



Training-Based Activities and Employee Performance in Rwanda

Gakuba Uwera Gloria & Dr. Njenga Gitahi

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¹*Gakuba Uwera Gloria & ²Dr. Njenga Gitahi

¹Post graduate student, Mount Kenya University, Rwanda

²Director, SPGS, Rwanda

*Email of the corresponding Author: kristengloria5@gmail.com

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Abstract

Employees are a company's most valuable asset. They cannot be overestimated in their contribution to a company's success. As a result, to enhance work performance, these unique assets must be equipped through appropriate training. The purpose of this study therefore, was to determine the extent to which group discussion activities affect employee performance at ISON business process outsourcing in Kigali in Rwanda. This study employed a descriptive research design. The study was supported by 40 respondents. Questionnaires and documentation reviews were used as data collection instruments. IBM SPSS version 26 was used in data management. The findings revealed that there is an extent to which group discussion activities affect employee performance, the overall mean of the results was 4.46 that was between agree (4) and strongly agree (5), it presented that significantly group discussion in organization affect employee performance. The findings resulted that the relationship between group discussion and employee performance was .880** which indicated that there was a statistically significant relationship between between training-based activities and employee performance. The results indicated that the variables were statistically significant with regression mean square of 4.946 and P-value =.000^b which concluded that training-based activities affect employee performance in ISON Business Process Out-resourcing (ISON BPO) Kigali, Rwanda. The study recommended that the Ministry of Public Service and Labour should enforce the public and private companies to integrate in their agenda the programs of training-based activities for developing employee performance and skill & knowledge development. The study recommends the Ministry of Public Service and Labor should enforce the public and private companies to put in their agenda the programs of training-based activities for developing employee performance and skill & knowledge development. ISON Business Process Outsourcing (BPO) in Kigali, Rwanda, should prioritize and intensify its focus on group discussions as a primary tool for employee development and engagement. Furthermore, the establishment of clear, measurable performance metrics is essential. This will allow the company to effectively assess and continually refine the impact of these training programs, thereby ensuring a workforce that is not only highly skilled but also deeply integrated and aligned with the organization's objectives and vision.

Keywords: *Training, Role playing, Job rotation and Employee performance*

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1.0 Introduction

Human capital is a company's most valuable asset, and it must be invested in to ensure its survival and success. The company must make certain that it employs and maintains the qualified, committed, and well-motivated employees it requires. This necessitates analyzing and responding to future human requirements, as well as enhancing and developing people's innate talents, potential, and employability by offering chances for learning and continuous growth. Because of global competition, businesses are focusing on every aspect of their operations, assessing how each function and procedure may contribute to strategic goals (Onyango, 2014). According to the World Bank report, Employee training refers to the program that is intended to help employees to acquire specific knowledge and skills. The skills and knowledge acquired are provided to assist employees to increase on their job performance (World Bank, 2011).

Training are implemented through organizing programs that ensure employees get knowledge and skills that are important in the job market. For this reason, training-based activities are developed to help in the training of employees depending on the type of the training. Therefore, it crucial for any agency to first comprehends the needs of the employers before offering training to workers. If we can take an example in Lebanon, both government and private agencies undergo training sessions. This approach contributes to the training as most of employees enable them to be qualified for the better jobs (Halawi, 2018). There also other important reasons to why training based-activities and programs are developed. For example, training enable organizations to keep hold of their talented employees that helps them in the increase of profits. With talented employees, a company can overcome it operational challenges. In return, the employers are able to lay down well-organized strategies and great milestones are achieved as a way to improve on their performance (Halawi, 2018).

Globally, companies have been tried to enroll their employees in training-based activities and programs to improve on their capability, knowledge and skills. Many of them make possible training through the development of those training-based activities and programs with the potential to meet the needs of their employees. However, according to Khan et al. (2011) said that some companies provide their workers with different opportunities to enroll in training based-activities that were prepared by other firms. On the other hand, previous research has indicated that if training-based activities well implemented, the internal training programs are more efficient compared to the external ones. The difference arises from the fact that the internal programs are prepared in such a way that they respond to pre-arranged training needs (Halawi, 2018). The global rapid and technological development has caused organizations in both developed and developing countries to encounter new changes and issues; technological development has influenced the need for improved capabilities and competencies to work on specific tasks, thus all organizations in the world have been embracing training activities as one of the methods to deal with changes, for example in North America, many companies in USA have been offering training activities to their workers, and the training have been seen to increase the employees performance, in view of the fact that greater part of employees were capable of using new technologies and this increased their performance (Eric, 2016). On the other hand, in Pakistani there is a positive strong relationship between training and performance of employees (Landa, 2018).

In Africa training based activities have been able to change the employee performance and companies, as new knowledge and skills to deal with changes in technology have been acquired

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by workers, for example in South Africa a consulting company has improved its employees performance through on Job and off job training which later resulted to the efficiencies and effectiveness of this organization (Landa, 2018). In Tanzania, organizations have been carrying out training activities which improved their employee's performance and organizations. Mwambe (2010) indicated that trainings in high learning institutions have negatively had a significant influence on employee's performance in Tanzania. Additionally, Hassan (2011) said that training-based activities helped in performance improvement of administrative staffs in private institutions in Tanzania. However, public organizations in Tanzania regardless of the different efforts that are taken by the government to raise up the performance of public institutions, including providing finance for training programs in their every year annual budgets, they still suffer poor performance (Landa, 2018).

In Uganda, according to MCI (2013) said that Banking industry has undergone a tremendous changes and most of the banks were closed including Greenland Bank and Cooperative bank. All those issues have developed the need for effective management practices and much attention on customer retention. This has significantly encouraged through use of training-based activities. For instance, Barclays Bank Uganda to carry out employee training sessions first required them to improve the assessment of customer needs and also find out their levels of satisfaction. Based on such analyses, on-job training techniques such as job rotation, internship, off-job training and behavioral experience training were given. It is then revealed that such training given were believed to improve on quality improvement of services and also attracted more clients to the bank (MCI, 2013).

In Rwanda, employee training is also an important thing to deal with because most of the organizations carry out complex operations which are not familiar to new employees. Most of the companies try their best to train its workers and this has been seen to play a significant role employee performance. For instance, a study by (Deogratias, 2016) on training and employee performance in public sector with a case study of Rwanda Revenue Authority indicated that employees are given customs trainings and the study indicated the significant relationship between training and employee performance. ISON BPO is also another company that needs to be examined and therefore this research intends to carry out the research on the effect of training based activities on employee performance in Rwanda using ISON BPO as a case study.

