THE EFFECT OF SHAREPOINT TRAINING ON EMPLOYEES' PERFORMANCE IN THE WORKPLACE: A CASE STUDY IN SIPTU IRELAND

A quantitative analysis into the effect of SharePoint training on employees' performance in the workplace as it pertains to SIPTU staff in Ireland

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Abstract

This research focuses on the impact of training received on how to use SharePoint on employee performance in Services, Industrial, Professional and Technical Union (SIPTU). SIPTU represents over 180,000 workers from virtually every category of employment across almost every sector of the Irish economy. SIPTU provides the expertise, experience and back-up services necessary to assist workers in their dealings with employers, government and industrial relations institutions (SIPTU, n.d.). This research is important because it will emphasis the importance of SharePoint training in every organisation. It will also contribute to a small but developing IT literature on training by identifying the linkage between training and employee performance (Chen, Jaw, Wu, 2016). SharePoint is a "*subscription-based service that provides user with an enterprise-grade solution for creating sites to share documents and information with colleagues and customers*" (Ward, 2012:85).

The data gathered was checked through a statistical softwares called Microsoft excel and Statistical Package for the Social Sciences (SPSS) to find out the effect of SharePoint Training on employee performance. There are however two variables: SharePoint training (Independent) and employee performance (Dependent) as it pertains to effective collaboration, effective communication, competency, morale, skills, knowledge and ability. The selected population for this study is SIPTU Ireland and the sampling was confined to Trade Union Officials (TUOs) and Administrative Staffs in the Union. The total number of staff surveyed were 210 however,only 141 completed the questionnaire. Furthermore, the questionnaires were distributed via a link to the selected samples's email and excel was used to analyse the questionnaire. The purpose of using questionnaire was to verify research hypotheses. This research focuses on SharePoint training using comprehensive literature which is the secondary data as the backbone of the study and questionnaire to gather the primary data from SIPTU's selected staff.

Keywords: SharePoint, Employee Performance, Trade Union Officials, Administrative Staff, Morale, Training

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List of Abbreviations

ANOVA   Analysis of Variance

CIPD   Chartered Institute of Personnel and Development

ECM   Enterprise Content Management

HR   Human Resource

HRM   Human Resource Management

KSAs   Knowledge, Skills and Abilities/attitude

ICT   Information Communication Technology

IT   Information Technology

MOOCs   Massive Open Online Course

PAC   Public Administration and Community

RBV   Resource Based View

SDT   Self-determination theory

SIPTU   Service Industrial and Professional Technical Union

SPSS   Statistical Package for the Social Sciences

TEAC   Transport, Energy, Aviation and Construction

TUO   Trade Union Official

WRC   Workplace Relation Commission

Chapter 1   Introduction

1. Introduction

One of the strategic aims of every firm is to improve performance by developing their most valuable asset-the workforce/staff who individually and mutually add to the achievement of its goals (Armstrong, 2006; Saunders, Lewis, & Thornhill, 2016). Taufek & Mustafa (2018) said that training is the most important practice in human resource management (HRM) as it enhances employee performance; they also maintained that it is an indispensable function of HRM. Also, Khan, et al., (2011) concluded in their research that employee performance increased through training will in turn increase the overall performance of the organisation. Therefore, enterprises/organisation willing to improve both employee and organisational performance need to do a training need analyses (TNA) or determine the type of training that their workers need in order to improve their performance, as well as to motivate and give satisfaction to worker when acquiring their new skills or knowledge especially within their scope of work. The purpose of doing a TNA is to enable the trainer to identify the gap between the current and the required levels of skills and knowledge (Jain, 2019; Taufek & Mustafa, 2018)). According to Elnaga and Imran (2013), "*the more developed the training given to employees, the more satisfied that they will be with their duties. Thus, increasing the productivity and profitability of the company".* They further made it clear in their research that HRM must ensure employees' development through proper training (cited in Taufek & Mustafa, 2018, p. 777).

Performance refers to when something is accomplished or you are working according to plan or working effectively and efficiently (Tahir, Yousafzai, Jan, & Hashim, 2014.). However, Kane (1996) argues that performance is not only the outcome achieved/result but something that the employee leaves behind and that exists apart from the objective (cited in Armstrong, 2010). Consequently, Bernardin et al (1995) believe that Performance should be defined "*as the outcomes of work because they provide the strongest linkage to the strategic goals of the organization, customer satisfaction, and economic contributions"* (cited in Armstrong, 2010, p.103). Employee performance on the other hand contributes to both organisation and individual/employee productivity (Aktar, 2015). Therefore, employee's performance depends on a number of factors such as training, development, reward management, performance management, flexible working practices and so on. It is pertinent to mention that relevant

training, that is, training based on organisation and employees' needs will impart new knowledge, skills, and ability (KSA). However, if employees are able to transfer the KSA learned to their job, employee job performance will improve (Okeke, 2014).

Furthermore, as the shift continues towards a digital world, SharePoint is growing, and it is allowing organisations to improve knowledge management and knowledge sharing. This can be confirmed on Microsoft website which shows that more than 200,000 organizations and 190 million people have SharePoint for intranets, team sites and content management (Microsoft, 2020). SharePoint is a content management system that can be used to provide information to users. It also allows users to share and manage content and application to facilitate teamwork (George & Mironela, 2018). Alexander, (2016, p. 125) defines "*SharePoint as Microsoft's premier collaborative server environment, providing tools for sharing documents and data across various organizations within a company's network*". Alexander, (2016) explained further that it is usually installed on an organisation's network as a series of intranet sites, which lets various divisions/departments/sections control their own security, workgroups, documents, and data.

SharePoint has been viewed differently by users (see figure 1.1) and this is as a result of how users use the product. However, (Chorus, n.d. p.4) stated that "*SharePoint is generally known as a secure web application for document management and collaboration but as a platform it can be developed and extended to become anything. At its simplest, SharePoint is a secure way of finding and sharing information and most companies will use it for document management but it is worth knowing that it can be developed and extended to address a wide variety of business challenges*". Moreover, SharePoint has been criticised for its strong dependence on Internet, without connection to strong and reliable Internet, Trade Union Officials (TUO) and administrative staff will not be able to access important document and data remotely (Golubenko, 2018).

Service Industrial and Professional Technical Union offered a series of IT training to it Staff, however, the most recent and on-going training being delivered is the SharePoint training which is the focus of this research. SharePoint was first introduced to SIPTU in 2013 to help employees create site mailboxes so that all case-related emails filter directly into the mailbox, eliminating the need for team members to search through crowded inboxes to find case

related correspondences/mails; the move from the old content management system started in 2015 and by 2017 it was in full use (SIPTU, 2017; Reynolds, 2015). Therefore, this research is based on training undertaken from 2017 till date and the focus is on the impact on employees' performance. The focus is on employee performance because since the introduction of SharePoint in SIPTU there has been significant increase in employee performance and productivity. Therefore, the researcher is trying to ascertain if the increase in performance was as a result of the training receive on SharePoint.
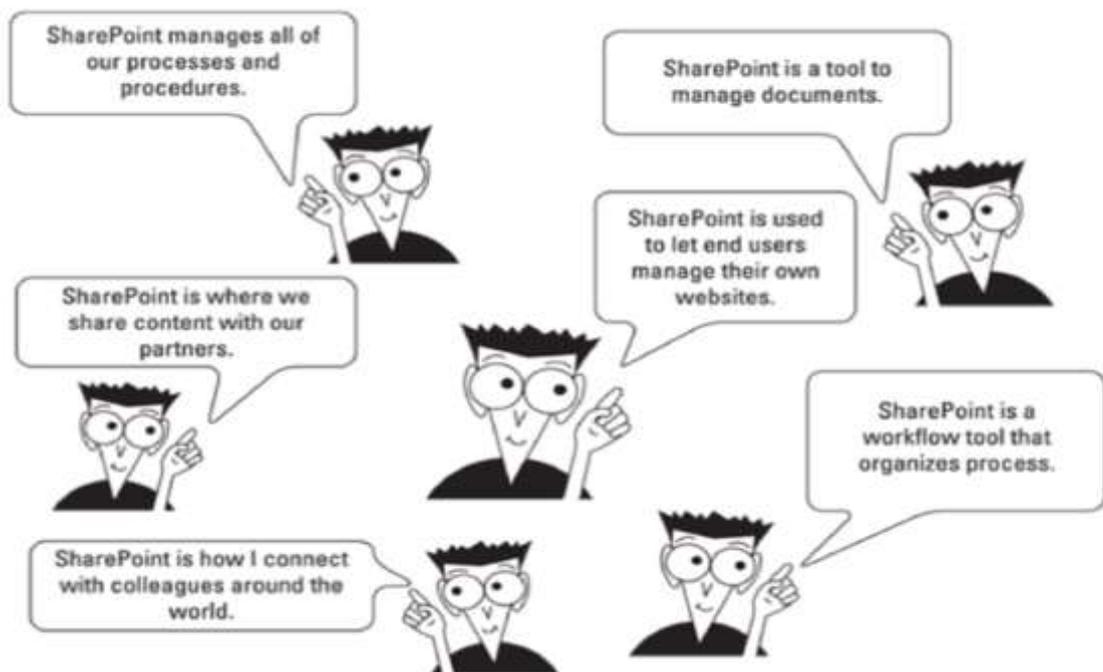
Figure 1.1 Different ways to define SharePoint

Source: (Withee & Withee, 2019)

The most significant development in SIPTU has been the move from Alfresco Document Management System to the 'SharePoint cloud-based system. The purpose of moving documents to SharePoint is because it allows for greater security in terms of document/data management and storage, greater access to information systems and ease of use for staff. It has allowed users the facility to work from anywhere, thus enabling staff to work more collaboratively with greater ease. Furthermore, it allows for more mobile workspace and gives users an automatic updates facility. It also provides improved disaster recovery without the need for further capital expenditure (SIPTU, n.d.).

1.1. Context and rationale

As the business environment continues change and with the surge in use of modern technologies, the distributed workforce that assists customers at any time and in any location and team members need to be in closer contact than ever before. Effective collaboration is becoming more and more important; however, it is often difficult to accomplish. Microsoft SharePoint addresses this problem by integrating a range of collaboration and communication technologies into a single web-based environment that is closely incorporated with productivity programs such as Microsoft office (Londer & Coventry, 2016). Hence, training is very vital for every organisation and firm of all sizes hoping to use SharePoint or have started using SharePoint to improve team productivity and increase efficiency in business process (Londer & Coventry, 2016).

In the field of HRM however, training has a specific vocational purpose to improve capability and capacity to perform. Training refers to the planned acquisition of the knowledge, skills and ability considered necessary to perform effectively in a given role/job. Each training intervention, however, requires some change in performance and therefore requires some form of learning to occur (Gunnigle, Heraty, Morley, 2017).

Furthermore, the following are the aims and planned outcomes of the introduction of SharePoint in SIPTU:

Aims
- ✓ To back up files and prevent lost/stolen files and creating peace of mind knowing that all files are secured.
- ✓ To email files/documents securely and directly to members with authorisation and staff of the Union, thus promoting effective communication.
- ✓ To make the most cost and organisational effective use of the union's resources as well as enabling collaborative working strategies.
- ✓ To ensure that the retrieval of documents/files is not limited to one employee at a time, that is, more than one employee can view file/document at the same time
- ✓ To ensure effective time management by saving time spent looking for and transferring files/documents (Records Reduction, 2019; SIPTU, 2011).

Outcomes:

- ✓ Improved document and file sharing.
- ✓ An improved work environment and enhanced job satisfaction; ensuring that files/document are retrieve within seconds.
- ✓ Enhanced internal information, training, and communication support to staff (Records Reduction, 2019; SIPTU, 2011).

1.2. Title of Research

The Effect Of Sharepoint Training On Employees' Performance In The Workplace: A Case Study In Siptu Ireland.

1.3. Aims of the research

The overall aim of this research is to undertake a quantitative analysis to investigate the impact of training on TUOs and Administrative staff in SIPTU nationwide received on how to use SharePoint and how it improves their performance in relation to document and file sharing, internal communication, collaborative working strategies and so on (SIPTU, 2019). The purpose of using a quantitative analysis is because it will give the researcher the opportunity to interact and gather data directly from research participants and also because it is reliant on numerical data (O'Leary, 2017; Tahir, Yousafzai, Jan & Hashim, 2014).

1.4. Research objectives

1. To ascertain the existing levels of TUOs and Adminstrative staff without SharePoint Training.
2. To critically analyse the relevant literature that underpins the theoretical concepts that are applicable to this research such as training, sharepoint and employee performance.
3. To ascertain the attitudes and perceptions of SIPTU's staff towards training.
4. To issue recommendations for SIPTU's senior management's attention in relation to the necessary training intervention needed/delivery methods/styles.

1.5. Research questions

In order to build on the conceptual work and empirical studies on the impact of training on employee performance, the following research question was derived:

Is there a relationship between the training received on how to use SharePoint and employee performance?

The following sub-questions will be considered during the course of the research:

    i. What are the benefits of SharePoint training to staff?

    ii. Why is SharePoint training important in the workplace?

    iii. The impact of training on how to use SharePoint on employee performance?

    iv. What type of training methods can be used to deliver training?

1.6. Potential significance

The potential significance of this research is to find out if HRM in SIPTU should continue to invest in Training.

1.7. Purpose statement

The purpose of this dissertation is to identify the aftermath effect of training received on how to use SharePoint. That is:

- Being able to communicate more effectively;
- Being able to collaborate more effectively with other division and department in the Union;
- Increase morale of employees
- Being competent to work remotely.
- Acquiring the necessary skills and abilities to organise, manage and share documents (Tahir, et al., 2014).

1.8. Hypothesis

Null Hypothesis H0: There is no significant improvement in employee performace on foot of sharepoint training.

Hypothesis H1: There is a significant improvement in employee performance on foot of sharepoint training.

1.9. Process of the research

The process of the research is quantitative in the form of a Questionnaire. The purpose of using a questionnaire is because the research aims to rely on numerical data, that is, interact and gather data directly from research participants (O'Leary, 2017; Tahir, Yousafzai, Jan & Hashim, 2014).

1.10.   Logic of the research

The logic of this research is to show that SIPTU's continuous invest in training on how to use SharePoint can impact greatly on employee performance.

1.11.   Outcome of the research

Unproven Hypothesis however, future research could demonstrate or show the possible effect of SharePoint training on employee performance.

1.12.   Limitations and Delimitations

A minor limitation encountered during this reseach was the global pandemic which prevented the reseracher from visiting libraries to borrow academic resources. Also, the researcher could not meet people face to face to discuss the importance of this research; also the researcher could not travel to various SIPTU branches outside Dublin to meet with the participants.

The delimit of this research is that it is confined to one employer organisation.

1.13.   Summary

This chapter introduced the context and rationale of the research, the aims and objectives of conducting the research; the potential significance of the research and as well as the structure of the entire dissertation.

1.14.   Structure of the Dissertation

This dissertation is presented in Chapters. Each chapter is divided into separate sections which deal with relevant topics within the chapter. Charpter 1 introduced the research and it significance and a summary of the research methodology used to achieve the aim of the study, together with the desired outcome of the research. Chapter 2 is a review of the available literature on training, employee performance, SharePoint , SharePoint training, Irish workplace and workplaces in the 21st century. Chapter 3 describes the methodology used in the research and how the data was anaylsed. Chapter 4 presents the findings of the study, detailing the main findings and their relationship to the research objectives and questions of the study. Chapter 5, presents an analysis and discussion of the findings. Chapter 6 the final chapter presents the conclusion, result from the validity and reliability test and identifies some limitations of the study, presents a number of recommendations for further research and possible implications of the findings.

Chapter 2   **Literature Review**

2. Introduction

As the world is advancing digitally, building and ensuring a learning organisation is imperative for the existence and survival of any organisation in the modern world full of artificial intelligence and involving technology (Tahir, et al., 2014). Concomitantly, with increasing move to the digital world and competition in the global market, the use of web technology applications is increasing within organisations, allowing companies to deliver their business needs effectively and efficiently (Chen, et al., 2016). Therefore, organisations that make the best use of information communication technology (ICT) can gain access to new business opportunities, gain new information about their clients/consumers, and improve new product development process more effective (Chen, et al., 2016; Khumalo & Mearns, 2019; Bayo-Moriones, Billon, & Lera-Lopez, 2013).

Furthermore, developing secured means of communicating and sharing information through interactive web portals such as SharePoint has become dominant. As evident in the book of Ward (2012), SharePoint is the fastest selling product in Microsoft history. It is so dominant because businesses are becoming more global and dispersed across multiple locations and also virtual/remote teamwork is growing every year; and as a result, organisations are using it as a collaboration platform to support the growing remote workforces (Ward, 2012). However, it has been criticised for not being compatible with non-Microsoft products, that is, integration with non-Microsoft product is not possible. Also, it has been criticised for its rigidity in terms of backend control for its users (Waghmare, 2018).

There are other technologies/software used in managing documents, however, for the purpose of this research only Alfresco and SharePoint will be explored. The reason for this is that Alfresco was the old document management system used in SIPTU before they moved all documents, data, and information to SharePoint. SharePoint and Alfresco are mature and most popular enterprise content management (ECM) platforms. ECM is "*the collection of strategies, methods and tools used to capture, manage, store, preserve, and deliver content and documents related to organisational processes*" (Caruana, Newton, Farman, Uzquiano, & Roast, 2010, p. 5)*.* In fact, some organisation uses both for different reasons (Rishabh Software, 2016). Moreover, many organisations are now using SharePoint as their primary intranet-enabled platform to store and efficiently share knowledge. However, despite the recognition of the importance of SharePoint in firms, the literature on the link between SharePoint training and employee performance remains scarce and limited (Chen, et al.,

2016; Khumalo & Mearns, 2019). Alfresco on the other hand, was originally created in 2005, it is also one of the leading ECM which provides various solutions to help organisation solve challenges such as document management, team collaboration and record management. It stands out because of services and control that enables users to manage content, for example the search enables the user to find contents or information within seconds (Pal, 2016; Caruana, et al., 2010).

Furthermore, as SharePoint continues to penetrate the corporate market; firms should ensure that developing a workforce that is unique and inimitable is a major strategic tool and necessary condition to improving organisational and employee performance (Khumalo & Mearns, 2019; Sung & Choi, 2018). Thus, the aims of training from an employee viewpoint is to help employee acquire the basic skills and knowledge required to create and manage sites; upload and download files and so on. It will look at the changes that have been made to the user interface, show users how to create new sites, libraries, lists, as well as change site settings and manage site options (DCM Learning, n.d; Tahir et al, 2014). After employees have received training on how use SharePoint to share information/data; they will be able to save time spent previously on printing and sending copies of documents/case file/correspondence to each other; as they do not have to wait days for the case file to arrive in the post. Since documents are now shared within seconds on SharePoint, employees can now review a member's case once received via the link sent through work intranet immediately (Olagunju, 2014). This is because the SharePoint allows an employee to create solutions that can be easily managed and become an organisation central system for managing and accessing information (Smith, 2016; Bate & Smith, 2010).

By contrast, other studies have reported that training is not a meaningful predictor of employee and organisation performance because it often irritates employees, thereby resulting in unintended dysfunctional that affects potential benefit (Glaveli & Karassavidou, 2011 in cited Sung & Choi, 2018). That was why the behaviourism theory of training was seen as an autocratic transmission led approach which fails to recognise the independent and enquiring nature of people. Behaviourism is based on the principle of stimulus and response. It is teacher-led activity which assumes the teacher is in control of what needs to be done, how it will be done and what evidence of behavioural change needs to be produced (Bates, 2019). Furthermore, the behaviourism also recognises the establishment of reinforcement in learning process, meaning, organisation should motivate workers to learning by using both intrinsic and extrinsic rewards. By contrast, rewards can demean a learning process/experience (Pritchard, 2017). Concomitantly, Ployhart, Call and McFarland (2017) noted

that "*investment in training often helps improve employee performance but simultaneously leads to negative consequences such as increased job mobility and turnover*" (cited in Sung & Choi, 2018, p. 1339).

2.1. Variables and theoretical Framework of the research

The unit of measurement is the variable in a quantitative analysis, it is however used to determine the relationship between the data gathered. It is also used to draw up a conclusion (Quinlan, 2011). Share Point training is the independent variable and employee performance is the dependent variable. These two variables have been chosen to see the impact/effect of training on the TUOs and administrative staff of SIPTU's performance (Khan, et al., 2011). Figure 2.1 below which depict the two variables was derived from the literature review on the impact of Training and Development on Employee performance by Tahir et al, (2014). The figure shows the possible impacts of training on employee performances which are effective communication; effective collaboration; improved knowledge, skills and abilities/attitude to use the SharePoint efficiently and effectively; competency and improved morale (Tahir et al, 2014).
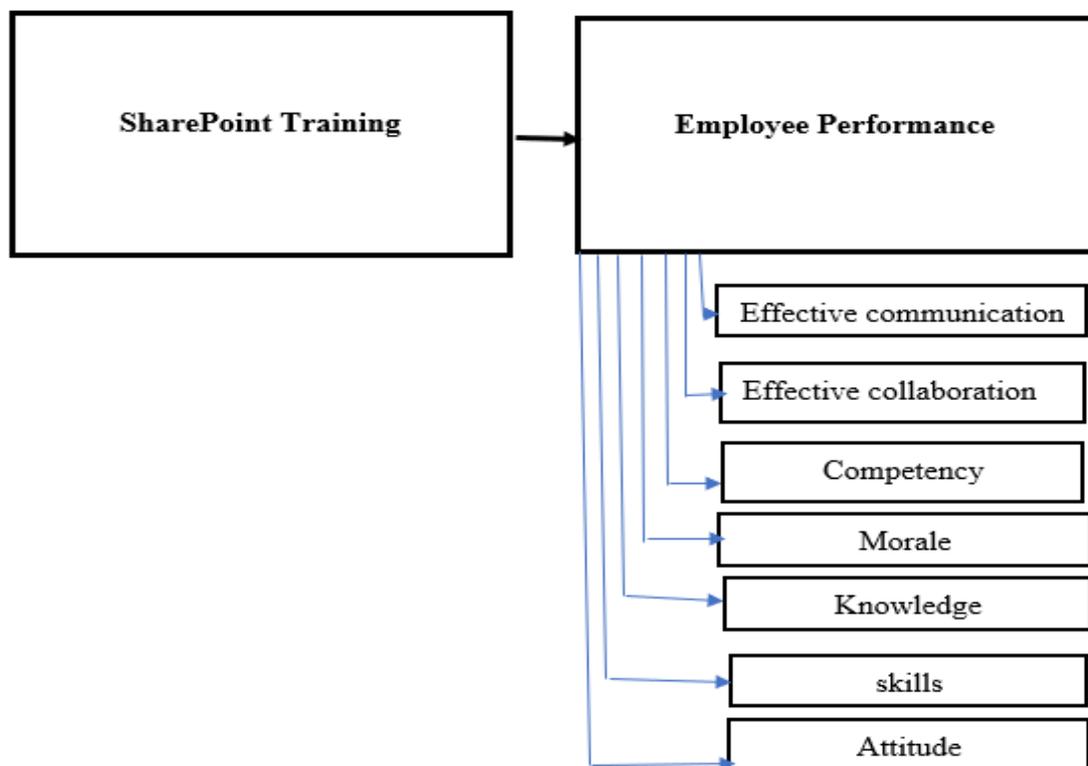
Figure 2.1   Variables and theoretical Framework of the research
Source: (Tahir et al, 2014)

The resource-based view (RBV) is one of the primary theoretical foundation of this research and this is because this research focuses on organisation's most valuable resource' performance (Chen, et al., 2016). For example, if an organisation decides to invest in training they will be developing human capital which represents the fundamentals of resource-based view (Sung & Choi, 2018). The RBV which is associated with Barney (1991), sees employees as a valuable resource that help an organisation sustain competitive advantage (cited in Deb, 2009). Barney maintained that for sustained competitive advantage to be ensured, the organisation resources must satisfy four criteria which are: the resources must be valuable; must be rare; must be inimitable and must be non-substitutable (cited in Torrington, Hall.,& Taylor, 2008:43). Barney further advice that management should develop and train employees to maximise return (Deb, 2009). However, the RBV has been criticised for referring to employees as human capital and measuring things that are not of critical value to the organisation (Torrington, et al., 2008).

