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**BINDURA UNIVERSITY OF SCIENCE EDUCATION**

**FACULTY** O**F COMMERCE**

**THE DEPARTMENT OF HUMAN CAPITAL MANAGEMENT**

**EXAMINING THE RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT AND EMPLOYEE PERFORMANCE: THE CASE OF KADOMA GENERAL HOSPITAL**

**B1851972**

**A DISSERTATION SUBMITTED IN PARTIAL FULLFILMENT OF THE REQUIREMENTS FOR THE UNDERGRADUATE DEGREE OF HUMAN CAPITAL MANAGEMENT OF THE BINDURA UNIVERSITY OF SCIENCE EDUCATION**

**JUNE 2022**

# APPROVAL FORM

The undersigned certify that he/she has read and hereby recommends for the acceptance by the Bindura University of Science Education a dissertation entitled “Examining the relationship between training and development and employee performance. A case of Kadoma General Hospital”in partial fulfilment of the requirements for the Undergraduate Degree of Human Capital Management of the Bindura University of Science Education.

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**(Supervisor)**

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# DECLARATION

I, **B1851972,** declare that this dissertation is my own work and that it has not been presented and will not be presented to any other university for a similar or any other award.

……………………………………………………..

Signature

………………………………………………….

Date

# DEDICATION

This research report is dedicated to my parents, Mr Matsika Michael and Mrs Makazhu Margaret for their magnificent support that has made me the person I am today. Special dedication to my caring Uncle Mr Stephen Zuze for his selflessness and passionate support during the course of this study.

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# ABSTRACT

There has been a growing concern in Zimbabwean Hospitals over the gap between skills required to execute specific tasks and those available amongst health care practitioners. It was therefore, against this background that the aim of the study was to examine the relationship between training and development (T&D) and employee performance using Kadoma General Hospital (KGH) as a case. The study employed a cross-sectional design to measure the specific entity of interest. A purposive sampling technique was adopted, whereby data was collected through self-administered questionnaires, in order to gather all the information as it conformed to the purpose of this research study. The participants of the study included managerial and non-managerial staff of KGH, however it excluded general hands and other employees who are engaged on a part time basis as well as those who work without recognised qualifications. The study revealed that employees at KGH have periodically been attending training and development programmes that have contributed to the enhancement of their job capabilities and skills enhancement and hence increase in performance. Further, the results showed that periodic training and development programmes to KGH employees has had a positive relationship with employee performance. The training programmes have contributed to increased motivational levels and hence foster teamwork spirit which is commensurate to increased productivity. Moreover, the results show that training bridges the gap between the job skills required and skills available in employees, thus it helps address skill discrepancies. The results of the study exhibit the role training and development can have to improve employee’s behaviour change and performance through skills development which is necessary for employees to execute their duties competently and effectively.

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|  |  |
| --- | --- |
| HC | Human Capital |
| T&D  | Training and Development  |
| HR  | Human Resources |
| HCD  | Human Capital Development  |
| HRM  | Human resource Management  |
| HR T&D  | Human Resource Training and Development  |
| KGH  | Kadoma General Hospital |

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# CHAPTER ONE: INTRODUCTION

* 1. **Overview**

This chapter presents the background of the study, a statement of the research problem, research objectives which include general and specific research objectives, research questions which include general and specific research questions and relevancy of the research. It also provides the organization of the study

# 1.2 Background of the study

Organizations need to train and develop their employees if they are to achieve competitive advantage over their rivals, (Wilson, 2012). Training and development (T&D) translates to improved worker efficiency, enhanced employee commitment and job satisfaction among other positive results. T&D also works to reduce the high turnover rate that has gripped Zimbabwean hospitals including Kadoma General Hospital. T&D bridges the gap between job skills required and the skills available in an employee (Becker, 2006).

According to Chhabra (2015), Training and Development is crucial to any business for the achievement of sustainable development and acts as a continuous process for improving the caliber and competence of employees to meet the current and future business situations. In addition to that, employees are valuable resources (assets) of the organization. T&D ultimately provides a competitive advantage at any level: individual, organizational, and societal.

Obi-Anike & Ekwe (2014) adds that the increase in job satisfaction and reduced employee turnover are the benefit of training and development in the public sector. Additionally, training improves inter-personal skills and team-working in an organization which in turn happens to increase employee and organizational performance at large. Furthermore, it is imperative for an organization to perceive training as an investment for human capital of the organization for both immediate and long –term positive returns, Wilson (2012). Moreover, organizations need to manage training programs more effectively so that they can get maximum returns from their investment. It is recommended that, organizations should make training and development of their employees a regular activity, due to the fast changing world business trends, to ensure maximum investment returns, Organizations need to view training as broadly as a way to create intellectual capital (Chhabra, 2015).

Khan et al (2011) adds that training and development have a very distinct role in the spearheading of the achievement of organizational goals by incorporating the interests of the organization and those of the workforce. Training increases the efficiency and the effectiveness of both employees and the organization. Employees that have conducted more of on the job training programmes have better performance compared to their untrained counterparts, since there is an increase in both skills and competencies due to the exposure that comes with the training practice. In addition to that, organizational performance depends more on employee performance hence the need to invest in T&D as this translates to high organizational performance and vice versa, poor training and development of employees resultantly spells poor performance of an organization

Kadoma General Hospital (KGH) has not been spared from the effects of covid 19 just like any other hospital in Zimbabwe and the world at large. The spike in the number of positive cases recorded in the district has led to a mismatch between the number of patience and healthcare practitioners at KGH. This is a wake-up call on the part of the hospital for the need to train almost every nurse on how to test, monitor and handle covid-19 patience.

It is imperative to note that hospital funding globally differs from country to country depending on the size of the economy. In the developed world the funding is considerably high compared to developing countries such as Zimbabwe. In Zimbabwe the budget for the health sector is very low and needs to be revised as well so that the training efforts by health care institutions will not yield futile results (WHO, 2022). The country relies mostly on donor funding with Global Fund and the American government playing a critical support in cushioning the inadequate government’s health allocation (VOA, 2022).

Furthermore, the current supply of healthcare practitioners in Zimbabwe is very low due to the poor recruitment and other problems associated with the sector (VOA, 2022). The government has to increase investment in the training of new health care professionals such as doctors and nurses. This will reduce the doctor patient ratio to a reasonable figure which then ensures high performance. There is, also, need for the ministry of health to train and develop more human capital so as to increase supply in the sector to improve overall ministries performance with regards to high quality health service delivery.

Furthermore, there has been an exodus of healthcare professionals fleeing the country to neighbouring countries such as South Africa, United Kingdom and Canada among other countries in search of greener pastures, (Sikosana ,2021). According to the herald post in 2021 Zimbabwe had lost 2000 health professionals the figure assumed to be more than double that of 2020. This has led to brain drain and burnouts among the remaining employees. Consequently, the morale and job satisfaction has gone down and this has seen poor performance in the Zimbabwean health care system, (Sikosana, 2021).

# 1.3 Statement of the problem

There has been a growing concern in Zimbabwean Hospitals over the gap between skills required to execute specific tasks and those available amongst health care practitioners (VOA, 2022). This is primarily precipitated by the technological advancement and new emerging diseases that demand Hospitals to constantly train their workforce in order to keep pace and thrive in these unpredictable times.

Human capital capacity plays a critical role in fostering employment promotion, increased organizational productivity and poverty reduction (Armstrong, 2010). This capacity is usually a result of robust educational and training systems organizations and governments adopt. However, due to the unpredictable times people are living in and constant technological advancement in medical equipment as well as better disease curing methods, there is now a mismatch between the skills available in employees and those required and demanded. This reduces employability chances of the available labor and also make investors want to employ foreign labor as the local labor would be unemployable. Therefore, in order to cope with these problems there is need for organizations to constantly train and develop its labor so as to remain innovative and be able to deal with vast industry problems encountered on a daily basis (Armstrong, 2010).

Imran and Tanveer (2015), emphasizes that, it has been evidenced that training the workforce is unavoidable for all the organizations regardless of their size, scope, and geographical boundaries. This is much due to the increased need for innovation and increased expectations from the customers. Adding on to that, the globalization and industrial revolution have initiated a competition war among the industry rivals. Most of the companies have added training & development into their philosophy so as to bring their missions and visions into realization. Furthermore, there is a clear link between training and development and capability enhancement of the employees. This capability is increased in terms of improving various existing skills and introducing new skills that aid in the execution of job responsibilities.

Furthermore, according to statistics provided by the Zimbabwe’s ministry of health, (2020) about thirty-seven (37) general hospitals including KGH, are not operating competently compared to private health institutions. This is primarily caused by a number of factors and among them is high staff turnover to neighboring countries, inadequate financial allocation from the government towards the ministry of health as well as antiquated medical equipment.

