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ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

DEPARTMENT OF PROJECT MANAGEMENT

**Evaluating the practice and effect of Training programs and Job Rotation in
Project Team Members Performance: A Case Study in Safaricom
Telecommunication Ethiopia PLC**

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**A project work submitted to Addis Ababa University School of Commerce in
Partial Fulfillment of the Degree of Master of Art in Project Management**

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June, 2024

Addis Ababa, Ethiopia

DECLARATION

I, Nathanael Felasfaw, declare that this final project work entitled “Evaluating the practice and effect of Training programs and Job Rotation in Project Team Members Performance: A Case Study in Safaricom Telecommunication Ethiopia PLC” represents my work with the guidance of my advisor. It has not been previously included in any project work, dissertation, or report submitted to any university for a degree, diploma, or other qualification. It is conducted for the partial fulfillment of the requirement for the Degree of Masters of Arts in Project Management and submitted to the School of Commerce, AAU.

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APPROVAL

The undersigned certify that they have read and here by recommended to Addis Ababa University School of Commerce to accept the submitted by Nathanael Felasfaw entitled “Evaluating the practice and effect of Training programs and Job Rotation in Project Team Members Performance: A Case Study in Safaricom Telecommunication Ethiopia PLC” in partial fulfillment of the requirements for the Degree of Master of Art in Project Management.

APPROVED BY BOARD OF EXAMINERS

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External Examiner	Signature	Date

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List Of Acronyms

HR: Human Resource

JR: Job Rotation

OJT: On the Job training

T & D: Training and Development

SPSS- Statistical Package for Social Science

Abstract

The success of any project is heavily dependent on the effectiveness of the project team members performance. This research study aimed to evaluate the practice and impact of training programs on the performance of project team members at Safaricom Telecommunication Ethiopia PLC. The study explored the current training programs offered by Safaricom Telecommunication Ethiopia PLC and examined their design and delivery components. Using a mixed-methods approach, the research investigated the effect of both on-the-job and off-the-job training methods on project team members performance. The study also addressed the challenges faced in implementing training programs for project team members at Safaricom Telecommunication Ethiopia PLC. The research design was a descriptive method and inferential statistics were implemented to analyze the data and test the relationship between the variables. The target population were 145 from four departments out of which 106 were sampled out. Data collection involved the use of questionnaires and interview with project team members and the training facilitating team. For the sampling technique, purposive sampling was used for the interview and random sampling technique was used for the questionnaire distribution. The major findings the study showed that project team members' abilities and competences were increased through job rotation, on-the-job and off-the-job training techniques, which improved project team performance with challenges such as one-sided need assessment techniques, lack of motivation from project team members, and identified room for improvement with the trainers were found. Based on the findings, the study recommended to enhance motivation for learning, diversifying need assessment practices, optimizing feedback sessions, continuously evaluating and refining the training framework & Strengthen training programs.

Key Words - Training, On-the-Job training, Off- the-Job training & Job Rotation

Chapter One Introduction

1.1 Background of the study

The success of any project largely depends on the performance of the project team. In most firms, training and development are now considered essential functions. They are a vital component of the human resources department and have a big impact on an organization's success by raising employee performance since they promote outstanding performance in the same industry. (Mozael, 2015)

It is often acknowledged that employee training is a crucial component of HR administration. According to Elnaga and Imran (2013), it has a major impact on raising job satisfaction, decreasing intents of employee turnover, and raising staff performance and productivity. According to Bhatti & Qureshi, 2007 to increase the skills and capabilities of their staff, businesses have been making significant investments in training and development initiatives in recent years.

In the present scenario, the major objective of every organization is to manage the HR in an effective manner. (Ritesh Upadhyay, 2018) Training is one of the most significant strategies by an employer to increase the productivity of every employee working in the company (Ritesh Upadhyay, 2018).

The aim of training and development program is to add the value. For performing the assigned job perfectly, training is very much needed. Training not only improve the skill of the employees, but also capable the employees of performing the job with latest technology. (Husne Jahan Chowdhury, Kamal Uddin, 2022)

In the discipline of project management, firms work hard to maximize team performance in order to guarantee project success. They frequently use a variety of tactics and interventions, including job rotation, off-the-job training, and on-the-job training, to accomplish this. Although the acknowledged advantages of these methods, there is a notable gap in research concerning their exact implementation and impact on the productivity of project team members. Therefore, the purpose of this study was to evaluate the impact of this gap in the context of Safaricom Telecommunication Ethiopia PLC.

1.2 Background of the organization

Recently established in Ethiopia, with a code name “*Project Wakanda*”, Safaricom Telecommunication Ethiopia PLC provides consumers with phone calls, SMS, internet access, and gadget sales. Beginning operations in May 2021, the business received a Telecommunications Service License in July 2021, and it was formally registered as Safaricom Telecommunications Ethiopia Plc (Safaricom.et). The firm was established as part of the Global Partnership for Ethiopia (GPE), which was made up of British International Investment, Vodafone Group, Vodacom Group, Sumitomo Corporation, Safaricom Plc and later on joined IFC. (Safaricom.et).

Currently, Safaricom Telecommunication Ethiopia PLC operates and expands its network connectivity across different cities in Ethiopia. With over 900 employees, the organization is growing and expanding its presence in various regions of the country. As part of its operations, the company is involved in multiple projects related to network infrastructure development and product advertising.

Recognizing the importance of project team performance in the success of their initiatives, Safaricom Telecommunication Ethiopia PLC places significant emphasis on investing in training programs. The company aims to empower its employees with the necessary skills and knowledge to execute project tasks with utmost proficiency.

Therefore, the purpose of this study was to evaluate the impact of training programs on the performance of project teams at Safaricom Telecommunication Ethiopia PLC. By examining the effect of these initiatives, the study seeks to gain insights into the effect of training programs in enhancing the performance of project teams within the company.

1.3 Statement of the problem

Training is an important part of human resource management; it has been increasingly important nowadays to develop staff activities and support them in terms of their physical abilities and their kind of thinking toward subjects and ideas with the main aim of increasing the productivity. (Nechirwan Burhan Ismael, et al., 2021)

Training programs are critical for enhancing project team performance and meeting company goals. However, the success of these programs is dependent on various factors. Within the field of project management, organizations continuously strive to optimize the performance of their project teams to ensure successful project outcomes. To achieve this, they often employ various strategies,

such as on-the-job training, off-the-job training, and job rotation. However, despite recognition of the potential benefits of these practices, there exists a significant gap in the research literature regarding their specific implementation and impact on the performance of project team members within the context of project management.

With the current studies the researcher has observed a gap in that this area is being closely studied in the field of human resources and being given small attention in the area of project management and project-based team and organizations. For instance, Yideneku Debalkie, 2019 studied in a research entitled “Effect of Training and Development Practices on Job Satisfaction in the case of Bank of Abyssinia” from Human Resource perspective and gained a good feedback in that training is essential in relation to Job satisfaction. Also Kudus et al., 2023 studied “Factors Influencing Effectiveness Of Training, Resilience Factor and Development On Employee Performance” in human resource perspective.

The technical gap lies in the limited understanding of the positive effect of on-the-job training, off-the-job training, and job rotation on the performance of project team members by the employees themselves. Particularly within project-based start-up companies like Safaricom Telecommunication Ethiopia PLC there are challenges in getting training programs as basic norms of the operation. While numerous studies have explored the benefits of training programs and job rotation in more established organizations, employees are not giving much attention to training programs.

In addition to the identified gaps in research literature regarding the implementation and effect of training programs on project team performance, there is a need for a comprehensive need assessment in the context of Safaricom Telecommunication Ethiopia PLC. In addition to the identified gap in research literature regarding the implementation and impact of training programs on project team performance, there is a need for a comprehensive need assessment in the context of Safaricom Telecommunication Ethiopia PLC.

Lastly, there is a need for studies that examines the specific barriers and challenges faced by project-based start-up companies like Safaricom Telecommunication Ethiopia PLC in implementing training programs as basic norms of operation. Start-up companies often operate in fast-paced and dynamic environments, which may pose unique challenges in terms of resource allocation, time constraints, and competing priorities. Understanding these barriers will help tailor

training programs to the specific needs and constraints of project-based start-up companies, ultimately enhancing their effectiveness.

With these identified gaps, the project work sought to assess the impact of training programs delivered to project team members at Safaricom Telecommunication Ethiopia PLC. This study's findings gave insights into the present training programs' strengths and flaws, as well as prospective areas for development.

1.4 Research questions

According to the statement of the problem, the following research questions were the focus of the study:

1. What is the framework and practice of training programs that is currently offered to project team members at Safaricom Telecommunication Ethiopia PLC.
2. What kind of effect did on-the-job training programs at Safaricom Telecommunication Ethiopia PLC have on project team members' performance?
3. What kind of effect did off-the-job training programs at Safaricom Telecommunication Ethiopia PLC have on project team members' performance?
4. What kind of effect did Job Rotation at Safaricom Telecommunication Ethiopia PLC have on project team members' performance?
5. What were the challenges in implementing training programs at Safaricom Telecommunication Ethiopia PLC for project team members?

1.5 Research objectives

1.5.1 General research objective:

To assess the practice and the effect of training programs on project team performance at Safaricom Telecommunication Ethiopia PLC

1.5.2 Specific research objectives:

- To evaluate the framework and practice of training programs that are currently offered to project team members at Safaricom Telecommunication Ethiopia PLC.
- To evaluate the effect of on-the-job training methods on project team performance at Safaricom Telecommunication Ethiopia PLC.

- To evaluate the effect of off-the-job training methods on project team performance at Safaricom Telecommunication Ethiopia PLC.
- To evaluate the effect of job rotation on project team performance at Safaricom Telecommunication Ethiopia PLC.
- To evaluate challenges in implementing training programs at Safaricom Telecommunication Ethiopia PLC

1.6 Significance of the study

This study is significant because it has the potential to advance understanding of training from a theoretical and practical standpoint. The researcher aimed to offer insightful analysis and helpful suggestions that could assist the company in enhancing project team performance and improving its training initiatives by assessing the efficiency of training and development programs at Safaricom Telecommunication Ethiopia PLC.

Furthermore, the findings of this study can have broader implications for the workforce and society as a whole. By identifying effective training programs, this study can help promote the growth of a skilled and productive workforce, which in turn can contribute to economic growth and development. The insights gained from this research can be applied not only to Safaricom Telecommunication Ethiopia PLC but also to other organizations in the telecommunications industry and potentially to other industries as well.