Furthermore, applying the RBV to training implies that training an employee is simply investing in human capital with the aim of enabling employees to acquire the the unique KSA to add value to the organisation thereby enabling performance of activities required to achieve organisation goals. Applying the behaviour theory on the other hand to training implies that training as employee will result in the desired behaviour expected by HRM and organisation strategy thereby leading to postivie organisational outcomes. However, these two theories implies that effect of training on organisation performance/outcomes is facilitated through the effect of training on employees KSAs, behaviour and attitudes (Okeke, 2014).

2.2. Work Culture in 21st Century in Ireland and the wider world

As the world continues to change at an extraordinary pace in human history, technologies are emerging and are changing the way employees interact with each other and with the world. It has modified the way that organizations collect, store, and utilize data for employment decision-making (StoneJames & Dulebohn, 2019).

Also, technology is making it possible for business to connect and have offices in different locations. The technological challenges that Ireland faces require it to be actively and visibly engaged with the global world in order to effectively promote and protect it strategic national interest. Furthermore, Ireland successfully emerged from the financial and economic crisis of the last decade thereby making it possible to have a sense of self-confidence, re-established

sustainable economic growth and being able to restore it reputation internationally (Government of Ireland , n.d.).

Information is becoming important to every organisation across the globe. The success of every organisation will however be determined by how they interpret, use, store and manage this information; as well as how the respond to the emergence of ICT used in storing this information (NSC, 2018). Therefore, organisations globally are using different ECM to collaboratively create, manage, deliver and archive information that drives their business operation.

2.3. Training and employee performance

In the field of HRM, management are ensuring that the right training is put in place to ensure that it raises the capacity of organisation skills and improve productivity (Kennett, 2013). In fact, Boadu et al. (2014) confirmed that training is the most important practice in HRM ensuring that employee performance is enhanced through putting appropriate training programs in place (Elnaga & Imran, 2013cited in Taufek & Mustafa, 2018). Also, Elnaga and Imran (2013) in their research on the effect of training on employee performance explained that the more training employee receives the more happy they will be with their jobs thereby increasing organisations productivity and profitability. As evident in study carried out by Rothwell and Kazanas (2006) on planning and managing human resources, providing effective training for employees will increase quality goods and services, accuracy, effectiveness, good work, good customer services/relation as well as an intelligent and well trained workforce (Salah, 2016). Therefore, Employee performance*, achieved through training, refers to immediate improvements in the knowledge, skills and abilities to carry out job related work, and hence achieve more employee commitment towards the organizational goals* (Huselid, 1995; Ichniowski et al., 1997 cited in Elnaga & Imran, 2013, p. 140).

Previous research on the effect of training on employee performance provide evidence that there is a strong relationship between training and employee performance. For example, findings from Farooq and Aslam (2011) showed that training is the only way an organisation can help an employee meet the required competence level to perform well to achieve the desired organisaional goals. Their findings showed a positive corelation (cited in Elnaga & Imran,

2013). Also, according to Harrison (2000) improving employee performance in order to influence organisational performance and productivity requires learning through training. Furthermore, according to Swat, Mann, Brown & Price (2005) if employee is not performing as expected by the organisation, their knowledge, skills and abilities needs to be modified/improved through training. They further explained that organisation needs to find out why their employees are not performing as expected in order to determine the appropriate training intervention and programs to put in place. Concomintantly, Wright and Geroy (2001) explained further that employees' performance may not be affected or decrease because they do not have the necessary KSAs to perform their job but because environmental factors such as job design, organisation culture and structure, power and politics existing in the organisation are affecting them negatively. Thus, employers need to put these environmental factors into consideration when determining the appropriate training interventions or putting in place training strategies.

It is pertinent to remind the readers of this dissetation that the researcher is also aiming to point out the the importance of investing in training by management. However, there are scholar who have argued that employers sees training as a cost and not an investment. For example, Cheramieet al. (2007) argued that, management are always reluctant to investing in their employees because employees always mistake it for their own market value and employment opportunity. Thereby, making employers to propel their employees to look after their training needs and career development (cited in Elnaga & Imran, 2013).

Furthermore,it is also important to remind the reader of this dissertation, that performance according to Cooke (2000) is determined when a specific task/job is achieved through certain standard such as accuracy, completeness, speed and cost (cited in Salah, 2016). However, for the purpose of this study performance will be meausred based on how employee collaborative effectively, communcate effectively, apply their knowledge, skills and ability, as well as their morale towards their job in order to help their organisation attain it goal after receiving training on our to use SharePoint.

The next topic looks at the benefit of training employee on how to use SharePoint.

2.4. SharePoint Training

According to Chorus, (n.d. p. 26) "*SharePoint training is one of the most important stages of a SharePoint implementation to ensure that users are comfortable with using the system*". Training plan needs to be customised to focus on how the organisation intend to use SharePoint and how each division/department/sector will engage with it because SharePoint can be fully customised. Furthermore, when creating training plan/strategies, three different users' groups which are End users, Super users and Site administrators should be considered as each group will require different levels of training. For example, End user training will need to be bespoke to job function or division to demonstrate specific tasks and the benefits of using the SharePoint. Courses/training required for Super users will be more in-depth as they need to get a full understanding of the system. While training for the Site administrators will be in-depth as well as they have to manage the overall system and ensure that it is running as it should (Chorus, n.d.).

2.5. What are the benefits of SharePoint training?

SharePoint training is an effective strategy that helps employee develop the skills to install, configure, deploy, or manage a SharePoint Server site to take advantage of the benefits of SharePoint (New Horizon, 2019). Consequently, improving employees' knowledge, skills, and abilities (KSAs) is the principal benefit of training. Investing in training will primarily leverage employee's competence to meet performance expectation of the organisation. Furthermore, investing in training will signal that the organisation is adapting to the digital world and that it cares about the personal growth of employees. Moreover, Trade unions that are unable to implement SharePoint and invest in training will struggle to survive in the future because of the importance of home and teleworking. This is because remote working and remote access to information/data and files has helped many workplaces to save the cost of travelling to the office to get documents for cases (Armache & Armache, 2015). However, Ployhart, Call, and McFarland (2017) noted that the negative effect of investing in any type of training are employee turnover, bargaining power, and increased job mobility (cited in Sung & Choi, 2018).

Furthermore, employees should be motivated to learn because highly motivated employees tend to apply the KSAs to their task. Also, because motivation has been seen "as *a plausible underlying mechanism explaining the effects of various high-performance work practices on organisational outcomes*" (Combs, Liu, Hall, & Kitchen 2006 cited in Sung & Choi, 2018:1340). On the other

hand, employees forced to attend training might perceive it as a source of wanted extra load and an unpleasant burden imposed by the organisation (Sung & Choi, 2018). However, because SharePoint is the system used in the researcher's selected workplace to manage and share documents/files/folders, TUOs and administrative staff will be compelled to do the training. Thus, management needs to put in place strategies that will motivate employees to do the training and to avoid resistance; such as educating and communicating beforehand what the training is all about and this can be achieved through one-on-one discussions, memos, group presentations, or reports and so on (City Cool (PVT) Limited, 2010; Explore HR, n.d.). However, if employees continue to resist training, management can use explicit and implicit coercion, that is, apply direct threat or force upon employees who resist; and by also making it clear to them that they could lose their jobs and be given a poor letter of recommendation (Explore HR, n.d.).

Eng and Stadler (2014) emphasised that the utilization of SharePoint requires customization and a learning curve and that potential failure looms if training is not in place. The benefit of SharePoint training has received little attention from researchers (Schafer, et al., 2011). For example, (Atkins & Cole (2010) emphasised on the various benefits and importance of using SharePoint but they failed to point out the need for training to acquire the necessary skills and knowledge to be able to use SharePoint as a collaborative tool to share ideas. Moreover, despite, little systematic research concerning the benefit of SharePoint training, the following are some other benefits of the training:

- ✓ Employees will acquire the knowledge to be able to use the software to share, organise and manage information.
- ✓ Employees will acquire the knowledge to be able to use the software as a document library and arrange information (Eng & Stadler, 2014; Diffin, et al., 2010).

However, Rauv (2018) maintained that SharePoint is difficult for non-technical user to maintain and use without adequate training. As evident in AIIM 2016 report on The Impact of SharePoint, two-thirds of organisations blame the low implemention/adoption on inadequate user training and the difficulty in using the SharePoint (Rauv, 2018).

Moreover, training will not just benefit an organisation, but it will also benefit the entire workforce who ensures the achievement of it overall goals by improving their job knowledge of document management (Tahir, et al., 2014). This is because, SharePoint brings communication, documentation, and collaboration together in one place (Diffin, et al., 2010).

2.6. Why is SharePoint training important in the Workplace?

SIPTU has moved from Alfresco the old data and information management system to a new data and information management system called SharePoint. Thus it is pertinent for all TUOs and administrative staff who are non-technical staff to receive adequate training to be able to use SharePoint efficiently and effectively (Rauv, 2018). Training will enable TUOs and administrative staff working on a particular member's case as a team to be able to use the calendar function in SharePoint to set up their schedules thereby enabling all other team members to see the schedule. However, if one member of the team makes changes to their schedule or duties others are notified by email instantly (Diffin, et al., 2010).

Through training, team members will acquire the knowledge and skills to navigate and make changes to documents hosted on SharePoint through their "My Network Places" which allows the team to save and open document in an easy to use interface. However, if any member makes a mistake on a particular document that the team is working on at present, they can always revert back to the correct version (Diffin, et al., 2010).

Using the RBV approach, theorist argued that investing on an organisation most valuable resources, the workforce, will determine an organisations overall effectiveness and performance. It is pertinent to mention that physical resources such as computers/communication technologies are less valuable source of competitive advantage. Hence the importance of ensuring that the human resources receive the necessary training to help the organisation gain a competitive advantage; and also to be able to meet the four conditions stated by the RBV theorist which are value, rareness, inimitability, and non-substitutability to be able to sustain the competitive advantage gained (Chen, et al., 2016).

Chen, et al., 2016, maintained that sufficient training may enable employees to enhance their technical skills prior to using the web portal. Sufficient training will also reduce the barriers and unfamiliarity in using the web portal and thereby making employee to become more willing to use it every day during work hours. Therefore, training will improve user's productivity. Concomitantly, the RBV comprises of training as one the critical organisational necessity for human resources. However, Ji and Yun (2006) noted that employees in workplaces that are not financially buoyant are always reluctant to learning new technologies and skills because they are often made to perform multiple task (cited in Chen, et al., 2016).

Furthermore, in SIPTU for example, members' cases have been moved to SharePoint for easy accessibility on any devices such as smart phones, computer, laptops and so on. Hence the need to train employees on how to use SharePoint, that is, the utilization of SharePoint requires a learning curve (Eng & Stadler, 2014). Also, SIPTU has various divisions, and each division is made up of sectors; each sector has approximately five TUOs and one administrative staff. Each division is a team and each sector are also a team as well. Therefore, training employee how to use teams on SharePoint will enable organisations using SharePoint to become flexible no matter how remote they are as long as there is strong internet access. Through the knowledge and skills acquired during the training, employees will be able to save time and make quick decision based on the data and information stored on the web portal; thereby leading to increase productivity in the organisation (Armache & Armache, 2015).

2.7. What are the effects of SharePoint training on employee performance?

Generally, training irrespective of the type of training be it Mediation training or ICT training provides employees with the opportunity to acquire new skills, information, and career development. Therefore, the purpose of training is to help organisation to achieve the desired performance. Training which is the focus of this research is important because it will allow employees to know the importance of training and it will provide them with all the information required to perform their job efficiently and effectively (Daniel, 2018). The effect of SharePoint training will be discussed in the next section. However, the effect of training on employee performance means what are the result/impact or consequence of receiving training (Lexico, n.d.). According to Business dictionary, employee performance is defined as "*the job-related activities expected of a worker and how well those activities were executed*" (Business Dictionary, n.d.). Thus, what the researcher is trying to explore is the expected activities/performance of employees after receiving/attending training to be able to use SharePoint. However, this can only be possible if performance is measured by some of the following indicators: quality of work done; quantity of work carried out, that is, how fast a work/job is performed; effective collaboration and communication, employees' morale, competency, cost-effectiveness and so on (Olagunju, 2014).

Performance on the other hand has various meaning and definition, according to Bernardin et al in Armstrong (2010, p. 103), performance should be defined as "*the outcomes of work because they provide the strogest linkage to the strategicv goals of the organsation, custgomer satisfaction, and*

economic contributions". However, for the purpose of this research it will be referred to as "*the measure of output",* which is the result/effect of SharePoint training (Alfred,.Thirolf, Harris, Webb, 2012, p. 21). In line with the behaviourism theory, the focus is on change in behaviour that occurs after training (Pritchard, 2017). Generally, employee's performance is mostly affected by acquisition and development of skill through training (Olagunju, 2014). Concomitantly, employee's performance could also be attributed to their experience during training. Furthermore, despite the growing recognition of the importance of SharePoint in the workplace, the literature on the link between SharePoint training and employee performance remains scares. The following are the effects of training on how to use SharePoint on employee performance:

2.7.1. Effective communication

Figure 2.7.1a, to Figure, 2.7.1.e depicts SharePoint Online Communication site for the five major divisions in SIPTU. Each communication sites allow each division to share information, such as conference briefings, member's case file, annual sector and division reports, update on employment law, industrial relation news, correspondence, Labour court recommendations, Workplace Relation Commission (WRC) decisions and events. As earlier mentioned, that each division is a team and each sector within a division is a team as well; SharePoint Online Communication site will enable each team/division/sector to communicate and collaborate effectively irrespective of their location as it can be accessed through any ICT devices. For example, Health division depicted in figure 2.7.1. has five sectors such as Nursing and Midwifery Sector, Allied Health Professionals Sector, Ambulance Sector, Support Grades Sector, Intellectual Disability Sector and Care Sector. These sectors work collaboratively in order to keep the division and the communication site running (Waghmare, 2019). Furthermore, employees will have an understanding that documents can be shared with restriction to union members and other stakeholders and that they do not need to have a licence to use office 365 subscription, but they can still access SharePoint online sites with a Microsoft account (Sahoo, 2019).

Therefore, after employees have received training on how to explore and use the communication site and they will be competent enough use this site to share latest industrial relation news and announcements and other important information relevant to their division (Waghmare, 2018). Also, it will enables employees to deal with both team/sector/division members and union members in an effective manner by responding to their complaints/request in a timely manner (Daniel, 2018).
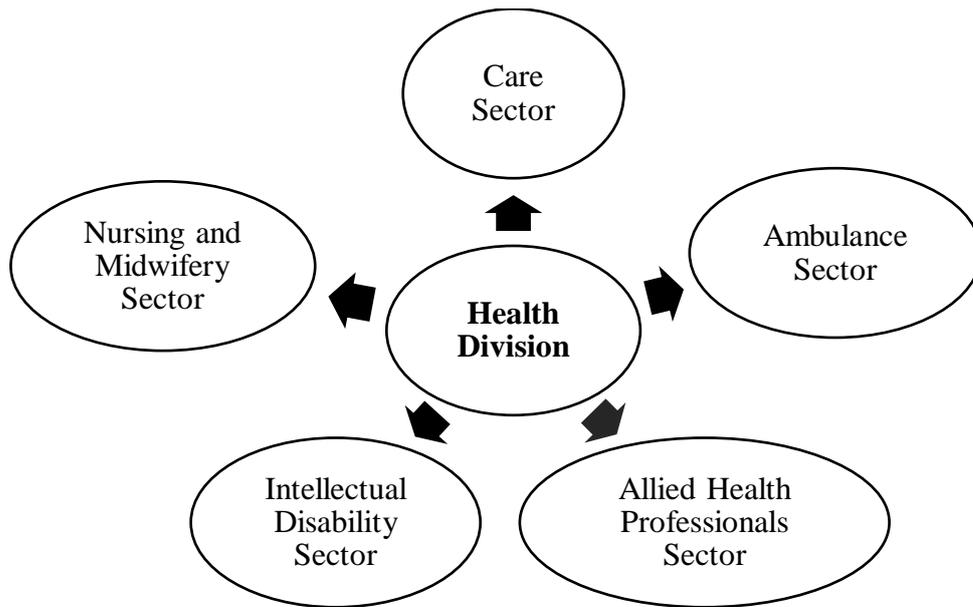
Figure 2.7.1.a Communication site of SIPTU's Health Division

(SIPTU, n.d.)
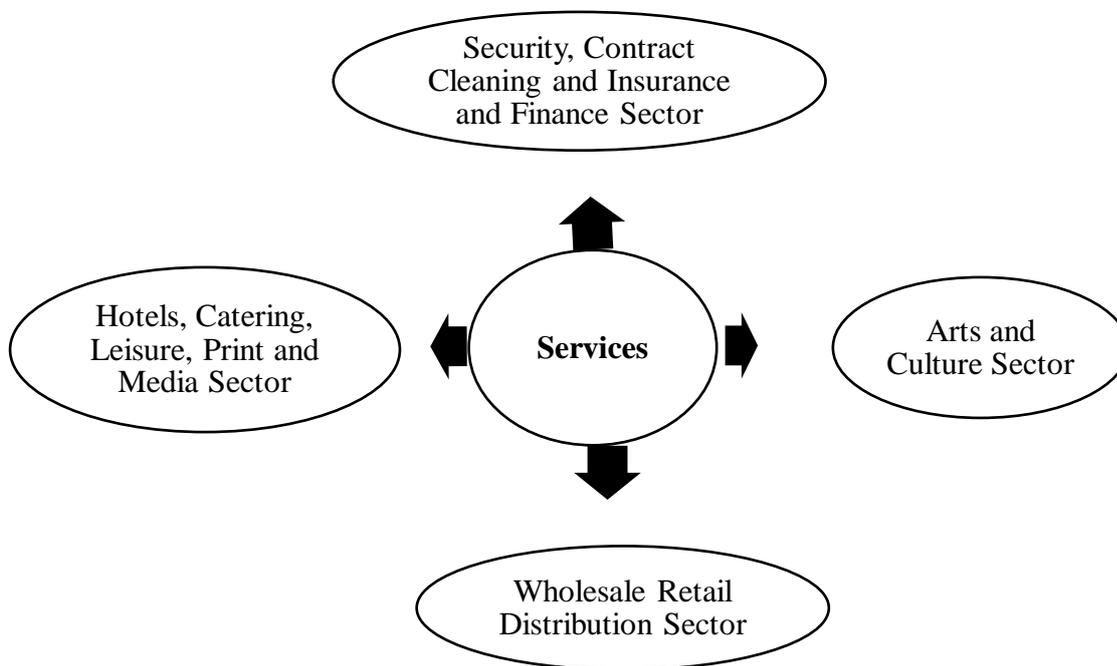
Figure 2.7.1.b Communication site of SIPTU Services Division
(SIPTU, n.d.)
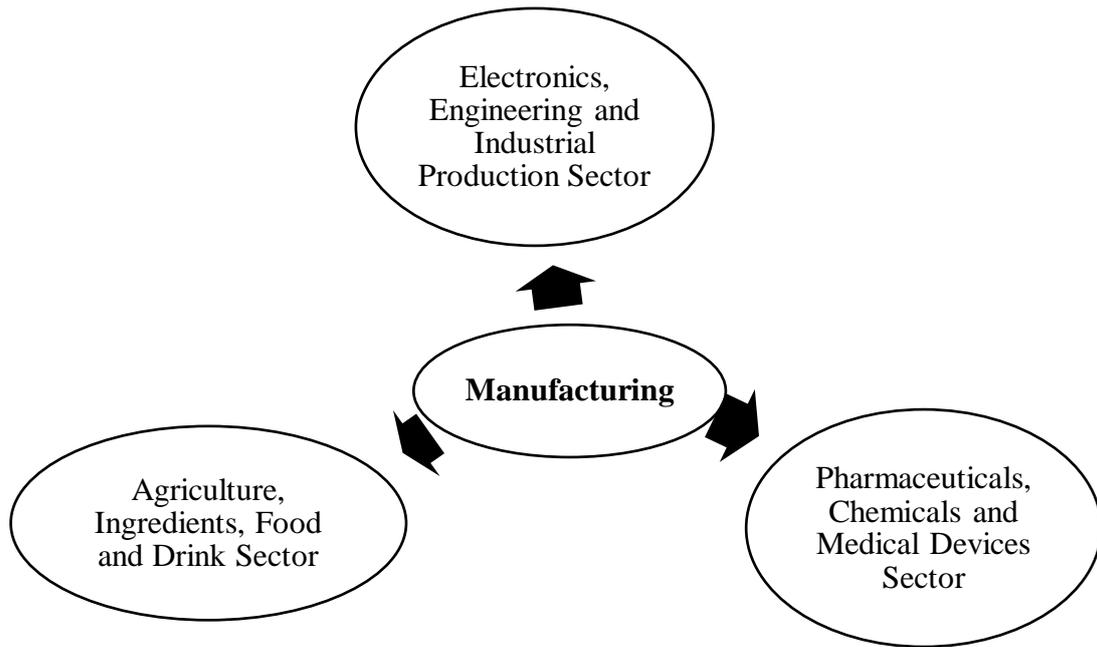
Figure 2.7.1.c Communication site of SIPTU's Manufacturing Division
(SIPTU, n.d.)
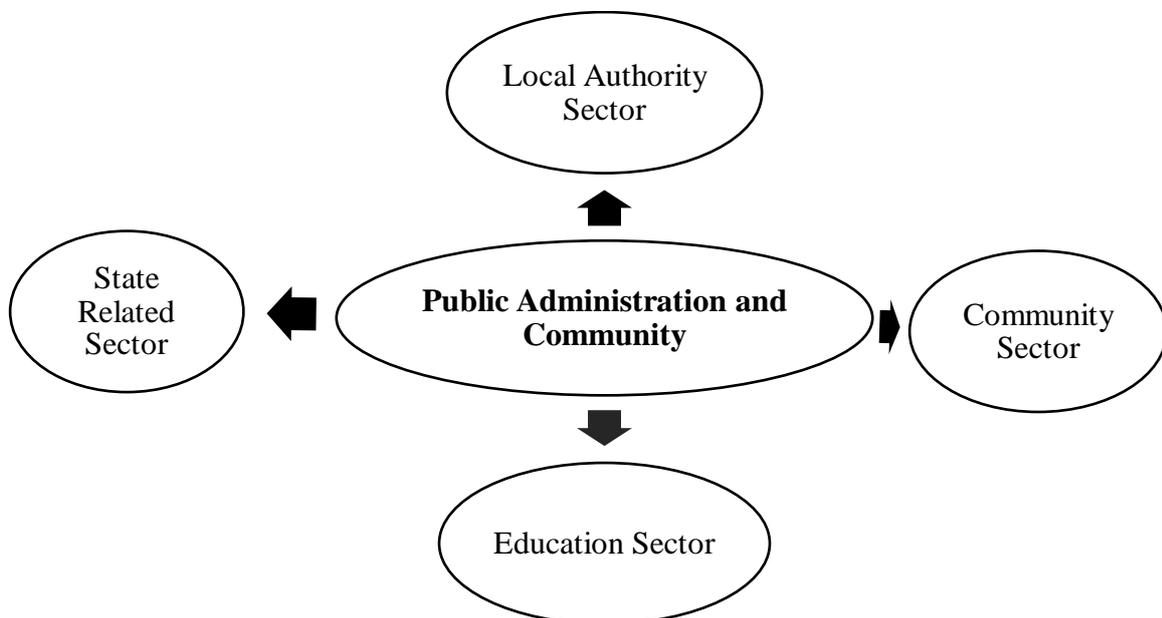
Figure 2.7.1.d Communication site of SIPTU's Public Administration and Community Division
(SIPTU, n.d.)
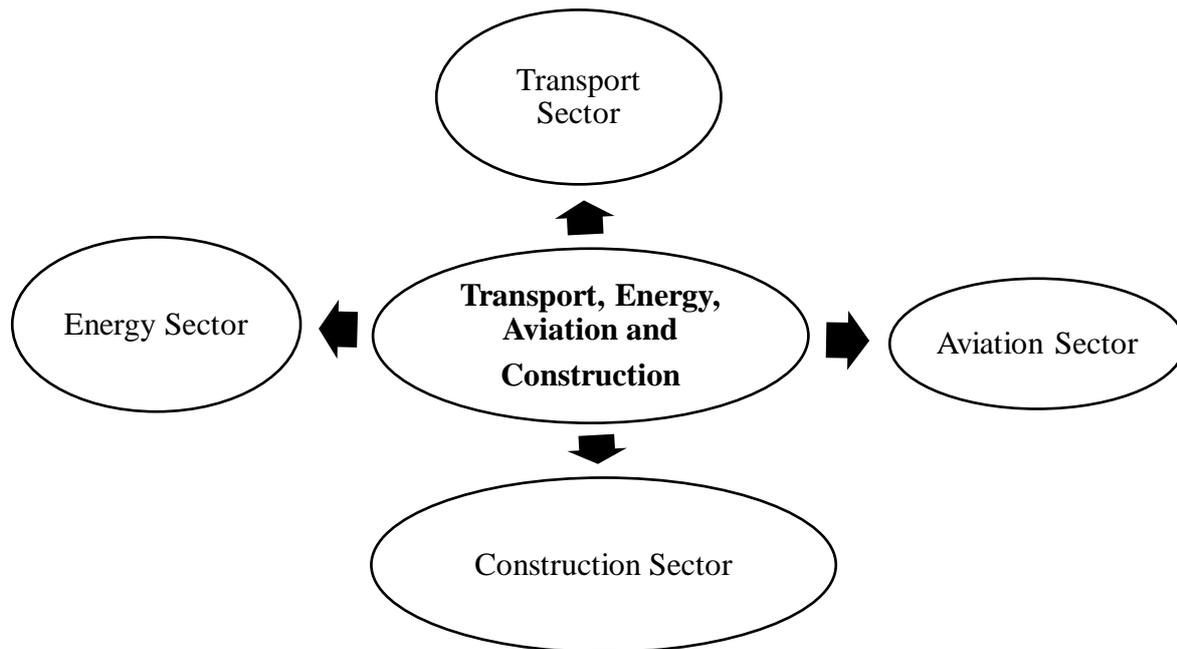
Figure 2.7.1.e Communication site of SIPTU's Transport, Energy, Aviation and Construction Division

(SIPTU, n.d.)