Wills (2004), argues that training and development is not only considered as an investment by firms but also supports to achieve competitive advantage. Effective training and development programmes can improve employees' efficiency and effectiveness, team spirit, time management, punctuality, customer service and morale, thus leading to gains in both productivity and job satisfaction. Furthermore, training and development allow businesses to leverage current, advanced technology and as well as adapting to a rapidly changing competitive business environment.

Despite the positive relationship between training and development and employee performance, Imran and Tanveer (2015), there is still little understanding on that crucial relationship amongst industry players (Imran and Tanveer, 2015). This study therefore, sought to examine the relationship between training and development and employee performance in the public sector using Kadoma General Hospital as the case study.

* 1. **Research Objectives**

The researcher aimed to achieve the following study objectives

* To examine the relationship between T&D and employee performance at KGH
* To examine the factors influencing the effectiveness of T&D at KGH
* To find out the types of T&D used at KGH.

# 1.5 Research Questions

The researcher sought to answer the following research questions

* What is the nature of the relationship between T&D and employee performance?
* What factors influence the effectiveness of T&D at KGH?
* What are the types of T&D used at KGH?

# 1.6 Significance of the Study

This research shall help various stakeholders with regards to the effects of the relationship between T&D, the types of T&D that have a high efficacy of yielding positive results as well as the factors that influence the effectiveness of T&D in Zimbabwean Hospitals among other significances.

**Kadoma General Hospital**

The research shall be useful to KGH as a whole as it shall set a roadmap toward achieving organizational goals through employee capacitation. The research shall also help KGH consider investing in its Human Capital to enhance employee productivity and performance. The research shall also help the Hospital deal with the turnover problem resulting from terminations due to poor performance. It will spare the Hospital from encountering problems associated with high turnover for example re-recruiting costs as well as opportunity costs.

**Hospital Managers**

The research shall help Hospital Managers both in the public and private sector find out the factors that influence employee participation levels so as to make their T&D programmes more successful. Hospital managers will also get to find out the types of T&D best suited to their current staff and situations they are in with regards to financial ability

**Health Practitioners (Doctors and Nurses)**

The research shall help health practitioners achieve their objectives as they will be able to deal with a skills gap problem by finding suitable ways to capacitate them for example engaging in online or on-the-job training courses than having to attend training somewhere which might be costly.

**Bindura University of Science Education (BUSE)**

The research shall be of prominent importance to the University especially the HR department as it shall be used as literature to compare future research to be conducted by students. It shall work as a past research result in the research to come for comparison’s sake. The study is moreover, necessary as it will add on to the few existing local empirical evidence in Zimbabwe with regards to the relationship between training and development and employee performance.

* 1. **Assumptions**
1. The relevant authorities would approve the researcher to conduct the research at their institution.
2. The targeted respondents would be cooperative and supportive in disclosing the relevant information.
3. All the respondents shall respond honestly and truthfully.

# 1.8 Delimitation of the Study

The study was limited to only Kadoma General Hospital. The study handled only the views of the available stakeholders of Kadoma General Hospital due to time constraints and resources. However, the research was committed to health practitioners which are government medical officers (GMOs) Lab Scientists, Nurses and Nurse Aides.

# 1.9 Limitations of the Study

The researcher was not able to collect data using different methodologies such as face to face interviews due to time constraints as he is a student who is currently on campus. Therefore, the researcher mainly focused on Questionnaires as a data collection tool to examine the relationship between training and development and employee performance.

The researcher faced a financial resource limit vital in conducting the research as he does not work. However, he used cost-effective but functional data collection methods to address the financial limitation.

# 2.0 Organization of the Study

The research will consist of five chapters. Chapter one presents the introduction and background to the study, statement of the problem, research objectives and research questions. It will also cover significance of the study, scope of the study and finally organization of the study. Chapter two will present the literature review related to the study. It shall also provide the definitions of key terms as used in this study, theoretical review, empirical review and conceptual framework of the study. Chapter three (3) comprises of the research methodology of the study. It will provide the research design, sampling methods, data collection methods, data analysis, validity, reliability of data and finally the issue of ethical consideration. Chapter four will present the data. It shall also analyze and discuss the findings as per the objectives of the study. Chapter five will summarize the findings, present the conclusion and recommendations with regards to the study findings and objectives. It will also provide the areas for further studies.

#

# CHAPTER TWO: LITERATURE REVIEW

# 2.1 Introduction

This chapter presents the theoretical literature review with two theories that are relevant to Training and Development and employee performance. These theories include; Human Capital Theory (Becker 1964) and Social Learning Theory, (Bandura, 1977). The chapter also presents the definitions of key terms, empirical literature review and the conceptual framework as used and explained by different scholars on the relationship between training and development and employee performance.

# 2.2.1 Human Capital Theory

Human Capital Theory was firstly proposed by Schultz (1961) and developed extensively by Becker (1964) who classified expenditures on human capital as investment instead of consumption. Human capital can be defined as knowledge, skills, attitudes, aptitudes, and any other acquired traits contributing to productivity and production in an organization, (Imran and Tanveer, 2015). Human Capital Theory suggests that education of employees or training raises productivity of workers through behavior improvement as a result of the impartation of useful skills, thus raising workers’ future income by increasing their lifetime earnings (Becker, 1964). In Becker’s view Human capital is similar to” physical means of production” for example factories and machines: one can invest in human capital via education and training and one’s output depend partly on the rate of return on human capital one owns. Thus, human capital is a means of production, through which additional investment yields additional output.

It is imperative for organizations to put in place mechanisms to retain their skilled personnel thus reducing any chances for their workforce to leave for other entities since human capital cannot be transferred from one employee to another, for example to transfer the attitudes, knowledge and skills from one employee to another, Becker (1964).

The human capital theory furthermore, emphasizes the extent to which education increases the productivity and efficiency of employees by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment, in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital (Woodhall, 1997).

The theory stresses the importance of education and training as the linchpin key to participation in the new global economy (Schultz, 1961). It also states that the success of any nation in terms of human development is largely dependent upon the physical and human capital stock, (Woodhall,1997). It focuses on behavioral sciences of humanity in relation to economic productivity. Therefore, basically it represents the assets each individual develops to enhance economic productivity (Becker, 1964).

# 2.2.2 Social Learning Theory

Its main thrust is to describe how people learn through observation. According to Bandura (1977) observational learning is controlled by the process of attention, retention and reproduction. From social learning theory, there are numerous rules that can be derived for optimal training conditions. For example: when modeling a task, give the learner a verbal model to guide performance. The best verbal models give rules for responses of the task, but will be as simple as possible and easy to remember. The social learning theory has been applied to industries through training methods. The theory has been used to train managers to deal more effectively with issues to do with employee human relations problems occurring at the work places, and to predict subordinates will imitate the behavior of their supervisors. A number of managers have been trained to deal more on interpersonal job problems like motivating the poor performer and overcoming resistance to change (Bandura, 1977).

The following are the stages found in the social learning theory. These include: learning through observation; learning through paying attention; learning through retention and reproduction.

**Learning** **through observation**

This is a key to learning in that people get to observe certain behaviors and then, after a few mental processes that will see down below, they imitate them, (Bandura, 1977). However, according to Bandura, observation in itself does not always guarantee the behavior learned. Therefore, he added other meditational processes.

 **Learning through paying Attention**

In this stage of social learning a learner needs to pay attention. If one is distracted, it will probably affect the quality of learning (Bandura, 1977). Being focused on the task at hand becomes the first step for retaining the information and getting to acquire the knowledge. In this way Bandura believed the behavior that people will be trying to imitate would grab their attention, so that no external factors become distractions.

**Retention**

In this stage Bandura emphasized on how much one can remember from what they have observed in order to reproduce it? This is what retention is based on, on how well behavior is remembered. Bandura (1977) emphasized the importance of having a good memory of the behavior people will try to imitate that can be referred to.

**Reproduction**

All of the steps above cascade to this last stage in the social learning theory by Bandura. After having observed, paid attention and remembered the behavior/task, people should be able to perform it themselves, Becker (2016). However, following all these steps will not guarantee the correct reproduction of the behavior since there are numerous factors that influence performance such as the limitation of our physical ability, for example an aged person can learn about a social behavior theoretically and may observe and remember but due to their physical body state they will not be able to perform it (Bandura, 1977).

# 2.3 Empirical Literature Review

This section provides the work done by other researchers in the world related to the study being conducted.