1.7 Scope of the study

Effective training techniques are necessary for all firms in order to improve the abilities and expertise of their workforce, ultimately leading to increased productivity and profitability. In order to ensure high standards, specialization, and effective utilization of limited time and resources, this research study specifically concentrated on the staff members of Safaricom Telecommunications Ethiopia PLC at Head Quarter located around Wello Sefer, encompassing four departments and work stations within the organization. Namely Marketing, Network deployment, Network Operation, and Network Planning and Engineering. By focusing on this particular group, the study aimed to provide valuable insights and recommendations that could be directly applied to Safaricom Telecommunications Ethiopia PLC's training and development practices. Regarding the methodology, the study targeted a population of 145 employees across the four departments. A mixed methods approach was implemented, utilizing interviews and questionnaires to gather data.

Descriptive statistics were employed to analyze the data collected from these sources. This methodology allowed for a comprehensive understanding of the training needs, challenges, and preferences within the organization, enabling the generation of meaningful insights and recommendations.

1.8 Limitations of the study

Limitation of this study was that it only focused on Safaricom Telecommunication Ethiopia PLC as a single case. This means the researcher couldn't make broad conclusions about the impact of training programs in different situations. The insights and recommendations from this study should be understood in the specific context of Safaricom Telecommunication Ethiopia PLC and might not apply to other organizations or industries.

1.9 Definition of Key Terms

Training - a planned effort by a company to facilitate employees' learning of job-related competencies (Raymond A. Noe, 2010)

On-The-Job Training - is a technique of training that perform at the workplace to perform a determined job, during the performance of a job and within the work environment. (Majid G. Al-Nabae, Dania Sammani, 2019)

Off-the-job training - refers to training that takes place outside of the employee's regular work environment. (WonderShare, 2024)

1.10 Organization of the study

The study has five chapters. The first chapter has an introduction, outlining the background of the study, problem statement, research objectives, research questions, important term definitions, and study scope. The second chapter focuses on completing a thorough review of related literature. The third chapter describes the research design and technique used in the study. Chapter four analyzes the data and presents the findings. Finally, the final chapter summarizes the study's findings, conclusions, and recommendations.

Chapter Two Literature Review

2.1 Introduction

The aim of the literature review in this study is to offer insight into the current research and theories concerning training programs and their influence on project team performance. Training initiatives are pivotal in providing employees with the requisite expertise and understanding to effectively carry out their responsibilities. Through an examination of both theoretical and empirical literature, this review tries to pinpoint the various factors that impact the efficacy of training programs, including aspects like program structure, methods of delivery & employee involvement. Furthermore, the review will explore how knowledge acquired in training programs translates into job performance, alongside the assessment techniques utilized to gauge the efficacy of these programs. Through the critical assessment of existing literature, this review will construct a theoretical groundwork for subsequent research, highlight areas where knowledge is lacking, and establish the foundation for formulating research goals.

2.2 Conceptual Review

2.2.1 Meaning of Training Programs

"Training refers to a planned effort by a company to facilitate employees' learning of job-related competencies," as stated by Nurul Muniroh Basir and Sentot Imam Wahjono in 2014. These competences comprise the information, abilities, or conduct necessary for successful work performance. (Raymond A. Noe, 2010) The purpose of training is for employees to master the knowledge, skills, and attitudes emphasized in training programs and apply them to their daily operations. (Raymond A. Noe, 2010)

2.2.2 Importance of Training and Development Programs

Currently, managing human resources is the utmost priority for every organization. To maximize profits and promote organizational growth, the human capital within each organization must reach its highest potential. (Ritesh Upadhyay, 2018) Training programs hold immense importance in the realm of organizational management and human resource development. Training and development programs are important for organizations as they enhance employee skills, knowledge, and abilities, leading to improved performance and productivity.

Investment in personnel training is critical for a company's long-term success. According to LinkedIn's 2019 Workforce Learning Report, 94% of employees are more inclined to stay with a firm that fosters their professional development. (Engagedly, 2023) These training programs not

only increase sales and profitability, but also improve employee engagement, leading to total financial success. (Engagedly, 2023)

According to (Ganesh M. & Dr. R. Indradevi, 2015) Training and development programs are crucial for organizations. They enhance productivity, motivate employees, promote personal growth, improve work quality, attract talent, and ensure adaptability to future challenges. In summary, they play a vital role in enhancing organizational success.

Today's business, since it is extremely competitive and continuously evolving, organizations recognize the critical role that these programs play in enhancing employee skills, knowledge, and competencies. Training programs are significant because they may significantly benefit both individual employees and the overall success of the firm.

Employee training and development programs play a pivotal role in the success of businesses worldwide. These programs offer valuable opportunities for staff to enhance their skills, while also allowing employers to boost employee productivity and cultivate a positive company culture.

2.2.3 Factors Influencing the Effectiveness of Training Programs

The relationship between employee training and development and organizational performance is not always straightforward. Research has found that while employee training and development may have a positive impact on individual employee performance, this effect does not always translate into improved organizational performance. (Ritesh Upadhyay, 2018)

According to the study of (Kudus et al., 2023) several key factors were examined in relation to their impact on training program outcomes, including employee readiness, trainer quality, training content, training methods, and evaluation. The results indicated that employee readiness, which was assessed through motivation and perceptions of relevance to job performance, had a moderate influence on training effectiveness.

With regards to employee readiness the results of the study of (Kudus et al., 2023) indicated employee readiness had a moderate influence, as staff reported being motivated to learn new skills and found most trainings relevant to improving job performance. Trainee readiness is the degree to which trainees have the crucial prior knowledge and abilities to study the subject that will be taught in the training. (Raymond A. Noe, 2010). This suggests employee motivation and perceptions of training relevance positively affected learning. And also, with regards to trainer

quality employees viewed speakers as knowledgeable and able to effectively communicate content. Previous research also highlighted the importance of trainers' expertise in delivering high-quality instruction. Lastly respondents felt trainings enhanced their understanding of policies/procedures and allowed application of new skills/knowledge to roles.

Key factors like trainee readiness, content relevance, instructional design, performance assessment, continuous learning, and rigorous evaluation processes impact training program effectiveness (Paresh C MOHANTY et al., 2019).

2.2.4 The training and development process

There are various models and definitions of the training and development process proposed by different authors and practitioners in the field. However, one widely cited definition is provided by the American Society for Training and Development (ASTD), now known as the Association for Talent Development (ATD). According to ATD (2017), the training and development process is defined as a systematic approach to improving individual, group, and organizational performance by developing and unleashing human potential through learning and development interventions.

Desmone, Werner, and Harris (2002) identify four stages or processes in the training and development process. These include assessing training needs, developing training, implementing training, and monitoring and evaluating training.

2.2.4.1 Training Needs Assessment

Needs assessment refers to the method used to decide if training is essential. (Raymond A. Noe, 2010) Needs assessment is a critical first step in the instructional design process. According to Raymond A. Noe, if not handled appropriately, various complications may occur, such as utilizing training as a solution to a performance problem when the true issue is employee motivation, job design, or communication of performance objectives. Additionally, trainees could not have the fundamental or preparatory skills needed for learning, and training programs might have inadequate material, objectives, or methodologies. Because of this, the training could not produce the anticipated learning, behavior modification, or financial gains that the business hopes for. Furthermore, the company may end up spending money on unnecessary training programs that are unrelated to its business strategy. For this reason, a comprehensive requirements analysis is

necessary to guarantee that training initiatives are pertinent, efficient, and in line with the aims and objectives of the business.

2.2.4.2 Design of the Training and Development

Training objectives and priorities must be set when the needs for training and development have been determined utilizing the various analyses. A gap analysis is created using all of the collected data to show how far an organization's staff skills have come from where they should be. (Merkebu Alemayehu, 2020) According to the review of (Dr. Aborampah Amoah-Mensah & Patrick Darkwa, 2016) the design of the training and development program entails developing a well-structured training plan that is in line with the identified needs during the training needs analysis stage. This phase is centered on establishing clear objectives, determining the scope, selecting appropriate methods, and deciding on the media to be utilized for delivering the training program. To successfully address the identified particular skills and knowledge gaps, it is important that the training program's objectives be based on the findings of the training needs analysis. Furthermore, active involvement from management, supervisors, and employees is essential during the design process to ensure that the training program is pertinent, interactive, and successful. (Dr. Aborampah Amoah-Mensah & Patrick Darkwa, 2016)

2.2.4.3 Implementation of Training and Development

The implementation of training and development programs is crucial for organizations to enhance employee performance and improve organizational productivity. Proper program design and implementation practices are necessary for successful training and development initiatives. (Ritesh Upadhyay, 2018) The concept of training and development implementation according to several reviews is where the training program comes to life. It entails making certain that resources like cash, teaching aids, and learning materials are accessible, and that trainers and trainees are present and prepared to give and learn, respectively. The program should start on time as agreed upon, and the facilities and environment should be conducive to learning. (Dr. Aborampah Amoah-Mensah & Patrick Darkwa, 2016)

2.2.4.4 Monitoring, Evaluation of Training and Development

The process of gathering the data required to assess the effectiveness of training is known as training assessment. (Raymond A. Noe, 2010) The last stage of the training and development program is evaluation. It serves as a way to confirm if program participants do the tasks for which they have been trained or developed, hence demonstrating the program's effectiveness (Yideneku

Debalkie, 2019). Training and development can be viewed as a strategic investment in human capital within an organization. According to (Yideneku Debalkie, 2019) one of the primary motivations behind management's decision to allocate resources to training programs is to enhance employee performance towards the attainment of organizational goals and objectives. This necessitates a thorough evaluation of the costs and benefits associated with such programs in order to gauge their impact on the overall efficiency and effectiveness of the organization.

2.2.5 Training and Development Techniques and Methods

On-the-job and off-the-job training are the two primary categories into which training programs fall. Employees gain from training, which also influences performance by fostering the growth of knowledge, skills, talents, and behavior. Each of these categories serves a specific purpose within an organization and caters to different groups of individuals. Within an organization, there exist several classifications of personnel hence, it is imperative for each organization to carefully select the most appropriate training methods and techniques that align with its unique training requirements and goals. As such, it is important to adapt various training and development approaches based on the specific circumstances and needs of the project. By utilizing a diverse range of training methods, organizations can effectively enhance the skills and knowledge of their employees while also fostering a culture of continuous learning and development. The choice between on-the-job and off-the-job training methods should be made strategically, taking into consideration the nature of the tasks involved, the learning preferences of the employees, and the overall objectives of the training program. Ultimately, a well-rounded training and development strategy that incorporates a mix of both on-the-job and off-the-job training methods is likely to yield the best results in terms of employee performance and organizational success.