On the other hand, companies in Kenya improved the performance of their employees through implementation of training-based activities as it was confirmed by the study made by Kepha, et al (2013) who revealed that there was a high significant relationship between training based activities and employee performance in Kenyan research institutes (Okumu, 2019). On the other hand, the Kenya Power and Lighting Company (KPLC) is a power supply company and it has been providing training to employees. The major aim of this school was to widen supervisory and technical skills among the existing company employees. For the first time, training was based in line-work for the distribution department but has grown over the years to also bring in other employees like electrical fitters, plant operators, mechanical fitters, and motor vehicle mechanics and so on (Kenyoru, 2015). To date, the school keeps on providing these courses in order to maintain the skills needed by the company. The institution has also advised its workers to take up part time and evening classes on a variety of business lessons to grow up their carrier development as a way to improve on their performance (Kirigia, 2017).

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1.1 Problem Statement

It is a well-known truth that training improves corporate performance and, as a result, worker productivity in organizations (Cole, 2020). The ultimate goal of training is to assist businesses in achieving their desired performance outcomes. At both the aggregate level of the national economy or industrial sector and the level of individual firms, training activities have an impact on relative competitiveness and economic performance (Storey, 2017). Training is currently under crisis all around the world, owing to the current economic conditions. As a result, companies are being pushed to decrease training spending as one of their first lines of defense to save costs. Employee productivity suffer as a result of the current training crisis. Some businesses lose a lot of money due to mistakes made by employees who lack the necessary abilities to do their jobs well. Job dissatisfaction is another big issue as a result of the lack of training based-activities initiatives. Lacks of training-based activities that can sharpen the minds of employees are the root cause of today's business failure.

Employees and refreshers who are out of schools with theoretical information enter the job without having enough practical skills to perform the assigned task. The main reason for this issue is that company owners fear to prepare training sessions because they don't want extra costs in their budgets. This adds to the findings of Irene (2019) who discovered that training in Ghana was unplanned and unsystematic and that several of its employees, including machine operators, junior and middle-level engineers, accounts clerks, computer operators, secretaries, drivers, and a variety of other workers, were unqualified for any type of training. Various training studies have been conducted; however, they have primarily focused on organizations in other countries rather than Rwanda. Musili (2010), for example, investigated the impact of training and development on the performance of Kenya Airways' in-flight attendants. Aside from training, she discovered that other factors influence employee performance in Kenyan airlines. Gakuru (2016) examined the link between NSE-listed companies' training procedures and their performance. The study found that training processes had a considerable impact on performance, with systematic training beating non-systematic training in most cases. Nguku (2017) investigated how Kenyan government agencies train and develop their workers. She noted that employee training aimed at increasing people's talents, knowledge, and attitudes about their jobs resulted in improved performance. So far, no study has looked at the link between the effects of training-based activities on employee performance in Rwanda, particularly at ISON BPO. As a result, the current study seeks to fill a knowledge vacuum by evaluating the effect of training-based activities on employee performance in ISON BPO.

1.2 Objective of the study

The objective of this study was to determine the extent to which group discussion activities affect employee performance at ISON business process outsourcing in Kigali in Rwanda.

2.0 Literature Review

2.1 Overview of Training

The character of public sector training has altered in recent decades, as evidenced by the literature. Traditionally, training was assumed to be job-specific, focusing on the technical skills and talents required of government workers to complete certain responsibilities. As a result, it was distinguished from education, which was viewed as having a broader scope, being more focused

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on a range of prospective jobs, and being primarily offered by higher education institutions. Individuals have historically obtained their schooling first, followed by on-the-job training. The line between training, education, and development has become increasingly unclear in recent years (Barbara; *et al*, 2013). Training has evolved to resemble what has traditionally been referred to as education as public corporations attempt to aid employees in acquiring new technology and abilities (Ravikant, 2019). Training is a learning activity geared toward the development of specific information and abilities for the goal of employment or job, according to Ravikant (2019) in his book *Personnel and Human Resource Management*. Training focuses on the work or task, such as the need for efficiency and safety when operating certain machinery or equipment, or the requirement for a successful sales force, to name a few examples. Training is the systematic and deliberate alteration of behavior through learning events, activities, and programs so that participants develop the knowledge, skills, competencies, and abilities needed to succeed in their professions. Training is "the systematic process of changing employees' behavior and/or attitudes to attain organizational goals" (Ravikant (2019)

This implies that for a company's training program to fulfill its objectives, the design and implementation must be well-thought-out and rigorous, with an emphasis on increasing productivity and performance. (Ravikant, 2019). The Manpower Services Commission was established under the 1973 Employment and Training Act, which defined training as a deliberate process of improving attitude, knowledge, or skill and behavior through a learning experience to achieve successful performance in an activity or range of activities. The purpose of on-the-job training, according to 12 of them, is to develop an individual's abilities while simultaneously addressing the organization's current and future demands.

The importance of training in most firms' growth has long been recognized. As new technology improves, rendering some vocations and abilities obsolete, the importance of having a knowledgeable and well-trained workforce grows. Many of the vocations displaced by robots were unskilled or semi-skilled, underlining the significance of higher education and skills for those seeking employment in the future. According to Becton (2023), if training is to be completely understood, it must be generated and operated within an organization while adhering to learning theories and techniques. The study posited that an organization's ability to identify training needs and the care with which the program is prepared to characterize a training program's effectiveness, with the result that if learners do not learn what they are intended to learn, the training is considered a failure. They also stated that according to training specialists, the most prevalent cause of learners' incapacity to learn is a failure to apply a fundamental learning principle (Ravikant, 2019).

Further, the studies suggest that the understanding and application of basic psychological principles of learning is typically linked to the success or failure of a training program. This statement is not always correct. What good are trainees to the organization if they do not learn anything? If trainees return empty-handed and with nothing to share, it is likely that, despite the organization's best efforts, the wrong applicant was chosen for the training program (Loay & Muhammad, 2021). In the literature, varieties of training typologies and taxonomies have been offered. I am unable to delve further into this topic due to the nature of the subject. The taxonomies are briefly annotated; Adapted from Montgomery Van Wart, N. Joseph Cayer, and Steve Cook, *Handbook of Training and Development for the Public Sector* (Ferreira, 2016).