# 2.3.1Global Studies

It is prudent to note that there have been a number of significant empirical studies on training and development and its positive relationship on employee performance and effective commitment. Amongst some of the studies that elaborated much on the relationship between training and development and employee performance was that by Zehra (2016) who investigated the impact of the training and development programmes on the level of employees' organizational commitment and overall performances in the Banking sector of KPK by considering Bank of Khyber as a case study. The study’s main aim was hinged on examining all three attributes of organizational commitment (affective, normative, and continuance commitment respectively) and its impact on the job satisfaction in banking sector of KPK, Pakistan. The results showed that, in order for organisations to retain skilled workforce, the organization has to work on their continuance commitment by offering employees with rewards such as recognition in the form of promotion as well as salary increment because these are two factors that enable firms to retain skilled workers. The results also showed that, training and development increased employees' affective and normative commitment more in general as compared to continuance commitments. In an another articulated research, Mohammed (2016) conducted a research on the impact of training and development on employees’ performance and productivity in the transportation companies located in the southern region of Jordan. The study concluded that training and development have important positive impact on employee performance and productivity. Prior to the study of Mohammed (2016), Halidu (2015), Tahir et al. (2014) and Ahmed et al. (2014) had all done some research on training and development on productivity. In all the studies highlighted above, the output indicated positive relationship between training and development and high productivity. Halidu’s (2015) research studies on the impact of training and development on workers’ productivity led that training and development programmes improved employees’ skills and performance at work place, enhanced their technical know-how in order to withstand the challenges prevailing in the contemporary times, thus, an effective tool for sustaining and enhancing workers’ productivity in the academia. Notwithstanding these results, Tahir et al. (2014), on the impact of training and development of employees’ performance and productivity at the United Bank Limited Peshawar City, KPK in Pakistan disclosed that, there was significant positive relationship between training and development and productivity. The intriguing and significant revelations in the literature is the diversity of studies in different geographical areas producing similar results, for instance, Bashir et al. (2015), conducted an investigation on the relationship between training and organizational commitment among academicians in Malaysia. The results from his study indicated a significant and positive relationship between the training-related variables (availability of training, motivation to learn, co-worker support for training, supervisor support for training and benefits of training) the affective and normative commitment components of the organisational commitment; while a non-significant relationship with continuance commitment. Additionally, the outcomes of the study revealed that the best precursor of affective commitment was co-worker support for training followed by availability of training. For normative commitment, the best predictor was availability of trainings. Concurrently another research by Serkan et al. (2014) came up with a result that revealed a positive impact of training and development on employees’ performance in Bosnia and Herzegovina. His results revealed that, there was a major effect on employees’ performance when it comes to the training programmes and employees are fully aware that training programmes gave them better knowledge, improved skills and ideas for future career paths. However, on the study that investigated the relationship between training and development and organizational effectiveness, Anike et al. (2014), reported from their study in Nigeria that effective training was likened to investment in the human resources of an organization, with both immediate and long – range returns. Pei-Ling et al. (2013), Sendogdu et al. (2013), Lamba et al. (2013) have made significant publications on the relationship between relational contract and organizational commitment. Similarly, the study by Sendogdu et al. (2013) on the relationships between organisational human resource management practices and organizational commitment in corporations which operated in the province of Konya /Turkey, established that there was a strong and statistically positive significant relationship between other human resource management variables and organizational commitment.

It is worth noting that a number of literature in different global locations happen to concurrently support the positive relationship between training and development and ultimate employee positive variables such as high performance as another world study related to the study was done by Imram (2015) which analysed the impact of training and development on employee performance in Banks. The study was conducted in Pakistan. Major findings were that most employees agreed that training and development had a positive impact on the on-the-job knowledge, work quality and quantity, functional skills and their motivation and these are linked to their performance either strongly or moderately but in supporting direction. However, the author has elaborated the methods and types of training that need to be in place so as to achieve the high impact of the training and development programmes at an organizational level. The research differs with this one in the sense that it was assessing bank employees and this one will be examining a public hospital.

# 2.3.2 African Related Studies

On the African continent, Obi-Anike and Ekwe (2014) investigated the impact of Training and Development on Organisational effectiveness. The study was conducted in Nigeria and their main research objective was to assess the impact of training and development on organizational effectiveness in the public sector. They employed a survey method to collect data. Consequently, their findings revealed that effective training is an investment in organizations, with both immediate and long range returns. Nevertheless, their study differs from this study in the sense that the Obi-Anike research focused more on effective training and organizational effectiveness while this one’s main thrust is establishing the relationship between training and development and employee performance that eventually translates to organizational effectiveness.

Similarly, on the same aspect, Ahmed et al. (2014) embarked on a comprehensive study to gather substantial knowledge on training and development as an important tool for enhancing employee’s productivity at Ashaka Cement Company Plc in Nigeria. The aim of the research was to examine the instrumentality of T&D in spearheading employee productivity. The study established that training and employee productivity have a positive correlation.

On another study from an east African country, Kenya, Okumu et al (2018) studied the relationship between training and employee development on the Kenyan Judiciary system and found out that there was again a positive correlation between these two study variables. From the findings, training resources have a significant relationship with employee positive performance and was ranked as the third highest predictor in as far as employee performance was concerned. However, the respondents somewhat agreed that the organisation allocates adequate financial resources for employee training and that trainers are paid accordingly.

Moreover, the study revealed that the organisation does not allocate ample financial resources to allow the training organisers acquire all the necessary training materials. Further, it was inferred that the organization hires competent trainers for employee training programmes and the respondents, though to a lesser extent, agreed that the organisation hires enough trainers for each training session.

Similarly, a southern African research on the relationship between T&D and employee performance was carried out by Mdhlalose, (2020). Mdhlalose studied theGauteng Provincial Department of Economic Development and his research findings showed that employee’ performance increases after completing certain training programmes. The study realised that training enables employees to improve their skills knowledge and capability so that they can perform their tasks more efficiently. The study also revealed that the training employees have received has helped them to improve quality of products/services they provide. Furthermore, the findings revealed that attending a training programme exposes employees to much career development. The study further found that T&D have a positive impact on the overall performance of the workforce within the department. This confirms that there is a significant relationship between employees’ performance and the department performance.

# 2.3.3 Zimbabwean Studies

Nelson Jagero (2014) conducted a research study on the relationship between training and development and employee performance using Mutare City Council as a case study. His research findings showed that there is a positive relationship between training and performance.

The study shows that training yield benefits for employees’ knowledge, skills, ability, competences and behaviour (Jagero, 2014). From the research findings, most respondents strongly concurred with the notion that training develops skills and competences to improve performance, it reduces learning time for employees starting new jobs on appointment, transfer or promotion and training helps to reconcile the gap between what should happen and what is happening to increase the level of performance. Moreover, as Nickels (2009), opined the effects of training on employee`s performance can often encourage growth within an employee and the organisation itself. Most respondents agreed that, training plays a pivotal role in the development of organisations. They agreed that T&D helps people grow within organisations in order to meet the future needs of employees.

Similarly, on another research by Lambo (2018) concurrently supports the notion that there is a positive relationship between training and development and employee performance. The researcher studied the construction industry using KMP holdings as a case study. The outcomes of his study revealed that participants agreed that training and development provided within the organization goes hand in hand with most of the business objectives. Most participants concurred that there are clear guidelines provided throughout the training. In addition, they concurred that training and development strategies enhance employee performance within the organization. The researcher’s investigation likewise uncovered that management is constantly accessible to provide support after employee training and development. The findings of the study also exhibit that respondents agreed that training helps to enhance the quality of products and services produced by the employees and therefore, they are committing few errors after going through training and development programmes.

There is a lack of local empirical research literature relevant to the researchers’ study thus the researcher managed to cite only two Zimbabwean related studies relevant to his study. It is against this background therefore, that the study is necessary and will help to build on the existing body of local empirical research literature. This will be so vital for the future research as it will be used as a point of reference by researchers to come.

# 2.4 The Conceptual Framework

**Independent variable Dependent variable**

**Training and Development Employee performance**

 **Training needs identification (Identify training needs, training objectives& training content**

**Employee performance**

**Output (Work quality)**

**Method of training (on-the-job training & off-the-job training)**

**Monitoring and Evaluation (skills application, knowledge application**

Figure 1: The conceptual Framework

**Source: Natamba (2001)**

The conceptual framework shows the how different types of training impact on employee performance. It also depicts the relationship between the method of training and the effects of training on employee performance.

# 2.4.1 Types of Training

There are basically two types of training and development that are widely used globally. These are on-the-job T&D and off-the-job T&D (Klein, 2000).

**On-the-job training**

This method encompasses the development of employee skills, aptitudes, knowledge and attitudes while working or around work premises (Hansson, 2001). Usually employees are taken through processes of learning while at work.

Examples of this type of training include, among others, orientation, internship, co-worker training, job rotation and delegation.

**Orientation**

This is a type of training commonly used for new employees in the organization. It allows new recruits to become accustomed to their working surroundings, as well as any company-specific codes of conduct or procedures that they have to know (Klein, 2000). A number of corporations include additional tasks during orientation training, such as any necessary paperwork, training videos and quizzes on policies.

**Self-instruction**

It is a type of on-the-job training that the learner can access at any given time and point. It is usually ideal for workers to do outside of work hours, on a basis that is suitable for them. Self-instruction training is most commonly completed on a digital device such as a phone, laptop or computer (Hansson, 2001).