2.2.5.1 On the job Training method

On-the-job training, or OJT, is a method of employee development that takes place in a traditional workplace and involves hands-on experience instead of in a classroom or online. (Whatfix, 2023) whereas (Matsuo, 2014; Majid G. Al-Nabae, Dania Sammani, 2019) stated that On-the-job training is a kind of instruction that takes place in the workplace to accomplish a specific task, while carrying out that task, and in the surrounding work environment. Also, according to Noe, 2010 when new or inexperienced workers watch coworkers or supervisors do their jobs and attempt to emulate their actions, they are learning on the job. This process is known as on-the-job training OJT. One of the most popular and established forms of informal training is OJT.

There are various commonly utilized methods for on-the-job training.

Job Rotation: is a procedure that involves rotating all employees' jobs on a regular basis so they can experience different sectors of the business while developing their skill sets. (VALAMIS, 2023) It implies a systematic change of employee by transferring employee between various area of responsibility on the premise to enhance employee experience in the job. (ZIN, 2015)

An employee's salary usually doesn't change while job rotation takes place. Although promotions do occur, a rotation program does not guarantee it. Workers usually transition laterally between jobs. Employees acquire experience and skills by taking on new duties under a job rotation scheme. The goals of rotations are to encourage adaptability, staff involvement, and retention.

Job Rotation has many advantages to employers and employees. According to Ergonomics Plus on A Step-by-Step Guide to Job Rotation the below are listed as pros of Job Rotation.

- Reduced exposure to focused physical demands of one job.
- Reduced physiological stress, strain, and fatigue to muscle group used for one job.
- Reduces employee exposure to high-risk job demands.
- Reduced MSD incidents and severity.
- Increased innovation and improved work process efficiency.
- Improves employee skill base and increases job assignment flexibility over time.
- Reduced boredom and complacency.
- Increased productivity & quality.
- Reduced absenteeism & turnover.

According to the study conducted by (Resty Tri Setya & Nova Mardiana, 2022), job rotation has been found to have a significant positive effect on employee performance. The research suggests that job rotation should be approached in a scientific and objective manner, as it can enhance productivity and reduce employee burnout. Additionally, the study highlights the importance of training programs that are tailored to the specific needs and values of employees' job roles. To further encourage employees to seek new challenges and minimize complaints about non-essential work matters, the researchers recommend that superiors provide new assignments or challenges accompanied by additional compensation. This approach aims to attract employees to continually seek growth opportunities and prioritize meaningful tasks in their work.

Coaching: Under the approach of on-the-job coaching, a dedicated supervisor takes on the role of an individual's coach during the training process. This type of coaching, as highlighted by Merkebu Alemayehu (2020), involves the supervisor providing the learner with performance feedback and growth recommendations. Furthermore, the apprentice may assume some of the coach's responsibilities, thereby lightening their workload. On-the-job coaching serves as an effective means to facilitate employee skills training. When selecting an on-the-job coach, there are various approaches to consider, with the choice typically based on the coach's expertise, abilities, and personality. This type of skill-building is commonly conducted internally within the organization.

The practice of coaching within organizations offers numerous benefits. As stated by the Institute of Coaching, it empowers individuals and encourages them to take responsibility for their own growth and development. Coaching also contributes to increased employee and staff engagement, as individuals feel supported and valued in their professional journey. Moreover, it plays a pivotal role in improving individual performance by providing personalized guidance and support. Additionally, coaching helps identify and nurture high-potential employees, allowing organizations to harness and develop their talents for future leadership roles. It aids in identifying both organizational strengths and areas for development, enabling targeted interventions for growth. Furthermore, coaching serves as a powerful motivator, empowering individuals to excel and achieve their full potential. By investing in coaching, organizations demonstrate their commitment to the ongoing development of their human resources.

Overall, on-the-job coaching serves as a valuable approach to training and development within organizations, providing personalized support and guidance to employees while fostering a culture of continuous learning and growth.

Mentoring: similar to coaching, involves pairing a staff member with a more senior or experienced colleague. In this close and personal training relationship, the mentor assumes the ultimate responsibility for the long-term success of the trainee. According to Whatfix (2023), mentorship is an important practice in employee development. The ability of mentors, whether in informal or formal settings, to implement mentoring program activities can lead to higher levels of psychosocial support, career development, and overall work productivity for individuals (Iravo, 2014).

Research conducted by the American Society of Training and Development revealed that combining training with mentoring support strategies yielded significant benefits. While training alone resulted in a 24 percent increase in manager productivity, the combination of training and mentoring support strategies increased productivity by an impressive 88 percent (NYAMORI, 2015).

Mentoring provides a range of benefits for the mentees as highlighted by UC Davis (2022). Mentees receive guidance and support from respected members of the campus community, providing them with valuable professional development opportunities. Mentoring also boosts confidence and enhances institutional knowledge by fostering a greater understanding of how the campus operates and how things are accomplished. Additionally, it exposes mentees to different approaches to work, expands their network of colleagues, and deepens their knowledge of various areas within the organization. Furthermore, having a confidential sounding board for ideas and challenges allows mentees to seek guidance and advice in a safe and supportive environment.

From the organizational perspective, mentoring offers several advantages. It facilitates the growth and development of high-potential leaders, demonstrating a visible commitment to staff development and continuous learning. Mentoring programs also play a crucial role in transferring and maintaining institutional knowledge, ensuring that valuable insights and expertise are preserved within the organization. Moreover, mentoring fosters an inclusive, diverse, and collaborative environment, promoting a sense of belonging and collaboration among employees.

Overall, mentorship is a powerful employee development method that enhances individual growth and productivity. It provides guidance, support, and a platform for knowledge transfer, benefiting both the mentees and the organization as a whole.

2.2.5.2 Off the job Training method

Off-the-job training, as defined by WonderShare (2024), refers to training that occurs outside of the employee's regular work environment. This type of training involves taking employees away from their usual work settings and conducting the training in a dedicated location specifically designated for this purpose.

According to Yideneku Debalkie (2019), off-the-job training programs involve removing employees from their regular work environment to attend focused programs. Organizations often choose to send their leaders to colleges, universities, conferences, seminars, workshops, and other programs offered by training institutes. The aim is to enhance their leadership capabilities and provide them with valuable learning experiences beyond the confines of their workplace.

There are various methods through which off-the-job training can be deployed in organizations. One method is through classroom lectures, where a trainer delivers lectures while participants are seated in a setting similar to a traditional classroom (Indeed, 2023). This approach allows for structured and instructor-led learning in a controlled environment.

Another off-the-job training method is induction training, which is the process of introducing new hires to their roles and the organization (Indeed, 2022). This program provides them with relevant information and guidance to help them successfully transition into their positions.

Furthermore, online learning has become increasingly popular as an off-the-job training method. Online learning, as defined by Science Direct (2023), refers to any learning experience that involves interaction with or is mediated by the use of digital technologies. This approach provides flexibility and accessibility, allowing employees to engage in training at their own pace and convenience.

Off-the-job training methods offer a range of benefits to employees and organizations. These benefits include skill acquisition and diversification, as employees have the opportunity to learn new skills and broaden their knowledge base. Off-the-job training also provides access to expert knowledge and experiences that may not be available within the organization. This can contribute to higher job satisfaction as employees feel valued and supported in their professional development. Additionally, off-the-job training promotes personal growth and prepares individuals for higher responsibilities within the organization.

By utilizing various off-the-job training methods, organizations can provide employees with valuable learning experiences that contribute to their growth, development, and overall success.

2.2.5.3 Project Team Performance

Effective project team performance is crucial for the successful execution of projects within organizations. A high-performing project team can achieve project objectives, meet deadlines, and deliver high-quality results. Several factors contribute to project team performance, including team dynamics, communication, collaboration, leadership, and training programs. In this study, we will focus on training programs as a factor that has a significant effect on project team performance.

Training programs play a crucial role in enhancing project team performance within organizations. By providing team members with the necessary skills, knowledge, and tools, training programs contribute to the development of high-performing project teams. Numerous studies have validated the impact of training programs on employee performance. For instance, a study conducted by Ritesh Upadhyay (2018) found that employees who received effective training and development demonstrated an increase in job proficiency. The study also demonstrated that training and development are beneficial for both employees and employers in the long run.

Additionally, Ganesh M. and Dr. R. Indradevi (2015) concluded that the accessibility of training and development programs has a positive impact on all groups of employees. They found that training programs help meet challenges in the workplace and create a positive culture surrounding human resource management, ultimately leading to improved performance.

In conclusion, training programs have a significant impact on project team performance. They provide team members with the necessary skills, foster a culture of continuous learning, and enhance team dynamics and collaboration. By investing in training programs, organizations can develop high-performing project teams that are capable of successfully executing projects and delivering exceptional results.

2.3 Review of Empirical Studies

Programs for training and development that are effective are critical for improving overall organizational results, job satisfaction, and employee performance. Many empirical investigations have provided insights into the variables influencing the effectiveness of these initiatives as well as suggestions for enhancement. A detailed overview of significant empirical research that have looked at the connection between project team performance and training initiatives is given in this section. Based on some of the primary topics and factors covered in earlier parts, the review is arranged.

Yideneku Debalkie (2019) conducted a study focusing on the impact of training and development practices on job satisfaction within the Bank of Abyssinia. The study identified areas that needed improvement, such as needs assessment, program design, and implementation. Recommendations included involving employees in identifying their training needs, aligning program design with those needs, and enhancing the implementation process.

In another study by Kudus et al. (2023) at Universiti Teknikal Malaysia Melaka (UTeM), researchers explored factors influencing the effectiveness of training and development programs. The study emphasized the importance of employee readiness, speaker effectiveness, training content, methods, and evaluation. Recommendations included enhancing employee readiness and motivation, selecting effective speakers, improving training content and methods to cater to different learning styles, and incorporating comprehensive evaluation processes.

Alemayehu (2020) assessed training and development practices and challenges within the Addis Ababa Water and Sewerage Authority (AAWSA). The study identified challenges related to strategic plan implementation, program design, on-time training, and evaluation. Recommendations included improving the implementation of the strategic plan, aligning program design with organizational goals, emphasizing on-time training for timely skill acquisition, and strengthening evaluation systems.

Paresh et al. (2019) conducted research focusing on factors influencing the effectiveness of training programs. The study highlighted the significance of conducting thorough training needs analysis, setting clear objectives, and evaluating training effectiveness. Recommendations included prioritizing needs analysis, establishing measurable objectives, and utilizing evaluation models like the Kirkpatrick model.

Two studies by Upadhyay (2018) emphasized the critical role of training and development in improving employee performance and organizational outcomes. These studies highlighted the importance of tailored programs addressing specific employee needs, enhancing knowledge and skills, and promoting job satisfaction. They also emphasized fostering a positive organizational culture that supports continuous learning and development.

In summary, empirical studies on training and development practices provide valuable insights and recommendations for organizations to enhance the effectiveness of their programs.