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Training, according to Becton (2023), is "learning experiences targeted at improving individual workers' short- and/or long-term job performance. In this approach, training is seen as a part of a lifelong learning process. The mission of the organization must be related to the training (Loay & Mohammad, 2021). As a result, while creating training programs; local governments must examine the organization's aim as well as the local budget and execution. Some academics argue that training should be viewed as an investment decision and that it should only be undertaken after serious thought. Training events should often be judged on their capacity to influence individual job performance rather than isolated experiences that may or may not contribute to the company's success (Ananthalakshami & Ming, 2019).

The first textbook on organizational training is commonly acknowledged by Loay and Mohammad (2021). They suggested a three-step method for identifying which training and development experiences should be adopted, including organizational, task, and human analyses. As a result, organizational research focuses on a business's ability to facilitate training. The knowledge, abilities, talents, and other human traits required to carry out the agency's goal are examined through task analysis. Individual assessments are tailored to the demands of the individual while also taking into account personal traits. When creating training exercises, there are two important considerations to consider. The priority is the presentation of a particular course. Who should be invited to participate? What is the best location for the course? In the course, what kind of learning aids should be used? A second question concerns the creation of a learning environment that maximizes information transfer. Trainees must not only be able to learn, but also be willing to seek out new talents on the job. Adults learn in a variety of methods, depending on the field of adult education. Adults must first comprehend why they should learn anything in the first place (Becton, 2023).

Consequently, individuals must examine whether or not training sessions apply to their present job. Second, trainees must be self-motivated and engaged in the learning process. Third, both trainees and instructors must recognize that more experienced workers have a distinct quality of experience than younger employees. When it comes to organizing training and development efforts, trainers and managers have access to a vast selection of instructional materials (Ferreira, 2016). Lectures, case studies, simulations, role-play exercises, and small-group discussions are some of the instructional techniques that may be used. Trainees should be active participants in the learning process regardless of the approach used.

2.2 Training and Development

Companies that apply training approaches, according to Ferreira (2016), are better able to retain consumers, suppliers, workers, shareholders, and other stakeholders in the end because they are perceived as more trustworthy and better guardians of the various stakeholders' interests. As a result, the company's financial performance improves. A firm that attempts to properly train and develop its people, as well as reward them for their efforts, would have motivated employees who are more inclined to participate in their job, hence boosting their performance and loyalty to the company (Ananthalakshmi & Ming, 2019).

Consumers will receive better service from these same staff, which will result in more return business and recommendations from delighted customers. Higher profitability for the firm will result from increased sales from recurrent customers and referrals, which will boost shareholder

returns. As a result, higher investment returns benefit shareholders, who may elect to increase their stake in the firm. This situation exhibits virtuous cycle, in which training and development are linked to performance (Loay & Mohammad, 2021).

2.3 Training and Development Methods

According to Ananthalakshmi and Ming (2019), core development is a deliberate activity that a corporation undertakes to develop its employees to handle future difficulties. Management to create a successful human resources development program that ensures that personnel are trained and their talents are enhanced as they go up the organizational ladder to positions with greater responsibility also uses this method. Career development helps firms achieve their goal of providing a well-defined, growth-oriented, yet flexible path for their employees. On the other side, information technology has been viewed as a catalyst for human resource development. According to Becton (2023), while information technology by itself cannot provide long-term performance advantages in an organization, corporations can obtain an advantage by leveraging performance with information technology.

Loay and Mohammad (2021) implementing training approaches can be a very cost-effective investment when done correctly. They also contend that if training tactics aren't changed properly, trainees may not benefit from the activity. The two sorts of training programs are on-the-job training and off-the-job training. On-the-job training – this is undoubtedly the most common kind of training, and it can range from the most basic, such as verbal instructions or tool demonstrations, to the most complex, such as computer simulations. On-the-job training, according to Idris; *et al* (2020), is beneficial in acquiring and practicing certain management, leadership, technical, manual, and administrative skills that a business needs to increase its competitiveness. Because the trainee works, learns and gains skill all at the same time, it has the benefit of being current and instantaneous. On-the-job training, according to Ananthalakshmi and Ming (2019), focuses on the development of skills in the workplace, typically under regular working settings (Ravikant, 2019).

The-job training has been used to enhance staff and often consists of verbal and written instructions, demonstrations and observations, and hands-on practice imitation. Orientation or induction, apprenticeship, and refresher training are some of the most common types of on-the-job training. Off-the-job training – Getting away from the immediate work environment to a location distant from the annoyances and bustle of work might be beneficial at times (Idris; *et al*, 2020). As a result, the trainees may gain theoretical knowledge or be introduced to new and innovative concepts. This type of training is conducted on specific courses or in a 16-person training area or facility that has been specially equipped and manned for it. Some of these include lectures, management training, conferences, seminars, case studies, and brainstorming (Becton, 2023). Human resource training and development techniques, according to Idris; *et al* (2020), may be seen from two perspectives: macro and micro-practices. According to the micro, internal career development systems assist corporate advancement and people development. It also analyzes how important skill development is to organizations in terms of providing employees with the skills they'll need in the future. Some of these methods include career development information technology, job rotation, job design, job enhancement, job enlargement, 360-degree feedback, and on-the-job training (Ravikant, 2019).

2.4 Benefits of Training

Because of the adoption of changing technology in this era of globalization and the introduction of new technologies, organizations are attempting to survive, expand, and operate successfully in a dynamic, ever-changing environment. They must position themselves to keep up with new technology and commercial development all over the world. Employees must be regularly taught and developed to provide even when the external environment changes and the organization's current technology becomes obsolete (Becton, 2023). Training eliminates job inconsistencies. To be successful, organizations must be sensitive to and responsive to changing environments. They must be quick to respond to shifting consumer demands for quality, variety, personalization, convenience, and timeliness. There is a need to ensure that the way things are done in businesses is standardized and synchronized (Ravikant, 2019). Primarily, firms may improve their performance by matching their workforce's size and competencies to the organization's productive needs, as well as improving the level of individual employee inputs to performance. The primary purpose of training and development is to close any performance gaps that may exist now or in the future. As a result of training and development, employee motivation increases. Positive psychologist Martin Seligman is a psychologist who specializes in positive psychology (Idris; *et al*, 2020).