**Internship**

This is one of the most prevalent types of on-the-job training. This is where trainees are accorded the opportunity to learn more about working in a particular role without actually being employed (Hansson, 2001). However, successful internships lead to employment as the employer would then consider the performance of the intern in relation to what is really expected on various job responsibilities. The main thrust of this training is to gain requisite training by the trainee before they begin applying for entry-level positions.

**Delegation**

It is a specific type of training done on-the-job that requires a high level trust between a manager and a team member who is a trainee in this case. Delegation involves a manager, a trainer in this case, assigning a trainee with a new task (Armstrong, 2006). It is usually used to enhance lower-level employees’ skills and prepare them for future challenging job responsibilities after promotion.

**Off-the-job training**

In this type of training, the only difference with the above method is that, here employees are taken somewhere where they receive their training far away from work (Hansson, 2001). This may be precipitated by the unavailability of coaches or mentors or resource scarcity in the organization so they will have to visit their trainers to their place.

There are various examples of this type of training which include class room lectures, audio-visual method, simulation and lastly programmed instructions among others.

**Classroom lectures**

This type of training is also known as the lecture method. They are usually used to train white collar jobs or management-level employees (Armstrong, 2006). It is conducted in a classroom environment set up involving a trainer providing instruction in a lecture format. Trainees learn critical skills required for their jobs, get to know familiarise with their job responsibilities and have the opportunity to get their questions answered by experts.

**Audio-visual method**

This is another form of training where job trainees receive their off-the-job training through an audio-visual method learn material through the use of various media such as films, television, video and presentations (Klein, 2000). Usually administered by customer care center employers oftenly to their employees in a bid to teach them ways on how to interact and behave with customers.

**Simulation**

This type of off-the-job training involves trainees getting their training through equipment or a machine that resembles what they would use in the field or on the job (Klein, 2000). The simulation method helps trainees prepare for handling the equipment and machines in real life scenarios. This is a typical method of training for employees who work with big machineries on a daily basis. For example, an airplane pilot may undergo simulation training to help them get ready to fly an airplane. Since the airplanes are so expensive, an employer, therefore, can choose using a simulator to avoid costly damage or endangering the trainees’ life.

# 2.4.2 Methods of Training

There are various types of training organizations can adopt in a bid to increase their performance. These include among other types: instructor-led training, e-learning, hands-on training, coaching or mentoring and lecture-style training.

**Instructor-led training**

This is a traditional method of training where the training occurs in a classroom, with the teacher presenting the material. This is an effective method of training especially with regards to complex topics. Instructors can answer specific employee questions thus giving clarity and specificity on some grey areas of concern (Wang, 2020)

**E-learning**

This method of training relies on online videos, tests, and courses to develop employees who are remote or have high turn-over rates. These online videos and tests can go a long way in keeping employees engaged with the training (Lynch, 2005)

**Hands-on training**

This includes any experimental training that is focused on the individual needs of the employee. It is done directly on the job. This assists employees directly fit perfectly into their impending job responsibilities while currently enhancing their skills (Klahr, 2007)

**Lecture-style training**

This is similar to instructor-led training however the only difference is this involves huge number of trainees. It allows multiple employees to train at once hence cost effective in terms of time and money. However, this method of training is considered the least effective as lectures can be so boring that trainees may end up grasping about 20% of what they are taught (Ma, 2006)

# 2.4.3 Effects of Training

Companies can harvest the rewards of conducting training and development in their organizations if effectively implemented. Well-trained workforce helps increase productivity and profits (Wognum, 2001). Investing in employee training should improve worker retention rates, customer satisfaction, innovation and creativity for new ideas. It also saves labor by reducing time spent in coming up with a solution to a problem. It also serves money in the long run by producing a better workforce. Turnover rates and costs associated with turnover such as recruiting costs are also minimized (Torrington, 2005). Basically it improves performance from an individual employee level to an organizational level.

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# CHAPTER THREE: RESEARCH METHODOLOGY

# 3.1 Introduction.

This chapter presents the research design, research methodology, Study Population, sampling methods, sampling procedure, data collection instruments and lastly data analysis methods.

# 3.2 Research Design

According to Kothari and Garg (2014), Research design is defined as the conceptual structure within which a research is conducted. Therefore, for the purpose of this study the researcher adopted a descriptive research design approach. According to Kombo and Tromp (2006), descriptive studies entail a description on the state of affairs as they exist. It involves reporting on the actual research findings. It may also result in the formulation of important principles of knowledge and solution to a significant problem.

The researcher used this type of research design because it is easy to identify problems using this type of design. It also leads to principle and solution formulation ways to address burning problems, (Gauarag, 2009), thus giving redress to problems affecting institutions, for example KGH in this case.

# 3.3 Research Paradigm

The study employed a positivist research paradigm. This refers to the approach to the study of a group of society which relies specifically on scientific evidence, such as experiments and statistics, to reveal the exact nature of how that society operates, (Kothari et al, 2014). It also seeks to explain and predict what happens in the social world by searching for regularities and causal relationships between its constituent elements (Burrell and Morgan, 1979). Following this research paradigm, it is imperative to assume that things are known by models and relations among variables and that the role of the researcher is to provide deductive-nomological explanations through generalisable causal mechanisms that can be measured empirically (Cascio, 2012). Moreover, the role of the researcher is confined to data collection and interpretation through objective approach and the research findings are usually observable and quantifiable. The researcher must also be independent to the study and try to be objective in any way possible. (Gauarag, 2009).

The researcher chose to use the positivist research paradigm because social science experiments provide results of the study that are objective as it reveals the true nature of the society through the use of experiments and statistics (Wilson, 2010).

# 3.4 Research Methods

The researcher used the quantitative research method. This was accomplished through the distribution of questionnaires to the targeted population followed by the interpretation of those findings. The researcher has chosen this type of research method because of its ability to gather a lot of information in a short space of time. The method is also not time consuming compared to other research methods such as face to face interviews.

# 3.5 Study Population

For this study the population of study were the staff at Kadoma General Hospital in the city of Kadoma. According to Saunders et al (2009), ‘population study refers to the full set of cases from which sample for the study will be selected’. Currently the total staff population is 359 according to the KGH HR monthly returns, 2021. This is the population from which a sample was drawn for the study.

# 3.6 Sampling Methods

For the purpose of this study, a non-probability method of purposive sampling was adopted. The researcher used this method because of its high likelihood to giving the researcher a wide range of alternatives in selecting a sample basing on the subjective judgment (Saunders et al, 2009). The researcher has also considered that the method is easy to use and not time consuming as probability methods in terms of selecting the sample.

The sample size to the total population shall be 30 percent which is the ideal sampling ratio recommended for populations under a figure of 1000 (Nardi, 2003). The sample size for the study was 98 participants out of a total population of 359. These were administered with the questionnaires for the purpose of this study.

# 3.7 Sampling Procedure

The staff at Kadoma General Hospital is going to be served with self-administered questionnaires. This will allow respondents to participate without the influence of the researcher. The researcher will group the staff into groups that is the administration group, the group comprising of GMOs, Nurse managers, Nurses and lastly Nurse Aides. The researcher shall then choose representatives from these groups to answer the questionnaires. This will ensure that all the staff is represented in the study population. The researcher shall also inform each and every potential participant about the study before seeking their informed consent to be included as study participants. The researcher shall give the participants a one- week time frame to complete the questionnaires.

# 3.8 Data collection Instruments

The researcher shall collect primary data from respondents who are the staff at Kadoma General Hospital using self-administered questionnaires. The questionnaires shall have open and closed ended questions to allow participants to answer truthfully from an array of open ended questions as well as those questions with already provided answers. A proportion of employees will be selected as representatives of all the staff to take part in the study.

The researcher shall first employ a pilot pre-testing programme to ensure the validity and reliability of the questionnaire. This involves firstly administering questionnaires to a population outside the targeted sample so as to pretest the research tool in a bid to minimise biases. This will enable the researcher to make adjustments and clarification on some questions on the research tool thus improving the validity and reliability of the study.

Therefore, a random distribution of questionnaires shall be employed to some respondents. This will correct ambiguities of some questions and will give room for adjustment of some sensitive questions that might result in respondents being coy in answering some questions.

The researcher shall also use parallel form of reliability. In this method the researcher shall prepare parallel questionnaires that are questionnaire A and B. Both sets of questionnaires would be used to collect the same information. The participants will be given these two questionnaires however the questions would be constructed differently. Based on the assumption that both forms are interchangeable, the researcher shall look for the correlation between these and then estimate the reliability of the questionnaire.

# 3.9 Data Analysis Method

Data analysis, as defined by Argarwal (2009) is the processing of the observed data and transforming it to form most suitable for decision making. The researcher shall take part in cleaning the data that shall be collected to maintain accuracy and completeness. The data shall then be analysed using descriptive statistical methods in terms of numbers and percentages as well as frequencies, with means also being used. The findings shall be presented in pie charts and bar graphs.