Recommendations include involving employees in needs assessment, designing relevant and engaging programs, ensuring effective implementation, and conducting comprehensive evaluations. Factors to consider include employee readiness and motivation, speaker effectiveness, training content and methods, and contextual factors specific to the industry or sector. By investing in training and development initiatives and creating a supportive learning environment, organizations can foster growth, development, and success for their employees and the organization as a whole.

However, it is important to note that there is gap in research regarding the relationship between training and outcomes specifically within project-driven organizations, which have unique factors such as shifting team compositions and priorities. In order to shorten this gap, this study will look at the training programs offered by Safaricom Telecommunications Ethiopia PLC and investigate how training design and assessment may be modified in project-based contexts to optimize benefits for individuals, teams, and organizations.

2.4 Conceptual Framework

The conceptual framework for this proposal provides a theoretical foundation and structure for understanding the relationships and variables involved in evaluating the impact of training and development programs on enhancing project team performance at Safaricom Telecommunication Ethiopia PLC. It outlines the key concepts, variables, and their interconnections, guiding the research design and analysis.

Independent Variables: Training Programs (On the Job Training method & Off the Job Training Method):

On the Job Training method will include the first three variables namely Job Rotation Coaching & Mentoring and the fourth variable will be Off the Job Training Method which includes various type of training programs that take place outside of the work station.

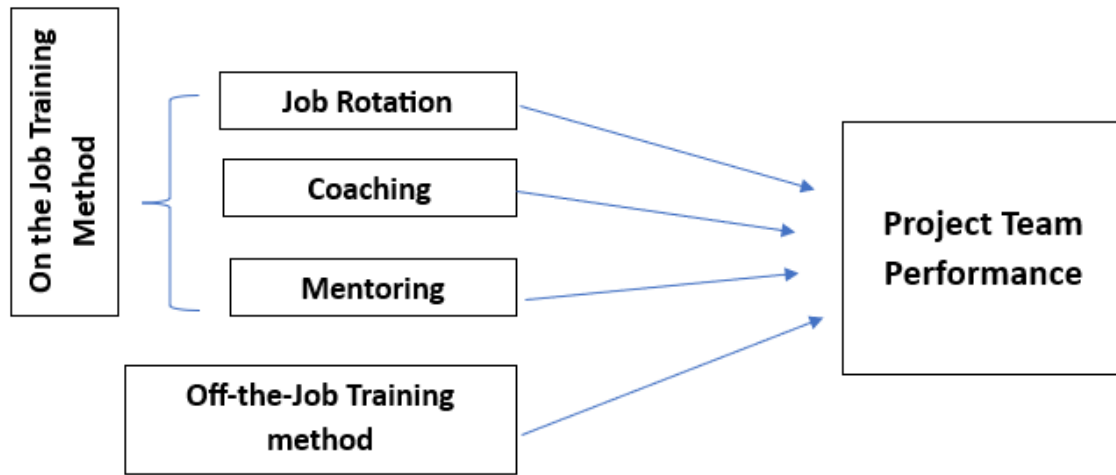
Dependent Variable: Project Team Performance

Project team performance is the outcome variable that reflects the effectiveness and efficiency of project teams in executing project tasks.

The conceptual framework guides the data collection, analysis, and interpretation processes, allowing researchers to examine the effectiveness and outcomes of training and development

programs in enhancing project team performance. By understanding the interplay between the variables, the study aims to identify strengths, weaknesses, and potential areas for improvement in the current programs at Safaricom Telecommunication Ethiopia PLC.

The Conceptual framework was derived from (Husne Jahan Chowdhury, Kamal Uddin, 2022) with the independent variables are classified in their nature.



(Husne Jahan Chowdhury, Kamal Uddin, 2022)

Figure 1 Conceptual framework model

2.5 Hypothesis of the study

The Hypothesis of the study are as follows:

H1: The implementation of Job rotation at Safaricom Telecommunication Ethiopia PLC significantly impact the performance of project teams.

H2: The implementation of Coaching at Safaricom Telecommunication Ethiopia PLC significantly impacts the performance of project teams.

H3: The implementation of Mentoring at Safaricom Telecommunication Ethiopia PLC significantly impacts the performance of project teams.

H4: The implementation of Off-the-Job training methods at Safaricom Telecommunication Ethiopia PLC significantly impact the performance of project teams.

Chapter Three Research Methodologies

This chapter covers the research methods that will be used in this study. The focus is on exploring the research designs, examining methods of data collection, discussing sample methodologies, as well as reflecting on ethical considerations. The primary objective through this chapter is to provide the reader with a broad understanding of the methods that will be employed in examining the impact training programs have on project teams' performance. This chapter sets the groundwork for a more extensive investigation in this arena.

3.1 Research Design

The process of determining definitive answers to research problems and questions is known as research design. The researcher uses both qualitative and quantitative research designs in this effort. (Adebiyi, J. Abosede & Abayomi, T. Onanuga, 2016). Alternately, according to Pankajakshan Vijayanthi Indu & K Vidhukumar, 2020, a research design is an organized strategy for examining a scientific issue.

3.2 Research Approach

Qualitative research design is defined as a type of research methodology that focuses on exploring and understanding complex phenomena and the meanings attributed to them by individuals or groups. (Nick Jain, 2023)

Quantitative research design is defined as a research method used in various disciplines, including social sciences, psychology, economics, and market research. It aims to collect and analyze numerical data to answer research questions and test hypotheses. (Nick Jain, 2023)

A mixed-method research approach was used for this study. This method merged qualitative and quantitative techniques to provide a thorough knowledge of how project team performance was affected by training and development programs. While the qualitative component involved conducting interviews with project team members to obtain in-depth insights and viewpoints, the quantitative component involved using questionnaires to collect data from employees. This kind of research design assisted in correctly capturing characteristics of the specific people, circumstances, or groups under investigation.

3.3 Description of Study Area

The study was conducted at the headquarters of Safaricom Telecommunication Ethiopia PLC, a telecommunications company operating in Ethiopia. The total population operating under the company was 940 employees. The target population consisted of team members who had participated in training programs within the organization from the Marketing, Network deployment, Network Operation, and Network Planning and Engineering departments, with a total of 145 workers. By focusing on this specific population, the study aimed to gather insights directly from those who had experienced the impact of these programs on their performance.

The interviews were conducted with participants to gather qualitative data, providing a deeper understanding of their experiences and perceptions. This mixed-method approach provided a rich dataset and enhanced the validity of the findings.

3.4 Sampling Technique and Sample Size

To gain a clearer understanding of the research questions, a random sampling technique was employed to distribute the questionnaire. This method allowed for a fair representation of employees across the different departments, considering that the organization operated on project-based activities and all employees were impacted by training programs. Random sampling was deemed suitable for this study as it provided an equal chance for all employees to be included.

To determine Yamane (1967) provides a simplified formula to calculate sample sizes.

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

Where **n** is the sample size

N is the population size = 145

and **e** is the level of precision = 0.05

Using the above stated formula the sample size can be calculated as follows

$$n = 145 / (1 + 145(.05)^2)$$

$$n = 106$$

The details of the target population classified with respective departments are as per the below table

Table 1 Target Population per department

Department Name	Number of Population
Network Planning and Engineering	30
Marketing	41
Network Operation	34
Network deployment	40
Total	145

(On site survey, 2024)

Hence, the estimated sample size for this research was 106 employees working in different departments. This sample size was considered appropriate to gather sufficient data and capture a diverse range of perspectives.

For the interviews, a purposive sampling technique was utilized to select the training team coordinators who were actively involved in facilitating the training program. This deliberate selection was based on the fact that the training team coordinators possessed the necessary knowledge and insights to address the specific information required in the interviews.

By employing these sampling approaches, the research aimed to include an adequate and unbiased number of participants to ensure comprehensive insights into the research questions. This way, a well-rounded understanding of the impact of training programs on project team performance could be achieved.

3.5 Data Collection

Data was gathered using the following techniques. The main tools used to collect data were interviews and questionnaires. Employees were asked to respond to the surveys with their thoughts. The questionnaire used was adapted from research titled "Impact of Training and Development Program on Employee Performance: A Study on State Own Commercial Banks of Bangladesh" by Husne Jahan Chowdhury and Kamal Uddin (2022), with some modifications to align with the concept of this study.

3.6 Description of Study Variables

The study variables included the specific types of training programs offered to project teams, namely Job Rotation, Coaching, Mentoring, and Off-the-Job training methods, as the independent variables. The dependent variable was Project Team Performance. By examining these variables from both quantitative and qualitative perspectives, a more comprehensive understanding of the relationship between training programs and project team performance was achieved.

3.7 Data Analysis

The collected data was analyzed using the descriptive analysis method to determine the central tendency in relation to the mean of the responses. Additionally, the inferential analysis method was employed to analyze the regression and correlation of the variables. The quantitative data obtained from the questionnaires were analyzed using statistical software such as SPSS and Excel. This allowed for a systematic examination of the data and the generation of statistical findings.

On the other hand, the qualitative data gathered from the interviews were transcribed and analyzed using narrative analysis. This approach helped to uncover deeper insights into the impact of training programs on project team performance by examining the narratives and perspectives shared by the participants.

3.8 Validity and Reliability analysis

As the questionnaire adopted for this study was derived from the work of (Husne Jahan Chowdhury, Kamal Uddin, 2022), with slight modifications made to align with the objectives of the study, the validity of the questionnaire was already tested and approved by expertise.

The reliability of the questionnaire was tested and the results are as follows. The questionnaires were developed based on various literature sources including books and journals. Before distributing the questionnaires, a pilot test was conducted with 20 respondents to ensure their understanding of the concepts presented in the questions. The pilot test data was analyzed using SPSS to assess the clarity and comprehensibility of the questions.

The result of the test was deemed acceptable to continue distributing the questionnaire to more respondents as per the below listed results

Table 2 Reliability Statistics

Reliability Statistics		
Variables	Cronbach's Alpha	N of Items
Job Rotation	.885	4
Coaching	.789	4
Mentoring	.799	4
Off-the-Job Training	.761	4
Project Team Performance	.731	4

(On Site Survey, 2024)

3.1 Ethical Considerations

Ethical considerations took place throughout the study procedure. Prior to their participation in the study, individuals provided informed permission, guaranteeing that they understood the aim of the research and their rights as participants. Anonymizing participant replies and safely storing the data helped to safeguard their privacy and confidentiality. The study ensured the ethical treatment of participants and the proper conduct of research by adhering to ethical rules and regulations imposed by Addis Ababa University and relevant authorities.

Chapter Four Data Presentation, Analysis and Interpretation

This chapter provides a detailed analysis of the sample data collected for the research study titled "Evaluating the practice and impact of Training programs in Project Team Performance: A Case Study in Safaricom Telecommunication Ethiopia PLC". The study has formulated a set of research questions that are specifically tailored to the purpose and objectives of this investigation, with a focus on the case of Safaricom Telecommunication Ethiopia PLC.

