

**BINDURA UNIVERSITY OF SCIENCE EDUCATION**

**FACULTY OF COMMERCE**

**DEPARTMENT OF HUMAN CAPITAL MANAGEMENT**



**AN INVESTIGATION OF THE IMPACT OF EMPLOYEE TRAINING ON  
EMPLOYEE PERFORMANCE. A CASE STUDY OF ZIMBABWE POWER  
COMPANY: HEAD OFFICE.**

**BY**

**(B190597B)**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS OF THE BACHELOR OF COMMERCE (HONOURS) DEGREE IN  
HUMAN CAPITAL MANAGEMENT**

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## **DEDICATION**

I dedicate this thesis and a special feeling of gratitude to my parents.

## **ACKNOWLEDGEMENTS**

Firstly, I would like to thank God for according me to reach this far. Special recognition goes to my project supervisor, Mr. O. Jakata, for all of the reflection, reading, encouraging, and patience he showed during the entire process. He graciously read my essay and provided insightful, in-depth feedback on the structure and subject matter. I greatly appreciate my parents' financial assistance. Without any of them, this study article would not have been conceivable. The industrial attachment mentor Mr. H. Gumbu and the core team in particular deserve the researcher's sincere gratitude for being so incredibly generous with their knowledge and time. The completion of this research was made more fun by their readiness to offer feedback. Lastly, I would like to thank my colleagues for being supportive and helpful especially specific individuals like Leobah, Shailla Andsen, Heather and Donald.

## **ABSTRACT**

Employees are a company's greatest asset. It is important to recognise their contribution to a company's success. As a result, in order to enhance job performance, it is crucial to equip these special assets through efficient training. Therefore, it's crucial for businesses to spend money on training and development initiatives that encourage workers to contribute and help them realise their full potential. This thesis looked at the Zimbabwe Power Company in Zimbabwe's energy sector as a case study to assess the effects of training on employee performance. Four objectives were used to clarify the study's purpose. They were: defining the types of training programmes; assessing the effect of appropriate training on employee performance; examining the implementation challenges of appropriate training programmes; and, finally, formulating suggestions for enhancing the overall efficacy of training and development programmes. A closed-ended survey given to 36 respondents and interview guides conducted with department heads were used in a mixed research approach to gather data. Based on this sample, the results show that training has a noticeable impact on employees' performance. Managers of human resources, decision makers in policy, as well as representatives of the government and academic institutions, can all benefit from the findings.

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# CHAPTER I

## INTRODUCTION

### 1.0 Introduction

This chapter review the background of the study, the problem statement, objectives of the research, research questions, assumptions, delimitations, limitations and definition of key terms.

### 1.1 Background of the study

According to Noe (2010) and Werner (2016), training is a procedure that incorporates the gaining of knowledge, skills, and attitudes to enhance the performance of individuals, teams, and organizations. The main goal of training is to enhance an employee's short-term job performance in accordance with the exact job standard. Since the industrial revolution, training and development advancements in Euro-American nations have lagged behind industrial progress. This, according to Downs (1983), was caused by the effectiveness of modern machinery, which was used to undermine the labour force. With the introduction of scientific management, this perception of the workforce, however, quickly transformed. Taylor (1911) favoured choosing the best people for each job and then giving them intensive training.

According to Downs (1983), the Industrial Training Acts of 1964 and 1973 were established in England after the war to address the shortage of skill and lack of adaptability to change that resulted from inadequate training. Hinrichs (1970) noted that over the past 50 years, concurrent trends in North America have resulted in a push-pull philosophy between training and selection. The selection or early identification perspective emphasises spotting people with a lot of potential and getting them ready for jobs where they will probably get promoted. When it comes to a training philosophy, the organisation is mostly focused on finding and resolving performance gaps that exist for workers on their current tasks.

Small and medium-sized businesses (SME's) and micro companies make up a large portion of the economy in the Asia-Pacific region and are crucial to fostering economic dynamism, revolution and job creation. Expansion of this sector has been generally acknowledged as the most important strategy for growth in both developed and developing economies of the area Abe et al (2012). The developments prospects of this sector are hopeful, however there are a

lot of key challenges that can be addressed with a comprehensive method. The six crucial areas that approach must cover contain a business enabling environment, the promotion of an entrepreneurial culture, business financing, business development services, innovation and technology development and market access.

In order to develop SME policies, the government must work closely with a variety of stakeholders, particularly multilateral organisations and the business sector. By using strategies like creating a national steering committee, policymakers can aid in the seamless implementation of programmes. They may also concentrate on a particular sector by offering firms direct support. The policy guidebook's methodology entails an analytical examination of current policy initiatives, research, papers, and other secondary data. Experts from academia and business were asked to share their perspectives. Expert group meetings were organised, and feedback from stakeholders was integrated.

King (2002) looks at how globalisation's new economic dynamics affect educational agendas and options. Additionally, it emphasises how important it is to place educational policies and practises alongside those used in other fields. The book provides a thorough analysis of recent policies and analysis of recent policies and practises in Ghana, Kenya, and South Africa in order to analyse the connections between education, training, and enterprise growth. It demonstrates how, despite what might seem to be convergences in donor agency policy and global policy discourses, separate national methodologies can still be used.