2.7.2. Effective collaboration

After employees have received training on how to use SharePoint as a collaborative tool; they will be empowered to share contents and collaborate between sectors and divisions (Waghmare, 2018). For example through training, TUO's will acquire the knowledge and skills to use the Team site on SharePoint as collaborative tool to contribute to completing a project, track status of a member's case, share information on employment law updates and Labour court decision with each other as well as exchange ideas on how to handle a particular case or write a submission to the WRC or Labour Court. Furthermore, TUOs will be able to collaborate on day-to-day on industrial relation challenges, propose solutions, and improve members' satisfaction (Waghmare, 2019).

2.7.3. Knowledge, skills, and ability/attitude

The purpose of training employees on how to use SharePoint is to enable them to have better understanding that SharePoint provides a document Management system, improves communication, and can provide electronic collaboration among teams. And also to help them develop skills to be able to add, delete or modify their documents electronically and remotely (Althagafi & Daghistani, 2017). After receiving training on how to use SharePoint employees would acquire the following skills:

✓ To manage, store and track documents in a secured and timely manner;

✓ To search/explore and retrieve documents within seconds;

✓ To make decisions faster with intelligence, with the help of the powerful search engine in SharePoint;

✓ To share documents securely by sending a link to recepient who can only access the document/information by entering a password;

✓ To create an alert and send an email when a member's case file is updated.

✓ To create direct links and reminders for TUO to review a particular case file or document (Althagafi & Daghistani, 2017; Waghmare, 2018).

2.7.4. Competency

Employees' competency that has been enhanced through training will help increase adaptability to future update on SharePoint and openess to innovative ideas, that is, how they can better use the system (Arago´n-Sa´nchez, Barba-Arago´n, & Sanz-Valle, R2003). Generally, the purpose of investing in training by an organisation is to influence/enhance employees' competence to meet performance expectation (Sung & Choi, 2018).

2.7.5. Increased Morale

Employees morale increases when they perceived training as a necessity; valuable and relevant to doing their daily task. Also, employees tend to be motivated when they have developed KSAs necessary to to perform their job efficiently and effectively (Sung & Choi, 2018). By contrast, employees might be demoralised if they are subject to evaluation after training. This is because they have interpreted the evaluation to mean that management are using it as control mechanism (Bouskila-Yam & Kluger, 2011). Furthermore, employee morale is also increased when they realise the flexibility and relief from organisation policies offered by ICT after acquiring training and now using SharePoint to perform their daily task (Armache & Armache, 2015).

2.8. What type of training methods can be used to deliver the training?

As the business world continues to transform digitally, employees should be willing to learn and adapt capabilities to support organisation strategy. Organisation should however initiate learning strategies and learning methods that supports their organisation strategy and objectives. Since training is instruction-led, content-based intervention designed to lead to skills and behaviour change, it is therefore important to identify the possible; methods to deliver this training (CIPD, 2019). Learning methods may be defined "*as any interventions deliberately undertaken to help the learning*

process at individual, team or organisational level" (CIPD, 2019). Many established training companies for example, have existing courses and use subject matter experts as contractors. This may be effective for end-user training and some power-user training that requires more hands-on time and knowledge procedural execution. Furthermore, an organisation may purchase pre-packaged training if teams are to be trained internally but they would then need the necessary time to gain mastery of the content (Ward, 2012).

The principle of behaviourism was developed to explain how training can be delivered effectively (Carbery & Cross, 2019). This principle will be referred to below. However, there are many methods when it comes to training staff, most times, it is addressed by the following methods:

✓ **On the Job Training**

On the Job Training gives an employee the opportunity to observe another employee with more experience or knows how to use the system efficiently. One key feature of this type of method is that it can be delivered on a one-to-one basis at the employee place of work. During the training the trainer should put some consideration on the trainee's current KSA in order to avoid information overload (CIPD, 2019). Moreover, because learning is linked to the day-to-day work, trainee can see the relevance of what they are learning. However, if the trainer is not committed to this method and does not have the necessary skills to support this method, trainees become demotivated. Furthermore, employees can be easily distracted by other duties in the organisation thereby affecting the skills and knowledge that they are supposed to acquire (Barrett, 2003).

✓ **Classroom training**

Classroom style can also be used to deliver this type of training. The fact that it is delivered away from the workplace gives the trainee the opportunity to practice, share ideas and experience in a structured risk-free setting. Also, it will give an employee the opportunity to interact with employees from other organisation, thereby enabling them to seeing from a fresh perspective (CIPD, 2019). The behaviourists believe that this type of method works well when reward is used to encourage and reinforce the desired behaviour. The behaviourism approach is mostly used in the classroom where there is low motivation and high anxiety. However, critique of behaviourist approach believe that the reward system may have a detrimental effect on other employees in the classroom (Pritchard, 2017). Furthermore, because training involves ensuring that trainee acquires the information and knowledge about their job, it will be better for training to be delivered through various learning

technologies. For example, the Blended learning method which is flexible will ensure that all trainees needs are met (Combs & Peacocke, 2006).

✓ **Distance learning and digital learning**

Distance learning and digital learning would benefit employees who are far away from the headquarter or are always away from their normal station of work due to work related reasons; or cannot attend the classroom training. This method which involves training an employee electronically will give employees the opportunity to learn at their own time. By contrast however, it does not appeal to everyone and this is because a trainees' motivation can slip without contact with other learner/employees or trainer (CIPD, 2019). Also, the use of ICT for some distance employees can be very challenging if there is problem with internet connectivity (Sinecen, 2018).

✓ **Blended and 'bite-size' learning**

These methods are mostly suitable for trainee/learner who finds it difficult to adapt to the classroom or have a low attention span. It can be used to help trainee to retain and use what is learnt over long time by offering an hour of classroom style, half an hour digital and distance learning, and practical learning through on-the-job training (CIPD, 2019). There are challenges with blended learning. It might be costly because it involves bringing together a wider range of both physical and human resources as well as technologies. Another challenge of this method is the frustration exhibited by employees if the firewalls of the employee's organisation is limiting access to all or some aspect of the e-learning systems (Allan, 2007).

Furthermore, it is pertinent to mention that there are recent development affecting learning methods. The purpose of this development is to help leaning stick. For example, the Massive Open Online Course (MOOCs) which is good for getting adults back into the habit of learning are free-open access courses available to anyone. This is done by connecting an employee to existing MOOCs or creating a bespoke company MOOCs (CIPD, 2019).

2.9. Summary

Generally, training irrespective of what type is beneficial not just for the organisation itself but also to the individual employees because it encourages them to achieve self-development and self-confidence; it improves the morale of the workforce and helps the employee identify with the organisation (Tahir, et al., 2014).

Chapter 3   Research Methodology

3. Introduction

This chapter outlined the research methods, procedures and measures; this will signal to the reader the philosophical assumptions that underpinned this research and how the research was conducted (Quinlan, 2011).

Research methodology which is the science and philosophy behind all research and capable of supporting the research, capable of enabling and facilitating its completion signals to the reader how the research was conducted, and what philosophical assumptions underpinned the research (Quinlan, 2011; Adams, Khan, & Raeside, 2014). The research methodology however, used in this research is the quantitative method and this is because this type of research is based on the methodological principles of positivism and it adhered to the standard of a strict research design development prior to the actual research (Adams, et al., 2014). Similarly, because quantitative data are numeric data, that is, data in form of numbers. More inmportantly, the entire research process is influenced by positivism (Quinlan, 2011). Positivism is an epistemological position that relate to the philosophical stance of the natural scientist and entail working with an observable social reality to produce law-like generalisations (Bryman, & Bell, 2015; Saunders, et al., 2019). Figure 3.1 below summarises the methodology adopted.

Furthermore, another type of research method is the Qualitative research method which is based on the principle of interpretivism meaning it is a subjectivist philosophy, which emphasises that human beings are different from physical phenomena because they create meaning. Researcher who adopt this method tend to focus on individuals' life experiences and cultural artefacts and seek to include their participant as well as their own interpretations into their research (Saunders, et al., 2019). According to Adams, et al., (2014, p.6) "*the Qualitative method employs methods of data collection and analysis that are non-quantitative, aims towards the exploration of social relations and describes reality as experienced by the respond-ents. Qualitative research methods have long been used in the field of social sciences. For instance, these are the principal methods employed by anthropologists to study the customs and behaviours of people from other cultures, and are also used in such diverse areas as sociology, psychology, education, history and cultural studies*". However,

the researcher did not choose this method because the researcher is not seeking to interview participants (Greener & Martelli, 2018).
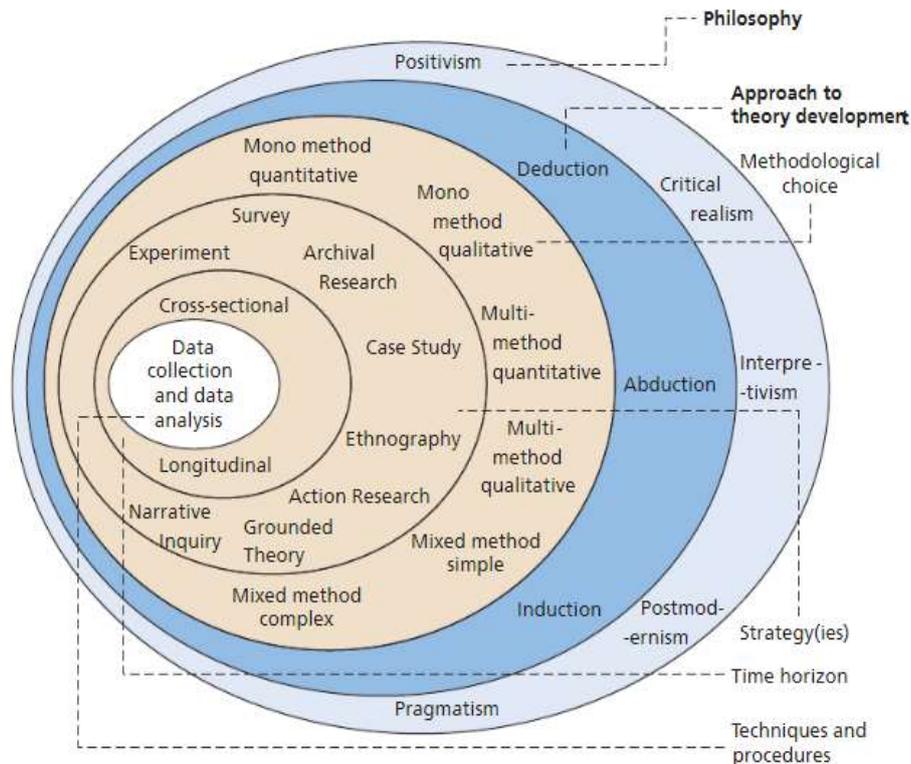
Figure 3.1 The Research Onion

Source: (Saunders, et al., 2019, p. 124)

3.1. Rationale for selecting a Quantitative Approach

The quantitative method/approach was considered because the researcher is seeking to establish facts, make predictions and test the hypothesis stated in chapter 1. The researcher is also seeking to be objective, that is, ensuring the data gathered are not comprised in anyway (Quinlan, 2011). Concomitantly, in quantitative research, results are statistically reliable, that is, it can reliably determine whether one concept/idea is better than the other; and the result derived are projectable to the population (Nykiel, 2007). Also, because it was used by Tahir (2014) in his study, thus, the researcher is replicating the approach as well.

Furthermore, the purpose of considering this method is stated above and it is also supported by Saunders, et al, (2019, p. 166) who maintained that "*quantitative research examines relationship between variables, which are measured numerically and analysed using a range of statistical and*

graphical technique. Concomitantly, because it will give the researcher the opportunity to be seen as independent from the participants, that is, the respondents. Also, because a survey research strategy is normally conducted through the use of questionnaire (Saunders, et al., 2019).

According to Taylor (1998) quantitative approach is used when researchers are trying to find answers to questions through analysis of quantitative data, that is, data in numerical form (cited in Tahir, et al., 2014). Therefore, this approach is appropriate/relevant to this research because it will help the research to see if there is a causal link between training received on how to use SharePoint and employee performance; and also because the research want to answer questions through analysis of quantitative data.

3.2. Paradigm assumptions

Paradigm generally contains assumptions that are either objectivist or subjectivist. Each paradigm makes assumptions about the function and purpose of research in investigating the world of business as either regulatory or radical (Bryman & Bell, 2015). Quantitative research paradigm is an approach to understanding and studying the world that is characterized by an objective positivist search for singular truths reliant on hypotheses, variables and statistics (O'Leary, 2017). Thus, this research is reliant on hypotheses, variables and statistics. The paradigm assumption of this research is grounded on the 'ontological' assumption which is consistent with the positivistic approach and the quantitative methodology used in the gathering of the data and analysis (O'Leary, 2017). However, interpretivism which is a contrasting epistemology to positivism would not be appropriate due to the deductive rather than inductive nature of this research (Bryman & Bell, 2015). Therefore, the ontological position of this research is objectivism because it asserts that social phenomena and their meanings have an existence that is independent of social factors (Bryman & Bell, 2015).

3.3. Scope and Limitation

The aspect of HRM that this study is limited to is training and development. This study is confined to one employer organisation with many branches in Ireland. This research include a small size and it focuses only on one organisation with many branches/offices in the whole of Ireland thereby limiting the generalisability of the findings (Chen, et al., 2016), that is, result cannot be generalised to a wider population (Matlakala & Pretorius, 2016).

A minor limitation encountered during this reseach was the global pendamic which prevented the reseracher from visiting libraries to borrow academic resources. Another limitation of this research is participants failure not to complete the questionnaire (Ubeda-García, et al., 2013).

However, the following are what the research would have done differently if there was more time:

- ✓ The researcher would have visted the participants in their various departments/offices to explain the purpose of the research. As face to face communication will enable the researcher to be persuasive and expressive; it will also allow the researcher to use voice and body language to make a point thereby motivating the participants to complete the questionnaire online (Guffey & Almonte, 2009). This would have however made it possible for the researcher to get atleast 190 responses out of the 210 questionnaire link sent.

3.4. Questionnaire development

The ideas and the structure of the questionnaire used in this reseach was gotten from Tahir, et al., 2014 study on the impact of Training and Development on Employee performance. The questionnaire used in this research is not an exact copy of Tahir's questionnniare but it is similar in terms of structure and terminology. See Appendix 7 for questions on Tahir's questionnaire. The questions on the questionnaire were design around the research objectives. It was design in such a way that it was not off-putting and not too long but it was easy to read and understood (Greener & Martelli, 2018). The questions posed in the questionnaire reflects quantifiable information which are free of any bias that might lead the respondent to be more likely to give a particular answer; see appendix 1 (Cardwell & Flanagan, 2003). The purpose of using a questionnaire for this study is because it suited this research more, being a descriptive/explanatory research (Saunders, et al., 2019).

Questionnaire is a device used in the collection of data. (O'Leary, 2017). Questions used in questionnaire could either be open questions or closed questions. Open questions allows the respondents to describe issues or state their views and feelings while closed questions allows the respondents to choose from available choices/alternatives. Responses received from closed questions are generally easy to code and statistically analyse (O'Leary, 2017; Adams, et al., 2014). Furthermore, one advantage of questionnaire is that it allows collection of data from a sizeable population in a highly economical way; it also allows for easy comparison of data gathered (Saunder, et al., 2016). The disadvantage of questionniare is that a lot of recipents tend not to return or complete the questionnaire (Hicks, 2009). However, the questionnaire used to gather primary data

for this study have features of both open and closed questions. It is also important to mention that the researcher sought approval from management before administring the questionnaire in SIPTU.

The questionnaire used in this study is subdivided into 3 sections, section one consist of information on the type of training received and if training was received at all. The purpose of asking this question was to ascertain the total number of employees without training.

The second part which contains questions on employees performance (such as effectiveness and efficency) will be rated on 5-point Likert scale (Aktar, 2015). A Likert scaling asks respondents to select a position on a continuum, for example, from 'strongly disagree tto strongly agree'. There are typically five to seven points on the continuum (O'Leary, 2017). This research questionnaire was structured on a five-point Likert scale.

The last part of the questionnaire contains open-ended questions, which aims to give respondents the opportunity to make suggestions. The purpose of including this open-ended question is to find out respondents opinion about the training received on how to use SharePoint.

3.5. Questionnaire Pilot testing

Questionnaire pilot testing will allow the researcher to determine whether the proposed participants/respondents understood the questions on the questionnaire as well as the adequacy of the instructions. This also will enable the researcher to know whether it is necessary to adjust the questions or rearrange/move the questions around to improve the questionnaire (Bryman & Bell, 2015; Weathington, Cunningham, & Pittenger, 2012). However, a pilot test was conducted prior to the distribution of the final version to the proposed participants/respondents among people who are not members of the sample that was employed in this research (Bryman & Bell, 2015). The participants who took part in the pilot test are employees of SIPTU who are familiar with SharePoints, received SharePoint training and use it on a daily basis; as already mentioned they were not part of the sample. Futhermore, the feedback from the pilot survey are as follows:

- ✓ The pilot study identified that two of the questions on the questionnaire should specify SharePoint training.
- ✓ Rewording of the questionnaire for easy understanding.
- ✓ The pilot study also identified that the researcher should give participants the opportunity to make suggestions for improvement on training.

It is however important to mention that the results from the pilot survey was not included in the final result of this research.

3.6. Population

The population of a study is the full set of elements that a sample is taken (Saunders, et al., 2016). Therefore, the population of this study will consist of SIPTU staff throughout Ireland. The sample of this study is all Admin staff and TUOs in SIPTU. SIPTU was chosen because of easy accessibility and the acceptance by management to distribute questionnaires for the purpose of gathering data for this research. It is important to mention that the researcher works in SIPTU, thereby , to achieve the objective of this research, a link was sent via email to 210 staff of SIPTU to complete the survey/questionnaire online (Tahir, et al., 2014).

3.7. Sample

According to Bryman & Bell (2015, p. 187) sample is the segment of the population that is selected for investigation. It is a subset of the population. The method of selecting a sample for research may be based on a probability or non-probability method. However, the approach used in this research is non-probability sample because some units in the population are more than others, that is, the TUOs are more than the administrative assistants. The type of non-probability sample however used is the convenience sampling and this is because the participants involved are convenient source of data for the researcher,that is, members of a population/group that are easy to find (Battaglia, 2011 cited in Orngreen, Meyer & Buhl, 2019; Weathington, et al., 2012). Concomintatly, convenience sample approach is based on the following criteria:

- The participant must be an Administrative staff who has an email address in order to enable them to complete the survey online.
- The participant must be a Trade Union Official who has an email address in order to enable them complete the survey online.

The reason for selecting administrative staff and TUO's is because training on SharePoint is ongoing for these group of staff and these group are the first set presently receiving training on how to use SharePoint in SIPTU. As previous stated under the section 3.8 that questionnaire link was sent to 210 staff; the reason for sending it to all administrative staff and TUO's and not some of them was to enable the researcher have more repondents; and also because that is the total number administrative staff and TUO's in SIPTU.

3.8. Data collection method

For the purpose of this research/study the method of collecting/gathering data was questionnaire which was used as the survey instrument, see appendix 1. This was created online using a tool called Survey Monkey which enables people to create their own surveys quickly and easily (Lehman & DuFrene, 2010). The questionnaire created on Survey Monkey was sent via a link to participant email addresses, see appendix 2. The choice of questionnaire was dependent on the aim of this research, the population of the study and the data required for the study. Also, because it is a structured means of gathering information and it is associated with a positivism paradigm (Quinlan, 2011). Furthermore, questionnarie was considered because it is an objective method of obtaining data from participants of a survey (Weathington, et al., 2012). However, questionaire has been criticised for having some limitation such as lack of co-opeartion from respondents and lax attitude of the respondents (Tahir, et al., 2014).

However, there are many methods that can be used to gather data for research, such as interviews, focus groups, scales, records and visuals methods (Quinlan, 2011). Focus group was not considered because it suited a research that encouraged interactive discussion. The Positivist, for example use focus group to encourage interaction between participants in order to articulate pre-held views about the topic. While the Interpretivist use it as a means to construct meanings through social interaction (Saunder, et al., 2016). Also, focus group was not considered because the researcher was not seeking to lead a group of employees to discuss the effect of SharePoint trainng on their performance; it is not easy to run and does not suit this paticular research topic and method(Greener & Martelli, 2018; Weathington, Cunningham, & Pittenger, 2012). It is more appropriate and applicable to a qualitative research methods/topics (Greener & Martelli, 2018).

Face to Face interview method of collecting data was also not considered because the researcher is not seeking open ended answers and because it is more applicable to a qualitative research (O'Leary, 2017; Adams, et al., 2014). Also because it is time intensive and expensive to conduct (Weathington, et al., 2012). It is pertinent to mention that all forms of measurement have some form of errors,thus, there is no perfect measurement technique. Therefore, researchers need to consider the right and appropriate method that is applicable to their research topic. However, the researcher considered questionnaire not because it is better than the interview technique but in order to reduce bias and random errors (Weathington, et al., 2012).

Furthermore, the questionnaires was designed on Likert 5 Rating Scale (1= Strongly Disagree, 2= Disagree, 3 = Neutral, 4=Agree, 5=Strongly Agree) (Tahir, et al., 2014).