The results and discussion section presents the findings related to the research questions aimed at identifying the impact of training programs offered by Safaricom Telecommunication Ethiopia PLC to different project team members in different departments. The results are discussed, and a Likert scale with five points is used to present the findings:

The results are discussed, and a Likert scale with five points is used to present the findings:

“1 = Strongly Disagree”, “2 = Disagree”, “3 = Neutral”, “4 = Agree” & “5 = Strongly Agree”

The data collected through the questionnaires from the respondents was meticulously inputted into the SPSS software. Using SPSS descriptive statistics, the data was then analyzed

4.1 Response Rate

For the purpose of gathering data A total of 106 questionnaires were given to the target groups of workers from the network planning and engineering, marketing, network operation, and network deployment departments at the Safaricom Telecommunications Ethiopia PLC headquarters. Six additional questionnaires were sent to replace the original batch of incomplete responses. 94 of the 106 surveys were returned, yielding an acceptable response rate of 88.68%.

4.2 Demographic characteristics of the respondent

Table 3 Demographic characteristics of the respondent

No variables	Type	Frequency	Percent	Cumulative Percent
Gender	Male	52	55.3	55.3
	Female	42	44.7	100
	Total	94	100	
Age	18-27	40	42.6	42.6
	27-36	50	53.2	95.7
	37-46	3	3.2	98.9
	47 and above	1	1.1	100
	Total	94	100	
Education level	Bachelor's Degree	55	58.5	58.5
	Master's Degree	39	41.5	100
	Total	94	100	
Department	Network Planning and Engineering	19	20.2	20.2
	Marketing	19	20.2	40.4
	Network Operation	25	26.6	67
	Network deployment	31	33	100
	Total	94	100	
Work Experience	Below 3 years	31	33	33
	3-6 years	35	37.2	70.2
	7-10 years	25	26.6	96.8
	Above 10 years	3	3.2	100
	Total	94	100	

The distribution of respondents' ages and genders is displayed in the tables above. According to the output result, 44.7% of respondents were women and 55.3% of respondents were men. Marketing, network deployment, network operation, and network planning and engineering were among the respondents of the survey.

In terms of age distribution, young people between the ages of 18 and 27 and 27 and 36, or 42.6% and 53.2% of the respondents, make up the majority of the team members that the study covered. The remaining 3.2% and 1.1%, respectively, correspond to ages 37–46 and 47 and older.

Regarding education level 58.5% of the respondents have Bachelor's Degree and 41.5% have Master's Degree. From the above table it can be seen that none of the respondents have Doctorate Degree neither still on their High School Diploma.

The diversity in the job position of the respondents is as follows. Out of the total respondents, Technology team members have the highest share which is about 33% followed by Supply chain which is 26.6%, Marketing and Finance consist of 20.2% each.

In relation to work experience 33% have below 3-year experience, 37.2% have experience between 3-6 years, 26.6% have experience between 7-10 years and the remaining 3.2% have experience of above 10 years.

4.3 Descriptive Statistics

Based on previous literatures & studies interpretation of mean results are shown as per the below listings.

Table 4 Interpretation of mean score

Mean Score	Interpretation
4.24 – 5.00	Very High
3.43 – 4.23	High
2.62 – 3.42	Moderate
1.81 – 2.61	Low
1.00 – 1.80	Very Low

(Alkharusi, 2022)

Table 5 Job Rotation's impact on project team performance

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Job Rotation improved my engagement and activity in my project.	94	3	5	3.69	.762
I have acquired technical knowledge and skill through Job rotation.	94	3	5	3.84	.574
Job Rotation has given a better understanding to my project.	94	3	5	3.72	.473
Job Rotation improved my communication skill in the course of my project.	94	3	5	3.70	.483
Valid N (listwise)	94				

1. Job Rotation improved my engagement and activity in my project

Based on the provided descriptive statistics, the respondents, on average, reported a moderate level of improvement in their engagement and activity in their project as a result of job rotation. The high mean score of 3.69 suggests that, overall, job rotation had a positive impact on their level of engagement and activity. However, the standard deviation of 0.762 indicates variability in the responses. This suggests that while some individuals experienced a higher level of improvement in their engagement and activity, others may have experienced a lower level.

2. I have acquired technical knowledge and skill through Job rotation.

The respondents, on average, reported a relatively high level of acquisition of technical knowledge and skill through job rotation. With a high mean score of 3.84, it suggests that job rotation has been effective in enhancing the technical knowledge and skill sets of the participants. The relatively low standard deviation of 0.574 indicates that the responses were consistent, with most individuals reporting a similar level of acquisition. This suggests that job rotation has been successful in providing opportunities for individuals to gain valuable technical knowledge and skills, contributing to their professional development and potential for growth within their projects or roles.

3. Job Rotation has given a better understanding to my project.

The descriptive data showed that, in general, respondents felt that job rotation had improved their comprehension of their project to a moderate extent. The results show that job rotation has improved participants' understanding of their projects, with a high mean score of 3.72. There appears to have been variance in the responses, as seen by the comparatively low standard deviation of 0.473, which points to agreement among the participants about the advantages of job rotation for project comprehension. This implies that job rotation has given people a variety of experiences and viewpoints, which has helped them to have a more thorough grasp of their tasks.

4. Job Rotation improved my communication skill in the course of my project.

The result suggests that job rotation has positively influenced the participants' communication skills. The relatively low standard deviation of 0.483 indicates that the responses were consistent,

with most individuals reporting a similar level of improvement. The high mean score of 3.70 suggests that job rotation has provided opportunities for individuals to enhance their communication skills through interactions with different team members or departments.

Based on the descriptive statistics, it can be concluded that the respondents generally reported positive perceptions regarding the impact of job rotation on their engagement, acquisition of technical knowledge and skill, understanding of their project, and communication skills. However, there were variations in the responses, suggesting that individual experiences and perceptions may differ to some extent.

Table 6 Coaching's impact on project team performance

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Coaching influences my task and it's improving my routine on my project.	94	3	5	3.73	.691
Coaching gives a better understanding to my project.	94	3	5	3.76	.522
The coaching I receive improved my skills and knowledge.	94	3	5	3.76	.501
The coaching I receive is helping in performing my assigned project.	94	3	5	3.67	.709
Valid N (listwise)	94				

5. Coaching influences my task and it's improving my performance on my project.

Based on the provided descriptive statistics, the respondents, on average, reported a moderate level of influence from coaching on their tasks and an improvement in their routine on their project. The high mean score of 3.73 suggests that coaching has had a positive impact on their tasks and has contributed to an improvement in their routine. The responses do, however, appear to vary somewhat, as indicated by the standard deviation of 0.691. This implies that whereas certain people had greater influence and progress, others might have had less of both.

6. Coaching gives a better understanding to my project.

The respondents, on average, reported a moderate level of improvement in their understanding of their project through coaching. With a high mean score of 3.76, it indicates that coaching has had a positive impact on enhancing the participants' understanding of their projects. There appears to have been little variation in the responses, as evidenced by the comparatively low standard deviation of 0.522, which points to agreement among the participants about the advantages of coaching for project comprehension. This suggests that coaching has provided individuals with valuable insights and guidance, contributing to a better understanding of their projects.

7. The coaching I receive improved my skills and knowledge.

The respondents, on average, reported a relatively high level of improvement in their skills and knowledge as a result of the coaching they received. With a high mean score of 3.76, it suggests that the coaching has been effective in enhancing the participants' skills and knowledge. The relatively low standard deviation of 0.501 indicates that the responses were consistent, with most individuals reporting a similar level of improvement. This suggests that the coaching provided relevant and valuable information that contributed to the participants' professional growth and development.

8. The coaching I receive is helping in performing my assigned project.

Based on the descriptive statistics, the respondents, on average, reported a moderate level of improvement in their ability to perform their assigned project as a result of the coaching they received. The high mean score of 3.67 suggests that coaching has positively influenced their performance. The standard deviation of 0.709 indicates some variability in the responses, suggesting that some individuals may have experienced a higher level of improvement in their project performance, while others may have experienced a lower level.

Based on the descriptive statistics, it is evident that coaching plays a significant role in influencing the task and performance of project team members. The high mean scores, ranging from 3.73 to 3.76 on the 5-point scale, indicate that coaching has a positive impact. These scores suggest that

coaching influences the task, improves routine and understanding of the project, and helps in performing assigned projects.

Although there is some variability in the responses, as indicated by the moderate standard deviations, the overall trend is that coaching is perceived as beneficial. This variability suggests that individual experiences and opinions may differ, but the general consensus is that coaching contributes to skill and knowledge improvement, as well as project performance enhancement.

Table 7 Mentoring’s impact on project team performance

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Mentoring is necessary to in completing and achieving the goal my project.	94	3	5	3.83	.713
Mentoring is relevant to my area of operation and project.	94	3	5	3.81	.554
Mentoring improved my engagement and activity in my project.	94	3	5	3.66	.540
I have acquired technical knowledge and skill through Mentoring	94	3	5	3.59	.594
Valid N (listwise)	94				

9. Mentoring is necessary to in completing and achieving the goal my project.

The respondents, on average, reported a relatively high level of agreement regarding the necessity of mentoring in completing and achieving the goals of their projects. The high mean score of 3.83 suggests that mentoring is perceived as an important factor in project success. The standard deviation of 0.713 indicates some variability in the responses, suggesting that individual opinions may vary to some extent.

10. Mentoring is relevant to my area of operation and project

Descriptive statistics reveal that, generally speaking, respondents expressed a high degree of agreement about the value of mentoring in relation to their project and area of operation. With a high mean score of 3.81, it indicates that people view mentorship as beneficial and relevant to their

particular situations. There was comparatively little variation in the responses, as seen by the comparatively low standard deviation of 0.554, indicating that the participants were in agreement about the importance of mentoring. This implies that mentoring offers people direction and assistance that corresponds with their unique operational and project requirements.

11. Mentoring improved my engagement and activity in my project.

The respondents, on average, reported a moderate level of improvement in their engagement and activity in their project as a result of mentoring. The high mean score of 3.66 suggests that mentoring has had a positive impact on their level of engagement and activity. The relatively low standard deviation of 0.540 indicates that the responses were consistent, with most individuals reporting a similar level of improvement. This suggests that mentoring has provided individuals with guidance and support that has enhanced their involvement and productivity in their projects.

12. I have acquired technical knowledge and skill through Mentoring

The respondents, on average, reported a moderate level of acquisition of technical knowledge and skill through mentoring. With a high mean score of 3.59, it suggests that mentoring has been effective in enhancing the technical knowledge and skill sets of the participants. The relatively low standard deviation of 0.594 indicates that the responses were consistent, with most individuals reporting a similar level of acquisition. This suggests that mentoring has provided individuals with valuable guidance and opportunities to gain technical knowledge and skills, contributing to their professional development and potential for success in their projects.