The management may employ diverse tools to motivate staff, including pay, promotion, praise, and training. Motivating others, according to Gipson (2019), is persuading them to move in the direction you want them to go to achieve a goal. Individuals who are motivated have clearly defined objectives and take actions that they believe will help them achieve those objectives. Training and development also improve a company's competitive edge. Competitive strategy boils down to this. It includes the skills, resources, connections, and actions that enable a company to seize market opportunities while avoiding risks to its desired position: Gallantly is a term that refers to a company's ability to seize market opportunities while avoiding risks to its desired position (Gipson, 2019). Many companies, according to Gipson (2019), have realized that training and development is a strategic goal rather than a tactical response. One goal of training and development is to give the company a competitive advantage. Training and development ensure increased productivity (Raviknt, 2019).

According to Idris; *et al*, (2020), all companies are worried about what should be done to reach a high level of performance via people that can be sustained. The goal is to create motivational methods and a work environment that will enable employees to generate outcomes that meet management's expectations. It also helps to improve client interactions. The following traits promote customer relations: Employees who are honest with the information they provide, make promises they can keep and are loyal to customers, associates, and the company; employees who are good listeners and communicators with customers, who are sensitive and tactful; employees who are honest with the information they provide, make promises they can keep; and employees who are loyal to customers, associates, and the company (Gipson, 2019).

2.5 Principles of Training

Because the goal of training is to assist a learner in developing the skills required for successful job performance, it's critical to understand how learning theories are applied when developing training programs (Gipson, 2019). The first challenge is a lack of motivation. The adage that a

horse should be led to water but not forced to drink cannot be overstated because it teaches the trainer an important lesson. People will learn if they recognize the importance of training and commit to it. According to Hueimei; et al (2014), the more motivated a student is, the faster and more thoroughly a new skill or piece of knowledge is picked up. This implies that the student's education should be tailored to his or her interests. This might be in the form of monetary compensation, a work promotion, or other types of recognition. The second requirement is the cue. As a result of training, the learner sees relevant cues and associates them with desirable responses. Responding is the final choice. Training should be quickly followed by positive reinforcement to allow the learner to feel the reaction. It is necessary to provide positive, timely, and consistent reinforcement. Finally, feedback informs the learner about the quality of his response. It should be made as soon as possible so that students can study as efficiently as possible (Gipson, 2019). Even though these learning concepts are sound, they do not include practice, in which the learner actively participates in applying the skills and knowledge gained. Furthermore, it disregards the fact that people's aptitude and intelligence levels differ, which may have an impact on training methodologies.

2.6 The Training Process

According to a large body of training literature, training in a company typically provides a structured approach that led to the implementation of a training policy, training needs identification, training plans and programs formulation and construction, evaluation, and training feedback for further action (Becton, 2023). Organizations should have different training plans depending on the class or degree of employment or level of individuals to be trained, according to Hueimei; *et al.* (2019). They stressed the need for training policies for the reasons listed below: Provide guidelines for those in charge of training planning and implementation; ensure that a company's training resources are allocated to pre-determined requirements; ensure that all employees have equal access to training, and ensure that a company's training resources are allocated to pre-determined requirements.

Employees should be informed about training and development possibilities. These ideas appear to be sound, however, there is no mention of financing or senior management support for training. A Handbook for Personnel Management Practice by Michael Armstrong defines training policies as "representations of the organization's training philosophy." He agrees with Hueimei; *et al.* (2014) but added that the percentage of turnover that should be assigned to training is determined by the training policy. He stated once again that a training philosophy is necessary to demonstrate the company's commitment to training. This will reduce, if not entirely eradicate, the casual attitude toward training. Despite the necessity and benefits of training, drafting rules for directors may be a difficult process, especially if they are doing it for the first time and without the support of a training officer with experience at the level. Identifying training objectives and developing goals to achieve those criteria is the first step in training management. If an organization must justify its training investment, it must do so based on organizational need. Organizations that adopt a systematic approach to training and development will often start by defining their training requirements through a well-organized process. A strategy like this would include examining training requirements from some perspectives (Becton, 2023).

Organizational, departmental or functional, job, and employee perspectives are among them. Organizational need an organizational analysis examines an organization's efficacy and success in

attaining its goals to see where deviations or disparities exist. This makes determining which software should be implemented a breeze. According to Gipson (2019), the organizational analysis examines the differences between success and failure to determine which one's training can help with. At this level, training managers examine the specific competencies required by the roles in the work area or work unit, as defined by job descriptions and job criteria.

These three layers of gaps between expected and actual performance, according to the researcher organizational, functional, and individual – might reveal training requirements. According to the study, actively soliciting proposals from employees, supervisors, managers, and training committees can also supply training requirements ideas. The conditions will determine which point of view is taken (Maria & Gergios, 2021). A corporate or organizational perspective is required if, for example, changes in the organization's external environment force it to change internally. The occupational or job group will be the focus of attention if the goal is to develop the talents of a specific group of people. A training requirement is defined as a gap in employee performance or potential performance that can be filled through effective training. Training is only one of many methods for improving human performance at work (Gipson, 2019).

The underlying concept is vital as training experts are asked to solve challenges that need a different approach, such as boosting remuneration, altering machinery, or simplifying procedures. A training needs analysis should take into account both current and future demands, depending on whether the company needs to acquire new skills or knowledge or improve on existing ones (Hueimeii; *et al*, (2014). The program's aims, or objectives, are one of the items to consider while creating a training program. To put it another way, a training program cannot be developed unless the program's goals are stated. Organizations must understand that while establishing a training program, they must also consider what the learners should know or be able to accomplish when the training is completed. However, training goals should be achievable and quantifiable. When the goals of a training program are met, it is considered a success (Maria & Georgios, 2021).

The training planning process as follows: After evaluating achievable and quantifiable training objectives, a training plan can be developed. This planning tool generates a written document that includes step-by-step instructions for others to follow. A training plan could be for an entire program or a single job. The training plan specifies the course material, resources required, training technique, who should provide the training, and who should receive training (Jane, 2014). Upon establishing a training plan that defines broad program needs, the organization must focus on individual components of the training plan. This is accomplished by using a training lesson. Every training session usually includes one training lesson. This means that if ten sessions are scheduled, ten training classes are required. A training lesson serves two purposes: a) it provides a subject summary for the class; and b) it suggests activities/specific directions make training more straightforward. c) It determines how much time should be spent on each segment inside a section (Jane, 2014). Who is going to be the one to train? Who is a competent communicator with the relevant training knowledge/skills? What should the trainer do to prepare the trainees for the class? These are the questions you ask while looking for a trainer (Jane, 2014). One of the most important aspects of any business is training. As a result, those in charge of training must receive appropriate training and be provided with the necessary logistics. In a related vein, trainees must be concerned about and prepared for the learning experience (Jane, 2014).

