2	3	4
7	The methods used in training at Airtel are appropriately	1	2	3	4
8	Employees gain skills and knowledge after training	1	2	3	4
9	Airtel has personnel development plan for each individual employee	1	2	3	4
10	Performance appraisal systems are used to determine employee career weakness in Airtel	1	2	3	4
11	Career counselling and direction is emphasise in Airtel Uganda	1	2	3	4
12	Conferences and seminars are organised on career development	1	2	3	4
13	There is well career development path for staff in Airtel Uganda	1	2	3	4

	Job mentoring	1	2	3	4
14	I am guided in different activities at work	1	2	3	4
15	I am given project assignments to complete as part of big project in Airtel	1	2	3	4
16	There well laid out career development path for each employee in Airtel	1	2	3	4
17	I am assigned to do challenging tasks	1	2	3	4
18	I am given leadership skills	1	2	3	4
19	I am reviewed on performance progress periodically by my mentor	1	2	3	4
20	I am delegated to extra work activities	1	2	3	4
21	I am given clear and achievable target monthly targets	1	2	3	4

NO.	Job rotation	1	2	3	4
1	Job rotation helps in career planning and progression	1	2	3	4
2	Job rotation has always helped in the avoidance of fraud	1	2	3	4
3	Job rotation reduces boredom of employees in this organisation	1	2	3	4
4	Job rotation has always helped the management of Airtel to manage talent among the employees	1	2	3	4

SECTION D: Employee Performance

In this study employee performance will refer to the execution of the Airtel Uganda duties by the staff in order to contribute to the accomplishment of the Organization goals as well as their personal goals.

Strongly Disagree	Disagree	Agree	Strongly agree
1	2	3	4

NO.	QUALITY OF WORK	1	2	3	4
1	Employees in Airtel maintain very high standards in performance.	1	2	3	4
2	Employees have speed in performing of their duties.	1	2	3	4
3	Employees usually complete the assigned duties and responsibilities as stipulated on the job description.	1	2	3	4
4	Employee's performance is limited by the use of poor communication means.	1	2	3	4

45NO.	TIMELINESS OF WORK	1	2	3	4

1	Employee performance is measured according to the time used to accomplish an activity.	1	2	3	4
2	Employees report to work on time as stipulated in the staff rules and regulations.	1	2	3	4
3	Employees complete assigned duties at the time when they are required by their supervisor.	1	2	3	4
4	Supervisor always give adequate time to employee to accomplish tasks as assigned.	1	2	3	4

5NO.	EFFECTIVENESS OF WORK	1	2	3	4
1	Performance is measured in terms of the resources used in getting the work done.	1	2	3	4
2	When performing duties, employees are always conscious of the cost involved.	1	2	3	4
3	Employees minimize errors when performing their duties.	1	2	3	4

APPENDIX II: TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Respondent,

I am a candidate for master of Business Management at Kampala International University and currently pursuing a dissertation entitled, human resource development and employee performance in Airtel Uganda. In view of this, I may request you to participate in this study. Kindly answer the without leaving any question unanswered. Rest assured that the information you provide shall be kept with utmost confidentiality and will be used for academic purpose only.

May I retrieve the filled out questionnaire after one week? The "I" therein, refers to you the respondents

Thank you very much in advance.

Yours faithfully,

Nampala Alex

**APPENDIX III: TRANSMITTAL LETTER SPGR
COLLEGE OF ECONOMICS AND MANAGEMENT**

Dear Sir/Madam,

**RE: INTRODUCTION LETTER FOR NAMPALA ALEX 1153-05026-00173 to
conduct research in your institution**

The above mentioned candidate is a bonafied student of Kampala International University pursuing a master of business administration. He is currently conducting a field research for his dissertation entitled, human resource development and employee performance in Airtel.

Your institution has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information he may need.

Any assistance rendered to her will be highly appreciated.

Yours Truly,

Coordinator research
Principal College of Economic and Management

APPENDIX IV: TABLE DETERMINING SAMPLE SIZE

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20140	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2014	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities",

Educational and Psychological Measurement, 1970.