According to Magidi and Mahiya (2020) there are two government ministries, the Ministry of Higher and Tertiary Education and Technology (MHET) and the Ministry of Primary and Secondary Education (MPSE), are responsible for overseeing formal education in Zimbabwe. While the MHET is in charge of higher training institutions like technical, vocational, teacher's colleges, and universities, the MPSE is in charge of primary and secondary education. If one wants to improve their abilities, tertiary institutions offer pre- employment training and post – training. The relationship between education and training in Zimbabwe is complex, and the two are often bunched together or used interchangeably. This is because the structure of education and training in Zimbabwe is such that primary and secondary education are seen as a foundation for tertiary education, which in turn is seen as a foundation for skills development. As a result, skills development in Zimbabwe is deep-rooted in the country's formal education / training system. This means that everyone who goes through the formal education system in Zimbabwe is exposed to some form of skills development, regardless of whether they go on to

tertiary education or not. This approach to skills development has been successful in Zimbabwe, and the country has a relatively high level of skilled workers. However, there is still room for improvement, and the government is working to make skills development even more accessible to all Zimbabweans.

In Zimbabwe, to be considered trained, one must complete primary, secondary and post-secondary education/ training are completed, and at the end of each stage, certificates of qualification, training, or competence are awarded. In Zimbabwe, formal education is prioritised, although there are obstacles to overcome. It is costly and out of price range of many people from underprivileged backgrounds, according to Hwami (2020). The government stopped funding higher education; thus, students are now responsible for all costs. Additionally, because tertiary institutions only accept students who meet minimum pass requirements, formal training does not provide opportunities for academically challenged learners to advance their studies.

Evaluating the effectiveness of training and development programs is important for businesses. However, there is inadequate knowledge concerning evaluation practices at ZPC Head Office. The difficulty in determining the effectiveness, value, and contribution of training to organizational objectives has led researchers to investigate models that forecast the relationship between an organization's training and development and its employee performance. These models can help organizations to make more informed decisions about their training investments.

## **1.2 Statement of the of the problem**

According to studies, businesses that emphasise employee engagement experience quadrupled earnings and increased sales. Companies that provide focused training and development to their employees can increase employee engagement, which leads to a more productive, competitive, and engaged workforce. This, in turn, is crucial for the company's financial performance. Additionally, 93% of employees stay for a longer period of time when a company makes career development investments. Companies that provide focused training and development to their employees can increase employee engagement, which leads to a more productive, competitive, and engaged workforce. This, in turn, is crucial for the company's financial performance. Additionally, organisations with engaged and committed workers experience 17% higher production and 41% reduced absenteeism rates. Employees who are not properly trained are more likely to experience poor job performance, increased stress, and a lack of satisfaction. This can lead to employees searching for other opportunities where they can feel valued and have the chance to grow

and develop. Therefore, it is important for businesses to invest in training and development programs that are designed to engage employees and help them reach their full potential. By doing so, businesses can improve their financial performance, increase employee satisfaction, and reduce turnover.

However, there is worry over the significant sums of money spent by ZPC Head Office on training and development, as well as the methods used to gauge the success of such initiatives. In this vein, top management and other shareholders continually call for responsibility and proof that training results in improvements that affect employee development outcomes, especially during these challenging times of fiscal strictness. The managing director and other firm leaders are steadfastly working to determine the financial influence of ongoing learning on business output. The study attempts to examine the effects of training on employee performance based on the information given.

### **1.3 Research objectives**

The research aims to:

- Identify the types of training programs used by ZPC Head Office.
- Determine the impact of proper training programs on employee performance.
- Explore the challenges of implementing proper training programs used by ZPC Head Office.
- Make recommendations aimed at improving the overall effectiveness of training and development programs at ZPC Head Office.

### **1.4 Research questions**

The following inquiries are raised by the research aims.:

- What are the different types of training programs currently being used at ZPC Head Office?
- How does proper training impact employee performance?
- What are the challenges of implementing proper training programs at ZPC Head Office?
- What recommendations can be made to enhance the effectiveness of training and development programs at ZPC?

## **1.5 Assumptions**

The researcher assumes that:

- Methods used to collect data are relevant to the study.
- The investigator had contact with relevant authorities that were co-operative in disclosure of relevant information.
- Logically there is a link between employee training and employee performance
- Research instruments and methods are ethically acceptable.
- Respondents were honest in their responses and returned all questionnaires on time.
- The target population represents the whole population

## **1.6 Significance of the study**

The major goal of the study is to bring to light the impact of employee training on employee performance in an organization. The research is be beneficial to various stakeholders, namely the researcher, Energy Sector, Zimbabwe Power Company (ZPC) and Bindura University of Science Education (BUSE).

### **1.6.1 To Zimbabwe Power Company**

Management and staff Zimbabwe Power Company Head Office may be made aware of the importance of employee training in order to boost employee performance. These Training department will be able to improve training programs within the organization as a whole. Management will also appreciate the benefits of employee training.

### **1.6.2 To Bindura University of Science Education**

This study may be significant to BUSE because it can adopt effective employee training in order to increase employee performance and gain competitive advantage over other tertiary institutions in Zimbabwe.

### **1.6.3 To Human Resources Practitioner**

Human Resources practitioners provide policy-makers with data that can be used as inputs for policy development on how to advance employee development. They can also use the study findings to enhance and develop the training models so that they meet all the training needs. The findings will also reflect gaps on some training initiatives used in different companies.