# CHAPTER FOUR: ANALYSIS, PRESENTATION AND DISCUSSION

# 4.1 Introduction

This chapter presents the results of the study. It displays the major research outcomes derived from the KGH respondents through self-administered questionnaires. The chapter is segregated into two major sections. The first section comprises of the outcomes pertaining the respondent’s characteristics and the second section exhibit the study outcomes on specific research objectives that include: to examine the relationship between T&D and employee performance, to examine factors influencing the effectiveness of T&D at KGH and to find out the types of T&D used at KGH. The study results presented in this chapter include all the information gathered through self-administered questionnaires and has been merged under respective research objectives.

# 4.2 Response Rate

From the 108 questionnaires that were administered, only 98 questionnaires were able to be collected by the researcher which gave the research a response rate of 91 percent.

# 4.3 Demographic Characteristics of the Respondents

# 4.3.1 Age of respondents

From Table 1 below it is indicated that out of 98 respondents, the majority of them were from the 18-30 age category which constituted 36 (36.7%), followed by 22 (22.4%) respondents from a 51-60 age category, followed by 16 (16.3%) from a 41-50 age category, followed by 11 (11.2%) from a 31-40 age category, followed by 10 (10.2%) from a 61-64 age category and lastly a smallest figure of 3 (3.2%) respondents that are 65 years and above.

Table 1: Respondent’s age groups

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Age Category** | **Frequency** | **Percent%** | **Valid Percent%** | **Cumulative Percent%** |
| 18-3031-4041-5051-6061-6465 and above**Total** | 36111622103**98** | 36.711.216.322.410.23.2**100.0** | 36.711.216.322.410.23.2**100.0** | 36.747.964.286.696.8100 |

# 4.2.2 Sex of Respondents

Table 2 below shows that the majority of the respondents were females 66 (67.3%) out of the total number of 98 (100%). Males only constituted the remaining 32 participants (32.7%).

Table 2: Respondent’s sex

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sex** | **Frequency** | **Percent %** | **Valid percent%** | **Cumulative%** |
| FemaleMale  | 6632 | 67.332.7 | 67.332.7 | 67.3100 |

# 4.2.3 Level of Education

Table 3 below shows that all the respondents have at least a secondary school certificate indicated by the majority of the respondents who have a national certificate or diploma as shown by a bigger figure of 59 (60.2%) respondents in the category. The second largest category consists of 27 (27.6%) respondents with an undergraduate degree, followed by seven (7.1%) with a postgraduate degree. There are also five (5.1%) respondents with a secondary school certificate as their highest level of qualification and lastly nil figures both in the none and primary school category.

**Table 3: Respondent’s level of Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level of Education** | **Frequency** | **Percent%** | **Valid Percent%** | **Cumulative %** |
| NonePrimary SchoolSecondary SchoolUndergraduate degreePostgraduate degreeCertificate and diploma | 00527759 | 005.127.67.160.2 | 005.127.67.160.2 | 005.132.739.8100 |

# 4.2.4 Work duration at KGH

From Table 4 below it is shown that the majority of the respondents 35 (35.7%) have worked at KGH for 6-10 years, followed by 27 (27.5%) respondents who have worked for more than 10 years, followed by 26 (26.5) respondents who have worked between 1-5 years and lastly, 10 (10.2%) respondents who have only worked for a period below 1 year.

Table 4: Respondent’s work duration at KGH

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Work duration** | **Frequency** | **Percent %** | **Valid percent%** | **Cumulative %** |
| Below 1yearBetween 1-5yearsBetween 6-10yearsAbove 10years | 10263527 | 10.226.535.727.5 | 10.226.535.727.5 | 10.236.772.4100 |

# 4.2.5 Work Experience in an Area of Specialisation

Table 5 below shows that 41 (41.8%) respondents have a work experience ranging from 6-10 years in their area of specialization followed by 32 (32.7%) respondents who have a work experience of above 10 years in their area of specialization, followed by 21 (21.4%) respondents who have specialised in their area of work for a period between 1-5 years, and lastly four (4.1%) respondents with one year in their area of specialization.

**Table 5: Respondent’s work experience in an area of specialization**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency** | **Percent %** | **Valid percent%** | **Cumulative%** |
| Below 1 yearBetween 1-5yearsBetween 6-10yearsAbove 10 years | 4214132 | 4.121.441.832.7 | 4.121.441.832.7 | 4.125.567.3100 |

# 4.3. Outcomes on Specific Research Objectives

The following sections include: the presentation of each set of results, the interpretation of those results, the comparison of the results with the theories in the theoretical framework and lastly a comparison of the results with past empirical research that is stating whether the results are similar to or different from previous researcher’s results as well as providing reasons as to why the results are different from previous research.

# 4.3.1 Types of training Programmes undertaken

The Table below shows that 57 (58.2%) respondents were trained in internally conducted training programmes while the remaining 41 (41.8%) were trained in programmes that were conducted both internally and externally.

**Table 6: Types of training programmes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency** | **Percent%** | **Valid percent** | **Cumulative%** |
| InternalExternalBoth | 57041 | 58.2041.8 | 58.2041.8 | 58.258.2100 |
| **Total** | **98** | **100** | **100** |  |

# 4.3.2 The nature of the training programmes

The Table below shows that 93 (94.9%) respondents were engaged in systematic and planned training programmes while the remaining, minute, frequency of 5 (5.1%) were engaged in unsystematic and unplanned training programmes. The outcomes depict that KGH follows systematic and planned training programmes as per the directives from the national or provincial medical director. However, a small figure of 5 respondents on unsystematic programmes shows that KGH probably, conducts some training programmes through its HR department to allow employees adapt to some circumstances that do not require the organization to wait for programmes from the provincial or national level.

**Table 7 Nature of training programmes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent %** | **Valid percent%** | **Cumulative%** |
| Systematic & Planned | 93 | 94.9 | 94.9 | 94.9 |
| Unsystematic & unplanned | 5 | 5.1 | 5.1 | 100 |
| **Total** | **98** | **100** | **100** |  |

# 4.3.3 Training types engaged in so far at KGH

The results shown in the table below indicate that the bulk of the respondents 42(42.9%) have engaged in an on-the-job training type through internally conducted programmes. However, there is also evidence that a mixture of training types is preferred by managers as indicated by a larger proportion 41 (41.8%) respondents who have engaged in both on-the-job and off-the-job training type. This shows that the health sector possibly acknowledges and wants to exploit the advantages that comes with both types of training. There is also a small fraction of respondents, 15 (15.3%) who were trained on an off-the-job training type.

**Table 8 types of training engaged in**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative%** |
| On-the-job | 42 | 42.9 | 42.9 | 42.9 |
| Off-the-job | 15 | 15.3 | 15.3 | 58.2 |
| Both  | 41 | 41.8 | 41.8 | 100 |
| **Total**  | **98** | **100** | **100** |  |

# 4.3.4 Training methods used in the programmes conducted

The table below shows that the bulk of the respondents 33 (33.7%) were trained using lecture style method. This may have been precipitated by the type of training, resources and the ability of the method to train many employees at once. Second in rank is the category of respondents who took part in role-playing as a training method 19 (19.4%). There is also a group of respondents 12 (12.2%) who were involved in e-learning type of training probably the administrative employees. It is also indicated that 11 (11.2%) respondents were trained using instructor led training a method that is likely to have been used by new nurses at the organization. A handful number of 9 (9.2%) respondents were trained using simulators. A method that is likely to have been used by medical doctors or laboratory scientists due to the type of equipment they use on a daily basis. The table also indicate that 6 (6.1%) respondents were trained using case studies. It is also indicated that 5 (5.1%) respondents have engaged in coaching as a method of T&D, a method that is likely to have been used by administrative employees. The table indicate that there are 2 (2.0%) respondents who were trained using other methods and they specified it was internship method. Lastly, only 1 (1.0%) responded was trained using films and videos.

**Table 9 training methods used by KGH**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative %** |
| Lecture style | 33 | 33.7 | 33.7 | 33.7 |
| E-learning | 12 | 12.2 | 12.2 | 45.9 |
| Instructor led | 11 | 11.2 | 11.2 | 57.1 |
| Role-playing | 19 | 19.4 | 19.4 | 76.5 |
| Simulators | 9 | 9.2 | 9.2 | 85.7 |
| Films & videos | 1 | 1.0 | 1.0 | 86.7 |
| Case studies | 6 | 6.1 | 6.1 | 92.8 |
| Coaching | 5 | 5.1 | 5.1 | 97.9 |
| Other | 2 | 2.0 | 2.0 | 100 |
| **Total**  | **98** | **100** | **100** |  |

# 4.4 Effects of training and development programmes

**4.4.1 The provision of more training and development is related to higher employee performance.**

From table 10 below, when employees were asked on whether the provision of more T&D is related to higher employee performance, 66 (67.3%) strongly agreed that T&D is related to higher employee performance, 28 (28.6%) agreed and 2 (2.1%) were neutral while only 1(1%) responded strongly disagreed lastly and lastly 1 (1.%) disagreed. The results support Becker’s Human Capital theory idea that expenditures on human capital should be seen as investments as they lead to high employee performance that increases organizational competitive edge. Moreover, results happen to concur with the views of Wognum, (2001), that a well-trained workforce helps increase productivity and profits for oganisation.