2.7 Kinds of Training

Depending on the major training objectives, an organization may use a variety of training methods, which are mentioned below: Employees must attend refresher courses provided by the employer at specific training institutes such as the Ghana Institute of Management and Public Administration (GIMPA), the Institute of Management Studies, Polytechnics, and others. This exposes the person to current business trends in his industry. In other words, it entails upgrading skills to meet the demands of employees' jobs (Ravikant, 2019). This primarily entails orienting new employees to the company. This training is intended to familiarize all new employees with the goals, structure, culture, work standards, and other employment circumstances of the organization. This form of training is designed to help people prepare for the future. Employees can take on more duties as a result of this. This entails instructing the employee on how to do the task for which he or she was hired. This is to assist people in gaining the skills and expertise required for certain occupations.

2.8 Employee Performance

Employees must understand what they need to do to complete their tasks correctly. Individuals and groups are given performance expectations and goals to help them focus their efforts on achieving organizational objectives. Employee participation in the planning process helps them grasp the organization's goals, as well as what has to be done, why it needs to be done, and how well it should be done (Hermina & Yosepha, 2019). Performance expectations must be known, and where feasible, workers' contributions should be included. Behavioral as well as output objectives are required because individuals cannot always control their outcomes. It is suggested that a personal development plan be developed to aid in the achievement of goals (Ratnasari; et al, 2020). The key to an efficient performance management system is managing employee performance daily. People work better when goals are set, expectations are explicit, and feedback is provided often. Managers and subordinates work together to develop and explain the goals of their personnel. It influences how people think and acts by orienting their behavior toward objectives, energizing behavior, motivating individuals to work hard to achieve difficult goals, and clarifying roles and responsibilities. Employee participation persuades them that the goals are attainable, which can boost motivation and performance (Ratnasari; et al, 2020).

As a result, it is common practice to evaluate performance in terms of actual results versus expectations. The primary goal of measures is to improve performance. Measures that are not directly connected to improving performance (such as those aimed at improving public communication to build trust) are only a means to an end. There are a variety of methods for assessing an individual's ability to do a job effectively and determining the gap between effective and current performance that a training solution may assist bridge (Kirigia, 2017). A human resources manager can either ask workers about their jobs, issues, or perceived training and development needs, or observe workflows. Internal record data can also be used to search for patterns and trends in an employee's performance. Although the number of units produced, processed, or sold is an important indicator of performance, quality should not be compromised. Work quality can be measured in a variety of ways, including the proportion of work that must be redone or rejected. The percentage of leads that turn into sales is a strong indicator of salesmanship skills. The speed with which work is accomplished and the timeliness with which it is completed. It can only be used as a performance indicator if the employee has some control over the cost of working (Eric, 2016).

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When an employee is absent or late, it is obvious that he or she is underperforming. This absence may affect other employees' performance. Creativity can be difficult to quantify as a performance metric, even though it is essential in many white-collar jobs. Supervisors and employees should keep track of and quantify innovative work situations. Through performance evaluations, top performers are told that they are valued by the company. It requires managers to communicate their strengths and weaknesses to staff at least 21 times each year (Hermina & Yosepha, 2019). According to Landa (2018), appraisals are a key performance indicator. A manager's appraisal occurs when a manager evaluates an employee's performance and provides the appraisal to the employee. This top-down approach does not encourage employees to participate actively. It is usually met with opposition because the employee has no financial stake in its success. Self-appraisal occurs when an employee examines his or her performance and, in many cases, compares it to that of the manager. Self-evaluations frequently reveal disparities between what the employee and management consider to be important performance criteria, allowing for mutual feedback and successful expectation changes. Employees in similar jobs review one another's performance (Jane, 2014).

2.9 Relationship between Training-based Activities and Employee Performance

According to Sandamali; *et al*, (2018), a company that tries to properly train and develop its employees, as well as reward them for their efforts, has motivated employees who are more likely to be involved in their work, thereby improving performance and loyalty to the company. Because these employees are the first point of contact for customers, they will provide superior service, resulting in increased revenue and referrals from satisfied customers. Increased sales through referrals and repeat business will result in higher earnings for the company, which will improve shareholder returns. Shareholders benefit from higher returns on their investment in the company as a result. Furthermore, the company's financial success attracts new investors. Suppliers will be willing to do business with the company because of its financial stability and positive image. As a result, the company can negotiate favorable purchasing terms with its suppliers. This case exemplifies virtuous cycle, which states that there is a mutual link between training and development and performance (Sandamali; *et al*, 2019).

Kumaran (2021) conducted a study of the impact of training and innovation on organizational performance to demonstrate this reciprocal relationship and discovered that organizations with cultures that prioritized training and development, ethical values in all areas involving employees, customers, and stakeholders, as well as management leadership, outperformed companies without these cultural characteristics by a significant margin. When values are defined and communicated, productivity and job satisfaction increase, organizations that use training approaches, are more likely to retain customers, suppliers, employees, stakeholders, and shareholders in the long run because they are perceived as more trustworthy and better stewards of the various stakeholders' interests. As a result, the organization's financial performance improves (Kumaran, 2021).

3.0 Methodology

This study employed descriptive research design. The target population of this study was 40 respondents. Questionnaire and documentation review were used as data collection instruments. A pilot study was carried out to measure the validity of the instruments while the instruments were

pretested to measure the reliability. Statistical Package for Social Sciences (SPSS) version 26.0 was used to analyze the data.

4.0 Findings

The finding presented in this study, focus on objective which was to determine the extent to which group discussion activities affect employee performance at ISON business process outsourcing in Kigali in Rwanda.