#### **1.6.4 To the researcher**

As a researcher progresses through their degree, they will become more knowledgeable about the impact of training on employee performance. They will also develop strong research skills and communication skills through interacting with people during data collection.

#### **1.7 Delimitation of the study**

According to Marshall and Rossman (2016) Delimitations are the parameters of the study that are under the researcher's direct supervision. It also states what the research does not cover but is directly related to the research. It also relates to what the study covers in terms of area, time content, and focus. The study is being conducted at ZPC Head Office in Harare. The target audience is 115 people. Top management, line management, HR management, and non-managerial staff are all included. The study will cover the years 2019 through 2023, and its conclusion will then be written and submitted to BUSE.

#### **1.8 Limitations of the study**

Research results are disadvantaged by the lack of funding for training and development while the nation is still recovering from the effects of the Corvid 19 Pandemic. Some participants' failure to return the surveys also contributed to the low response rate. Even though the researcher informed the respondents that the research was completely confidential and was solely to be used for academic purposes, the respondents were wary to submit sensitive information out of fear that the researcher might disclose details pertinent to the study done. Although though the researcher distributed introductory letters outlining the aim of the study and guaranteeing participant anonymity on the surveys, the participants were unwilling to submit sensitive information, which affected the researcher's findings.

#### **1.9 Definition of key terms**

##### **1.9.1 Training**

Training is a process that encompasses acquiring knowledge, skills, and attitudes to enhance the performance of staff, teams, and organisations, according to Noe (2010). Training is largely aimed at enhancing an employee's short-term job performance in accordance with a certain employment standard, according to Werner (2016). The requirements for a particular job are typically taken from the job description. Training, which is provided as a result of technological innovation in an organization, can help employees change their behavior in ways that are necessary to achieve management's goals for the organisation. The process of educating staff

members on the abilities required to carry out a task is further defined as training. The purpose of employee training is to equip people with practical knowledge, skills, and abilities.

### **1.9.2 Development**

Formal schooling, professional experiences, interpersonal interactions, and personality and ability assessments are all parts of development, according to Werner (2016), and it aids employees in preparing for the future. It is intended for staff members working in management positions or training for managerial positions within the firm. Managers must stay current on people management procedures as well as new advancements in the realms of technology, economics, politics, legislation, and society. Employee development entails ongoing education to broaden one's knowledge and skills in preparation for current and future employment. Employee development teaches employees the duties they will need to master in order to advance to higher-level positions. Organisations must have personnel that keep their knowledge and skills current in order to compete in today's fluctuating economy, and development is vital to this endeavour.

### **1.9.3 Evaluation**

Evaluation: Werner (2016) systematic examination of a training programme to see if it improved learners' knowledge, skills, or organisational performance.

### **1.9.4 Analysis**

Identifying the gap between what employees must do and what they are actually capable of doing is known as a training needs assessment (Yorks, 2005). An analysis of requirements assessment measures the gap between current conditions in a work or positions and what will be required, either now or in the future, depending on the organization's operations and strategic goals. Management may provide training solutions that do not address the issue at hand if they do not make the proper diagnosis.

### **1.9.5 Learning**

Organisations that foster learning among all of their employees and continually reinvent themselves are said to be learning organisations. Alternatively put, collective learning can be described as an organization's deliberate decision to continuously modify itself through both inventive and adaptive learning Yeo (2003). Learning is any reasonably long-lasting change in behaviour brought about by practise or experience. Individuals have learned something because of changing conduct, the way they act, or what there is obvious evidence indicating they do or

say. There are three different categories of learning theories: social learning, operant conditioning, and classical conditioning.

### **1.10 Abbreviations**

BUSE: Bindura University of Science Education

TD: Training and Development

TNA: Training Needs Analysis

HR practitioners: Human Resources practitioners

ZPC: Zimbabwe Power Company

ROI: Return On Investment

KSA: Knowledge, Skills and Attitude

### **1.11 Organization of Study**

The rest of the study is divided into four chapters. Chapter 2 reviews the existing research on employee training, including theories, concepts, and empirical evidence. Chapter 3 discusses the research methods used in the study, such as the research design, sampling procedures, data collection methods, and data analysis procedures. Chapter 4 presents the data, analyzes it, and discusses the findings. Finally, Chapter 5 summarizes the findings, conclusions, and recommendations of the study.

### **1.12 Chapter Summary**

The research study's opening chapter serves that objective. It included information about the study's history, goals, and purpose. Additionally, it defines essential words, explains abbreviations, and describes the study's organisation as well as the assumptions underlying the research, study importance, study delimitations, and study limitations. The next chapter provides a survey of the literature on employee development and productivity.