**Table 10: Responses to the statement ‘The provision of more T&D is related to higher employee performance’**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 66 | 67.3 | 67.3 | 67.3 |
| Strongly disagree | 1 | 1.0 | 1.0 | 68.3 |
| Neutral  | 2 | 2.1 | 2.1 | 70.4 |
| Agree  | 28 | 28.6 | 28.6 | 99.0 |
| Disagree  | 1 | 1.0 | 1.0 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.4.2 The provision of more T&D improves employee performance.**

The Table below indicates that the bulky of the respondents 65 (66.3%) strongly agree that the provision of more T&D improves employee performance. Moreover, 29 (29.6%) respondents agreed, 2 (2.1%) were neutral while 1(1%) responded strongly disagreed as well another remaining 1 (1%) who disagrees that the provision of more T&D improves employee performance. Therefore, it can be inferred that the provision of more T&D improves employee performance as shown by the majority of respondents who agreed to the notion. These findings resonate so well with the suggestions by the Human Capital Theory that education training is significant and key to participation in the new global economy (Schultz, 1961). This means that employees’ participation in the new global economy would be enhanced due to the ability of the training to make employees adapt to the changing global economic trends.

**Table 11: Responses to the statement ‘The provision of more T&D improves employee performance’**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 65 | 66.3 | 66.3 | 66.3 |
| Strongly disagree | 1 | 1.0 | 1.0 | 67.3 |
| Neutral  | 2 | 2.1 | 2.1 | 69.4 |
| Agree  | 29 | 29.6 | 29.6 | 99 |
| Disagree  | 1 | 1.0 | 1.0 | 100 |
| **Total**  | **98** | **100** |  |  |

**4.4.3 T&D is necessary in developing employee skills and capacity.**

The analysis of the respondent’s answers indicate that T&D is linked to developing employee skills and capacity as indicated by a larger proportion confirming that T&D is necessary in developing employees and skills at work. However, a smaller and insignificant proportion of employees have diverging views with regards to the relationship between these two variables study. Therefore, employees require T&D in order to adapt to the ever changing trends in their industry so as to remain viable and deal with the challenge of skills obsolescence and redundancy (Armstrong, 2010). The results strongly agree to the human capital theory as they have a likeness to the human capital theory idea that suggests that education or training raises productivity of workers by imparting useful skills, hence raising workers’ future income by increasing their lifetime earnings (Becker 1996).

**Table 12: Responses to the statement’ T&D is necessary in developing employee skills and capacity’**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 59 | 60.2 | 60.2 | 60.2 |
| Strongly disagree | 3 | 3.1 | 3.1 | 63.3 |
| Neutral  | 5 | 5.1 | 5.1 | 68.4 |
| Agree  | 30 | 30.6 | 30.6 | 99.0 |
| Disagree  | 1 | 1.0 | 1.0 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.4.4 Training improves employee motivational levels.**

From table 13 below respondents strongly agree that T&D motivate staff at the work place. Skills enhancement leads to instilled confidence and commitment that make employees able to deliver as per the expectations. T&D also makes one love to participate in their field with passion since they will have the knowledge and expertise to perform their duties (Wilson, 2012). They, also, will be knowing what to do at a given moment and place. This outcome supports the idea in the Human Capital Theory that T&D suggests that education or training raises productivity of workers by imparting useful skills which result in them being motivated to achieve higher in their career. This study result also is similar to the research that was conducted in Malaysia by Bashir et al. (2015), that revealed that there is a positive correlation between T&D and employee motivation.

**Table 13: Responses to the statement ‘Training improves employee motivational levels at the workplace’**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 70 | 71.4 | 71.4 | 71.4 |
| Strongly disagree | 0 | 0 | 0 | 71.4 |
| Neutral  | 2 | 2.0 | 2.0 | 73.4 |
| Agree  | 25 | 25.5 | 25.5 | 98.9 |
| Disagree  | 1 | 1.0 | 1.0 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.4.5 T&D reduces organisational labour turnover.**

Table 14 below shows that there is a belief among respondents that T&D has an effect in the reduction of labour turnover in an organisation. This is indicated by a huge figure that responded in favour of the assertion that T&D reduces labour turnover. Trained employees feel treated as assets and not costs and resultantly this make them want to stay as they feel they are valuable assets and part of the organisation (Becker, 2006). This study result concurs with the findings of the research that was conducted by Obi-Anike & Ekwe in 2014 that high organizational performance and low labour turnover are the benefits of T&D.

**Table 14: Responses to the statement ‘T&D reduces organisational labour turnover’**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 40 | 40.8 | 40.8 | 40.8 |
| Strongly disagree | 10 | 10.2 | 10.2 | 51.0 |
| Neutral  | 6 | 6.1 | 6.1 | 57.1 |
| Agree  | 38 | 38.8 | 38.8 | 95.9 |
| Disagree  | 4 | 4.1 | 4.1 | 4.1 |
| **Total**  | **98** | **100** | **100** |  |

**4.4.6 T&D effectively prepares employees for future higher level jobs.**

From table 15 below, 66 (67.3%) respondents strongly agreed that T&D paves a way for employees to be able to execute higher level jobs as it enhances capacity through skills improvement and development. Additionally, 23 (23.5%) respondents agreed that there is a link between these variables. However, there were some respondents 4 (4.1%), though few, who strongly disagreed a same number with those who just disagreed. There is only one respondent who professed neutrality. This gives an impression that T&D surely prepares employees for higher level jobs. This result supports the Social Learning Theory by Bandura (1977) which postulated that people learn through observation, paying attention, remembering and lastly reproduction. From these findings one can infer that in order for one to be ready for a higher level job they have to observe their superiors doing it, pay attention, be able to remember it and ultimately be able to reproduce the behaviour. This all happens in the training process of employees.

**Table 15: Responses to the statement ‘T&D effectively prepares employees for future higher level jobs’**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 66 | 67.3 | 67.3 | 67.3 |
| Strongly disagree | 4 | 4.1 | 4.1 | 71.4 |
| Neutral  | 1 | 1.0 | 1.0 | 72.4 |
| Agree  | 23 | 23.5 | 23.5 | 95.9 |
| Disagree  | 4 | 4.1 | 4.1 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.4.6 Employees who undergo T&D programmes are committed compared to their untrained counterparts.**

The results in table 16 below indicate that even though the majority of the respondents, 55 out of a total 98, agreed that employees who have undergone through T&D programmes are more likely to be committed than their untrained counterparts, there was also a larger proportion of 43, out of total 98 who were not agreeing to the same notion. This may have been caused by the consideration of job rewards that also has an impact in as far as the commitment of employees is concerned as well as other factors such as organisational culture and good occupational health and safety. The results are similar to the research results in the research that was carried out by Sendogdu et al. (2013) whose findings showed that T&D improves organisational commitment.

**Table 16: Responses from the statement ‘Employees who undergo T&D programs are committed compared to their untrained counterparts’**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 20 | 20.4 | 20.4 | 20.4 |
| Strongly disagree | 25 | 25.5 | 25.5 | 45.9 |
| Neutral  | 0 | 0 | 0 | 45.9 |
| Agree  | 35 | 35.7 | 35.7 | 81.6 |
| Disagree  | 18 | 18.4 | 18.4 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.4.7 I am strongly confident that T&D at KGH yields effective team work.**

The results in table 17 indicate that a large fraction of respondents, 90 out of 98 are of the view that T&D yields effective team work at the workplace. However, a very minute fraction of only 8 respondents disagreed with the notion. This is due to the fact that if employees have knowledge of how to perform tasks they can allocate different roles to one another unlike when there are some employees who lack certain skills. This creates friction between the group that is capacitated and the one that is incapacitated and resultantly, the former group feels burdened by the other group. The study results support and are similar to the research by Mdhlalose whose study in the Gauteng Province (south Africa) revealed that that there is a significant relationship between employees’ performance and the department performance after the T&D programme, hence a positive correlation between T&D and effective team work as indicated by an improvement in the performance of a department as shown in the results of a study by Mdhlalose’s.