The purpose of using a five point scale is because it is convenient to set up and to administer for the researcher; and on the other hand, it is easy to understand and handle for the respondent (Malhotra & Birks 2006 cited in Zickermann, 2014). Most importantly, the given responses options can be coded and converted to numerical scores, making the administration, comparison and analysis of answers easier (Hague & Morgan 2004 cited in Zickermann, 2014)

3.9. Data display

Charts and graphs which plots how quantitative values for categories make up the whole and allows for the exploration of the proportional relationship across the categories will be used to display the data collected and analysed because they are familiar, easily understood and present part to a whole relationship in an obvious way. However, many argue that Pie charts which was used in chapter 4 to display data findings has been criticised for not being an effective way of communicating information because it forces readers to make comparisons using the area of the slices or the angles formed by the slices something our visual perception does not accurately support (Schwabish, 2016; Hunter-Thomson, 2018).

3.10.   Reliability

The researcher's chosen methodology as positivistic does not have to be excessively concerned with reliability which refers to the degree which a measure of a concept is stable (Bryman & Bell, 2015). On the other hand, the questions posed in the questionnaire reflect quantifiable information which are free of any bias that might lead the respondent to be more likely to give a particular answer (Cardwell & Flanagan, 2003).

3.11.   Validity

Validity of this study is determined by how accurate the proposed data collection method measures what they were intended to measure. Thus, to ensure validity, easily understood questionnaires for ease of completion were used. Furthermore, confidence in the validity of measure was enhanced because the findings of this research are consistent with the theory (Saunders, et al., 2009; Littlejohn & Foss, 2009).

3.12. Ethical Considerations

Ethics are principles/rules of behaviour that act to dictate what is acceptable or allowed within a profession (O'Leary, 2017). In the context of research however, ethics refer to the standards of behaviour that will guide the conduct of the researcher in relation to the rights of those that will become the subject of the research, or will be affected by it (Saunders, et al., 2016). The, researcher ensured that respondents gave their consent; ensured confidentiality by protecting the identity of those who completed the questionnaire and finally ensured that no harm came to the respondents. Concomitantly, in order to avoid the respondents feeling alienated, intimated and/or uninterested by the research process, the researcher assured and reassured of the confidentiality and anonymity of the research and also the reason for conducting the research was stated/made known respondents, (O'Leary, 2017). Thus, this research satisfied the two-basic principle in ethics which are confidentiality and anonymity (Quinlan, 2011; O'Leary, 2017). However, the findings of this research will be kept for acadamic purposes unless advise otherwise by the researchers supervisor and will be included in electronic format in the College Institutional Repository TRAP (thesis reports and projects). Only students and lecturers would have access to this research.

3.13. Trust

Building trust is essential in every research however, there is no technique that can guarantee candour. Therefore, in order to avoid the respondents feeling alienated, intimated and/or uninterested by the research process, the researcher sent out a reminder email assuring and reassuring of the confidentiality and anonymity of this research and also the reason for conducting the research was made known to the respondents again see appendix 3 (O'Leary, 2017).

3.14. Bias

Bias is anything that compromises the research or data; however, in order to ensure that the data gathered was not compromised in any way, the questionnaires were free from personal identification and the researcher's subjective view or disposition did not get in the way of fairly and accurately recording and interpretation of participant's responses (Quinlan, 2011; Saunders, et al., 2016).

3.15. Summary

The research methodologies and instrumentations that was used during this research were discussed in this chapter. However, the information that was gathered through secondary data and the findings from the primary data will be presented and discussed in the next chapter.

Chapter 4 Findings and discussions

4. Introduction

This section displays and discusses the finding of the primary data gathered. It also makes references to the secondary data gathered as well. Furthermore, in order to help achieve a better understanding of the data collected, the researcher believes there must be reference back to the research questions and the dissertation topic. Appendix 1 depict the questionnaire used in collecting the primary data for this research. These data were therefore analysed in line with the procedures stated in chapter 3. Responses were received from 141 out of the 210 questionnaires sent via a link to survey monkey to be completed by participants, this however implies 67% response rate. Out of the 141 responses received only 53 respondents received training on how to use SharePoint while 88 respondents did not receive training and also did not complete the questionnaire properly.

Therefore the researcher will narrow down analysis to look at only those who actually received the training and completed the questionnarie properly, which means the researcher has only 53 usuable data. However, as stated in the research objectives : '*To ascertain the existing levels of TUOs and Administrative staff without SharePoint Training';* and *To issue recommendations for SIPTU's senior management's attention in relation to the necessary training intervention needed/delivery methods/styles*, the researcher will notify management of the number/percentage of those that are yet to receive training for immediate attention and issue necessary training intervention/delivery methods and implementation plan.

Furthermore, the researcher believes that a higher response rate would have been achieved if the country of Ireland were not affected by the global pandemic which caused most workplaces to be on lockdown for more than 3 months. The issue of lockdown prevented the researcher from visiting colleagues from division to division to explain the purpose and importance of this research.

4.1. Analysis of primary data

As stated in the previous chapter these data will be transcribed into a into a pre-coded excel spreadsheet. However, in order to help the reader of this dissertation understand the data collected; the research objectives and dissertation topic will be referred to.

4.2. Codes and definition

To enable understanding and analysis of the results from the data collected a coding system was used. According to Bourke, Kirby, & Doran, 2016, pp. 28 "*a code is a set of rules that translate question responses into numbers for statistical analysis of survey data*". Each of the 14 fourteen (14) questions on the questionnaire were numerically coded (see Appendix 1). This coding allowed for the responses gathered to be entered directly into an excel software. The codes used the following system:

Question 1:   1= Yes training received; 2=No training received

Question 2:   1= Formal training
                          2= Informal training
                          3= Both formal and informal training

Question 3 to Question 10:   5= Strongly Agree
                          4=Agree
                          3=Neither agree nor disagree
                          2=Disagree
                          1=Strongly disagree

Question 11 to Question 13   5=Much change
                          4=Significant change
                          3=Some change
                          2=Little change
                          1=No change.

Question 14:   1=No suggestion
                          2=Yes suggestion made

Missing Value   0 = means missing value on each questionnaire
Q   Question

4.2.1   Coding of responses received from Question 2

Table 4.2.1		Type of SharePoint Training Received			
1		**2**		**3**	
Formal Training		**Informal Training**		**Both Formal and Informal Training**	
1	Training in SIPTU college	1	Informal training	1	Both formal and Informal training
2	Training in SIPTU college	2	Basic Training	2	Both formal and Informal training
3	Training in SIPTU college	3	Basic Training		
4	Training in SIPTU college	4	Practical training		
5	Classroom training	5	Informal training		
6	Training in SIPTU college	6	Basic training		
7	Training in SIPTU college	7	How to navigate and share information		
8	Training in SIPTU college	8	Basic training		
9	Training in SIPTU college	9	One to one from IT		
10	Formal training	10	Brief overview on how to log in and how to set up folders and transfer files over		
11	In house training	11	Informal, email and guidance		
12	Classroom training	12	Informal training		
13	Training in SIPTU college	13	Basic Training		
14	Received training in the college but would need update	14	Basic office 365		
15	Formal training	15	Basic Training		
16	Training in SIPTU college	16	One to one from IT		
17	Training in SIPTU college	17	Basic Training		
18	Formal training	18	Informal training		
19	Formal training	19	Online training		
20	Training in SIPTU college	20	Basic Training		
21	Training in SIPTU college	21	Basic		
22	Training in SIPTU college				
23	Classroom training				
24	Training in SIPTU college				
25	Training in SIPTU college				
26	Training in SIPTU college				
27	Training in SIPTU college				
28	Training in SIPTU college				

Table 4.2.2   Variables

Q	Variables	Variable Code/Short form
3	SharePoint training helped me to learn how to create and manage sites on the SharePoint Portal.	Implementation
4	SharePoint training is vital to enable me to carry out my job effectively.	Efficiency
5	I am satisfied that I can apply what I learned to my job	Application
6	SharePoint training teaches an important technique of content management and sharing	Technique
7	SharePoint training teaches an important technique of collaborating effectively with colleagues	Collaboration
8	SharePoint training boost up my morale	Morale
9	Competency levels increased due to SharePoint training	Competency
10	Performance and productivity increased due to the ability to use SharePoint	Performance
11	Degree to which Knowledge has changed arising from the participation of SharePoint training	Knowledge
12	Degree to which Skills has changed arising from the participation of SharePoint training	Skills
13	Degree to which Knowledge has changed arising from the participation of SharePoint training	Attitude

Table 4.2.2 depict the various variables being measured in each question and to let the reader know that when analysing each question/variable it will be presented as stated in column 3 (Variable short form).

4.3. Findings and discussions

Question 1 Have you received any form of formal or informal training on SharePoint during your course of employment?
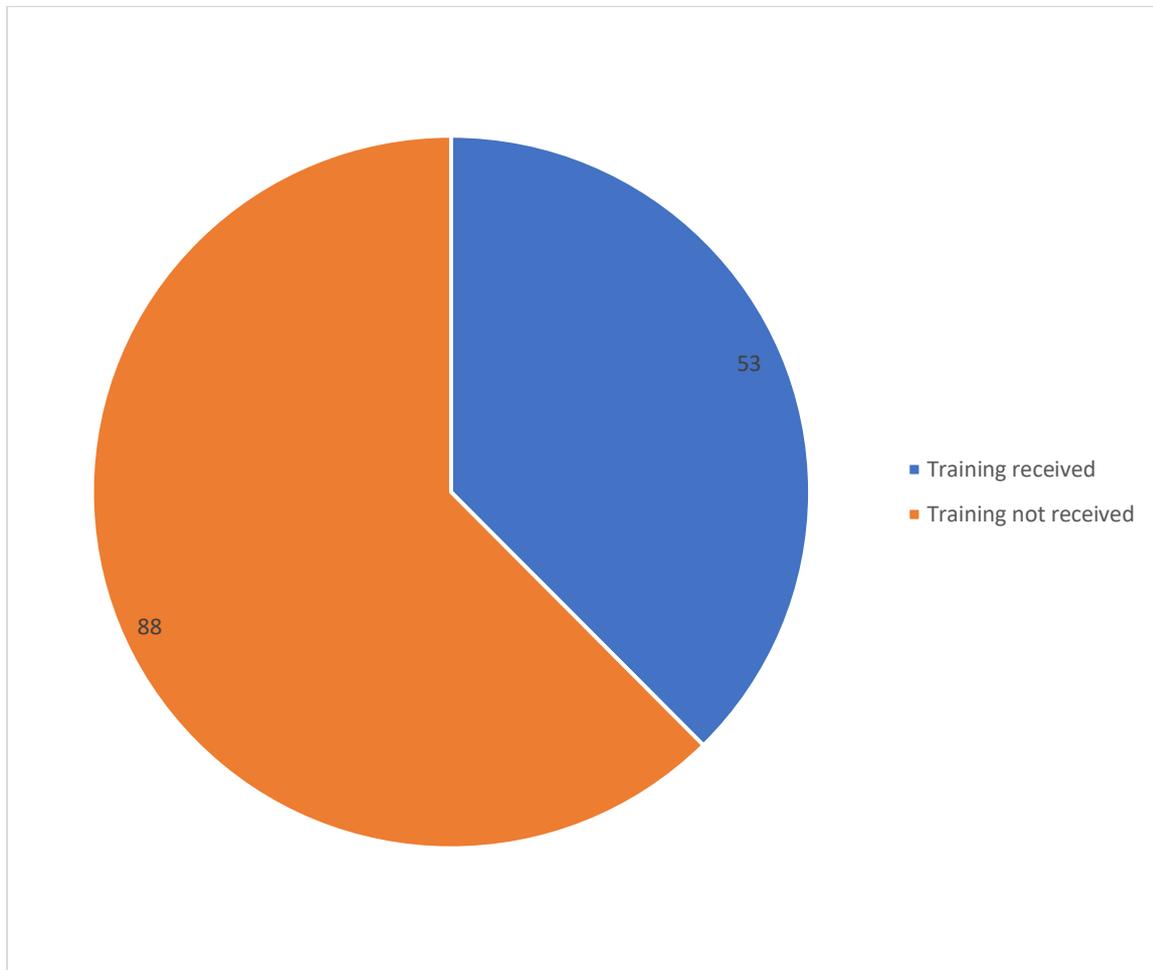
Figure 4.3.1 Respondents training in SharePoint

The information received from the question asked regarding if any form of formal or informal training on SharePoint has been received; was to show management the gap between those that have received training on SharePoint and those who have not received training. It was also asked in order to make it clear to management that training is the most important practice in HRM that must not be ignored because it enhances employee performance (Taufek & Mustafa, 2018). However, as previously stated, the researcher will only focus on those that received training for the purpose of this research; in order to establish if there is a link between Sharepoint training and employee performance.

Question 2   What type of training on SharePoint did you receive?
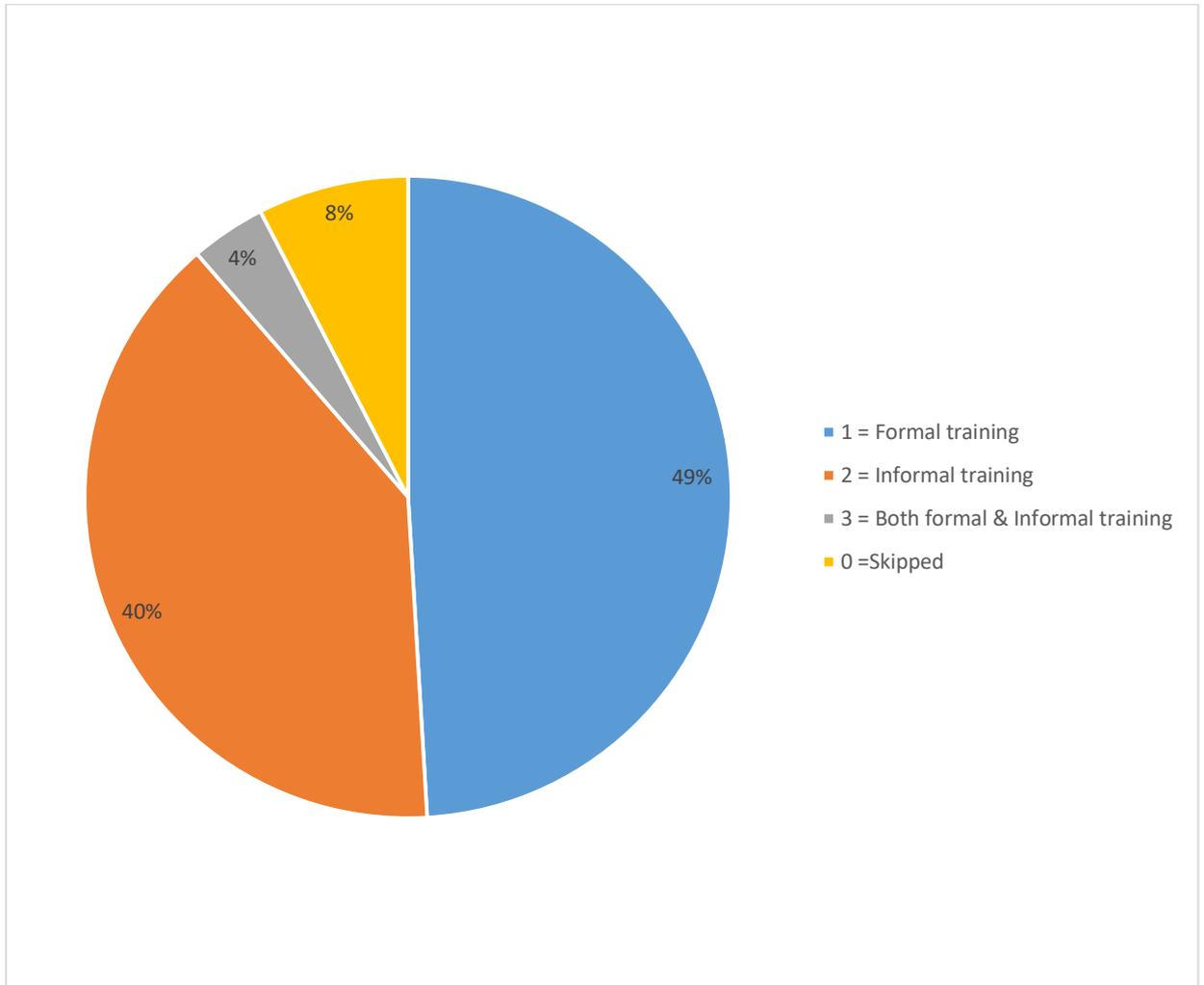
Figure 4.3.2 Types of training received by respondents

This question was asked to ascertain the type of training on SharePoint the respondents had since the training was implemented in SIPTU. Figure 4.4.2 above summaries these responses. The highest percentages were formal training (49%) and informal training (40%). Only 4% of the respondents received both informal and formal training on how to use SharePoint. However, 4 respondents skipped this question.

Question 3   SharePoint training helped me to learn how to create and manage sites on the SharePoint portal.
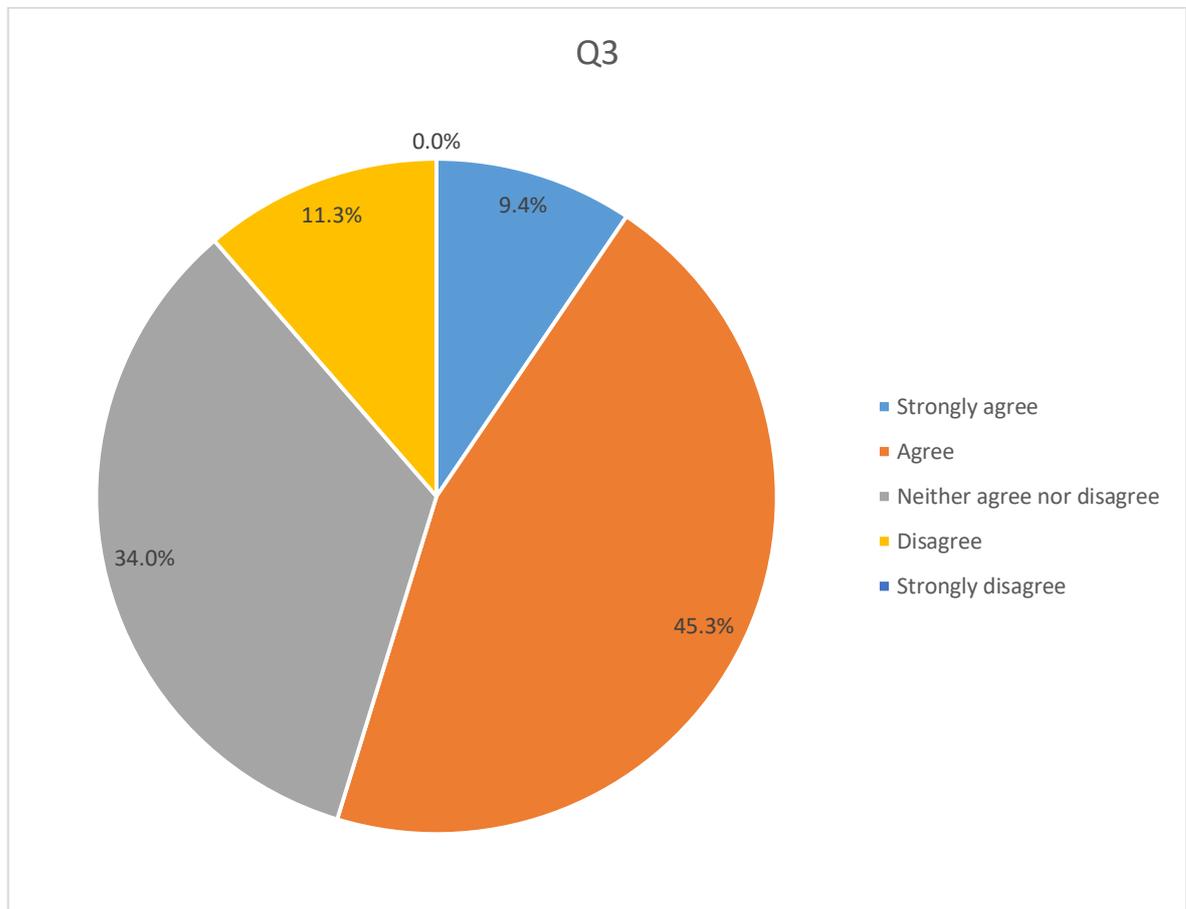
Figure 4.3.3 respondents' responses on if training received helped them to learn how to create and manage sites on SharePoint portal

The purpose of asking this question was to establish if there was a link between the training received on how to use SharePoint and employees' performance, and also to ascertain the need for more training on how to use SharePoint. However, as evidence in appendix 4, respondents have requested for more training on how to use SharePoint.

All the participants in the used data answered this question. This indicated that 54.7% of the respondents believed that through training received on how to use SharePoint they were able to create and manage sites on the SharePoint portal. This figure suggests that 9% strongly agree and 45% agree. While 11.3% percent disagree. However, 34% of the respondents neither agree nor disagree.

Question 4   SharePoint training is vital to enable me carry out my job effectively.
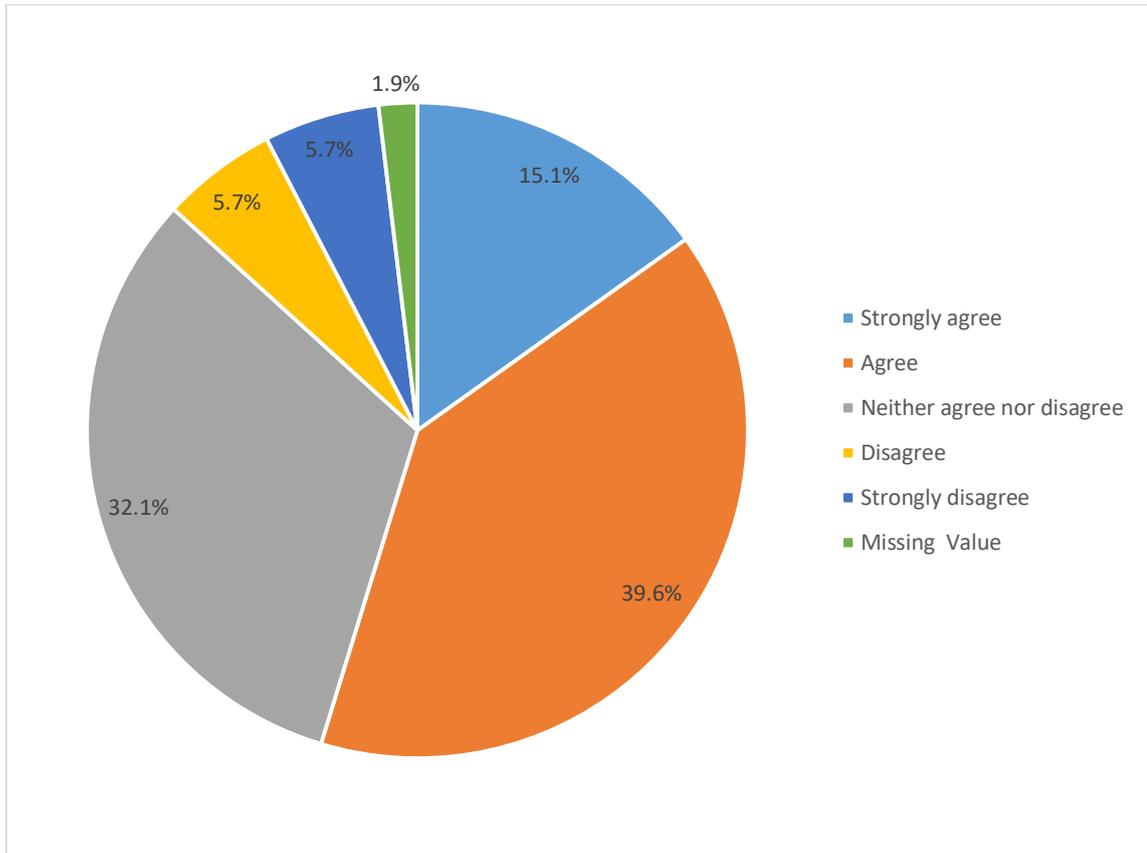
Figure 4.3.4 Respondents' responses on the importance of training received on SharePoint in carrying out their jobs effectively

The purpose of asking this question was to establish if there was a link between SharePoint training and employee performance; and to find out if SharePoint training helped the participants to carry out their job effectively; and also to find out if it was vital in carrying out their job. However, as evident in the findings of Farooq and Aslam (2011) training is the only way an organisation can help an employee meet the required competence level to perform well to achieve the desired organisational goals (cited in Elnaga & Imran, 2013).