Based on the descriptive statistics, it is evident that mentoring plays a significant role in completing and achieving the goals of projects. The high mean scores on the 5-point scale indicate that mentoring is perceived as necessary, relevant, and beneficial for project success. Additionally, the relatively low standard deviations suggest a consensus among the participants, indicating a consistent perception of the positive impact of mentoring.

Table 8 Off-the-job training method impact on project team performance

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Induction training received is relevant to my area of operation and guides in having a better understanding of my project.	94	3	5	3.78	.642
Market immersions helps in acquiring technical knowledge and skill.	94	3	5	3.68	.491
The online learnings have improved my skills and knowledge.	94	3	5	3.70	.545
Attending the seminar program has given a better understanding of my project responsibility	94	3	5	3.77	.739
Valid N (listwise)	94				

13. Induction training received is relevant to my area of operation and guides in having a better understanding of my project.

Based on the provided descriptive statistics, the respondents, on average, reported a relatively high level of agreement regarding the relevance of the induction training to their area of operation and its effectiveness in providing them with a better understanding of their project. The high mean score of 3.78 suggests that the induction training is perceived as valuable and applicable to their specific contexts. The standard deviation of 0.642 indicates some variability in the responses, suggesting that individual opinions may vary to some extent.

14. Market immersions help in acquiring technical knowledge and skill

The high mean score of 3.68 on the 5-point scale implies that market immersions have a positive impact on enhancing the participants' technical knowledge and skill sets. There was comparatively little variation in the responses, as seen by the comparatively low standard deviation of 0.491, indicating that participants were in agreement about the advantages of market immersions. This implies that market immersions give people the chance to gain important real-world experience as well as technical knowledge and abilities.

15. The online learnings have improved my skills and knowledge.

The respondents, on average, reported a moderate level of improvement in their skills and knowledge as a result of online learnings. The high mean score of 3.70 suggests that online learnings have been effective in enhancing the participants' skills and knowledge. The relatively low standard deviation of 0.545 indicates that the responses were consistent, with most individuals reporting a similar level of improvement. This suggests that online learnings have provided individuals with valuable educational resources and opportunities for professional growth, contributing to their skill development and knowledge acquisition.

16. Attending the seminar program has given a better understanding of my project responsibility

With a high mean score of 3.77, it suggests that the seminar program has been successful in providing participants with valuable insights and guidance to comprehend their project responsibilities. The standard deviation of 0.739 indicates some variability in the responses, suggesting that individual experiences and perceptions may differ to some extent.

Based on the descriptive statistics, it is evident that the off-the-job training methods, such as induction training, market immersions, online learnings, and attending seminar programs, have generally had a positive impact on the performance and understanding of project responsibilities among the team members. The high mean scores suggest that these training methods were perceived as relevant and beneficial in improving performance and enhancing understanding of project responsibilities. However, there were some variabilities in the responses, as indicated by the moderate standard deviations.

Overall, the findings suggest that these off-the-job training methods have been effective in enhancing the team members' performance and knowledge in their respective areas of operation.

Table 9 Training programs impact on project team members performance

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Job rotation have a positive impact on my performance.	94	3	5	3.72	.629
The coaching sessions I have undergone have positively contributed to my overall performance.	94	3	5	3.91	.682
The skills and knowledge acquired through the mentoring have enhanced my performance	94	3	5	3.72	.516
I have noticed a significant improvement in my performance after undergoing off-the-job training sessions.	94	3	5	3.69	.529
Valid N (listwise)	94				

The participants reported that job rotation has a positive impact on their performance, with a high mean score of 3.72. This indicates that the opportunity to rotate between different roles or departments has been perceived as valuable in improving their overall performance. The moderate standard deviation of 0.629 suggests some variability in responses, indicating that individual experiences and perceptions may differ to some extent.

The coaching sessions that the participants underwent were reported to have positively contributed to their overall performance, as indicated by the high mean score of 3.91. This suggests that the guidance and support received through coaching have been effective in enhancing their performance. The standard deviation of 0.682 indicates some variability in responses, suggesting individual differences in the perceived impact of coaching.

Similarly, the skills and knowledge acquired through mentoring were reported to have enhanced performance, with a high mean score of 3.72. This suggests that the guidance and knowledge transfer provided by mentors have positively influenced the participants' performance. The moderate standard deviation of 0.516 suggests some variability in responses, indicating individual variations in the perceived impact of mentoring.

The participants also noticed a significant improvement in their performance after undergoing off-the-job training sessions, as indicated by the high mean score of 3.69. This suggests that the training conducted outside of their regular job responsibilities has had a positive impact on their

performance. The standard deviation of 0.529 suggests some variability in responses, indicating individual differences in the perceived impact of off-the-job training.

Based on the descriptive statistics provided, it is evident that job rotation, coaching sessions, mentoring, and off-the-job training have generally had a positive impact on the performance of the participants. The high mean scores for each statement, ranging from 3.69 to 3.91 on the 5-point scale, suggest that these training and development methods have been perceived as beneficial in enhancing performance.

In summary, the descriptive statistics indicate that job rotation, coaching sessions, mentoring, and off-the-job training have generally been perceived as having a positive impact on performance. While the mean scores suggest overall agreement on the positive effects of these training methods, the variability in responses, as indicated by the standard deviations, suggests that individual experiences and perceptions may differ to some extent.

4.4 Correlations

Table 10 Correlation

Correlations						
		JR	C	M	OFF	PTP
JR	Pearson Correlation	1	.836**	.886**	.855**	.953**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	94	94	94	94	94
C	Pearson Correlation	.836**	1	.796**	.774**	.859**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	94	94	94	94	94
M	Pearson Correlation	.886**	.796**	1	.855**	.917**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	94	94	94	94	94
OFF	Pearson Correlation	.855**	.774**	.855**	1	.921**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	94	94	94	94	94
PTP	Pearson Correlation	.953**	.859**	.917**	.921**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	94	94	94	94	94
** . Correlation is significant at the 0.01 level (2-tailed).						
Independent Variables JR, C, M & OFF						
Dependent Variable PTP						

The correlation analysis output in SPSS provides valuable insights into the relationships between different variables in one's dataset. This output can be used to understand the strength and direction of associations between the variables under the study.

Pearson Correlation Coefficients:

- JRCMOFFPTP: These are the variables included in the correlation analysis.
 - JR – Job Rotation
 - C – Coaching
 - M – Mentoring
 - OFF – Off the Job Training
 - PTP – Project Team Performance
- Pearson Correlation: The correlation coefficients between two variables are displayed in this column. A perfect positive correlation is represented by a value of 1, a perfect negative correlation by a value of -1, and no correlation is represented by a value of 0.
- Sig. (2-tailed): This column displays the significance level of each correlation coefficient. It tells you whether the observed correlations are statistically significant.
- N: Indicates the number of observations for each pair of variables.

The below interpretation was aided by the below table which was derived from (Mukaka, 2012)

Table 11 Interpretation of Pearson Correlation Coefficients

Size of Correlation	Interpretation
.90 to 1.00 (-.90 to -1.00)	Very high positive (negative) correlation
.70 to .90 (-.70 to -.90)	High positive (negative) correlation
.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.30 to .50 (-.30 to -.50)	Low positive (negative) correlation
.00 to .30 (.00 to -.30)	Negligible correlation

(Mukaka, 2012)

4.4.1 Interpretation

The correlation analysis revealed significant relationships between the independent variables (Job Rotation, Coaching, Mentoring, and Off-the-Job Training Methods) and the dependent variable (Project Team Performance).

- ✓ Firstly, a very high positive correlation was found between Job Rotation and Project Team Performance ($r = 0.953$, $p < 0.01$). This suggests that as teams experience more Job

Rotation, their performance tends to improve. Job Rotation provides team members with diverse experiences and skills, allowing them to contribute more effectively to the project team's goals.

- ✓ Secondly, there is a high positive correlation between Coaching and Project Team Performance ($r = 0.859$, $p < 0.01$). This implies that teams that receive more coaching tend to demonstrate higher levels of performance. Coaching provides guidance, support, and skill development, enabling team members to enhance their capabilities and contribute more effectively to the project.
- ✓ Additionally, a very high positive correlation was observed between Mentoring and Project Team Performance ($r = 0.917$, $p < 0.01$). This indicates that teams that receive more mentoring tend to achieve better performance. Mentoring provides individuals with guidance, advice, and knowledge sharing, which can positively impact their skills, confidence, and overall performance within the project team.
- ✓ Furthermore, there is a very high positive correlation between Off-the-Job Training Methods and Project Team Performance ($r = 0.921$, $p < 0.01$). This suggests that teams that participate in more off-the-job training methods tend to exhibit higher levels of performance within the project. Off-the-job training provides team members with opportunities to acquire new knowledge, skills, and perspectives, which can positively influence their performance and contribute to the success of the project.

In summary, the correlation analysis indicates that Job Rotation, Coaching, Mentoring, and Off-the-Job Training Methods are significantly correlated with Project Team Performance. These findings highlight the importance of implementing strategies that promote Job Rotation, Coaching, Mentoring, and Off-the-Job Training Methods to enhance the performance of project teams.

4.5 Regression Analysis

This section will cover the regression analysis together with the test of assumptions. It will also cover the correlations of the independent & dependent variables.

4.5.1 Normality Test

When choosing a model for multiple linear regression analysis, evaluating normality is an essential step. All variables must have a normal distribution in order to satisfy the normality assumption. An appropriate normal curve-fitting histogram allows for a visual evaluation of this.

The given graphic displays the frequency distribution of the standardized residuals with respect to a normal distribution.

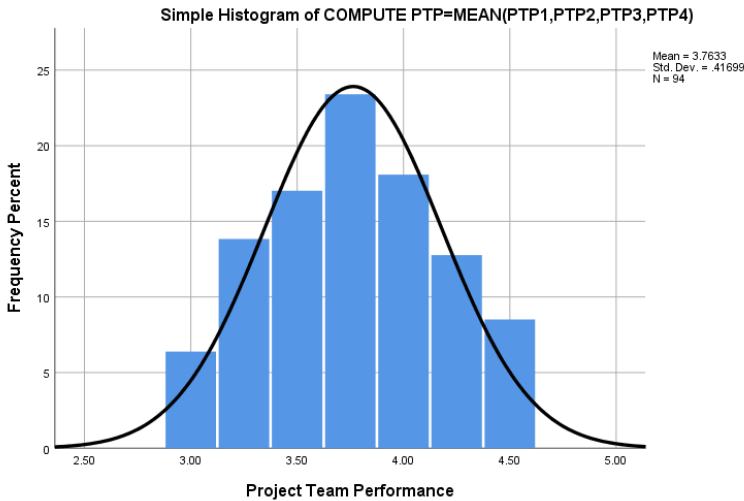


Figure 2 Normality test distribution

With the bulk of residuals closely aligned and a small number deviating from the curve, the histogram displays a pattern that is almost bell-shaped. This suggests that the residuals have a normal distribution, so upholding the normality criteria.