4.1 Effect of Role Playing on Employee Performance

Table 1: Effect of Role Playing on Employee Performance

Statement	SD		D		N		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
Role playing builds confidence in employees	0	0	0	0	0	0	21	52.5	19	47.5	40	4.48	0.506
Role playing develops listening and communication skills	0	0	0	0	0	0	24	60.0	16	40.0	40	4.40	0.496
Creates problem solving capabilities among employees	0	0	4	10.0	4	10.0	23	57.5	9	22.5	40	3.93	0.859
Role playing indicates the current skill level	0	0	0	0	0	0	12	30.0	28	70.0	40	4.70	0.464
Role playing makes staff feel valued by the organization	0	0	0	0	0	0	17	42.5	23	57.5	40	4.58	0.501
Role playing reveals employees new talents that were not identified before	0	0	0	0	6	15.0	22	55.0	12	30.0	40	4.15	0.662
Role playing creates quick learning capacity of employees through practicing the role	0	0	0	0	0	0	15	37.5	25	62.5	40	4.63	0.490
Overall Mean												4.41	

Table 1 presents the results of the first objective of this study of examining the effect of role playing on employee performance at ISON Business Process Outsourcing (ISON BPO), Rwanda. The findings were analyzed. Out of 40 respondents, on that role playing builds confidence in employees, the 52.5% agreed and 47.5% strongly agreed. On that role playing develops listening and communication skills, the 60.0% agreed and 40.0% strongly agreed. On that role playing creates problem solving capabilities among employees, the 10.0% disagreed, the 10.0% were on

neutral side, the 57.5% agreed, and 22.5%. on that role playing indicates the current skills level, the 30.0% agreed and 70.0% strongly agreed. On that role playing makes staff feel valued by the organization, 42.5% agreed and 57.5% strongly agreed.

On role playing and revealing employees' new talents that were not identified before, 15.0% of the respondents remained neutral. Further, 55.0% agreed, and 30.0% strongly agreed. On that role playing creates quick learning capacity of employees through practicing the role, 37.5% agreed and 62.5% strongly agreed. The overall mean of results was 4.41 that was between agree (4) and strongly agree (5), it presented that the role playing significantly affect the employee performance at ISON Business Process Out-resourcing (ISON BPO) in Kigali, Rwanda.

4.2 Effect of Job Rotation on Employee Performance

Table 2: Effect of Job Rotation on Employee Performance

Statement	SD		D		N		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
Employee accumulates experience very quickly	4	10.0	4	10.0	4	10.0	23	57.5	5	12.5	40	3.53	1.154
Job rotation lead to directly to accelerated development of new staff members	0	0	0	0	0	0	20	50.0	20	50.0	40	4.50	0.506
Job rotation can lead to greater understanding of many functions of the company	0	0	0	0	0	0	10	25.0	30	75.0	40	4.75	0.439
It can contribute to the development of social and individual human capital by enabling employees to develop new relationships	0	0	0	0	0	0	17	42.5	23	57.5	40	4.58	0.501
Skill diversity may help employees to the minimum qualification of jobs for future career advancement	0	0	0	0	8	20.0	24	60.0	8	20.0	40	4.00	0.641
Employee may make a more serious commitment to their career when an organization invests time in employee and develops their liabilities	0	0	0	0	0	0	26	65.0	14	35.0	40	4.35	0.483
Job assignments can make employees work more enjoyable	0	0	0	0	5	12.5	19	47.5	16	40.0	40	4.28	0.679
Overall Mean												4.28	

Table 2 presents the results of the second objective of this study of identifying the effects of job rotation on employee performance at ISON Business Process Outsourcing (ISON BPO), Rwanda. The findings were analyzed. Out of 40 respondents, on that employee accumulates experience very quickly, the 10.0% strongly disagreed, the 10.0% disagreed, the 10.0% were on neutral side, the 57.5% agreed and 12.5% strongly agreed. On that job rotation leads to directly to accelerate development of new staff members, the 50.0% agreed and 50.0% strongly agreed. On that job rotation can leads to greater understanding of many functions of the company, the 25.0% agreed and 75.0% strongly agreed. On that job rotation contributes to the development of social and individual human capital by enabling employees to develop new relationships, the 42.5% agreed and 57.5% strongly agreed.

On skill diversity helping employees to meet the minimum qualification of jobs for future career advancement, 20.0% of the respondents were unsure. Further, 60.0% agreed with the statement, and 20.0% strongly agreed. On that employee may make a more serious commitment to their career when an organization invests time in employee and develops their liabilities, the 65.0% agree and 35.0% strongly agreed. On that job assignments can make employees work more enjoyable, the 12.5% were unsure, 47.5% agreed, and 40.0% strongly agreed. The overall mean of the results was 4.28 that was between agree (4) and strongly agree (5), it presented that job rotation affect employee performance at ISON Business Process Out-resourcing in Kigali, Rwanda.

4.3 Extent to which Group Discussion Affect Employee Performance

Table 3: Extent to which Group Discussion Affect Employee Performance

Statement	SD		D		N		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
A high group discussion enhances integrated cooperation in a repeated social dilemma	0	0	0	0	0	0	18	45.0	22	55.0	40	4.55	0.504
Many employees are motivated by challenging work opportunities	0	0	0	0	0	0	14	35.0	26	65.0	40	4.65	0.483
Focus groups discussions gives employees freedom to openly and honestly discuss their feelings about the company they work for	0	0	0	0	0	0	12	30.0	28	70.0	40	4.70	0.464
It increases understanding of the subject or lesson	0	0	9	22.5	3	7.5	22	55.0	6	15.0	40	3.63	1.005
It helps in generating more ideas about a topic	0	0	0	0	0	0	16	40.0	24	60.0	40	4.60	0.496
Discussions enables employees to know about mistakes and weaknesses	0	0	0	0	0	0	20	50.0	20	50.0	40	4.50	0.506
Discussions also helps employees to build confidence in them selves	0	0	0	0	0	0	15	37.5	25	62.5	40	4.63	0.490
Overall Mean												4.46	

Table 3 presents the results of the third objective of this study of determining the extent to which group discussion activities affect employee performance at ISON Business Process Outsourcing (ISON BPO), Rwanda. Out of 40 respondents, on the high group discussion enhances integrated cooperation in a repeated social dilemma, 45.0% agreed and 55.0% strongly agreed. On many employees were motivated by challenging work opportunities, the 35.0% agreed and 65.0% strongly agreed. On focus groups discussion giving employees freedom to openly and honestly discuss their feelings about the company they work for, 30.0% agreed and 70.0% strongly agreed. On the discussion increases understanding of the subject or lesson, 22.5% disagreed, 7.5% were unsure, 55.0% agreed, and 15.0% strongly agreed. On that discussion helps in generating more ideas about a topic, 40.0% agreed and 60.0% strongly agreed. On that discussions enable employees to know about mistakes and weaknesses, the 50.0% agreed and 50.0% strongly agreed. On that discussions help employees to build confidence in them, the 37.5% agreed and 62.5% strongly agreed. The overall mean of the results was 4.46 that was between agree (4) and strongly agree (5), it presented that significantly group discussion in organization affect employee performance in ISON Business Process Outsourcing (ISON BPO) in Kigali, Rwanda.