Of the 53 usable data, 1 was spoiled meaning 1 respondent did not answer this question. 54.7% of the respondents believed that training on how to use SharePoint is vital for them to carry out their jobs effectively. This figure suggests that 15.1% strongly agree and 39.6% agree. While 11.4% percent disagree. However, it is interesting to note that 32.1 % of respondents neither agree nor disagree.

Question 5   I am satisfied that I can apply what learned to my job.

0.0%
7.5%
13.2%
20.8%
58.5%

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
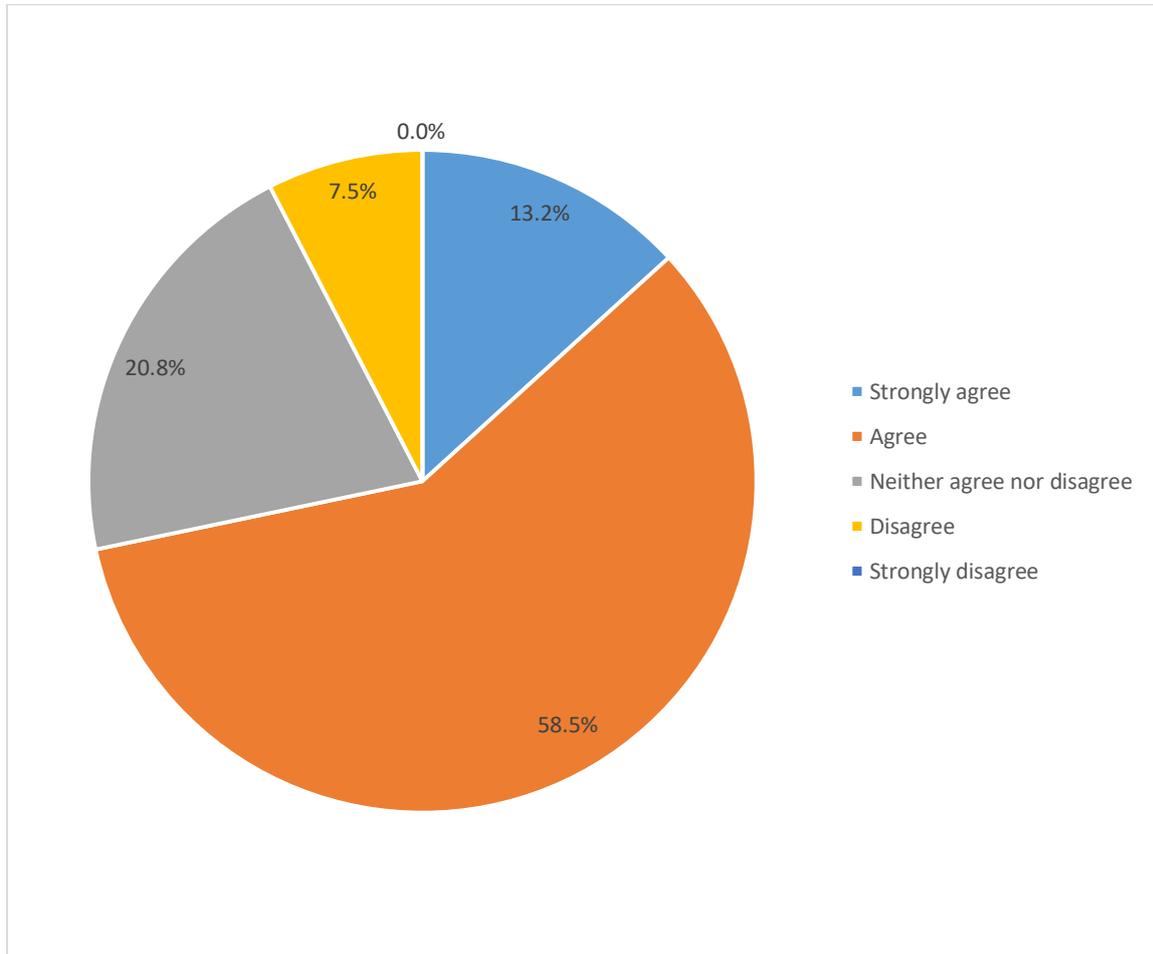
Figure 4.3.5 Respondents' responses on application of training received on SharePoint to their job

This question was asked in order identify employees' competency levels as enhanced by the training implemented. It was also asked in order to established if there was a significant improvement or not in employee performance on foot of SharePoint training.

71.7% in total agree that they can apply what they have learned to their job while 20.8% neither agree not disagree. While 7.5% diagree. Furthermore, 20.8% of the respondents neither agree nor disagree to this question.

Question 6   SharePoint training teaches an important technique of content management and document sharing.
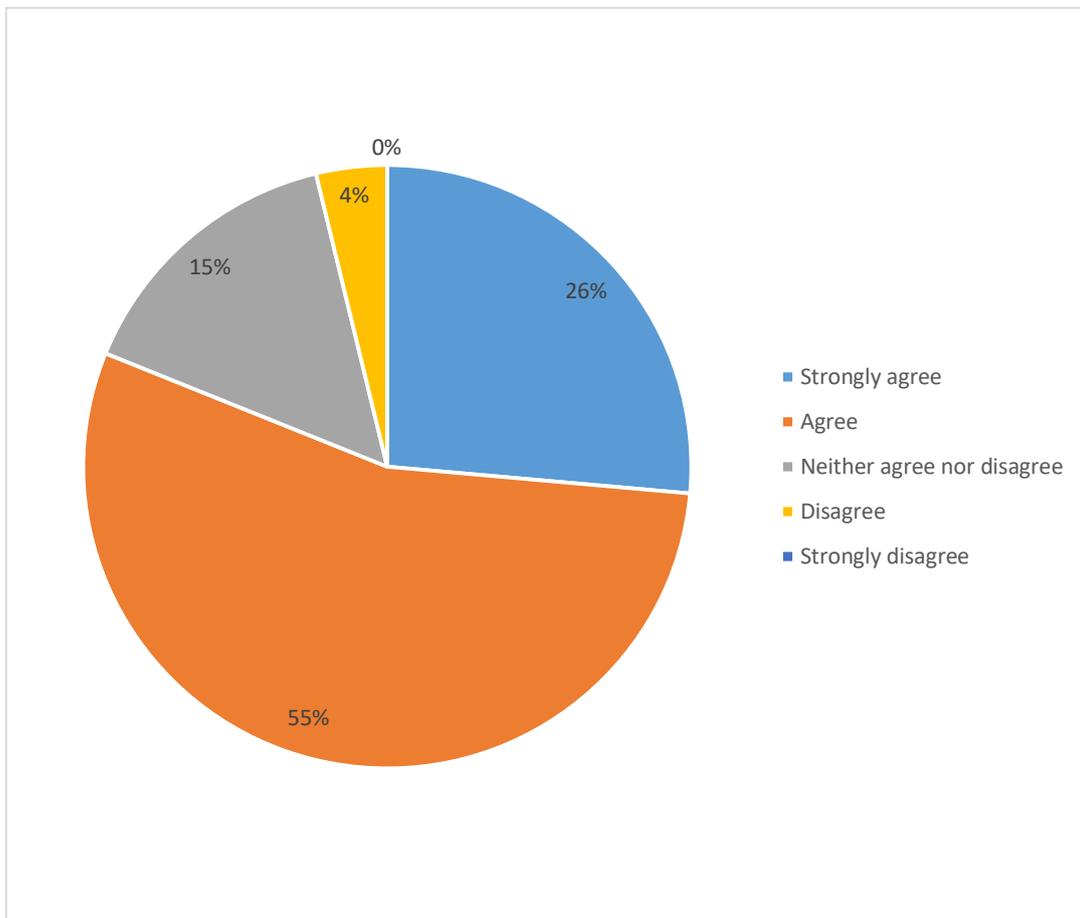
Figure 4.3.6 Important technique of content management and document sharing

This question was asked to establish if there was a significant improvement or not in employee performance on foot of SharePoint training. It was also asked to ascertain if there was a need to issue recommendations to HRM in relation to the importance of training on how to use SharePoint.

Most of the respondent agree that the training received on how to use SharePoint taught them the important technique of content management and document sharing. 26% strongly agree and 55% agree which means 81% in total agreed. 15% neither agree nor disagree about it and only 4% disagreed. Based on the figure of those that agreed, management should encourage and ensure that all staff in the Union receive training on how to use SharePoint.

Question 7 SharePoint teaches an important technique of collaborating effectively with colleagues.

0%

4% 2%

13%

23%

■ Strongly agree

■ Agree

■ Neither agree nor disagree

■ Disagree

■ Strongly disagree

■ Missing Value

58%
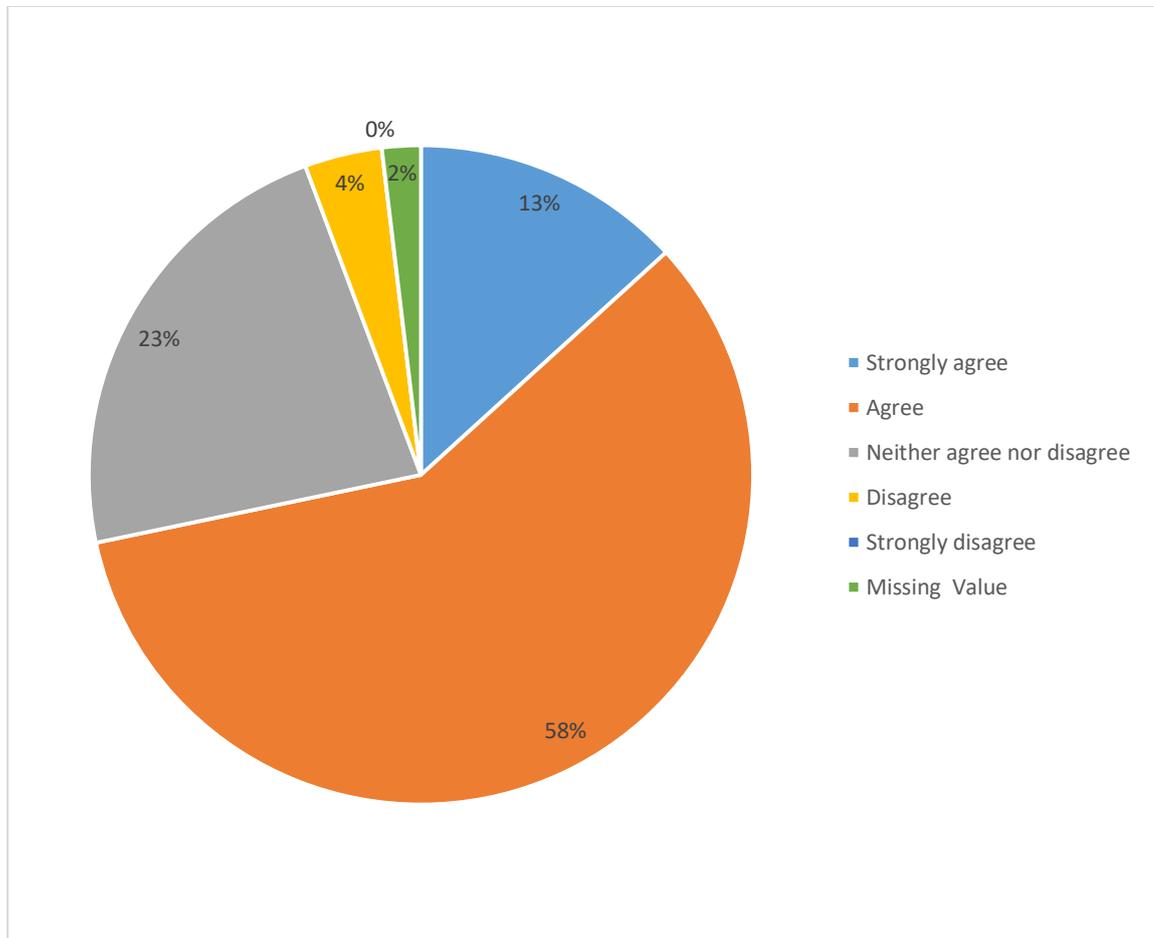
Figure 4.3.7 Important technique of collaboration taught during SharePoint training

Of the 53 usable data, 52 respondents responded to this question, while 1 respondent did not complete this question. This question was asked to determine if the training received on SharePoint taught them how to collaborate with each other. The purpose of asking this question was to see/determine if there is a link between SharePoint and employee performance. A total of 71% said that the training received taught them the important technique of collaborating effectively. In contrast, only 4% disagreed with this question while 23% respondents neither agree not disagree to this question.

Question 8   SharePoint training boost up my morale.
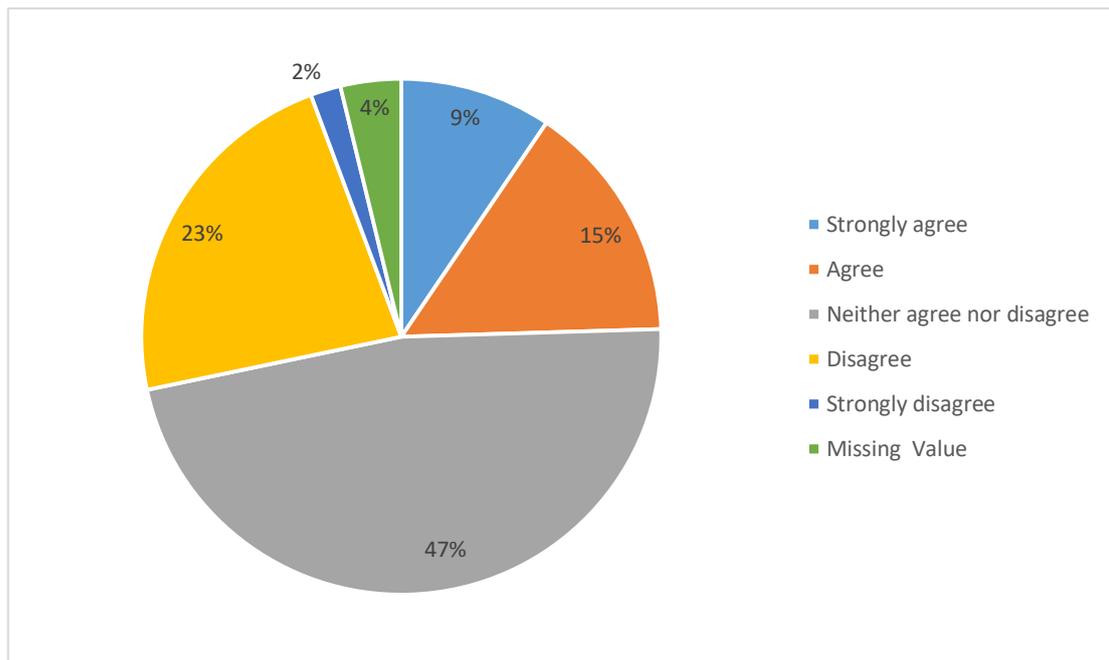
Figure 4.3.8 Respondents' responses in relation to morale boosting after receiving training on how to SharePoint

This question was asked to establish if there was a significant improvement or not in employee performance on foot of SharePoint training. It was also asked in order recommend the necessary training delivery methods/styles that will help boost employee's morale towards receiving training on how to use SharePoint.

24% of the respondents said that their morals were boosted after receiving training on how to use SharePoint while 25% indicated that their Morales were not boosted. However, it is interesting to note that 47% of the respondents neither agree nor disagree. This higher percentage would indicate to management the importance of using different types of training methods that will suit each employee. For example, an employee who is in Donegal might be demoralised if asked to travel almost 4 hours to receive a training in Dublin, however, if eLearning is involved, the employee will be highly motivated. As explained by CIPD (2019) eLearning would benefit employees who are far away from the headquarter or cannot attend the training due to distance; also blended learning will motivate trainee/learner who finds it difficult to adapt to the classroom or have a low attention span. Therefore, from this data it cannot be concluded that there is a significant improvement or not in employee performance on foot of SharePoint training.

Question 9   Competency levels increased due to SharePoint training.

Pie chart legend:
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Missing Value

Chart values: 8%, 45%, 30%, 15%, 2%, 0%
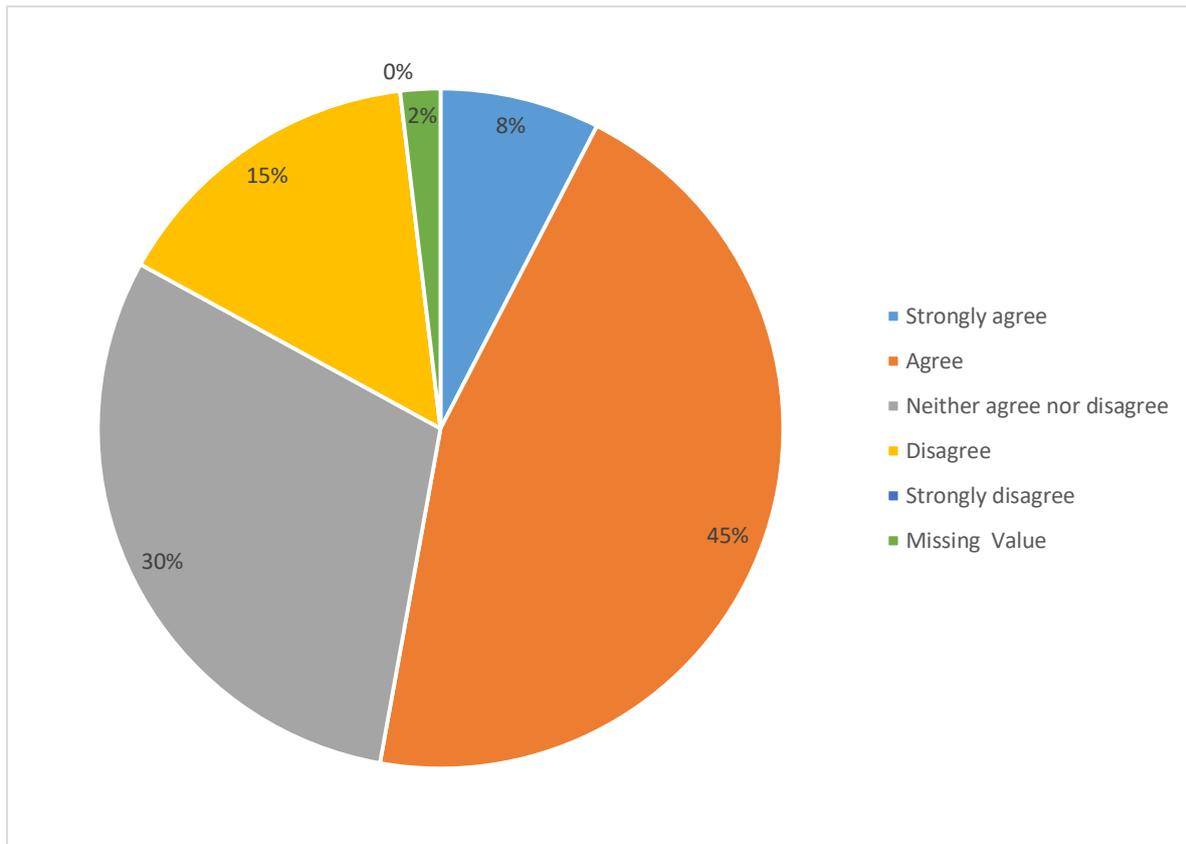
Figure 4.3.9 Respondents' competency level

The purpose of asking this question was to establish if employees' competency levels was enhanced by the training implemented. Most importantly to establish a link between SharePoint training and employee performance and to issue recommendation to management on the importance of training and the various training methods to be used so as to ensure ease of understanding by respondents.

51 data were usable and 2 were spoiled, meaning 2 respondents did not answer this question. 8% strongly agree and 45% agree which means 53% in total agreed. 30% neither agree nor disagree and only 8% disagreed. It is however obvious, based on the figure of those that agreed, that management should ensure that all staff in the Union receive training on how to use SharePoint in order to boost their competency level on how to use the portal. As evident in the finding of Harrison (2000), improving employee performance/competency level in order to influence organisational performance/productivity requires learning through training.

Question 10   Performance and productivity increased due to the ability to use SharePoint.
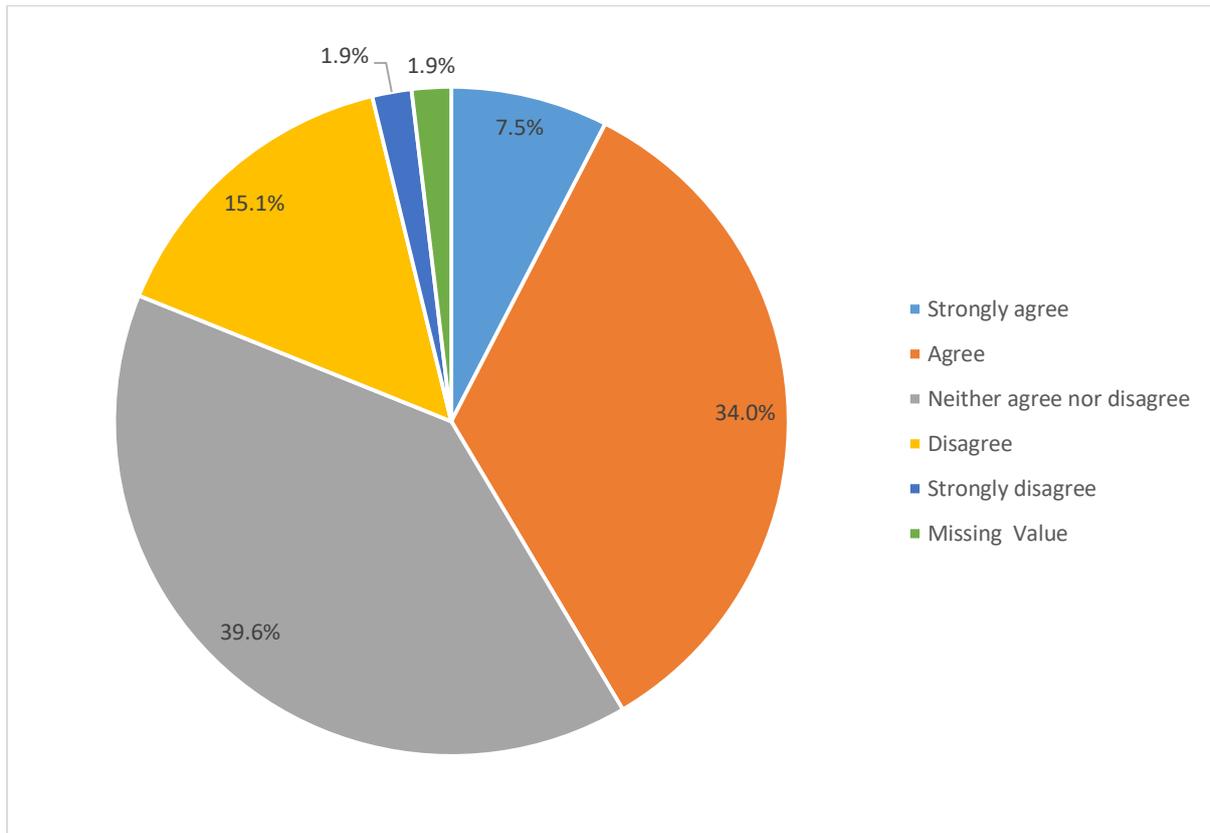
Figure 4.3.10   Respondents' performance and productivity level

The purpose of asking this quesiton was to establish if employees' competency levels was enhanced by the training implemented. Most importantly it was asked in order to establish if there was a link between SharePoint training and employee performance.