Based on this analysis, the researcher concluded that there are no significant data problems that would violate the assumptions of multiple regression analysis. The normality test supports the appropriate application of this statistical technique.

4.5.2 Linearity Assumption

The degree to which the change in the dependent variable is related to the change in the independent variables is known as linearity. This relationship can be graphically depicted.

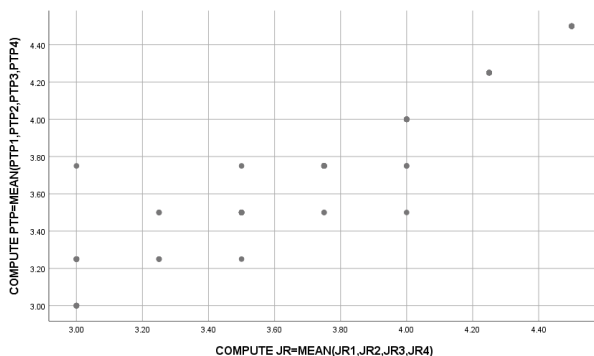


Figure 3 Linearity graph

Multiple linear regression and other statistical methods that rely on the linearity assumption are appropriate for this set of data since, according to the analysis, the linearity assumption for the variables are reasonably met.

4.5.3 Model Summary

Table 12 Model Summary

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.980 ^a	.961	.959	.08459	1.638
a. Predictors: JR,C,M,OFF					
b. Dependent Variable: PTP					

Interpretation:

The analysis shows that the predictor variables; job rotation, coaching, mentoring, and off-the-job training—have a strong positive correlation ($R = 0.980$) with the dependent variable, PTP, demonstrating their substantial impact on performance. 95.6% of the variation in PTP can be explained by the model ($R\text{-squared} = 0.961$), and the number of predictors is well-accounted for ($\text{Adjusted } R\text{-squared} = 0.959$). The effectiveness of the model is validated by its low standard error of the estimate (0.08459). The Durbin-Watson value of 1.638 indicates no substantial autocorrelation and is within the allowed range of 1.50 - 2.50. These results offer strong statistical support for the beneficial effects of training initiatives on project team productivity.

The higher regression result observed in this study can be attributed to specific factors related to the company being a startup and the focus on training programs as a primary source of knowledge transfer at this stage. Additionally, the design of the questionnaire specifically asked about performance gained through training programs, which could have contributed to the higher regression value. However, it is important to note that project team performance is influenced by multiple factors beyond training programs. Other key factors that significantly affect project team performance include compensation, work environment, personal employee interest, among others, as highlighted by various researchers.

Table 13 Coefficients

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.258	.077		3.369	.001		
	JR	.400	.049	.444	8.213	.000	.151	6.619
	C	.098	.034	.114	2.877	.005	.282	3.550
	M	.157	.047	.169	3.359	.001	.175	5.702
	OFF	.284	.041	.309	6.901	.000	.221	4.521

a. Dependent Variable: PTP

Constant:

The constant term has a coefficient of 0.258 with a standard error of 0.077. The t-value of 3.369 indicates that the constant term is statistically significant at $p < 0.001$. This means that even when all the predictor variables (JR, C, M, OFF) are zero, there is still a positive baseline effect on the dependent variable (PTP).

JR (Job Rotation):

The predictor variable JR has a coefficient of 0.400 with a standard error of 0.049. The standardized coefficient (Beta) of 0.444 suggests that JR has a significant positive impact on the dependent variable. For every one-unit increase in JR, the dependent variable is expected to increase by 0.400 units, holding other predictors constant.

C (Coaching):

The predictor variable C has a coefficient of 0.098 with a standard error of 0.034. The standardized coefficient (Beta) of 0.114 suggests that C has a small positive impact on the dependent variable. For every one-unit increase in C, the dependent variable is expected to increase by 0.098 units, holding other predictors constant.

M (Mentoring):

The predictor variable M has a coefficient of 0.157 with a standard error of 0.047. The standardized coefficient (Beta) of 0.169 suggests that M has a positive impact on the dependent variable. For every one-unit increase in M, the dependent variable is expected to increase by 0.157 units, holding other predictors constant.

OFF (Off-the-Job Training):

The predictor variable OFF has a coefficient of 0.284 with a standard error of 0.041. The standardized coefficient (Beta) of 0.309 suggests that OFF has a moderate positive impact on the dependent variable. For every one-unit increase in OFF, the dependent variable is expected to increase by 0.284 units, holding other predictors constant.

These coefficients and their statistical significance provide insights into the relationships between the predictor variables and the dependent variable in the regression model. The collinearity statistics, specifically the tolerance and VIF values, indicate that there is no significant multicollinearity issue among the predictor variables considering the values are below 10.

Table 14 ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.534	4	3.884	542.772	.000 ^b
	Residual	.637	89	.007		
	Total	16.171	93			
a. Predictors: JR,C,M,OFF						
b. Dependent Variable: COMPUTE PTP						

The ANOVA table provides important statistical information regarding the regression model used in the analysis. It shows the breakdown of variance in the dependent variable, COMPUTE PTP, into two components: regression and residual.

In this particular ANOVA table, the regression component is represented by the "Regression" row. It indicates the sum of squares (SS) attributed to the regression model, which is 15.534. The degrees of freedom (df) for the regression model are 4, representing the number of predictors included in the model. The mean square (MS) is calculated by dividing the sum of squares by the degrees of freedom, resulting in a value of 3.884.

The F-value is another important statistic provided in the table, calculated by dividing the mean square of the regression by the mean square of the residuals. In this case, the F-value is 542.772. This value indicates the ratio of the explained variance to the unexplained variance in the dependent variable. A higher F-value suggests a stronger relationship between the predictors (JR, C, M, OFF) and the dependent variable.

The significance level (Sig.) is also presented in the table, denoted as .000b. This value indicates the probability of obtaining the observed F-value by chance alone, assuming that there is no significant relationship between the predictors and the dependent variable. In this case, the significance level is extremely low (less than .001), suggesting that the regression model is statistically significant.

Overall, the ANOVA table provides evidence to support the notion that the predictors (JR, C, M, OFF) included in the model significantly contribute to explaining the variance in the dependent variable, COMPUTE PTP. The high F-value and low significance level indicate a strong relationship between the predictors and the dependent variable, highlighting the importance of these predictors in predicting COMPUTE PTP.

4.6 Interview Analysis

Qualitative data refers to non-numerical information collected through methods like interviews, observations, and document analysis. Its analysis involves several steps: data preparation, familiarization, coding, theme development, data interpretation, verification, and reporting. Researchers organize and structure the data, identify patterns and themes, interpret the data, and ensure the validity and reliability of the analysis through verification and triangulation. The analysis of qualitative data provides rich insights into subjective experiences and allows for a comprehensive exploration of meanings and interpretations.

For the study the researcher also used interview with the responsible party in facilitating training programs at Safaricom Telecommunications Ethiopia PLC. To gain responses the following questions were raised during the interview.

1. Can you describe the framework of the current training programs offered to project team members at Safaricom Telecommunication Ethiopia PLC?
2. What is the process for identifying the training needs of project team members?

3. How do you ensure that the training programs are relevant and effective in enhancing project team performance?
4. Can you provide some examples of successful training programs that have led to improved project team performance at Safaricom Telecommunication Ethiopia PLC?
5. What challenges have you faced in delivering training and development programs to project team members, and how have you addressed these challenges?

Based on the above questions the interviewee gave responses as per the below detail.

4.6.1 Framework of Training Programs:

The training framework at Safaricom Telecommunication Ethiopia PLC follows a 70% - 20% - 10% approach. The majority of training, 70%, is structured around on-the-job methods. This includes job rotation, role exchange, and stretch exercises to expose workers to different roles and scenarios. The next segment, accounting for 20% of the framework, focuses on coaching and mentoring provided by colleagues, peers, and managers/supervisors. The remaining 10% is allocated to off-the-job methods, such as market immersion, seminars, and classroom trainings. This comprehensive framework combines practical, vendor-specific, and project management trainings, ensuring a well-rounded learning experience for project team members.

4.6.2 Process for Identifying Training Needs:

As the company is at startup stage, the training needs assessment primarily focused on identifying the company/project goals and project key performance indicators (KPIs). The training facilitation team reviews these factors and conducts development interventions, working closely with line managers to identify the specific training requirements for their teams in alignment with the organizational goals. This process is used for the training programs to be tailored in addressing the specific needs of the project team members.

4.6.3 Ensuring Relevance and Effectiveness of Training Programs:

To ensure that the training programs are relevant and effective in enhancing project team performance, the company employs various evaluation criteria. These include quarterly and annual performance reviews, checking the relationship between the trainings and project outcomes, evaluating the learning graph and comparing it with other organizations, regular evaluation by managers during coaching and mentoring sessions, analyzing the data of workers in relation to the

time spent on trainings, analyzing the number of new subscribers for training programs, and assessing the succession of In Market Talents and planned succession from expatriates.

The results from the evaluations gave a positive impact in even getting IFC to joining as being a shareholder after reviewing the training result and also other factors. Another point raised was when the company joined the market in 2021 more than 300 expatriates were handling the day-to-day operation in the course of the project. But now about 30 expatriates are remaining with the others being succeeded by IMT which had small knowledge and skills when joining initially

4.6.4 Examples of Successful Training Programs:

Several successful training programs have been implemented at Safaricom Telecommunication Ethiopia PLC. Safety training programs combining practical and classroom training have significantly reduced injuries and fatalities during work, contributing to a safer working environment and improved project team performance. Project management training, delivered through seminars and online platforms, has equipped project team members with essential skills and theoretical understanding, resulting in improved project outcomes. Vendor-specific trainings have also been effective in aligning project team members with vendor systems and enhancing collaboration towards achieving project goals.

4.6.5 Challenges in Delivering Training Programs:

One of the main challenges mentioned during the interview was motivating project team members to prioritize training due to resource shortages and heavy workloads. To address this challenge, Safaricom has focused on creating awareness about the value and benefits of training, providing incentives to encourage participation, offering flexible learning options through online platforms, and continuously monitoring and evaluating the effectiveness of training programs. However, instilling a learning culture remains an ongoing effort.