## CHAPTER II

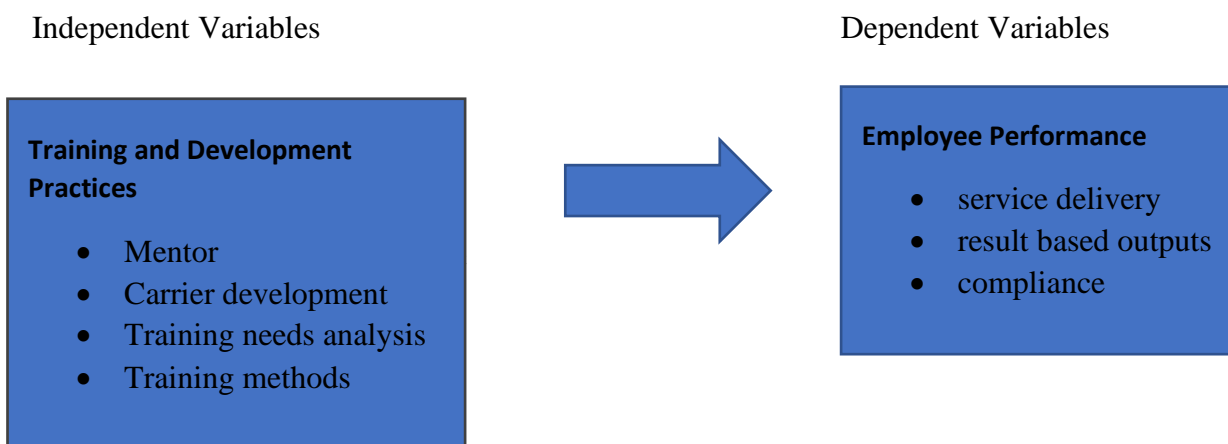
### REVIEW OF LITERATURE

#### 2.0 Introduction

The previous chapter covered the introduction, background, statement of the problem, purpose, objectives, questions, significance, assumptions, delimitations, limitations, and key terms of the study. This chapter explores the theoretical and empirical literature on employee training and its relationship to performance. It also covers scholarly articles and journals relevant to the study, highlighting any gaps in the literature. Finally, the chapter summarizes what the literature says about training and development.

#### 2.1 Conceptual framework

##### 2.1.1 Flow Chart of Variables



**Figure 1 shows conceptual frameworks flow chart of variables** (Source: Researcher 2023)

##### 2.1.2 Defining the concept of training and development

Galagan (2019), training and development creativities include everything done to encourage learning and personnel growth in order to increase organizational performance, productivity, and outcomes. Talent development specialists from all industries must embrace new strategies

and expand their skills to keep up with and advance in today's ever-changing society and corporate environment. Professionals must increase their knowledge in three areas of practice: Businesses are responding to trends in business, science, and technology by enhancing the personal, professional, and organizational capabilities of their employees. This includes using artificial intelligence and automation, brain-based learning, and new ways to enlist skilled talent brought on by the gig economy. Research says that, in order to achieve organizational goals, professionals will need to be trained to use both their professional skill and interpersonal abilities as true business partners.

Training is a planned effort to help employees acquire the skills, knowledge, and attitudes they need to perform their jobs well. It can be formal or informal, and it can be delivered in a variety of ways, such as on-the-job training, classroom training, or e-learning. There are many different definitions of training, but they all share the same basic goal: to help employees improve their performance. Some common definitions of training include: Tharenou, Saks, and Moore (2007): Training is the methodical learning and development of the skills, information, and attitudes that employees require to properly carry out a task or job, or to improve performance at work and George, Hill, and Jones (2000): Training primarily attempts to advise employee's on how to carry out their current jobs and help them acquire the knowledge and skills essential to be effective workers. No matter what definition is used, training is a chief tool for organizations that want to improve their performance. By providing employees with the skills and knowledge they need, organizations can increase productivity, reduce costs, and improve customer service.

These definitions, however, did not take into consideration how fluid and shifting the corporate environment is Okanya (2008). Additionally, it suggests that training inherently enhances organisational effectiveness. Due to the fast evolution of technology and information, employee skill needs are always changing, and knowledge and skills quickly become out of date. These definitions, however, did not account for how dynamic and ever-changing the corporate environment is Okanya, (ibid). Additionally, it suggests that training inherently enhances organisational effectiveness. As a result of the rapid evolution of technology and information, employee skill needs are always changing, and knowledge and skills quickly become out of date.

### **2.1.3 Human Resources Training Needs**

According to Wognum (2001), training and development needs can arise at three levels within an organization: strategic, tactical, and operational. When determining needs, top management considers the organization's goals, mission, and strategies as well as any issues that need to be resolved or fixed. Middle management considers the need for development as well as the coordination and cooperation between organisational units when determining tactical level needs. Operational level needs are decided at the operational level, where needs are decided at the level of the organisation. The needs should be properly coordinated and incorporated within the three levels.

Finding the needs that are relevant to the objectives of the organisation is the first challenge. Identifying training and development when determining needs, top management considers the organization's goals, mission, and strategies as well as any issues that need to be resolved or fixed. Middle management considers the need for development as well as the coordination and cooperation between organisational units when determining tactical level needs. Operational level needs are decided at the operational level, where needs are decided at the level of the organisation. The needs should be properly coordinated and incorporated within the three levels. The creation, development, maintenance, and improvement of any systems necessary to contribute to the availability of people with the necessary skills are required during the identification of training needs. Furthermore, varied demands should be catered for in training programmes.

Identifying the demands that are pertinent to the organization, the problem-centred and profile comparison approaches are the methods to determine needs, according to Torrington (2005). The problem-centered approach to training focuses on performance problems and assesses the organization to see if the problems are caused by a lack of skills. If so, new skills must be learned to solve the problem. The profile comparison technique, on the other hand, focuses on matching the competencies with the work field, whether it be a new role or an existing one. The demand for new or additional abilities may also result from some changes in strategy and technology. (Wognum, 2001).