Of the 53 respondents that receive training and answered the questionnaire properly, 52 data were usable and 1 was spoiled, meaning 1 participant did not answer this question. 39.6% of these respondents neither agree nor disagree that performance and productivity increased after receiving training on how to use SharePoint. However, based on the information received from those that agree and disagree as depicted in figure 4.3.10 it can be stated that 41.5% agree while 17% disagreed.

Question 11 Please indicate the degree to which your overall knowledge has changed from the participation in SharePoint training.
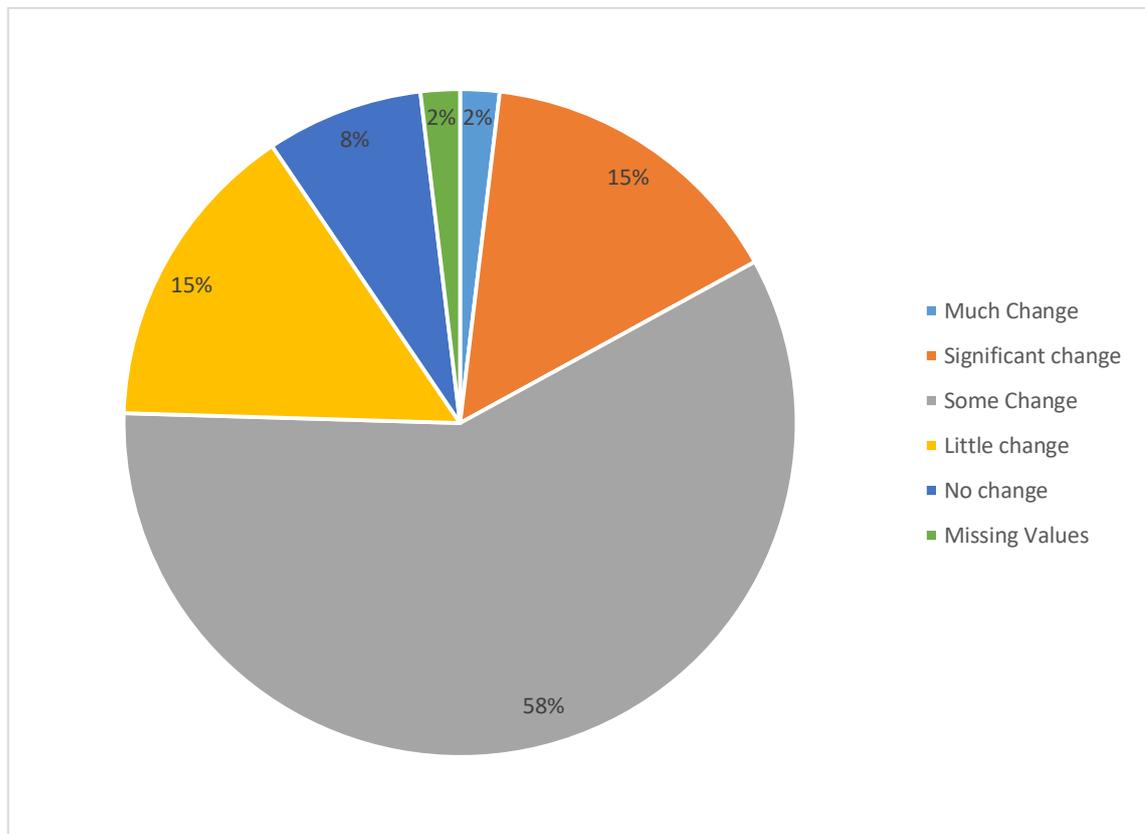
Figure 4.3.11   Respondents' knowledge change

The purpose of asking this question was to establish if employees' competency levels was enhanced by the training implemented. Most importantly to establish a link between SharePoint training and employee performance and to issue recommendation to management on the importance of training and the various training methods to be used so as to enusure ease of understanding by respondents.

Most of these respondents said they experienced some change after receiving training on how to use SharePoint, 2% experienced much change and 15% experienced significant change while 58% experience some changed after receiving training. However, only 15 respondents said they experienced little change and 8% said there was no change to their knowledge of SharePoint after receiving training on how to use SharePoint. However, a total of 85% of the respondent experienced change to their knowledge of SharePoint after receiving training; this figure includes those that experience much change, significant change and some change.

Question 12 Please indicate the degree to which your overall skills have changed from the participation in SharePoint training.
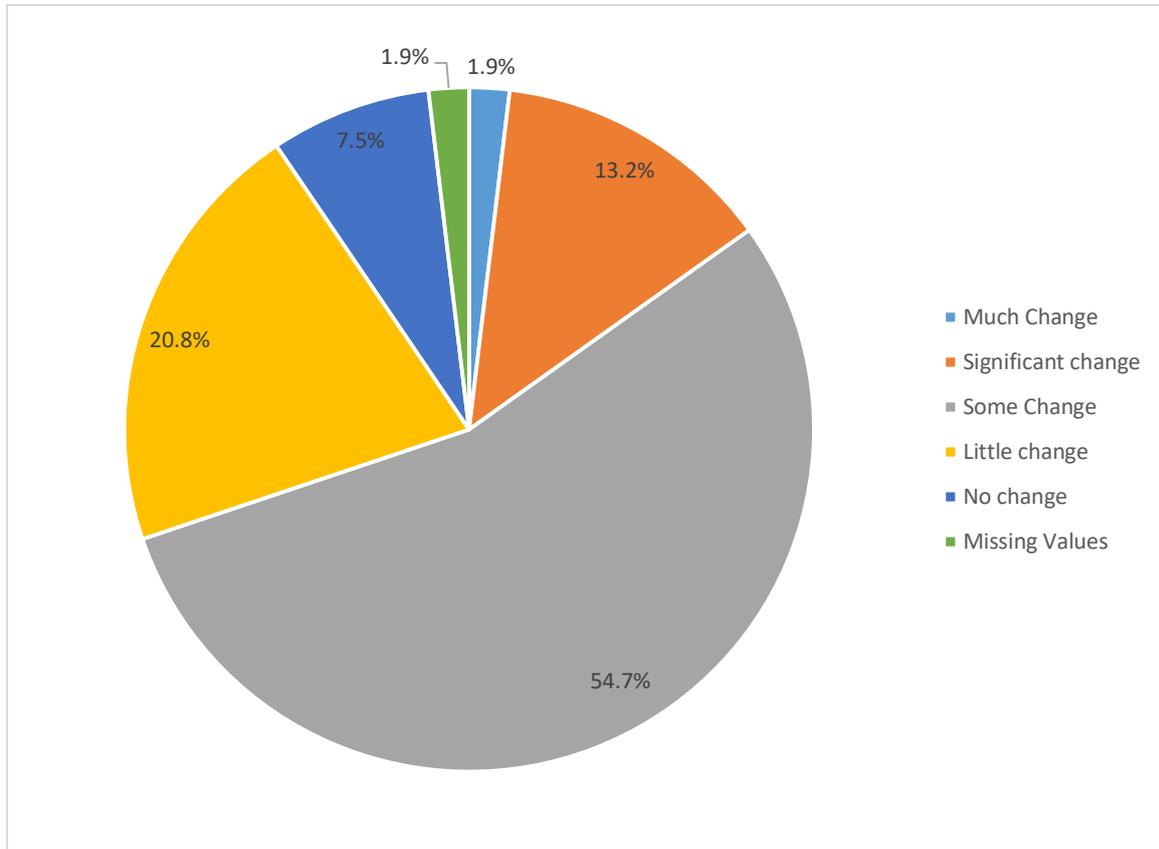
Figure 4.3.12   Respondents' skills change

The purpose of asking this quesiton was to establish if employees' competency levels was enhanced by the training implemented. Most importantly it was asked in order to establish if there was a link between SharePoint training and employee performance.

Of the usable data, 7.5% of the respondent experienced no change and 20.8% experienced little change while 54.7% experienced some change after receiving training. This however implies that 69.8% in total skills improved. However, only 7.5% of the respondents in total said that their skills did not change/improve.

Question 13   Please indicate the degree to which your overall attitude has changed from the participation in SharePoint training.
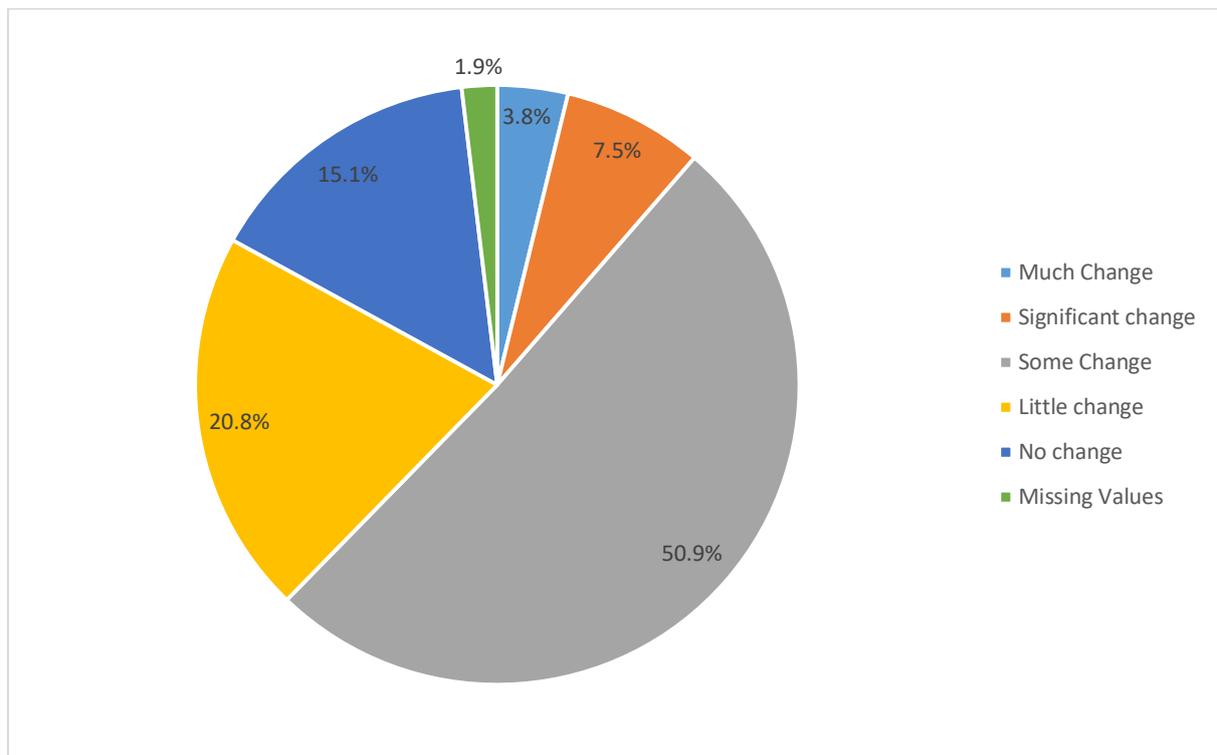

Figure 4.3.13   Respondents' attitude change

The purpose of asking this quesiton was to establish if employees' competency levels was enhanced by the training implemented. Also, it was asked in order to ascertain the attitudes and perceptions of SIPTU's staff towards training. Most importantly to establish if there was a significant improvement or not in employee performance on foot of SharePoint training. and to issue recommendation to management on the importance of training and the various training methods to be used so as to enusure ease of understanding by respondents.

52 data were usable while 1 was spoiled, meaning 1 respondent did not answer this question. 35.9% of the respondent experience little or no change in their attitude towards work on the foot of SharePoint training. However, 62.2% of the respondents in total said the training received on how to use SharePoint brought out positive attitude in them, which implies much change, significant change and some change.

Question 14   Suggestion by participants

The purpose of allowing respondents to make suggestion and comment was to:

- ✓ ascertain the existing levels of employees without SharePoint Training.
- ✓ identify employees' competency levels as enhanced by the training implemented.
- ✓ ascertain the attitudes and perceptions of SIPTU's staff towards training.
- ✓ issue recommendations for SIPTU's senior management's attention in relation to the necessary training intervention needed/delivery methods/styles.
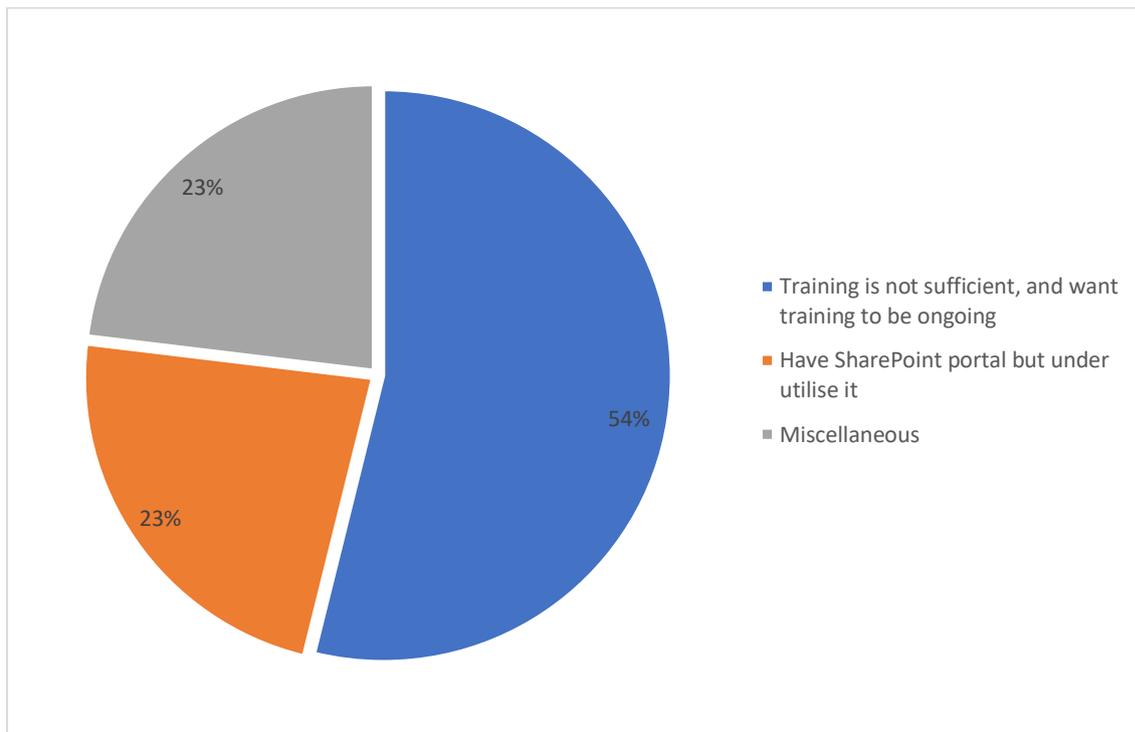
Figure 4.3.14   Respondents Suggestions/Comments

Only 25% of the respondents made suggestion on the questionnaire while 75% did not make suggestion or add comment. Furthermore, this question provided an opportunity for respondents to comment in an unstructured fashion. Many comments indicated that employees believe that the training received is not sufficient and would welcome a refresher training as well as make it an ongoing training. See Appendix 5.

4.4. Summary of findings

The data collected during the survey represents the honestly held views of 141 SIPTU employees that completed the questionnaire. However, the feedback receive from each questions on the questionnaire was disturbingly low. This is of concern because feedback is an essential development tool in research that will help both employee and employer to identify what they are doing well build on those skills, address issues, and develop new skills that will improve organisational performance (Fleenor, Taylor & Chappelow, 2008).
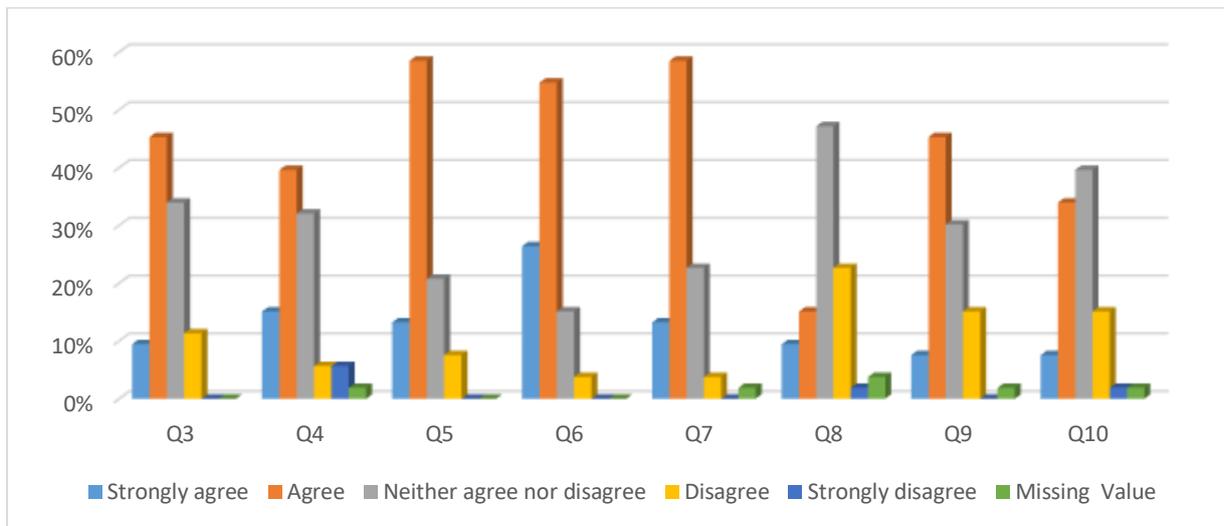
Figure 4.4.1 summary of findings for Question 3 to Question 10
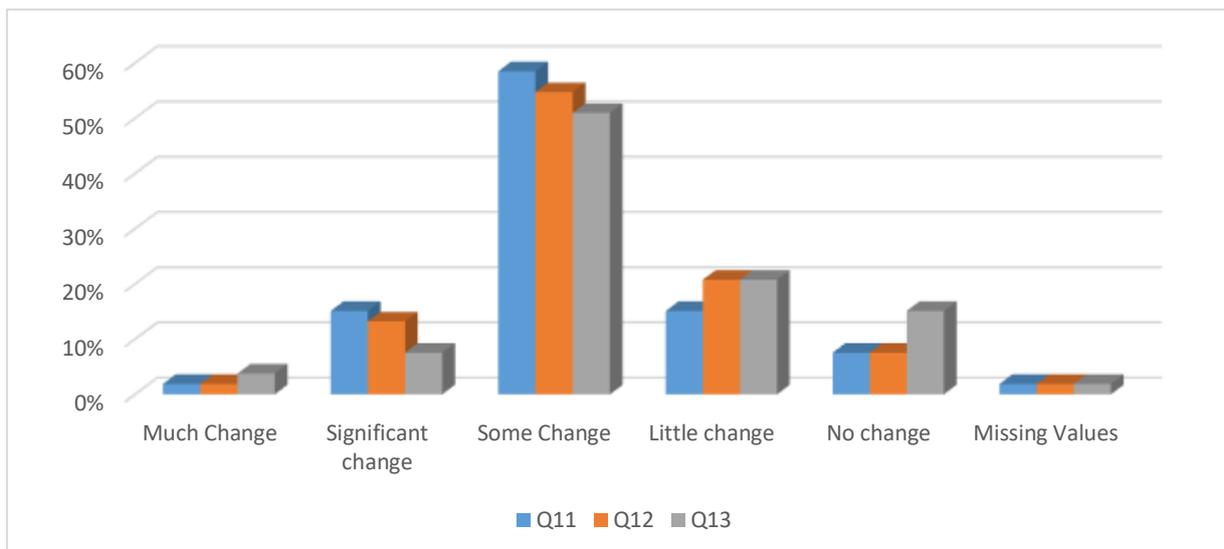
Figure 4.4.2 Summary of findings for Question 11 to Question 13

Table 4.4.1 and 4.4.2 graphically summarise the findings of the primary data gathered before statistical analysis was applied in the next chapter.

Summary of findings from Question 2

See table 4.2.1 on page 47, this showed how the responses were grouped into the different types of training received.

Findings showed that:

28 respondents received formal training on how to use SharePoint

21 respondents received informal training on how to use SharePoint

2 respondents received both formal and informal training on how to use SharePoint

2 respondents skipped this question.

Formal training as per this research means that they received a classroom-based training in SIPTU college or in other institution.

Informal training as per this research means that they were trained on the job by colleagues, a one to one training from IT in their office, online training and self-taught.

Both Formal and informal training means that they received both classroom-based training and any form of informal training mentioned above.

However, irrespective of the type of training received this question was the independent variable used

Summary of findings from Question 14

See appendix 14 on page 101 for list of suggestions/comments made by respondents. These were poor responses and could be attributed to the fact that as at the time the primary data was being gathered a lot of families suffered anxiety due to the global pandemic that affected the livelihood and income of most people in the country. Also, the country was on lockdown and it was not possible for the researcher to make face to face contact with respondents to explain the importance of the research. Concomitantly, a lot of people suffered trauma/shock including the researcher as a result of the amount of death being announced everyday throughout the lockdown.

Moreover, the overall finding from this question showed that participant will welcome more training and refresher training as well as delivery style/methods that will suit each employee.

The findings in general show:

- ✓ A lack of adequate training awareness by management as most participants in this study are not aware of training on how to use SharePoint.
- ✓ Most participants only received informal training on how to use SharePoint.
- ✓ The training received on how to use SharePoint taught the participant the technique of content management.
- ✓ The training received on how to use SharePoint taught the participant the technique of effective collaboration
- ✓ There is no link between SharePoint training and morale boosting.
- ✓ Participants skills the not change after receiving training on how to use SharePoint.
- ✓ Participants knowledge the not change after receiving training on how to use SharePoint.

However, if the researcher had use a Likert 4 point scale, it would have been easy to analyse the data perfectly, as most participants ticked the 'neither agree or disagree option. Furthermore, it is important that these findings from this research are communicated to management, so that management can ensure that meaningful training interventions and corrective actions are put in place where required. It is also important the issue of lack of training and the need for more training are not ignored but addressed.

Chapter 5 Data Analysis strategy and discussion

5. Introduction

This section depicts the various statistical techniques used to analyse the data gathered. These Statistical techniques are as follows:

- ✓ Descriptive Statistics (Mean, median, Standard deviation, and Variance)
- ✓ Regression
- ✓ ANOVA
- ✓ Model summary
- ✓ Coefficient
- ✓ Validity Test
- ✓ Reliability Test

5.1. Data Analysis strategy

Data analysis strategy which is dependent on the methodological approach used will be used to explore and examined the data gathered with a view to uncovering meaning (Bryman, 2012). Thus, to test the impact of the variables, the data were analysed through Microsoft Excel the researchers preferred methods. Microsoft excel was considered because it describes basic features of a data set and are key to summarizing variables (Tahir, et al., 2014). Microsoft Excel is a spread sheet application that is usually part of a suite of Microsoft applications, known as Microsoft Office. It is a tool that can be used perform calculations with numbers budgeting, sales analysis, forecasting, charting and graphing and much more (Watsonia Publishing, 2012). Terry, Plasencia and Reeder (2019) used excel to analyse the data gathered for their research on 'Analysis of the Health Product Profile Directory — a new tool to inform priority setting in global public health'. Microsoft excel has been criticised for not being flexible to analyse the data in. however, a more user-friendly and popular statistical analysis software package which is Statistical Package for the Social Sciences (SPSS) was also considered because it suited a large quantitative data (O'Leary, 2017; Adams, Khan, & Raeside, 2014;Quinlan, 2011).