The results from the interview align with the findings from the quantitative data analysis. The descriptive statistics indicate that the responses from the participants demonstrate a high mean value, indicating a positive influence of the training programs on their performance. This suggests that the training initiatives provided by Safaricom Telecommunication Ethiopia PLC have effectively enhanced the skills and capabilities of the project team members. Moreover, the interview also highlighted that the training programs are considered a key factor for the success of Project Wakanda at the organizational level. This further reinforces the significance of these

training initiatives in driving successful project outcomes and contributing to the overall success of Safaricom Telecommunication Ethiopia PLC.

The results also align with other studies conducted previously. For instance, the result obtained from this study aligns with the findings of (Yideneku Debalkie, 2019) suggesting the positive impact of training programs on job satisfaction which will entail to better performance. Also, the study is related with Ritesh Upadhyay's study in 2018 reporting the importance of a well-designed and implemented training and development program for the success of an entity.

Chapter Five Summary, Conclusion and Recommendation

5.1 Summary and findings

The need for training across various organization to achieve and accomplish set goals is highly given attention. Several studies were conducted as mention on the empirical review. Despite all these studies only few assessed the need for training and evaluated the impact in relation to project and project team members. Hence the researcher had observed this gap and studied the concept in relation to a project-based company which was “Safaricom Telecommunication Ethiopia PLC”

Therefore, in order to address the research problem, the study focused on answering the following basic questions. What is the practice of and challenges of training programs that are currently offered to project team members at Safaricom Telecommunication Ethiopia PLC, and what are the key components of their design and delivery? What kind of impact do on the job training programs at Safaricom Telecommunication Ethiopia PLC have on project team members performance? What kind of impact do off the job training programs at Safaricom Telecommunication Ethiopia PLC have on project team members performance? And What evaluation methods are employed for training programs at Safaricom Telecommunication Ethiopia PLC, and how do these methods provide feedback and identify areas for improvement?

Random sampling technique & descriptive analysis was employed to analyze the responses gotten from the questionnaires. Purposive sampling method and Narrative analysis was used to select sample respondents to conduct the interview and analyze the response.

The findings of the research study provide valuable insights into the practice and impact of training programs on project team performance at Safaricom Telecommunication Ethiopia PLC. The study aimed to evaluate the effectiveness of various training methods, such as job rotation, coaching, mentoring, and off-the-job training, and identify the challenges faced in implementing these programs.

The research findings indicate that training programs have a significant impact on project team performance at Safaricom Telecommunication Ethiopia PLC. The study revealed positive correlations between training programs and project team performance. The Coefficients table revealed statistically significant relationships between all the independent variables, namely Job Rotation, Coaching, Mentoring, and Off-the-Job training, with the dependent variable, project

team performance. This suggests that training programs have a positive impact and a strong relation to project team members' performance in their projects.

The study found that the implementation of job rotation has a significant impact on the performance of project teams. Through data analysis, it was observed that job rotation allows team members to gain diverse skills and knowledge, leading to increased performance within the team. This finding highlights the importance of incorporating job rotation practices to enhance project team performance.

The research findings also demonstrated that coaching has a positive impact on project team performance. Coaching provides support and guidance, enabling team members to enhance their skills and achieve increased performance.

Upon review, the study revealed that mentoring has an impact on project team performance. Through data analysis, it was observed that mentoring relationships foster knowledge transfer and skill development, leading to increased performance among project team members. This finding underscores the importance of establishing mentoring programs to facilitate learning and growth within project teams.

The research findings indicate that off-the-job training methods, such as workshops, seminars, and conferences, have a positive impact on project team performance. Statistical analysis showed that these methods provide opportunities for team members to acquire new knowledge, network with industry experts, and gain fresh perspectives, which contribute to enhanced performance. This highlights the value of incorporating off-the-job training methods to enhance the skills and capabilities of project teams.

The review from the interview also showed that the set framework is being applied and address different stakeholder as it can be seen from the questionnaire response. Almost all respondents have better understanding and relation with training and their performance. This can be a result of the well-defined framework set.

The study identified challenges in implementing training programs at Safaricom Telecommunication Ethiopia PLC. The training facilitating team are facing challenges in motivating and getting team members eager to the concept of learning because of lack of time, high work load and giving less priority.

Need assessment can also be some challenging area as it only inclines with a top-down approach and having less practice in other type of need assessment practices.

With the response from the questionnaires, even if the mean score is deemed high there are areas for improvement as the average mean score was 3.7. The gap can be result of different factors including motivation to learn and the relatively one-sided need assessment practice.

5.2 Conclusion

In conclusion, the research findings highlight that training programs have a significant positive impact on project team performance at Safaricom Telecommunication Ethiopia PLC. The study revealed strong correlations between training programs and project team performance, with job rotation, coaching, mentoring, and off-the-job training playing crucial roles. Job rotation allows team members to gain diverse skills and knowledge, enhancing their performance within the team. Coaching provides valuable support and guidance, enabling team members to improve their skills and achieve higher levels of performance. Mentoring facilitates knowledge transfer and skill development, resulting in enhanced performance among project team members. Off-the-job training methods, such as workshops and conferences, contribute to increased performance by providing opportunities for acquiring new knowledge and gaining fresh perspectives. The study's findings underscore the significance of training programs in improving project team performance at Safaricom Telecommunication Ethiopia PLC.

In addition, the study identified challenges in the practice of the training programs at Safaricom Telecommunication Ethiopia PLC. The training facilitating team faces obstacles in motivating team members to embrace the concept of learning due to factors such as lack of time, high workloads, and giving less priority to training initiatives. Need assessment can also be some challenging area as it only inclines with a top-down approach and having less practice in other type of need assessment practices. The last point was the room for improvement in relation to the respondent's response as the average score of the result shows some gap to see and assess.

Also, all the 4-hypothesis mentioned in the study were proved in support of the findings.

5.3 Recommendations

Based on the research findings and the identified challenges, the following recommendations are proposed:

Enhance motivation for learning: Safaricom should prioritize creating a culture that values continuous learning and development. This can be achieved by allocating dedicated & flexible time for training, reducing workloads, and clearly communicating the benefits of training programs to team members. By fostering a supportive and motivating environment, team members will be more eager to engage in learning activities.

Diversify need assessment practices: Safaricom should expand their need assessment practices beyond the top-down approach. Incorporating alternative methods, such as surveys, focus groups, and individual interviews, will provide a more comprehensive understanding of training needs, ensuring that the programs are aligned with the specific requirements of the project teams.

Continuously evaluate and refine the training framework: The well-defined training framework at Safaricom should be regularly reviewed and refined to ensure its effectiveness. This includes monitoring the alignment of the framework with the organizational goals, obtaining feedback from stakeholders, and making necessary adjustments to improve the training programs' impact on project team performance.

Enhancing feedback sessions: The company must push for feedback sessions with the trainers more to what is implementing now as it will give more insights to identify challenging areas and helps improve the impact of these training programs on performance.

Strengthen training programs: it is recommended that Safaricom Telecommunication Ethiopia PLC strengthen job rotation practices, enhance coaching programs, establish mentoring initiatives, and incorporate diverse off-the-job training methods. Implementing structured job rotation programs will allow team members to gain diverse skills and knowledge, enhancing project team performance. Comprehensive coaching programs will provide support and guidance, empowering team members to enhance their skills. Formal mentoring programs will facilitate knowledge transfer and skill development within project teams. Additionally, incorporating various off-the-job training methods such as workshops, seminars, and conferences will provide opportunities for

team members to acquire new knowledge and perspectives. This can push the mean value gained from the study to a higher value.

By implementing these recommendations, Safaricom Telecommunication Ethiopia PLC can address the identified challenges and further enhance the impact of their training programs on project team performance. This comprehensive approach will contribute to improved overall organizational performance and success.

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Annex 1

Questionnaire

Dear Respondent,

My name is Nathanael Felasfaw, a 3rd-year student studying Project Management at Addis Ababa University, School of Commerce. For my final year project, I am conducting a study titled "Evaluating the practice and effect of Training programs and Job Rotation in Project Team Members Performance: A Case Study in Safaricom Telecommunication Ethiopia PLC: The following questions are solely intended to gather answers for the study and will not be used for any other purpose. Rest assured that all responses will be treated with the utmost confidentiality. Your cooperation in providing accurate and honest feedback is greatly appreciated. Thank you for your participation.

Section 1: Demographic Information, please indicate your choice by making a tick mark in the box provided.

Gender:

Male Female

Age:

18-25 26-35 36-45 46 and above

Educational Qualification:

High School Diploma Bachelor's Degree Master's Degree Doctorate Degree

Department/Division:

Network Planning and Engineering Marketing Network deployment

Network Operation

Other (Please specify: _____)

Work Experience:

Below 3 years 3-6 years 7-10 years Above 10 years

Part II. Listed below are statements about the practices of Training programs of the organization and project team performance. Please indicate your level of agreement with the statement by marking in the area given on the table based on the below scales

Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD)

NO	Questions	SA	A	N	D	SD
Statements in relation to Job Rotation						
1	Job Rotation improved my engagement and activity in my project.					
2	I have acquired technical knowledge and skill through Job rotation.					
3	Job Rotation has given a better understanding to my project.					
4	Job Rotation improved my communication skill in the course of my project.					
Statements in relation to Coaching						
5	Coaching influences my task and it's improving my routine on my project.					
6	Coaching gives a better understanding to my project.					
7	The coaching I receive improved my skills and knowledge.					
8	The coaching I receive is helping in performing my assigned project.					
Statements in relation to Mentoring						
9	Mentoring is necessary to in completing and achieving the goal my project.					
10	Mentoring is relevant to my area of operation and project.					
11	Mentoring improved my engagement and activity in my project.					
12	I have acquired technical knowledge and skill through Mentoring					
Statements in relation to Off-the-Job training method						
13	Induction training received is relevant to my area of operation and guides in having a better understanding of my project.					
14	Market immersions helps in acquiring technical knowledge and skill.					
15	The online learnings have improved my skills and knowledge.					
16	Attending the seminar program has given a better understanding of my project responsibility					
Statements relating training programs with performance						
17	Job rotation have a positive impact on my performance.					
18	The coaching sessions I have undergone have positively contributed to my overall performance.					
19	The skills and knowledge acquired through the mentoring have enhanced my performance					
20	I have noticed a significant improvement in my performance after undergoing off-the-job training sessions.					

Annex 2

Interview Questions

1. Can you describe the framework of the current training programs offered to project team members at Safaricom Telecommunication Ethiopia PLC?
2. What is the process for identifying the training needs of project team members?
3. How do you ensure that the training programs are relevant and effective in enhancing project team performance?
4. Can you provide some examples of successful training programs that have led to improved project team performance at Safaricom Telecommunication Ethiopia PLC?
5. What challenges have you faced in delivering training and development programs to project team members, and how have you addressed these challenges?