According to Lussier and Hendon (2017), none of the subsequent procedures will be effective if the needs assessment is incorrect. We might not be able to change the required behaviour, the design and delivery might be flawed, and training might not yield the results we first hoped for. A manager can only determine where the procedure can be adjusted to increase

organisational productivity and accomplish the organization's goals by carefully going through the process of examining the sequence of events in the status quo.

#### **2.1.4 The relationship between training and employee performance**

Training and employee performance are favourably associated, according to past studies. Training is therefore essential for directly improving employee quality and for impacting organisational performance through human resource results.

In order to meet the demands of the dynamic business environment, training aims to maximise employee learning of new skills, information, attitudes, and behaviours. The fact that these employee training concepts help to the development of the entire organisation is a key factor in why organisations support and promote this critical human resource's function. Every firm has certain values for employee performance. Additionally, they are regarded as good performers when they perform to the required standards and adhere to organisational guidelines. (Sultans et al, 2012)

The study by Armand et al. (2014) further demonstrates that there is a strong correlation between employee performance and training. Training is given high priority since it enhances employees' skills, capacities, confidence, and competences. Employee performance is also thought to be vital for achieving organisational goals.

According to Benedicta (2010), referenced in Sultana (2012), there is a positive correlation between training and employee performance since training has a favourable impact on knowledge, skills, and behaviours, which helps the employee as well as the organisation. Although there are many elements that affect employee performance, Khan et al. (2011) argue that training is the most significant one since it improves people's abilities and competencies. According to the findings of Khan et al. (2011), training and development have a favourable effect on an organization's performance.

## **2.2 Theoretical Framework**

### **2.2.1 Strategic Training and Development Model**

The ADDIE model is a systematic approach to instructional design that can be used to develop and deliver training programs. The model comprises of five phases: analysis, design, development, implementation, and evaluation. The graphic below shows the ADDIE training model.



**Figure 2 shows phases of ADDIE Model (Source: <http://www.learnmupon.com/blog/addie-5-step-Model>)**

### **2.2.1.1 Analysis Phase**

According to Aldoobie (2015), the analysis stage is where development models are most frequently applied. The analysis step of instructional design serves as the foundation for all future phases. The researcher defines the issue during this step and suggests potential remedies. The phase could encompass certain research methods including need, goal, and task analysis. A list of duties that need to be instructed as well as an instructive are frequently the final outcomes of this step. These results will serve as the design phase's inputs. (Muruganantham, 2015)

### **2.2.1.2 Course Design Phase**

According to Muruganantham (2015), the design phase of training is where the researcher outlines a strategy for developing the instruction. This is done by using the outcomes of the



analysis phase to meet the learning goals set during the analytical phase and to expand the teaching repertoire.

Here are some of the elements of the design phase:

- Target population: The target population is the group of people who will be trained.
- Description: A description of the training program, including the goals, objectives, and content.
- Learning analysis: An analysis of what the learners need to learn in order to achieve the goals of the training program.
- Defining objectives and test items: The development of specific, measurable objectives for the training program, as well as test items that will be used to assess whether the learners have met the objectives.
- Selecting a delivery mode: The decision of how the training program will be delivered, such as in-person, online, or blended.
- Scheduling the instruction: The development of a schedule for the training program, including the start and end dates, as well as the number of sessions and the duration of each session.

The outputs of the design phase will serve as the input for the development phase, which is where the actual training program is created.

Here are some of the benefits of having a well-designed training program:

- Improved learning outcomes: A well-designed training program can help learners to achieve the goals of the program more effectively.
- Increased learner satisfaction: Learners who are satisfied with their training program are more likely to retain the information that they have learned.
- Reduced costs: A well-designed training program can help organizations to reduce the costs of training by reducing the need for remedial training and by increasing employee productivity.

### **2.2.1.3 Development Phase**

Development, according to Hannum (2005), is the phase that is based on both the analysis phase and the design phase. The creation of lesson plans and instructional materials is the goal of this phase. With the aid of media software and supplementary materials, the investigator built a package during this phase. Hardware (like simulation tools) and software (like Macromedia Flash) may fall under this category.

### **2.2.1.4 Implementation phase**

The actual delivery of the training, whether it takes place in a classroom or a lab, as well as the construction and practical execution of the E content way of learning, are referred to as the implementation phase. The investigator then sought advice from professionals in the field of education as a second step. The investigator examined the technique and procedures used with the assistance of specialists. The efficient and effective delivery of instruction is the aim of this stage. This stage needs to guarantee that the student transfers knowledge from learning to goal-setting, supports student mastery of the content, and encourages student understanding of the material. Ibid. Muruganatham.

### **2.2.1.5 Evaluation Phase**

Evaluation is the process of determining how effective and efficient a training program is. It should take place before, during, and after each phase of the instructional design process. There are two types of evaluation: formative and summative. Formative evaluation is conducted throughout the instructional design process to make sure the program is meeting the needs of the learners. It is typically done by the instructional designer and may involve surveys, interviews, or observations. Summative evaluation is conducted after the training program has been completed to assess its overall effectiveness. It is typically done by a third party and may involve surveys, interviews, or tests. Evaluation is a significant part of the instructional design process because it helps to ensure that the program is effective and meets the needs of the learners. It also helps to identify areas where the program can be improved. According to Kannan (2010), evaluation should be used to determine how well the training programs have worked. He also says that it is important to determine the link between training programs and organizational performance because organizations invest a lot of money in training and development.