**Table 17: Responses from the statement ‘I am strongly confident that T&D at KGH yields effective team work’**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 79 | 80.6 | 80.6 | 80.6 |
| Strongly disagree | 0 | 0 | 0 | 80.6 |
| Neutral  | 0 | 0 | 0 | 80.6 |
| Agree  | 11 | 11.2 | 11.2 | 91.8 |
| Disagree  | 8 | 8.2 | 8.2 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.4.8 Trained employees have a high job morale compared to their untrained counterparts.**

It is shown in the table 18 below that employees who undergo through different T&D programmes execute their duties with a high morale as compared to their untrained counterparts. This is precipitated by the fact that when one is trained they begin to execute their duties with absolute surety unlike an untrained employee who will be dubious about whether what they are doing is really what is expected of them. Trained employees also commit few errors and mistakes compared to their untrained peers and this boost their morale and usually execute their tasks with a lot of confidence (Wilson, 2012). Contrarily those who commit a lot of mistakes have poor morale because they will be worried about the wastages being caused by their poor performance. This finding is similar to the findings by a Zimbabwean researcher Jagero whose findings revealed that trained employees have enhanced skills which reduces their learning time when they are starting new different jobs as they have high job morale.

**Table 18: Responses from the statement ‘Trained employees have a high job morale compared to their untrained counterparts’**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 69 | 70.4 | 70.4 | 70.4 |
| Strongly disagree | 2 | 2.0 | 2.0 | 72.4 |
| Neutral  | 0 | 0 | 0 | 72.4 |
| Agree  | 13 | 13.3 | 13.3 | 85.7 |
| Disagree  | 14 | 14.3 | 14.3 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.4.9 There is a high positive behaviour change for employee who undergo training programmes.**

From Table 19 below it is shown that the majority of the respondents 83(84.7%) strongly agreed that there is a high positive behaviour change for employees who undergo training programmes. There is also a considerable number of 10 (10.2%) who agreed to the statement followed by two (2%) who disagree while two (2%) are neutral and lastly there is one (1%) respondent who strongly disagree with the statement. This is in full support of the Social Learning Theory by Bandura (1977) that T&D leads to behaviour change after employees complete all the social learning stages which are: observation, attention, remembering and consequently reproduction. The reproduction stage in Bandura’s theory is the one likened to behaviour change as one would have mastered the task resulting in them reproducing the behaviour in their own capacity.

**Table 19: Responses from the statement ‘There is a high positive behaviour change for employee who undergo training programmes’**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 83 | 84.7 | 84.7 | 84.7 |
| Strongly disagree | 1 | 1.0 | 1.0 |  85.7 |
| Neutral  | 2 | 2.0 | 2.0 | 87.7 |
| Agree  | 10 | 10.2 | 10.2 | 97.9 |
| Disagree  | 2 | 2.0 | 2.0 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.5.0 T&D should be made mandatory for every employee at KGH**

Table 2.9 below shows that the majority of the respondents at KGH believe that T&D should be made mandatory for every employee. This is probably due to the realisation by employees that T&D has many positive impacts on the organisation as it increases productivity and competitiveness through the enhancement of employee skills and capacitation. 78.6% of the respondents strongly agreed to the notion that T&D should made mandatory, 3.1% strongly disagreed due to some reasons which are obscured from the researcher, 1.0% of the respondents professed neutrality while 13.3% agreed that T&D should be made mandatory. Lastly, 4 respondents also disagreed that T&D should be made mandatory. Generally, it can be inferred that the respondents acknowledge the benefits of T&D on both employees and the organisation and this led them to agree that surely every employer at KGH has to be compelled to undergo training programmes as indicated by the results in the table below.

**Table 20 T&D should be made mandatory for every employee at KGH**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 77 | 78.6 | 78.6 | 78.6 |
| Strongly disagree | 3 | 3.1 | 3.1 |  81.7 |
| Neutral  | 1 | 1.0 | 1.0 | 82.7 |
| Agree  | 13 | 13.3 | 13.3 | 96.0 |
| Disagree  | 4 | 4.1 | 4.1 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.5.1 Trained employees are more productive than their untrained counterparts**

It is imperative to note that the respondents have a positive belief with regards to the relationship between T&D and employee performance. This is indicated by the fact that 76.5% of the total respondents strongly agreed that trained employees are more productive than their untrained counterparts. Moreover, 14 respondents agreed that the statement is true. However, there were 5 respondents who strongly disagreed that trained employees tend to become more productive than their untrained counterparts. There were also 3 other respondents who disagreed and 1 person professed neutrality.

**Table 21 Trained employees are more productive than their untrained counterparts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 75 | 76.5 | 76.5 | 76.5 |
| Strongly disagree | 5 | 5.1 | 5.1 |  81.6 |
| Neutral  | 1 | 1.0 | 1.0 | 82.6 |
| Agree  | 14 | 14.3 | 14.3 | 96.9 |
| Disagree  | 3 | 3.1 | 3.1 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.5.2 There are factors that influence the effectiveness of training and development at KGH**

From the Table below, 81.6% strongly agreed that there are factors that influence the effectiveness of T&D, 15.3 % also agreed that T&D is influenced by various factors. Only 2% disagreed and 1 remained neutral. Therefore, it is important to note that in as much as the respondents believe that there is a positive relationship between T&D and employee performance, the respondents also acknowledge that for training and development to be able to fully bear fruits there has to be some factors to be considered. Respondents realised that T&D can end in vain if some other factors that influence its effectiveness are not taken into consideration. These include the type of a training facilitator, training needs analysis and resources (Armstrong, 2010).

**Table 22 There are factors that influence the effectiveness of training and development at KGH**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 80 | 81.6 | 81.6 | 81.6 |
| Strongly disagree | 0 | 0 | 0 |  81.6 |
| Neutral  | 1 | 1.0 | 1.0 | 82.6 |
| Agree  | 15 | 15.3 | 15.3 | 97.9 |
| Disagree  | 2 | 2.0 | 2.0 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.5.3 Training needs analysis influence the effectiveness of the training outcomes**

From the results shown in table 23, it is indicated that the majority of the respondents at KGH, about 82.7% agreed that before any training there is need for gap identification so that the person is capacitated in the specific area they lack so as to make the training programme effective. 12 more respondents concurred with the group that strongly agreed, by asserting the significance of conducting a training needs analysis before any further training is carried out. However, very small number of respondents of about 5.1% disagreed that training needs analysis influence the outcomes of training.

**Table 23 Training needs analysis influence the effectiveness of the training outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 81 | 82.7 | 82.7 | 82.7 |
| Strongly disagree | 0 | 0 | 0 |  82.7 |
| Neutral  | 0 | 0 | 0 | 82.7 |
| Agree  | 12 | 12.2 | 12.2 | 94.9 |
| Disagree  | 5 | 5.1 | 5.1 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.5.4 The adoption of on-the-job training programmes is more effective compared to off-the-job programmes**

From the results in the Table below there is a drop in the number of respondents who strongly agreed that on-the-job training is more effective than off-the-job training programmes 58.2%, an increasing number of neutral respondents is shown, with 20.4% respondents not sure if there is one which is more effective between the two types of training programmes. 10.2% strongly disagreed while another 9.2% disagreed to the notion. As evidenced by the results in the below table, many respondents agreed that they prefer on-the-job training programmes than those conducted off-the-job. However, a handful fraction had uncertain conclusions as to whether the proximity of training programmes to the organisation can spell the effectiveness of the training outcomes.

**Table 24 The adoption of on-the-job training programmes is more effective compared to off-the-job programmes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 57 | 58.2 | 58.2 | 58.2 |
| Strongly disagree | 10 | 10.2 | 10.2 |  68.4  |
| Neutral  | 20 | 20.4 | 20.4 |  88.8 |
| Agree  | 2 | 2.0 | 2.0 | 90.8 |
| Disagree  | 9 | 9.2 | 9.2 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.5.5 Training facilitators have an impact on the effectiveness of the outcomes of training programmes**

It is indicated from the data below that the respondents feel that training facilitators have an impact on the effectiveness of the outcomes of training programmes. A staggering huge percentage of 88.8% are of the view that training facilitators do possess what it takes to make the outcomes of training programmes effective or not. According to Becker (2006), training facilitators have to be able to convert the knowledge they possess into an easier form that is simple to be learned by the trainees for them to grasp concepts without difficulty. The attitude of the facilitator towards the subject of trainees also determine whether the outcomes of a training programme are going to be effective. A very insignificant figure 2.0% plus 1% however, disagreed that training facilitators have an impact on the effectiveness of the outcomes of training programmes.