Furthermore, SPSS is a powerful statistical software platform that delivers a robust set of features that lets both organisations and researchers extract actionable insights from the data gathered. One advantage of SPSS is that the researcher can quickly understand large and complex data set with advance statistical procedures that helps ensure high accuracy and quality decision making (IBM, n.d.). Thus, the researcher used both Microsoft excel and SPSS to analyse the data gather

5.2. Descriptive Statistics (Mean, median, Standard deviation, and Variance)

Table 5.2.1   Descriptive Statistics (Mean, median, Standard deviation, and Variance)

	Variables	Count	Sum	Mini	Maxi	Mean	Standard Deviation	Variance
Q2	Type of SharePoint training	51	76	1	3	1.49	0.58	0.33
Q 3	SharePoint training helped me to learn how to create and manage sites on the SharePoint Portal.	53	187	2	5	3.53	0.82	0.68
Q4	SharePoint training is vital to enable me to carry out my job effectively.	52	184	1	5	3.54	1.02	1.04
Q5	I am satisfied that I can apply what I learned to my job	53	200	2	5	3.77	0.78	0.60
Q6	SharePoint training teaches an important technique of content management and sharing	53	214	2	5	4.04	0.76	0.58
Q7	SharePoint training teaches an important technique of collaborating effectively with colleagues	52	199	2	5	3.83	0.71	0.50
Q8	SharePoint training boost up my morale	51	157	1	5	3.08	0.93	0.87
Q9	Competency levels increased	52	180	2	5	3.46	0.85	0.72
Q10	Performance and productivity increased due to the ability to use SharePoint	52	172	1	5	3.31	0.90	0.81
Q11	Knowledge has changed	52	150	1	5	2.88	0.83	0.69
Q 12	Skills has changed	52	146	1	5	2.81	0.84	0.71
Q 13	Attitude has Changed	52	137	1	5	2.63	0.97	0.94

Table 5.2.1 depicts the descriptive statistics (mean, standard deviation, and variance). See figure 4.3.2 to 4.3.14 for pictorial and explanation of the findings. The calculation of the percentage, mean, standard deviation and variance was based on the total number of responses received for each question. See count on table 5.2.1.

Descriptive statistics are used to summarize the basic features of a data set through measures of central tendency (mean, median and mode), dispersion (variance and standard deviation) and distribution. This can however be calculated manually or with statistical programs automatically (O'Leary, 2017). However, some bias always occurs, and it is referred to as central tendency bias or central tendency error. This often occurs when there is a preference for a middle range/mid-point option on the 5-point scales which is obvious in this research. Most of the respondents in this study provided similar midpoint responses. However, the data would have been meaningful if respondents avoided extreme responses, that is, the mid-point option. Another way to however avoid the midpoint option is to use the Likert 4-point scale which has not neutral option (Humboldt, 2016).

5.3. Regression

Regression is a major tool of statistical modelling used for estimate and finding a relationship between variables and forming a model. In this research, linear regression was used on the data collected to prove the impact of the independent variable on the dependent variable. Thus, to test if our data fit, Model summary, ANOVA, and Coefficient were used (Adams, et al., 2014; Aktar, 2015).

Model Summary

Microsoft excel was used to calculate the model summary of the usable data. R^2 shown in table 5.3.1 below measures how well a regression model fits the actual data. That is, it is a measure of the overall accuracy of the model. R squared is also known as the coefficient of determination. R^2 is measured on a scale of 0 to 1. A value of 1 indicates a model that perfectly predicts values in the target field. A value of 0 indicates a model that has no predictive value. In the real world however, R^2 lies between these values. Thus, when there is only one input, R squared is same as the Pearson correlation square (IBM, n.d.).

Furthermore, Adjusted R Square is a corrected goodness-of-fit (model accuracy) measure for linear models. It identifies the percentage of variance in the target field that is explained by the input or inputs. Therefore, Adjusted R^2 is always less than or equal to R^2. A value of 1 indicates a model that

perfectly predicts values in the target field. A value that is less than or equal to 0 indicates a model that has no predictive value. In the real world however, adjusted R^2 lies between these values (IBM, n.d.)

Therefore, from the model summary below it can be seen that R^2 is 0.244 (24.4%) which lies between 0 and 100%, hence there is a positive correlation between dependent and independent variables which implies that SharePoint training significantly influence employee performance.

Table 5.3.1   Model Summary

SUMMARY OUTPUT	
Regression Statistics	
Multiple R	0.494
R Square	0.244
Adjusted R Square	0.041
Standard Error	0.622
Observations	53

ANOVA

Analysis of variance, or ANOVA, is a linear modelling method for evaluating the relationship among fields (IBM, n.d.).

In table 4.5.3 above, the F value which is used in the analysis of variance (ANOVA) determines whether the test is statistically significant (IBM, n.d.). Therefore, from the P value which is .315 indicates that the independent variable does not significantly predicts the dependent variable, $F_{(11, 41)} = 1.204$

Table 5.3.2 ANOVA,

ANOVA					
	df	SS	MS	F	Significance F
Regression	11	5.133	0.467	1.204	0.315
Residual	41	15.886	0.387		
Total	52	21.019			

Coefficients

Coefficients analysis shows the relationship between independent variable and each dependent variable (Adams, et al., 2014). If p<0.05 then it means the independent and dependent variables are statistically significant to Zero. From table 5.3.3 below it can be concluded that the independent variable (SharePoint training) is not statistically significant to zero due to the P-values of all the dependents variables being greater than 0.05.

Table 5.3.3   Coefficients

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0.200	0.671	0.299	0.767	-1.155	1.556	-1.155	1.556
Implementation	-0.127	0.143	-0.890	0.379	-0.416	0.162	-0.416	0.162
Efficiency	0.092	0.098	0.941	0.352	-0.106	0.290	-0.106	0.290
Application	0.156	0.162	0.964	0.340	-0.171	0.483	-0.171	0.483
Technique	0.064	0.152	0.423	0.675	-0.243	0.371	-0.243	0.371
Collaboration	0.178	0.118	1.509	0.139	-0.060	0.416	-0.060	0.416
Morale	-0.011	0.129	-0.083	0.934	-0.270	0.249	-0.270	0.249
Competency	-0.170	0.151	-1.124	0.268	-0.474	0.135	-0.474	0.135
Performance	0.059	0.137	0.434	0.667	-0.217	0.335	-0.217	0.335
Knowledge	0.163	0.212	0.767	0.447	-0.266	0.592	-0.266	0.592
Skills	-0.008	0.252	-0.032	0.975	-0.518	0.502	-0.518	0.502
Attitude	-0.069	0.142	-0.484	0.631	-0.355	0.218	-0.355	0.218

5.4. Testing Hypotheses

According to Ho, 2006, pp. 3, tesing hypotheses means subjecting them to some sort of empirical scrutiny to determine if they are supported or refuted by what the researcher observes.

> Null Hypothesis H0: There is no significant improvement in employee performace on foot of sharepoint training.
> Hypothesis H1: There is a significant improvement in employee performance on foot of sharepoint training.

A p-value higher than 0.05(>0.005) is not statistically significant and indicates strong evidence for the null hypothesis. This means that the null hypothesis will be retained while the alternative hypothesis will be rejected (McLeod, 2019). Therefore, from the model summary, Anova and coefficient above which shows that all the p-values are greater than 0.01 and 0.05; it can be concluded that the alternative hypothesis cannot be accepted. However, researcher fails to accept the Null Hypothesis because data gathered does not represent the entire Irish workforce as it involved

just one employer in the whole of Ireland. Also, because the sample size was too small to detect the effect of SharePoint training on employee performance.

5.5. Validity Test

Validity is the strength of a research conclusion, inferences, or propositions. It involves the degree to which the research is measuring what it supposed to, more importantly, the accuracy of the questionnaire used. For instance, the research is studying the effect of SharePoint on employee performance in the workplace. In this case the researcher was able to accept the null hypothesis. However, there are four types of validity commonly examined in research methods and each type would highlight a different aspect of relationship between SharePoint training and employee performance (Adams, et al., 2014).

Types of Validity

1. Internal validity:-ask if there is a relationship between the program and the outcome observed, is it a causal relationship? For example, did the training received on our to use SharePoint increase employee performance (Adams, et al., 2014).

2. External validity:- refers to the researcher's ability to generalise the result to other workplaces and organisations. However, in this case/study, the researcher cannot generalise the result because of the limitation of the study (Adams, et al., 2014).

3. Construct validity:- this type is believe to be the hardest to understand because It asks if there is a relationship between how the researcher operationalised the concepts in the study to the actual causal relationship the researcher is trying to study. For example, did the SharePoint training reflect on employee performance, and did the measured outcome which is employee performance reflect the construct of the construct of organisational participation? (Adams, et al., 2014).

4. Conclusion validity:- asks if there is a relationship between the study and the observed outcome. For example, is there a connection between SharePoint training and employee performance (Adams, et al., 2014).

It is pertinent to mention that validity is more important than reliability because if the statistical instrument does not accurate measure what it is supposed to, then there is no need to use it even if the reliability test shows consistency (Adams, et al., 2014)

Table 5.5.1   The Result Interpretations of Output Validity Test

Correlations

		Implementation	Efficiency	Application	Technique	Collaboration	Morale	Competency	Performance	Knowledge	Skills	Attitude	Scor_total
Implementation	Pearson Correlation	1	.499**	.583**	.399**	.358**	.357*	.321*	.493**	.515**	.428**	.289*	.601**
	Sig. (2-tailed)		.000	.000	.003	.009	.010	.020	.000	.000	.002	.037	.000
	N	53	52	53	53	52	51	52	52	52	52	52	53
Efficiency	Pearson Correlation	.499**	1	.454**	.242	.402**	.582**	.439**	.420**	.584**	.504**	.310*	.666**
	Sig. (2-tailed)	.000		.001	.084	.003	.000	.001	.002	.000	.000	.027	.000
	N	52	52	52	52	51	50	51	51	51	51	51	52
Application	Pearson Correlation	.583**	.454**	1	.342*	.281*	.188	.222	.494**	.561**	.467**	.145	.575**
	Sig. (2-tailed)	.000	.001		.012	.044	.187	.114	.000	.000	.000	.305	.000
	N	53	52	53	53	52	51	52	52	52	52	52	53
Technique	Pearson Correlation	.399**	.242	.342*	1	.706**	.444**	.303*	.382**	.315*	.377**	.204	.549**
	Sig. (2-tailed)	.003	.084	.012		.000	.001	.029	.005	.023	.006	.147	.000
	N	53	52	53	53	52	51	52	52	52	52	52	53
Collaboration	Pearson Correlation	.358**	.402**	.281*	.706**	1	.450**	.153	.264	.408**	.450**	.291*	.628**
	Sig. (2-tailed)	.009	.003	.044	.000		.001	.284	.062	.003	.001	.038	.000
	N	52	51	52	52	52	50	51	51	51	51	51	52
Morale	Pearson Correlation	.357*	.582**	.188	.444**	.450**	1	.652**	.443**	.345*	.374**	.404**	.687**
	Sig. (2-tailed)	.010	.000	.187	.001	.001		.000	.001	.013	.007	.003	.000
	N	51	50	51	51	50	51	51	51	51	51	51	51
Competency	Pearson Correlation	.321*	.439**	.222	.303*	.153	.652**	1	.555**	.437**	.428**	.303*	.620**
	Sig. (2-tailed)	.020	.001	.114	.029	.284	.000		.000	.001	.002	.029	.000
	N	52	51	52	52	51	51	52	52	52	52	52	52
Performance	Pearson Correlation	.493**	.420**	.494**	.382**	.264	.443**	.555**	1	.521**	.522**	.424**	.718**
	Sig. (2-tailed)	.000	.002	.000	.005	.062	.001	.000		.000	.000	.002	.000
	N	52	51	52	52	51	51	52	52	52	52	52	52
Knowledge	Pearson Correlation	.515**	.584**	.561**	.315*	.408**	.345*	.437**	.521**	1	.836**	.505**	.801**
	Sig. (2-tailed)	.000	.000	.000	.023	.003	.013	.001	.000		.000	.000	.000
	N	52	51	52	52	51	51	52	52	52	52	52	52
Skills	Pearson Correlation	.428**	.504**	.467**	.377**	.450**	.374**	.428**	.522**	.836**	1	.705**	.815**
	Sig. (2-tailed)	.002	.000	.000	.006	.001	.007	.002	.000	.000		.000	.000
	N	52	51	52	52	51	51	52	52	52	52	52	52
Attitude	Pearson Correlation	.289*	.310*	.145	.204	.291*	.404**	.303*	.424**	.505**	.705**	1	.601**
	Sig. (2-tailed)	.037	.027	.305	.147	.038	.003	.029	.002	.000	.000		.000
	N	52	51	52	52	51	51	52	52	52	52	52	52
Scor_total	Pearson Correlation	.601**	.666**	.575**	.549**	.628**	.687**	.620**	.718**	.801**	.815**	.601**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	53	52	53	53	52	51	52	52	52	52	52	53

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

*. Correlation is significant at the 0.05 level (2-tailed).

Questionnaire was the instrument used in this research to gather the primary data. However, in order to determine that the questionnaire was valid or not, the above validity test was necessary, this was conducted using Pearson Correlation in SPSS; and it is interpreted below:

Value of Significance:

If the significance value is < 0.05, then the instrument is declared invalid

If the significance value is > 0.05, then the instrument is declared invalid (SPSStests, n.d.)

Likert Options

Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree

Much change, Significant change, Some change, Little change, No Change

From the output above:

N is the total number of survey respondents

(2-tailed) was a significant level of 5%

Therefore, it can be concluded that the items on the table 5.5.1 is valid because the significant value obtained by the Sig. (2-tailed) of $0.000 < 0.05$.

Furthermore, after checking the validity of a question, the next step is to check if it is consistent and reliable. This is will done in the next section through a reliability test.

5.6. Reliability of the research

Reliability is essentially about the consistency of a research; reliability is important because it estimates the extent to which an instrument measures the way each time it is used under the circumstances with the same participant (Adams, et al., 2014). According to Adams, et al., 2014, pp. 246, *"There are two ways that reliability is usually assessed: first by checking the stability of measurement using the test–retest method (repeatability) and second by examining internal consistency applying the split-half method"*. Therefore, it refers to test consistency (Ho, 2006).

Table 5.6.1 and 5.6.2 below, shows the result of the reliability test for SharePoint training scale. This tables depict that there were 49 valid responses across 11 items that contributed to SharePoint training scale score. Four cases were excluded from the analysis due to missing values. There is a

high level of internal consistency for this scale because A Cronbach's Alpha reliability statistic value of .889 signifies that.

Table 5.6.1   SharePoint training scale, case summary

Case Processing Summary

		N	%
Cases	Valid	49	92.5
	Excluded[a]	4	7.5
	Total	53	100.0

a. Listwise deletion based on all variables in the procedure.

Table 5.6.2   SharePoint training Scale for Reliability Results

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.887	.889	11

Chapter 6   Discussion

6. Introduction

This chapter present the overall findings of the research based on the research question, limitation of work/study, literature review and the data gathered from the survey. It also presents the implication of the findings. It is pertinent to mention to the reader that most discussions were made in Chapter 4 and 5 of this dissertation as the findings were stated and data analysed. The research objectives achieved are also discussed in this chapter.

6.1. Researcher Framework

This research was designed to analyse the effect of SharePoint training on employee performance in the workplace using SIPTU as a case study. The overall aim was to analyse the importance of training in the workplace and to find out if HRM in SIPTU should continue to invest in Training. It was discovered during the data gathering that employees would welcome more training and refresher training on how to use SharePoint.

6.2. Research objectives and findings

- ✓ *To ascertain the existing levels of TUOs and Adminstrative staff without SharePoint Training.*

The researcher was able to ascertain the existing levels of TUOs and Administrative staff without SharePoint Training through the primary data gathered. This data however, showed that 88 respondents , a total of both TUOs and Administrative staff are yet to received SharePoint training. It was also asked in order suggest training need analysis (TNA) to management. The purpose of suggesting TNA is to identify the right delivery styles, training and development for every employee in order to equip them with the right skills (Singh, 2018). It is pertinent to remind the reader that the goal of training is for employees to master the knowledge, skills and attitudes emphasized in training and apply them to their day-to-day activities (Noe & Kodwani, 2018).

- ✓ *To critically analyse the relevant literature that underpins the theoretical concepts that are applicable to this research such as training, sharepoint and employee performance.*

Chapter two of this research gathered secondary data, that is, reviewed literatures on Training and employee performance; SharePoint training; The benefit of SharePoint training on employee

performance, the effects of SharePoint training on employee performance. Furthermore, it looked at the various training methods that organisation/workplace can use to deliver training. The purpose of critically analysing the relevant literature such as scholarly journals, books, newspapers, films, videos, internet sites, etc is to determine whether the research questions being asked have been solved, and what can be added to the literature by the researcher (Bourke, et al., 2016).

✓ *To ascertain the attitudes and perceptions of SIPTU's staff towards training.*
Finding from question 13 showed that 62.2% of the respondents in total said the training received on how to use SharePoint led to attitude change in them towards training.

✓ To *issue recommendations for SIPTU's senior management's attention in relation to the necessary training intervention needed/delivery methods/styles.*
It is obvious from the overall findings that recommendation would be issued to management attention. Suggetions from respondents, see appendix 4, shows that there is an urgent need for training interventions and training retraining. The summary of the overall suggestion showed that employees would welcome more training, as well as refresher training. Respondent also requested that management should introduce online training method/styles to give employees to upskill.

6.3. Research findings

The Cronbach's alpha was used to check the internal reliability. The scale reliability conducted on SharePoint training and employee performance showed that there was high consistency for the scale, that is .889 on the 11 items. The instrument had strong reliability because Nunnaly (1978) suggested that for there to be an acceptable reliability the figure has to be 0.70; the figure .889 is however above .70.

Result from the regression analysis conducted to check the link between SharePoint training and employee performance showed that the model was a good fit for the data. The model summary showed that there is a positive correlation between dependent and independent variables which implies that SharePoint training significantly influence employee performance. This is because the figure of R^2 which is 0.244 (24.4%) lies between 0 and 100%. However, the analysis of variance showed that the independent variable does not significantly predicts the dependent

variable and this is because the P-value was .312; and the F-value and degree of freedom was F (11, 41) = 1.204. The result of the correlation analysis showed that there is no link between SharePoint training and employee performance; this is because all the P-values are greater that 0.05.

The following are summary of some of the responses received from question 14:
- ✓ Training is not sufficient
- ✓ Training needs to be more structured
- ✓ Elearning training method

Furthermore, from the model summary, Anova and coefficient analyssis done above which show that all the p-values are greater than 0.01 and 0.05; it can be concluded that the alternative hypothesis cannot be accepted. However, researcher fails to accept the Null Hypothesis due to the fact the data collected does not represent the entire Irish workforce.

6.4. Implications of the research

This study will contribute to the very scarce resources on the impact/effect of SharePoint training on employee performance. However, in order to verify the findings of this research; future researchers can duplicate this study in a different population. Future researchers can also improve and build on this research because the content of the survey can be easily analysed, it is also reliable and accurate.

The analysis has shown that there is no link between SharePoint training and employee performance. However, the researcher did not accept the Null hypothesis because of the sample size, that is , it was only one employer organisation involved. Furthermore, the analysis conducted showed that there is no link between SharePoint training and employee morale; employees skills and knowledge change. It was also discovered during data gathering that there was lack of awareness of SharePoint training in SIPTU. Moreover, the analysis showed that employee learnt the important technique of content management and effective collaboration.

The implication of the result/findings of this research suggest that management in SIPTU should invest in training and put in place training strategies and reward strategies to help employee see training as a benefit and not a burden. As earlier stated in chapter 2, highly motivated employees

tend to apply their KSAs effectively and effeciently to their task. Sung & Cho, 2018 pointed out that employees forced to attend training will perceive it as an unplesant burden.

6.5. Limitation of Study/work

This research only used the quantitative approach; however, the use of both qualitative and quantitative approach would have created more opportunity to interact with the respondents. This is because qualitative research approach has a flexible structure and the layout can be constructed and reconstructed to a greater extent. Furthermore, it will give the researcher the opportunity to produce detailed description of respondents' feelings, opinion, and expression; and interpret the meaning of their actions (Maxwell, 2012; Denzin 1989 cited in Rahman, 2017).

This study did not focus on the differences between those who had received SharePoint training and those who had not. It only identified the number of those that have not received training for recommendation purposes. The sample for this study was self-selecting, therefore it does not represent the wider Irish workforce. However, the respondents were drawn from different Counties in Ireland, that is, all SIPTU's branches in Ireland. Thus, the findings of this research only apply to this study/dissertation. It cannot be generalised to a wider population because of its limitation. Other limitations have been mentioned in Chapter 3 of this research. Furthermore, from survey observation it looks as if there is moderate relationship between SharePoint training and employee performance. However, the statistical analysis shows that there is no significant correlation between SharePoint training and employee performance. These are due to limitations of the data sample and global pandemic (COVID-19).

6.6. Limitation of questionnaire

The researcher discovered when analysing the data gathered that the questionnaire should have been worded as follows:
- ✓ Have you used SharePoint since you received the training?
- ✓ How good was the trainnig/content/format used? Any suggestion as to how it might be improved?
- ✓ How frequently do you use SharePoint now?
- ✓ Do you think you require more training on how to use SharePoint? If so, what?

Furthermore, question 2 on the questionnaire should not have been an open-ended question. That is, respondent should have been given option to choose from. It should have been stated has follows:

What type of training did you receive on SharePoint?

Formal   Informal   Both Formal and Informal.

It would however be suggested that future research in SIPTU should consider not only TUOs and Administrative staff but other employees such as finance staff, communication staff, and other group of staff who uses SharePoint and have also receive training on how to use SharePoint.

6.7. Future research

A lot of research has been carried out on training, information technology training, learning and development but there are scarce resources/study on SharePoint training or training on how to use SharePoint. This research is relevant because the world continues to change at an extraordinary pace and technologies are emerging and are changing the way employees interact with each other and with the world. It has modified the way that organisations collect, store, and utilize data for employment and decision making (StoneJames & Dulebohn, 2019). For example, SharePoint is becoming dominant and many organisations are now using it as a form of enterprise content management (Liu, 2020). Therefore, as SharePoint use continues to increase, there is need for advancement in research to focus on SharePoint training, the importance of SharePoint training, and the Impact of SharePoint training on employee performance. Future research should also focus on the how, why and benefits of SharePoint Training (Coleman, 2012). However, demographic variables such as age, gender, job designation could also be part of future research (Matlakala & Pretorius, 2016).

Furthermore, as this research has highlighted the importance of ongoing training on how to continue to use SharePoint effectively and easily; it would be beneficial for organisations/future studies to investigate:

- ✓ The link between SharePoint training and organisational performance and productivity;
- ✓ The possible effect of introducing SharePoint to workplaces without any training or communication plan to drive internal adoption (Chorus, n.d.).

Therefore, the information gathered from such research will enable management to put in place strategies and policies that will ensure increase and satisfaction in both employee and organisation performance and productivity.

6.8. Summary

This chapter summarises the data findings in chapter 4 and the data analysed and discussed in chapter 5. The findings showed that there is no link between SharePoint training and employee performance. However, the literature review shows/indicates the benefit of training, the benefit of SharePoint and the positive effect on employee performance.

Chapter 7   Conclusion and Recommendation

7.   Introduction

Topics covered in this section are generalisability of research findings, research questions, conclusion, and recommendations. The recommendation presented in this chapter is for future research and improvement on SharePoint training in SIPTU. However, because of the sample of this study and the limitations discussed in this chapter, it cannot be concluded that SharePoint training has a significant impact on employee performance. However, future study taking into consideration more than one employer organisation can prove if there is a strong link between SharePoint training and employee performance.

7.1. Answering Research Questions

7.1.1   Research Question 1

What are the benefit of SharePoint trainint to Staff?