Here are some specific examples of evaluation methods:

**Surveys:** Surveys can be used to collect feedback from learners about their satisfaction with the training program.

**Interviews:** Interviews can be used to collect more in-depth feedback from learners about their experience with the training program.

**Observations:** Observations can be used to see how learners interact with the training program and to identify any areas where the program can be improved.

**Tests:** Tests can be used to assess learners' knowledge and skills after they have completed the training program.

The results of evaluation can be used to improve the training program and to make ensure that it is satisfying the requirements of the organisation and the trainees.

The evaluation phase is divided into two parts: formative evaluation, which is incorporated into each of the ADDIE model's four phases to provide concurrent controls. Formative evaluation, according to Noe (2010), is the appraisal of efforts made before they are finished with the goal of enhancing those efforts. In summary, the primary function of formative evaluation is to decrease resource wastage by eliminating pointless tasks through the use of contemporaneous controls. Tests created for domain-specific criteria-related referenced items make up the summative evaluation, and they offer chances for input from the users who were identified. A review of the literature demonstrates how formative and summative evaluation work in harmony to close performance differences. By extension, the quality of the product or service is increased, which has a favourable impact on staff development, according to (Blanchard and Thacker, 2004).

Evaluation serves as a measuring tool to make sure that training can effectively and economically close capability gaps within the organisation. This is especially crucial in light of an organization's efforts to reduce expenses and boost profitability. Evaluation just seeks to achieve the same with training because businesses are looking for ways to reduce expenses without sacrificing quality (Aguinis, 2009).

According to a literature review by Korte (2007), most organisations do not have an evaluation system in place or have little faith in the evaluation process. Many organizations conduct training programs every year, but very few of them have an operative evaluation system in

place. This study aims to build on Korte's (2007) work by emphasizing Kirkpatrick's four-level training evaluation method. The study also aims to present a model for training assessment that can help HR professionals and training majors develop and implement comprehensive and persuasive training evaluation methods that can optimize ZPC's entire training function.

### 2.3 Kirkpatrick's four levels of evaluation model

Kirkpatrick's evaluation model's five tiers are made up of:

Reactions: How did the learners react to the training program?

Learning: What did the learners learn from the training program?

Behaviour: Did the learners change their behaviour as a result of the training program?

Results: Did the training program have a positive impact on the organization?

Step 5: **ROI** – Did the training investment pay off?



**Figure 3 shows Kirkpatrick's four levels of training evaluation (Source: [https://www.google.com/skillshub :kirkpatrick's model of evaluation](https://www.google.com/skillshub:kirkpatrick's%20model%20of%20evaluation))**

#### 2.3.1 Level one: Reaction

Kirkpatrick's first level of training evaluation is reaction. This level measures how the learners reacted to the training program. It is often referred to as "smile sheet evaluation" because it typically involves asking learners to rate their satisfaction with the program on a survey. Reaction evaluation is important because it can help to identify areas where the training program can be improved. For example, if learners are not satisfied with the content of the

program, the instructional designer can make changes to the content. Additionally, if learners are not satisfied with the delivery of the program, the instructional designer can make changes to the delivery method. According to Kurt (2014), there are a number of resources and procedures that can be used to conduct reaction evaluation. Some of these resources include surveys, interviews, and focus groups. Some of these procedures include collecting feedback from learners during the training program and collecting feedback from learners after the training program. Reaction evaluation is a significant part of the training evaluation process. By conducting reaction evaluation, instructional designers can identify areas where the training program can be improved. This can help to ensure that the training program is effective and meets the needs of the learners.

Here are some specific examples of reaction evaluation questions:

How satisfied were you with the overall training program?

How relevant was the content of the training program to your job?

How effective was the delivery of the training program?

Would you recommend this training program to others?

The results of reaction evaluation can be used to improve the training program and to make sure that it is meeting the needs of the learners and the organization.

### **2.3.2 Level two: Learning**

Kirkpatrick's second level of training evaluation is learning. This level measures how much the learners learned from the training program. It is often conducted by giving learners a pre-test and a post-test to measure their knowledge gain. Learning evaluation is important because it can help to identify areas where the training program was effective and areas where it could be upgraded. For example, if learners do not score well on the post-test, the instructional designer can make changes to the content of the program. Additionally, if learners score well on the post-test, the instructional designer can use this information to market the program to other potential learners.

There are a number of techniques that can be used to conduct learning evaluation. Some of these techniques include:

Pre-test and post-test: This is the most common technique for conducting learning evaluation. Learners are given a pre-test before the training program and a post-test after the training program to measure their knowledge gain.

Self-assessment: Learners are asked to assess their own learning after the training program. This can be done by asking learners to complete a survey or by asking them to write a reflection paper.

Peer assessment: Learners are asked to assess each other's learning after the training program. This can be done by asking learners to complete a peer evaluation form or by asking them to hold a discussion about what they learned.

Trainer assessment: The trainer can assess the learners' learning after the training program. This can be done by observing the learners during the training program or by asking them questions about what they learned.