4.4 Employee Performance

The study results of performance is presented in Table 4

Table 4: Employee Performance

Statement	SD		D		N		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
Training based activities have increased the efficiency within the company	0	0	0	0	0	0	21	52.5	19	47.5	40	4.48	0.506
There is rise in revenue collection within the company due to training-based activities	0	0	0	0	0	0	30	75.0	10	25.0	40	4.25	0.439
There is an increase productivity and quality of work within the company	0	0	0	0	0	0	27	67.5	13	32.5	40	4.33	0.474
Through training-based activities resulted to a high level of customer satisfaction in the company	0	0	0	0	5	12.5	24	60.0	11	27.5	40	4.15	0.622
Training sessions have increases employee teamwork	0	0	0	0	0	0	15	37.5	25	62.5	40	4.63	0.490
Training based-activities have developed the employee knowledge and skills	0	0	0	0	0	0	17	42.5	23	57.5	40	4.58	0.501
Overall Mean												4.40	

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Table 4 presents the results of the dependent variables of employee performance at ISON Business Process Outsourcing (ISON BPO), Rwanda. The findings were analyzed. Out of 40 respondents, on that training based activities increased the efficiency within the company, the 52.5% agreed and 47.5% strongly agreed. On that there was rise in revenue collection within the company due to training based activities, the 75.0% agreed and 25.0% strongly agreed. On that there was an increase productivity and quality of work within the company, the 67.5% agreed and 32.5% strongly agreed. On through training based activities resulted to a high level of customer satisfaction in the company, the 12.5% were unsure, 60.0% agreed, and 27.5% strongly agreed. On that training sessions have increased employee teamwork, the 37.5% agreed and 62.5% strongly agreed. On that training based activities have developed the employee knowledge and skills, the 42.5% agreed and 57.5% strongly agreed. The overall mean of the results was 4.40 that was between agree (4) and strongly agree (5), it indicated that employee performance was statistically significant due to the training based activities at ISO Business Process Out-resourcing in Kigali, Rwanda.

Table 5: Relationship between Training-Based Activities and Employee Performance

		Role playing	Job rotation	Group discussion	Employee performance
Role playing	Pearson Correlation	1.000			
	Sig. (2-tailed)				
	N	40			
Job rotation	Pearson Correlation	.905**	1.000		
	Sig. (2-tailed)	.000			
	N	40	40		
Group discussion	Pearson Correlation	.926**	.924**	1.000	
	Sig. (2-tailed)	.000	.000		
	N	40	40	40	
Employee performance	Pearson Correlation	.913**	.833**	.880**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	40	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 presents the relationship between training based activities and employee performance in ISON Business Process Out-resourcing (ISON BPO) in Kigali, Rwanda. The indicators of training based activities were; role playing, job rotation, and group discussion, and employee performance. The Statistical Package for Social Science (SPSS) software version 26.0 was used to determine the Pearson coefficients. The Pearson coefficients correlation are between -1 to 1 whereby -1 to 0 presents negative association and 0 to 1 presents positive association. From -1 to -0.5 presents high negative & from -0.5 to 0 shows low negative correlation, and from 0 to 0.5 presents low positive & from 0.5 to 1 shows high positive relationship. The findings resulted that the relationship between training based activities (role playing, job rotation, group discussion) and employee performance was .913**, .833**, and .880** respectively. It was indicated that there was a statistically significant relationship between between training based activities and employee performance in ISON Business Process Out-resourcing (ISON BPO) in Kigali, Rwanda.

Table 6: Model Summary of Training Based Activities and Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.918 ^a	.843	.830	.277	.843	64.492	3	36	.000

a. Predictors: (Constant), Group discussion, Job rotation, Role playing

Table 6 presents the information on the overall model's significance of training based activities and employee performance, the results indicated that the R Square=.843. It was clear that the 84.3% of all variables of employee performance can be explained by one's of all variables of training based activities in ISON Business Process Out-resourcing (ISON BPO), Kigali, Rwanda. The results indicated that the standard error of coefficients was 0.277 which was low and statistically significant with P-value=.000.

4.5 Responses of Interview Guide

The interview guide was conducted to the managers of ISON Business Process Out-sourcing (ISON BPO) in Kigali, Rwanda. The targeted respondents were five managers, on the question about have you ever prepared any training based activities in your company? Almost of managers responded that training based activities bring many important to company. They said that Training-based activities are crucial in a company for several reasons, as they play a pivotal role in enhancing employee skills, productivity, and overall organizational success. They commonly responded that training based activities result the following importance; skill development: Training activities help employees acquire new skills and improve existing ones. This is especially important in industries that are rapidly evolving, as it ensures that employees stay current and competitive.

Respondents pronounced some importance of training based activities including; Increased productivity: well-trained employees are generally more productive. They are better equipped to perform their tasks efficiently, make fewer errors, and require less supervision, all of which contribute to higher productivity levels. Improved performance: training allows employees to enhance their job performance. Whether it's customer service, sales, technical support, or any other area, proper training ensures that employees have the knowledge and tools they need to excel in their roles. Adaptation to change: In today's fast-paced business environment, change is constant. Training helps employees adapt to new technologies, processes, and strategies, ensuring that the organization remains agile and competitive. Consistency: Training-based activities help standardize procedures and practices across the organization. This consistency is vital for maintaining quality and ensuring that all employees adhere to the same standards. Talent retention: Employees are more likely to stay with a company that provides opportunities for growth and development. Training can be a valuable tool for talent retention, reducing turnover and recruitment costs.

On the question on that training given have added value to the employee and to the company as well, they responded that training based activities provide a win-win situation for both employees and the company. Employees gain valuable skills, career opportunities, and personal development,

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while the company benefits from a more skilled, engaged, and adaptable workforce that contributes to its growth, competitiveness, and overall success.