Table 25 Training facilitators have an impact on the effectiveness of the outcomes of training programmes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Frequency**  | **Percent%** | **Valid percent%** | **Cumulative percent%** |
| Strongly agree | 87 | 88.8 | 88.8 | 88.8 |
| Strongly disagree | 1 | 1.0 | 1.0 |  89.8 |
| Neutral  | 0 | 0 | 0 |  89.8 |
| Agree  | 8 | 8.2 | 8.2 |  98.0 |
| Disagree  | 2 | 2.0 | 2.0 | 100 |
| **Total**  | **98** | **100** | **100** |  |

**4.5.6 Are there any other factors that you think they have an impact on the effectiveness of training programmes (please specify)?**

Only 36 respondents were able to answer this open ended question and the researcher grouped the answers into three categories which are: resources, mental health and the value of the training programme to the trainee. Out of a total of 36 respondents, 23, 64% of them who attempted the question attested that the availability of sufficient resources has an impact on the effectiveness of training programmes. 10 respondents 28% placed emphasis on mental health of trainees and the remaining 3, 8% stressed the significance of the value that trainees put in the training programme to have an impact on the effectiveness of the programme**.**

**Figure 2: other factors that affect the effectiveness of T&D programmes**

# CHAPTER FIVE: DISCUSSION OF THE FINDINGS AND CONCLUSION

# 5.1 Introduction

This chapter presents the general discussion of the study findings. The study therefore discusses the main objective of the study which is: To examine the relationship between T&D and employee performance, a case of KGH. It illuminates the results in connection to the specific objectives which are: To examine the factors influencing the effectiveness of T&D at KGH and to find out the types of T&D used at KGH.

# 5.1.1 General Characteristics of the Respondents

A total of 105 questionnaires were distributed and only 98 were answered by participants then collected by the researcher. Of the 98 respondents 66 (67.3%) of the respondents were female and 32 (32.7%) were males, this means that the majority of the employees at KGH are female. The results from the study shows that all the respondents have at least a secondary school certificate indicated by the majority of the respondents who have a national certificate or diploma as shown by a bigger figure of 59 (60.2%) respondents in the category. The second largest category consists of 27 (27.6%) respondents with an undergraduate degree, followed by seven (7.1%) with a postgraduate degree. There are also five (5.1%) respondents with a secondary school certificate as their highest level of qualification and lastly nil figures both in the none and primary school category. Moreover, the results show that the bulk of the respondents 35 (35.7%) have worked at KGH for 6-10 years, followed by 27 (27.5%) respondents who have worked for more than 10 years, followed by 26 (26.5) respondents who have worked between 1-5 years and lastly, 10 (10.2%) respondents who have only worked for a period below 1 year. This shows that many employees at KGH have worked there for six to 10 years. The results also, depict that a bigger proportion of the employees were aged between 18 years and 30 which shows that probably the staff at KGH is more youthful.

# 5.1.2 To Find out the Factors that Influence the Effectiveness of the Training Programmes

There are several factors that influence the effectiveness of training programmes at KGH. These include the type of training facilitators, the training needs analysis, the adoption of the on-the job-training oriented programmes. It is indicated from the study results that the respondents at KGH feel that training facilitators have an impact on the effectiveness of the outcomes of training programmes. A staggering huge percentage of 88.8% were of the view that training facilitators do possess what it takes to make the outcomes of training programmes effective or not. According to Becker (2006), training facilitators have to be able to convert the knowledge they possess into an easier form that is simple to be learned by the trainees for them to grasp concepts without difficulty. The attitude of the facilitator towards the subject of trainees also determine whether the outcomes of a training programme are going to be effective.

Furthermore, the study revealed that the bulk of the respondents at KGH, about 82.7% agreed that before any training there is need for gap identification so that the person is capacitated where they lacked so as to make the training programme effective.

Lastly, the results from this study shows that on-the-job training programmes are more effective than off-the-job training programmes indicated by 58.2% of the respondents who answered in favour of the statement.

# 5.1.3 Types of Training Provided to Staff at KGH

The results of the study exhibit that there are two types of training that are conducted at KGH which are: internal and external training. From the results it is evident however that a bigger fraction of the percentage of respondents were trained using an internal training with (57%) having been trained internally and 43% having been trained both internally and externally. This is a clear indication that KGH T&D policy encourages internal training programmes as indicated by the majority of employees who were trained internally.

# 5.1.4 Conclusions

The results of this study showed the availability of the training programs at KGH. All the respondents at KGH had at some time been involved in a training programme up until the period this study was carried out. Moreover, the staff at the KGH had attended a cockktail of training methods, i.e. on-the-job and off-the-job training, though the majority seemed to have attended the former method probably due to the management preference than the second one. Further evaluation has indicated that there is a positive relationship between T&D and employee performance at KGH. Many of the realised effects of the training are: improvement in skills of the employees, increased performance, bridging the discrepancies between the skills required and these available in an employee. Adding on that, training and development has assisted in building a very strong team spirit among the staff thus improving proclivity. It has also resulted in the motivation of the employees as well as yielding affective commitment.

Generically, the results of this study have depicted that training and development is a must to be implemented in public sector organisations to improve staff performance and increase productivity as there is a positive relationship between these variables.

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Appendix 1: Questionnaire for KGH employees

**QUESTIONNAIRE**

**Re: A Study on the relationship between training and development and employee performance: A case of KGH**

**Dear Respondent,**

I, B1851972 a student at the Bindura University of Science Education, pursuing a degree in Human Capital Management, am conducting research as part of my academic curriculum on the relationship between Training and Development (T&D) on employee performance. It is my hope that you are going to help me effectively accomplish my task by allowing me to get relevant information from you with regards to my research study.

Please note that the study is sorely for academic purposes and the information given will be treated with uttermost confidentiality. I therefore sincerely ask you to spare some time and answer the following questions. Your co-operation will be greatly appreciated. The questions are based on examining the relationship between T&D and employee performance, hence you are requested to answer as per the requirements of the questions.

As mentioned above, you are assured that all the information contributed would be treated with stern confidentiality since this is a research exclusively for academic purposes and no participant will be asked to provide their names and any other unnecessary personal details.

**SECTION A: RESPONDENT’S PROFILE**

**Please tick the appropriate answer:**

1. **Age (Years)**
2. 18-30

1. 31-40
2. 41-50

1. 51-60
2. 61-64
3. 65 and above
4. **Sex: a** Female

 **b** Male

1. **Level of education**
2. None
3. Primary School
4. Secondary School
5. Under-graduate degree
6. Post-graduate degree
7. Certificate and Diploma
8. **How long have you been working at KGH?**

a. Below 1 year

b. Between 1-5 years

c. Between 6-10 years

d. Above 10 years

1. **How many years of working experience do you have in your area of specialisation?**

a. Below 1 year

b. Between 1-5 years

c. Between 6-10 years

d. Above 10 years

**SECTION B: TYPES OF TRAINING PROGRAMMES**

**Which training programmes, from the following, have you take part in so far?**

1. Internal

2. External

3. Both

**What is the nature of training programmes conducted at KGH?**

1. Systematic and planned

2. Unsystematic and unplanned

**SECTION C: TRAINING TYPES AND METHODS**

**Which type(s) of training have you engaged in so far at KGH?**

1. On-the-job training. 2. Off-the-job training. 3. Both 4. None

**b. Which training methods were used in the training provided by KGH to you?**

1. lecture-style method

2. E-learning method

3. Instructor led method

4. Roleplaying

5. Simulators

6. Films and videos

7. Case studies

8. Coaching

9. Other (please specify) …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**SECTION D: EFFECTS OF TRAINING AND DEVELOPMENT**

How do you rate your agreement/disagreement with regards to the following statements addressing the relationship between training and development and employee performance? Please put a tick in the appropriate cell for example

1. Strongly agree. 2. Strongly disagree. 3. Neutral. 4. Agree. 5. Disagree.

|  |  |
| --- | --- |
|  |  |
|  |  | **1** | **2** | **3** | **4** | **5** |
| **1** | The provision of more T&D is related to higher employee performance.  |  |  |  |  |  |
| **2** | The provision of more T&D improves employee performance. |  |  |  |  |  |
| **3** | T&D is necessary in developing employee skills and capacity. |  |  |  |  |  |
| **4** | Training improves employee motivational levels. |  |  |  |  |  |
| **5** | T&D reduces organisational labour turnover. |  |  |  |  |  |
| **6** | T&D effectively prepares employees for future higher level jobs. |  |  |  |  |  |
| **7** | Employees who undergo T&D programs are committed compared to their untrained counterparts. |  |  |  |  |  |
| **8** | I am strongly confident that T&D at KGH yields effective team work. |  |  |  |  |  |
| **9** | Trained employees have a high job morale compared to their untrained counterparts. |  |  |  |  |  |
| **10** | There is a high positive behaviour change for employee who undergo training programs. |  |  |  |  |  |
| **11** | T&D should be made mandatory for every employee at KGH. |  |  |  |  |  |
| **12** | Trained employees are more productive than their untrained counterparts. |  |  |  |  |  |
| **13** | There are factors that influence the effectiveness of training and development at KGH. |  |  |  |  |  |
| **14** | Training needs analysis influence the effectiveness of the training outcomes. |  |  |  |  |  |
| **15** | The adoption of on-the-job training programmes is more effective compared to off-the-job programmes. |  |  |  |  |  |
| **16** | Training facilitators have an impact on the effectiveness of the outcomes of training programmes. |  |  |  |  |  |

**17. Are there any other factors that you think they have an impact on the effectiveness of training programmes (please specify)?**

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