Learning evaluation is an imperative part of the training evaluation process. By conducting learning evaluation, instructional designers can identify areas where the training program was effective and areas where it could be improved. This can help to ensure that the training program is effective and meets the needs of the learners.

### **2.3.3 Level three: Behaviour**

We currently evaluate how much the instruction our students received has influenced their behaviour. This specifically looks at how pupils use what they've learned. It's crucial to understand that conduct can only change in a beneficial environment. For instance, because the first two Kirkpatrick levels have not been assessed, we might conclude that there has been no change in the conduct of our group. We therefore presume that neither our trainees nor the programme itself was effective.

However, this does not imply that trainees have not learnt anything merely because their behaviour has not altered. Determining whether abilities learned during training are implemented in the job and whether this is held continuously over time is what evaluation of transfer entails. ([www.nlink.com](http://www.nlink.com)).

According to (Kurt ,2014) examples of assessment resources for level three:

Interviews and observations can be used for this.

- Evaluations must be subtle until a change is discernible, at which point a more comprehensive assessment method can be used.

Surveys and regular evaluations are required to assess whether a change is large, important, and how long it will last.

Did the learners use their gained knowledge and skills?

#### **2.3.4 Level four: Results**

Measuring the impact of training programs is the most difficult and time-consuming stage of training evaluation. The main challenges are finding a reliable method to track outcomes over an extended period and identifying the most relevant outcomes, benefits, or final results that can be attributed to training. By analysing each stage, we can get a complete picture of the training's success and identify areas for improvement in the future. While it takes time to measure at every level, it is the only way to assess the return on investment. Before developing a strategy for design, execution, and evaluation, Weighing the benefits and drawbacks is crucial.

According to MindTools (2017), some of the results that can be measured from training programs include:

Increased employee retention

Increased production

Higher morale

Reduced waste and increased sales

Higher quality ratings

Increased customer satisfaction

Fewer staff complaints

At this stage of evaluation, the effectiveness of the initiative is assessed in terms of how well it addresses the organization's training and problem-solving needs and contributes to the organization's strategic objectives. Impact evaluation emphasizes the following:

The extent to which the training program met the organization's objectives

The extent to which the training program was effective in changing employee behaviour

The extent to which the training program was cost-effective

By conducting impact evaluation, organizations can determine the effectiveness of their training programs and make necessary adjustments to ensure that they are meeting their goals.

### **2.3.5 Level 5: Return on investment**

Translating the effects of training can result in an economic profitability index. According to a review of the literature, two techniques are employed to achieve this purpose.:

#### **2.3.5.1 Calculating training costs**

One must first determine the costs related to the training techniques the organisation utilised in order to undertake a training effect evaluation. Management, design, administration, communication, extra supplies, participant pay, and overhead are examples of indirect costs. Trainers, supplies, venues, and leases are all direct costs. - Services provided to the entire firm, such as utilities, housekeeping, and depreciation The aforementioned costs, according to Guerci and Vinante (2011), are often split into fixed and variable costs. When establishing the training budget and figuring out the total expenditures of the various training activities, this classification is quite helpful. Using this method, the total costs and subsequent training investment can be calculated.

#### **2.3.5.2 Calculating training profitability**

Profitability can be calculated once training costs have been ascertained. Guerci and Vinante (2011) support the concept of utilising the formula below to determine return on investment.

$$\text{ROI} = \frac{\text{Netbenefits}}{\text{Costs}} \times 100$$

The approach described above exemplifies how profitability is assessed using a cost-benefit analysis and aims to ascertain the profitability from training efforts made by a corporation. Because this approach is simply economic, the qualitative influence is ignored. These outcomes should therefore be incorporated with the non-economic results of the benefits calculation. Although corporate boards, CEOs, and training officers place a high value on statistics, determining profitability on its own is very helpful in determining how much to invest in training.



## **2.4 The role of training and development policy in enhancing training effectiveness**

According to Ford (2005), a training policy's appraisal of training programmes is a crucial component. This evaluation may be formative or summative, depending on whether comprehensive tests are administered during or after the learning session, or only on an ad hoc basis. A well-designed TD strategy will also include a thorough procedure for identifying and prioritising training needs. Reviews give management the opportunity to assess the value of the training programme, its cost-benefit analysis, and its effects on both employee and organisational performance.

However, this planning document supports managers in a variety of choices related to their continued learning and development. Laird (2006) asserts that a thoroughly thought-out training policy determines how much money is spent on training and development. In this instance, a thorough cost analysis of the training plans is completed before setting the training budgets. A TD policy additionally offers a full justification of the sequential steps necessary to carry out a successful TD intervention (Phillips, 2003).

## **2.5 The impact of TD on employee's**

Employee training and development is one of the most important motivators that can help people and organisations achieve their short – and long – term goals and objectives. Among other advantages, it can improve attitudes, knowledge, and skills. According to Nassazi (2013) there are few typical advantages of staff training and development.: A rise in productivity: Training and development can help employees improve their skills and knowledge, which can lead to increased productivity. Improved quality: Training and development can help employees produce higher-quality work. Reduced costs: Training and development can help organizations reduce costs by reducing the need for hiring new employees and by reducing the number of errors made by employees. Improved employee morale: Training and development can help improve employee morale by making employees feel valued and appreciated. Increased customer satisfaction: Training and development can help improve customer satisfaction by providing employees with the skills and knowledge they need to provide better customer service. By providing employees with the opportunity to learn and grow, training and development can help organizations achieve their goals and objectives.