Based on the literature review and analysis of the primary data; 54.7% of the respondents believed that through training received on how to use SharePoint they were able to create and manage sites on the SharePoint portal. Summary of literature review on the benefit of training how to use SharePoint by Eng & Stadler, 2014 and Diffin, et all 2010 showed that:

- ✓ Employees will acquire the knowledge to be able to use the software to share, organise and manage information.
- ✓ Employees will acquire the knowledge to be able to use the software as a document library and arrange information.

7.1.2   Research Question 2

Why is SharePoint training important in the workplace?

Based on the primary data gathered and analysed, 81% of the respondents agreed that SharePoint training is important in the workplace because it taught them the important technique of content management and document sharing. Chorus n.d reviewed that SharePoint trainnig is important because it will ensure that users are comfortable at the implementation stage (Chorus, n.d.). Furthermore, review by Diffin, et al., 2010 showed that through training, team members will acquire the knowledge and skills to navigate and make changes to documents hosted on SharePoint through their "My Network Places" which will allows them to save and open document in an easy to use interface.

7.1.3   Research Question 3

The impact of training on how to use SharePoint on employee performance?

For the purpose of this research, employee performance was measured through effective communication and effective collaboration, increased knowledge, skills and attitude towards training, competency and increased morale.

Based on the analyses of primary data gathered on effective collaboration and communication, a total of 71% said that the training received taught them the important technique of collaborating effectively. Review by Waghmare, 2018, showed that training on how to use SharePoint as a collaborative tool; employees will be empowered to share contents and collaborate between sectors and divisions.

Based on the analyses of primary data gathered on increased morale, 24% said that their morals were boosted after receiving training on how to use SharePoint. This shows that SharePoint does not significantly increase employee morale.

Based on the analyses of primary data on employee competencies to use SharePoint and carry out their job; 53% in total agreed that they were competent to carryout their job using SharePoint. Based on this figure however, management should ensure that all staff in the Union receive training on how to use SharePoint in order to boost their competency level on how to use the portal. As evident in the finding of Harrison (2000), improving employee performance/competency level in order to influence organisational performance/productivity requires learning through training.

Primary data analysed on Knowledge, skills and attitude of the respondent showed that respondents experienced some changes overall.

7.1.4   Research Question 4

What type of training methods can be used to deliver the training?

Respondents made sugguestion in relation to online training and formal training methods, see appendix 4. As the world continues to advance technologically/digitally, new methods of training have emerged. There are different computer hardware and software that are used to train employees and these in most instances tend to be more effective and economical that the traditional mthods (Bohlander & Snell, 2010).

However, research shows that classroom training method will give an employee the opportunity to interact with employees from other organisation, thereby enabling them to see from a fresh perspective. Also, Digital learning will give employee the opportunity to learn at their own time (CIPD, 2019). Digital learning is 'the application of technology to learning and teaching process' (Carrier, Damerow & Bailey, 2017, p. 1).

7.2. Generalisability of research findings

According to Adams, et al., 2014, pp. 253 "*generalisability is the ability to explain the same (similar) phenomenon at all times and in all places without necessarily having to study it directly at* ll *times and in all places".* However, this research can not be generalised because it is limited to ony on employer organisation. Also,it can not be generalised because of it sample size.

7.3. Conclusion

This study contributes to literatures on training, learning and employee development by accessing the link between SharePoint training and employee performance using both secondary data and primary data gathered through survey/questionnaire. However, because the researcher rejects the Null hypothesis, there is need for future research on the effect/impact of SharePoint training on employee performance. It should however not be limited to one employer organisation in order to be able to generalise the future findings. The primary data was gathered at a time when the whole world suffered a global pandemic called Coronavirus (COVID-19); because it was a deadly virus, Ireland was on lockdown for few months. As at the time of concluding this research, all SIPTU employee are still working from home. This however prevented the researcher from making contact with the respondents to explain the importance of the research and questionnaire to be completed. It also affected the response rate and resulted to respondents nonchalant and unwillingness to complete the questionnaire sent to them via an email link.

Moreover, the primary data gathered through questionnaire was analysed by exploring the relationship between the independent variable and dependent variables through descriptive statistics and linear regression. The findings were also displayed using charts, graphs, and tables. However, looking at figure 4.4.1 and 4.4.2 which graphically displays the findings from the survey without applying any statistical analysis; one can conclude that there is a moderate relationship between the independent and the dependent variables. However, the statistical

analysis (linear regression) applied proved otherwise, that is, it showed that there is no significant correlation between the independent and the dependent variables.

It was recommended that SIPTU put in place training strategies that will help bring out positive attitude in employees towards training as well as benefit the entire workplace. As evidence in the RBV, training an employee is simply investing in them to acquire the unique KSAs to add value to the organisation (Okeke, 2014). Also, findings from this research should that employees' morale were not increased at the foot of SharePoint training. As a result of this it was recommended to management to motivate employee to attend training and this is because motivated employees tend to apply the KSAs that they have acquired through training effectively and efficiently. Also, management should ensure that employees perceive training as a necessity, valuable and relevance to doing their daily task. (Sung & Choi, 2018).

Furthermore, as the world continues to increase digitally and go paperless; and as over 190 million people now use SharePoint as a document and content management tool (Mutero, 2016). The researcher is therefore concluding that is research is important because of the increase use of SharePoint as a document management and collaboration tool in the digital world today. It is also important because it will contribute to the limited publication on the effect/impact of SharePoint training on employee performance in the workplace.

7.4. Recommendations

In reference to question 3 on the questionnaire, management should ensure that all administrative staff and TUOs are saving all correspondents to SharePoint by themselves in order to ensure familiarisation with the site. This will however enable them to be competent in creating and managing sites on SharePoint.

Management should manage employee performance to increase organizational capability, this will enable SIPTU to function effectively and sustain it competitive advantage in the Trade union sector. This can be done by putting cultural support systems in place to reward and reinforce progress (Armstrong, 2010), the purpose of this cultural support is to help improve employee morale. Also management should put in place effective training programmes to encourage the 84 reponsents highlighted in chapter 4 of this dissertation who are yet to receive training and those

respondents asking for more training to enhance their skills and upgrade their knowledge (Khan, et al., 2011).

Management in SIPTU should motivate employees to do the SharePoint training and this is because motivated employees tend to apply the KSAs that they have acquired through training effectively and efficiently (Sung & Choi, 2018). As evident in the Self-determination theory (SDT) individuals will feel motivated and experience a greater sense of well being if an organisation provides support to psychological needs such as autonomy, competence, and relatedness (Chambel, 2015).

As SharePoint becomes more popular, if SIPTU invest in SharePoint training and SharePoint; management will realise benefits such as reduced absenteeism and reduced employee turnover as employees will tend to have more flexibility in terms of working from home or remotely, thereby reducing cost of operation through time or resources consumed (Arm ache & Armache, 2015). As evident in research conducted by Aktar, (2015) employees performance can be improved/increased if the following component of performance are in place in the organisation training, efficiency, effectiveness, competitiveness and productivity. Furthermore, management should focus on the trainng implementation plan and timing as well as cost identified below.

Training Implementation Plan and timing

The purpose of recommending that management create a training implmentation plan or have an implementation plan is because it answers the question, "who needs training in which modules, and by what date?" (Walter, 2001). However, the proposed implementation plan below has been suggested to help management speed up the training process and also this will make it possible for everyone employee in the organisation to benefit from SharePoint training. SharePoint training should be delivered on a monthly basis for one year starting from September 2020 to August 2021. Each department will have the opportunity to group their employee into two to attend training in order to ensure that there is always a cover in the office.
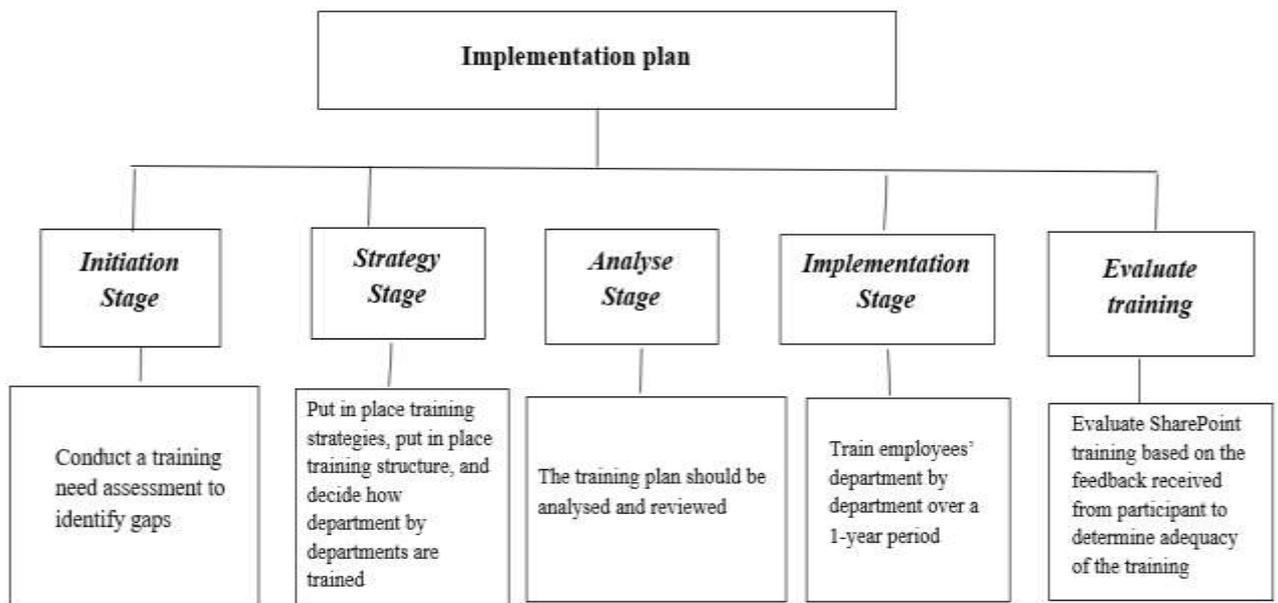
Figure 6.8.1 Training Implementation Plan

The ideas of the above Implementation plan was gotten from the strategic management model from Bratton & Gold, 2012, pp; 83. The researcher however modifiy it to suit training implementation plan.

Initiation Stage Management should conduct TNA.

Strategy Stage: Management should put in place training strategies and training structure.

Analyse Stage: The training strategies and structure should be reviewed and modified if need be.

Implementation Stage see table 6.8.1

Evaluation Stage Evaluate training to identify ideaquacies and gaps

Table 6.8.1 Training Implementation Stage

Department	Training location	Time	Duration	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21
Health Division	SIPTU College	9.30 - 4.30pm	2 days	▓	▓										
Manufacturing Division	SIPTU College	9.30 - 4.30pm	2 days			▓	▓								
PAC	SIPTU College	9.30 - 4.30pm	2 days							▓	▓				
TEAC	SIPTU College	9.30 - 4.30pm	2 days	▓	▓										
Services Division	SIPTU College	9.30 - 4.30pm	2 days							▓	▓				
Workers Right Centre	SIPTU College	9.30 - 4.30pm	2 days			▓	▓								
Communition	SIPTU College	9.30 - 4.30pm	2 days								▓	▓			
National Officers	SIPTU College	9.30 - 4.30pm	2 days											▓	▓
Legal Right Unit	SIPTU College	9.30 - 4.30pm	2 days									▓	▓		
Organising	SIPTU College	9.30 - 4.30pm	2 days							▓	▓				
Policy	SIPTU College	9.30 - 4.30pm	2 days											▓	▓
Membership record centre record	SIPTU College	9.30 - 4.30pm	2 days								▓	▓			
Membership record centre finance	SIPTU College	9.30 - 4.30pm	2 days			▓	▓								
Membership contaact Centre Feedback	SIPTU College	9.30 - 4.30pm	2 days									▓	▓		

Costing

The tutor cost per day is €850, each employee has been scheduled to attend a 2 day training in month, which means that employees in each department will be grouped into two to attend training over 2 months. As per figure, 6.8.1 above, it is pertinent to mention that no cost will be incurred at initiation, strategy, Analyse and Evaluation stage because it will all be done internally, however, cost will be incurred at implementation stage. See table 6.8.2 for estimated cost.

Table 6.8.2   Estimated Training Cost

Estimated Cost	
Department	**Amount**
Health Division	3400
Manufacturing Division	3400
PAC	3400
TEAC	3400
Services Division	3400
Workers Right Centre	3400
Communition	3400
National Officers	3400
Legal Right Unit	3400
Organising	3400
Policy	3400
Membership record centre record	3400
Membership record centre finance	3400
Membership contaact Centre Feedback	3400
	47600

8. Personal Learning Statement

Training, learning, and development is my area of interest. I have attended series of formal and informal training, development, and education programme in the last eight years. Some were recommended and made compulsory by my employer and some were voluntary. The training received out of personal interest included topics such as mediation; employee and industrial relations; information technology; employment law; health and safety; occupational first aid and so on. During the last twelve years I have come to realise that some learning methods are not appropriate for some type of training. In fact, I lose focus and my attention span is always affected if the method of teaching used does not suit me. Therefore, all these stated and my love for teaching made me to choose this topic.

Writing this dissertation has been a major achievement for me in my life. I have learnt and acquire so many skills during this research. It has greatly helped me to improve on my research skills. It gave me the opportunity to discover useful resources that will be useful for me in life. I was able to explore wide range of journals, books and websites on training and SharePoint. Additionally, I learnt how to use an online tool called Survey Monkey to create questionnaire. Consequently, I developed anxiety because of frequently log on to the website to check the number of responses received so far. However, I was able to control this when the number of responses jumped from 66 to 141 because of the reminded email sent to the participants assuring them of the confidentiality of the questionnaire.

The only regret that I have, was that I used that Likert 5 scale option in my questionnaire, as almost questions on the questionnaire with the Likert scale 5 option received high response on the option 'neither agree nor disagree'. If I had used that Likert 4 scale option, I would have been able to accept the alternative hypothesis because there is possibility that most respondents who chose neither agree nor disagree would have opted for agree.

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10. Appendix 1   Screen shot of questionnaire created on survey monkey

1. Have you received any form of formal or informal training on SharePoint during your course of employment?

- ○ Yes
- ○ No

2. What type of training on SharePoint did you receive?

[   ]

Please respond to each of the question below by ticking one of Likert scale options

3. SharePoint training helped me to learn how to create and manage sites on the SharePoint portal.

- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree

4. SharePoint training is vital to enable me carry out my job effectively.

- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree

5. I am satisfied that I can apply what learned to my job

- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree

6. SharePoint training teaches an important technique of content management and document sharing

○ Strongly agree

○ Agree

○ Neither agree nor disagree

○ Disagree

○ Strongly disagree

7. SharePoint training teaches an important technique of collaborating effectively with colleagues

○ Strongly agree

○ Agree

○ Neither agree nor disagree

○ Disagree

○ Strongly disagree

8. SharePoint training boost up my morale

○ Strongly agree

○ Agree

○ Neither agree nor disagree

○ Disagree

○ Strongly disagree

9. Competency levels increased due to SharePoint training

○ Strongly agree

○ Agree

○ Neither agree nor disagree

○ Disagree

○ Strongly disagree

10. Performance and productivity increased due to the ability to use SharePoint

○ Strongly agree

○ Agree

○ Neither agree nor disagree

○ Disagree

○ Strongly disagree

Please indicate the degree to which your overall knowledge, skill and attitude has changed, arising from the participation in SharePoint Training

11. Knowledge

- ( ) Much Change
- ( ) Significant Change
- ( ) Some Change
- ( ) little Change
- ( ) No Change

12. Skills

- ( ) Much Change
- ( ) Significant Change
- ( ) Some Change
- ( ) Little Change
- ( ) No Change

13. Attitude

- ( ) Much Change
- ( ) Significant Change
- ( ) Some Change
- ( ) Little Change
- ( ) No Change

14. Please list any suggestions or additional comments below

[ ]

11. Appendix 2   Sample of Email with questionnaire link

Mary Ogundipe

From:	Mary Ogundipe
Sent:	Saturday 30 May 2020 02:16
To:	Adrienne Cushnahan
Subject:	FW: Academic Questionnaire on SharePoint Training

Dear Adrienne,

I hope you are keeping well and safe.

I am a MAHRM student of the National College of Ireland. This questionnaire is prepared for the partial fulfilment of my Masters degree. This survey is conducted to study the effect of SharePoint training on employee performance in the workplace.

This research satisfies the two basic precepts in research ethics which are **confidentiality and anonymity**. Therefore the information collected will be kept confidential and will be used to serve academic purpose only.

Please kindly spare two minutes to fill up the questionnaire. https://www.surveymonkey.com/r/5NKSNHR

Thanking you in advance for your help.

Best regards
Mary Ogundipe
018588231

12. **Appendix 3**   **Sample of Reminder Email**

Mary Ogundipe

From:	Mary Ogundipe
Sent:	Wednesday 10 June 2020 17:23
To:	Denis Gormalley
Subject:	RE: Academic Questionnaire on SharePoint Training (REMINDER)

Dear Denis,

I hope you are keeping well and safe. This is just to remind you to please kindly help complete the academic questionnaire sent to you on Monday 1st June 2020 if you haven't done so. Please kindly spare two minutes of your time to fill up the questionnaire.

I am also trying to ascertain the total numbers of colleagues who are yet to receive the training. So please kindly, complete question one and two on the questionnaire by ticking NO.

Furthermore, I assure you that this research satisfies the two basic precepts in research ethics which are **confidentiality and anonymity**. Therefore the information collected will be kept confidential and will be used to serve academic purpose only.

Thanking you in advance for your help.

Best regards
Mary Ogundipe
018588231

From: Mary Ogundipe
Sent: Monday 1 June 2020 20:58
To: Denis Gormalley <dgormalley@siptu.ie>
Subject: FW: Academic Questionnaire on SharePoint Training

Dear Denis,

I hope you are keeping well and safe.

I am a MAHRM student of the National College of Ireland. This questionnaire is prepared for the partial fulfilment of my Masters degree. This survey is conducted to study the effect of SharePoint training on employee performance in the workplace.

This research satisfies the two basic precepts in research ethics which are **confidentiality and anonymity**. Therefore the information collected will be kept confidential and will be used to serve academic purpose only.

Please kindly spare two minutes to fill up the questionnaire. https://www.surveymonkey.com/r/5NKSNHR

Thanking you in advance for your help.

Best regards
Mary Ogundipe
018588231

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13. Appendix 4   Question 14-List of suggestions

1   Basic training is not sufficient, is not using on daily basis. Share Point training outcomes should be measured, and focused training then undertaken to improve deficiencies

2   use of SharePoint and benefit of the system is learned by trial and error

3   none come to mind

4   Training needs to be more structured and in smaller groups. Training needs to be ongoing and if to be successful then all staff need to use SharePoint daily which is not the case

5   I think I probably underutilise SharePoint as our training and use is limited to basic organisational information

6   Training needs to be followed up with further refresher training. People need a contact when encountering difficulty. Uniformity across the organisation.

7   it would be helpful if we had online training access for various systems. i.e SharePoint, Sodalitas, SIAS, ECDL etc where staff can upskill in more detail.

8   I don't use SharePoint

9   none

10   I don't believe the limited time allocated was adequate. Equally, I feel it would be difficult to devote the necessary time needed to reach adequate levels due to the role I devote my time and resources to. Finally, I believe to pick the skills up adequately and retain same I would need to use what I learn on a daily basis initially which could be difficult to facilitate within the scope of my role.

11   possibly could do with more training

12   I think that formal training should be given especially to new staff or staff that have no formal training around using computers/Laptops etc

13   Its called share point for a reason - if everyone shared and contributed to it as whole it would be more beneficial. Should really be mandatory especially with the changeover in staff etc so they can have access to files etc.

14. Appendix 5 Question 14 List of Suggestions/additional comments grouped

	Training is not sufficient, and want training to be ongoing
1	possibly could do with more training
2	Basic training is not sufficient, is not using on daily basis. Share Point training outcomes should be measured, and focused training then undertaken to improve deficiencies
3	it would be helpful if we had online training access for various systems. i.e SharePoint, Sodalitas, SIAS, ECDL etc where staff can upskill in more detail.
4	Training needs to be followed up with further refresher training. People need a contact when encountering difficulty. Uniformity across the organisation.
5	Training needs to be more structured and in smaller groups. Training needs to be ongoing and if to be successful then all staff need to use SharePoint daily which is not the case
6	I think that formal training should be given especially to new staff or staff that have no formal training around using computers/Laptops etc
7	I don't believe the limited time allocated was adequate. Equally, I feel it would be difficult to devote the necessary time needed to reach adequate levels due to the role I devote my time and resources to. Finally, I believe to pick the skills up adequately and retain same I would need to use what I learn on a daily basis initially which could be difficult to facilitate within the scope of my role.

	Miscellaneous
1	none
2	none come to mind
3	use of SharePoint and benefit of the system is learned by trial and error

	Have SharePoint portal but underutilise it
1	It is called share point for a reason - if everyone shared and contributed to it as whole it would be more beneficial. Should really be mandatory especially with the changeover in staff etc so they can have access to files etc.
2	I think I probably underutilise SharePoint as our training and use is limited to basic organisational information
3	I don't use SharePoint

15. Appendix 6 – Tahir's Questionnaire questions

Descriptive

	Minim um	Maximu m	Mean	Std. Deviati on	Varianc e
Employees enhancement come through Training & Development	1.00	6.00	4.4737	.84022	.706
Training and Development brings positive attitude in employees	2.00	6.00	4.5789	.71672	.514
With training and development job knowledge increase in employees.	2.00	6.00	4.4605	.82366	.678
Training and development teach the technique of performing a job to employees	1.00	6.00	4.4342	.88447	.782
Training and development enhance the skills of job of employees	1.00	6.00	4.3289	.85461	.730
Most of the employees consider training and development vital for job	1.00	6.00	4.1711	.85461	.730
Most of the employers consider training and development waste of time and waste of money	1.00	5.00	1.7632	.93621	.876
Most of the employers give training to their employees	1.00	5.00	3.6579	.97369	.948
Training and development is essential for banks employees	1.00	5.00	4.4079	.85131	.725

Competency level of employees increases due to T&D	2.00	5.00	4.3947	.78450	.615
Training and development boost up the morale of the employees	2.00	5.00	4.3289	.82281	.677
Training and development reduce the stress of the employees	1.00	5.00	4.0658	1.03712	1.076
Skilled employees performance and productivity is more than the unskilled employees	1.00	5.00	4.3421	.80916	.655
Performance and productivity increase due to the ability of the employees	2.00	5.00	4.3421	.72208	.521
Performance and productivity increase due to the enhanced competency of the employees	2.00	5.00	4.1711	.70025	.490
High morale employees give better performance	1.00	5.00	4.3289	.85461	.730
Performance and productivity increase due to the job knowledge	1.00	45.00	4.7500	4.74728	22.537
Performance and productivity increase due to the technique of job	2.00	5.00	4.0132	.88684	.786
Performance and productivity increase due to the positive attitude of employees	2.00	5.00	4.2895	.84563	.715
Performance and productivity greatly depend on T&D	2.00	5.00	4.1711	.80644	.650
T&D enhance the performance and productivity of the employees as well as of the organization	2.00	5.00	4.1842	.85962	.739
T&D reduce consumption of time and cost and increase performance and productivity	1.00	5.00	4.0000	.93808	.880
Dep	16.00	88.00	43.1316	9.40119	88.382

16. Appendix 7 Proposed Timeline

Activity	2019				2020							
	Sept.	Oct.	Nov.	Dec.	Jan	Feb	Marc	April	May	June	July	Aug
Developing Research Topic	■	■										
Begin writing background and literature chapters			■	■	■							
Conduct questionnaire Survey						■	■					
Analyse survey/questionnaire								■	■	■		
Write analysis and discussion chapters											■	
Begin first draft											■	
Revise and submit second draft											■	
Final revision and submit												■