On the question of how does ISON BPO measures the performance of employees after they have received training? They responded that performance may be measured by Performance metrics: Companies often track key performance indicators (KPIs) relevant to the employee's role. These metrics could include sales figures, customer satisfaction scores, project completion rates, error reduction, or any other quantifiable measure of job performance. Skill assessments: Employees may undergo skill assessments or tests before and after training to measure improvements. These assessments can help identify the effectiveness of the training program in enhancing the specific skills targeted. Time efficiency: Monitoring how long it takes employees to complete tasks post-training can be an indirect indicator of improved efficiency and effectiveness. Goal achievement: If employees have specific performance goals tied to their training, progress toward or achievement of these goals can serve as a performance measure. And ROI analysis: Companies may conduct a return on investment (ROI) analysis to assess the financial impact of training. This involves comparing the costs of training to the benefits gained through improved performance and productivity.

On the does role playing has a significant influence on employee performance? They responded that role playing is a powerful tool for enhancing employee performance in various aspects of their roles. By providing a dynamic and interactive learning experience, companies can help employees develop critical skills, improve their confidence, and ultimately contribute to the overall success of the organization. Some importance of role playing shared; Increased confidence: Role playing helps boost employees' confidence in their abilities. By repeatedly practicing scenarios, they become more comfortable and assured in handling similar situations in real work settings. Effective decision-making: Employees can use role playing to practice decision-making processes. They learn to assess situations, analyze information, and make informed choices, which can lead to better decision-making on the job. Customer service improvement: In customer-facing roles, role playing can help employees simulate interactions with customers, allowing them to refine their service skills, handle objections, and provide exceptional customer experiences. Conflict resolution: Role playing scenarios involving conflicts or disagreements enable employees to develop conflict resolution skills, leading to smoother workplace interactions and reduced workplace tension. Team collaboration: Team-based role playing exercises can improve collaboration and teamwork. Employees learn how to work together efficiently and resolve any conflicts that may arise within the team. Leadership development: Role playing can be used to develop leadership skills. As employees take on different roles within the scenarios, they can develop a better understanding of leadership dynamics and challenges.

On the influence of job rotation on employee performance in company; almost of respondents indicated that job rotation programs depends on careful planning, clear communication, and a supportive organizational culture. Employees should receive adequate training and support as they transition into new roles, and the rotation should align with both the company's goals and the individual employee's career aspirations. When executed well, job rotation can be a powerful tool for improving employee performance and organizational effectiveness.

On the influence of group discussion on employee performance in company; they responded that Group discussions can have a positive influence on employee performance in a company when

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used effectively. Here are several ways in which group discussions can impact employee performance; Knowledge sharing: Group discussions allow employees to share their knowledge and expertise with their colleagues. This knowledge exchange can lead to a better understanding of various topics, including job-related tasks, industry trends, and best practices. Problem-solving: Group discussions can be a valuable forum for brainstorming and problem-solving. Employees can collaborate to identify solutions to challenges, leading to more effective problem resolution and decision-making. Innovation: Group discussions often encourage creative thinking and idea generation. Employees may come up with innovative solutions, strategies, or product ideas that can benefit the company. Enhanced communication Skills: Participating in group discussions helps employees improve their communication skills, including active listening, articulation, and the ability to express ideas clearly and persuasively. Conflict resolution: When conflicts arise, group discussions can provide a structured platform for addressing and resolving them. Employees can openly discuss their concerns and work together to find solutions. Increased engagement: Group discussions can boost employee engagement by involving them in important conversations and decision-making processes. Engaged employees are generally more committed and motivated. Learning opportunities: Group discussions can serve as informal learning sessions. Employees can learn from their peers, gaining insights and perspectives they may not have encountered otherwise. Team Building: Regular group discussions promote team cohesion and build stronger relationships among team members. This can lead to improved collaboration and teamwork, which can positively impact performance. Alignment with company goals: Group discussions can help align employees with the company's goals and vision. When employees understand how their work contributes to broader objectives, they are more likely to be motivated and perform at a higher level. Professional development: Group discussions can be a platform for employees to discuss their career aspirations, seek advice, and receive mentor-ship from more experienced colleagues.

5.0 Summary of findings

The objective of this study was to determine the extent to which group discussion activities affect employee performance at ISON business process outsourcing in Kigali in Rwanda. The findings revealed that high group discussion enhances integrated cooperation in a repeated social dilemma, the 55.0% strongly agreed. On that many employees were motivated by challenging work opportunities, the 65.0% strongly agreed. On focus groups discussion gives employees freedom to openly and honestly discuss their feelings about the company they work for, the 70.0% strongly agreed. On that discussions help employees to build confidence in them, the 62.5% strongly agreed. The overall mean of the results was 4.46 that was between agree (4) and strongly agree (5), it presented that significantly group discussion in organization affect employee performance. The findings resulted that the relationship between group discussion and employee performance was .880** which indicated that there was a statistically significant relationship between between training based activities and employee performance at ISON Business Process Out-sourcing (ISON BPO) in Kigali, Rwanda.

6.0 Conclusion

This study concludes that focus groups discussion gives employees freedom to openly and honestly discuss their feelings about the company they work for, the 70.0% strongly agreed. The overall mean of the results was 4.46 that was between agree (4) and strongly agree (5) which concluded that significantly group discussion in company affect employee performance, and also resulted

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that the relationship between group discussion and employee performance was .880** which concluded that there was a statistically significant relationship between group discussion and employee performance. The results concluded that the R Square=.843 which was clear that the 84.3% of all variables of employee performance can be explained by one's of all variables of training-based activities at ISON Business Process Out-sourcing (ISON BPO) in Kigali, Rwanda.

7.0 Recommendations

The study recommends the Ministry of Public Service and Labor should enforce the public and private companies to put in their agenda the programs of training-based activities for developing employee performance and skill & knowledge development. The study recommends that ISON Business Process Outsourcing (BPO) in Kigali, Rwanda, should prioritize and intensify its focus on group discussions as a primary tool for employee development and engagement. These discussions have demonstrated a profound influence on enhancing employee sentiment, motivation, and overall performance. Beyond group discussions, it is crucial for the organization to further allocate resources to diverse training-based activities. Methods such as role-playing, job rotation, and consistent performance evaluations have proven to be beneficial in honing employee skills and aligning them with the company's goals. Furthermore, the establishment of clear, measurable performance metrics is essential. This will allow the company to effectively assess and continually refine the impact of these training programs, thereby ensuring a workforce that is not only highly skilled but also deeply integrated and aligned with the organization's objectives and vision.

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