Training is no longer just about training. It should provide employees with the skills and knowledge they need to be competitive in today's changing work environment and prepare them for future demands. Trainers should take advantage of every opportunity to demonstrate

the impact of training on the business, especially to top management. According to Pont (2003), this will help them secure the resources they need to continue providing effective training. Biech (2009) argues that lack of professional training delivery lowers learning quality, which leads to decreased individual competency and eventually has a negative impact on business performance. In short, training should be relevant and impactful. It should be associated with the organization's goals and objectives, and it should be delivered in a way that is engaging and effective. By doing so, organizations can ensure that their employees are equipped with the skills and knowledge they require to succeed.

Organisations understand the difficulties in managing issues that mature in a changing environment of business and economic uncertainties Tai (2006). In order to keep a competitive advantage in the market, businesses need spend in training programmes to make sure their staff are qualified and capable of handling challenges and making quick, wise decisions. Effective training has a huge impact on an organization's success since it is essential for building capacity at both the individual and organisational levels, according to Ezigbo (2011). It also reduces personnel turnover and deters employees from regularly changing jobs. Additionally, it indicates the company's dedication to its employees, which increases their motivation.

Before training programmes are created and put into action, organisational assessments are carried out to identify needs Olaniyan (2008). Training can also help to improve the quality of goods and services, productivity, consumer satisfaction, morale, viability, management succession, and business development. A post-training evaluation is also conducted to assess the value of the program in light of the needs mentioned by Olaniyan (ibid). The report provides insights into how much the training has affected employee productivity. These actions are crucial because a company can only prosper if its personnel have the necessary information and skills and are able to use them. According to Bhatti (2009), investing in training can benefit a company's financial situation by saving time and money. When workers are unclear about their responsibilities, how to do their tasks, or why they must operate in a particular manner, it frequently leads to poor performance.

Training can help to resolve these performance concerns by describing the intricacies of the assignment. This should reduce the need for additional work efforts, time spent correcting mistakes, and the requirement to find solutions in order to improve subpar performances. It is possible to increase employee performance to reduce staff turnover, maintenance expenses,

and customer complaints. When employees perform well, less supervision is frequently needed, and worker output rises.

Among the many advantages of training, it can also decrease risks in businesses since efficient staff members will be better able to use the assets of the company, minimising and preventing waste. Training will also rise employees' feelings of security, lowering employee turnover. Cole (2002) asserts that training can lead to lower production costs, decreased turnover, and better change management.

## **2.6 Training and development methods**

The type of employee training that is appropriate for a company depends on a variety of factors, including the job description, the skill gap that needs to be filled, the employee's current qualifications, and the challenging tasks that employees must perform in order to fulfill the duties of the position. The other factors to be considered are the size employee to be trained availability and the cost Adamu (2008). The type of training model to be used will mostly depend on the employee's current or prospective employment role Ezeigbo (2011). The two basic types of training models that can be employed are on-the-job training and off-the-job training.

According to Lussier and Hendon (2017) On-the-job training takes place at the workplace using the same tools the employee employs to carry out their responsibilities. The training is typically given one-on-one with the trainee by the management or an employee they have chosen. It also teaches staff members first-hand how to handle problems that can come up while working on the project. Trainees seek to learn by watching the management or an experienced worker carry out a specific task. Businesses frequently utilise this method to train current employees and set the tone for new hires due to its simplicity and cost-effectiveness.

### **2.6.1 Apprenticeship**

Apprenticeship is a popular training method for the next generation of professionals in a particular field. It covers a wide range of occupations, from regulated professionals who require a specific license to artisan careers. This training method teaches employees the knowledge and skills required for a trade or a variety of related skills. Ezeigbo (2011) stated that most of the training involves working for an employer who trains the apprentices in their trade or profession in exchange for their employment for a set period of time after acquiring the required skills. Typically, the employer will provide a maintenance allowance to the trainee while they are in training.

### **2.6.2 Job rotation and transfers**

In order to develop employees' abilities within the organisation, McCourt (2003) claims that job rotations and transfers entail moving employees from one official responsibility to another, such as taking on higher rank positions within the organisation, and from one station of the organisation to another. It might involve moving personnel between power plants, for example. Employees can learn about the many operations inside the company as well as the variations present in the various power plants across the nation thanks to these rotations and transfers. The organisation benefits from the information the chosen personnel gather as it strengthens its competitive advantage.

### **2.6.3 Internship**

This kind of on-the-job training is used in the majority of official employment and professional similarities. For instance, internships lead to professional jobs while apprenticeships lead to trade or vocational professions. Internships are regularly taken up by undergraduates for instance interns at ZPC can take part in internship courses for postgraduates' students. Internships typically give you the chance to broaden your knowledge acquire invaluable real-world experience. Intern remuneration include, paid, unpaid or part time pay

### **2.6.4 Off the job training**

Training is carried out in a planned environment off site, separate from the current organisation, for a predetermined amount of time. This type of instruction at an alternative site aims to give staff members a change of scenery, which frequently has a positive impact. In order to reflect on what has worked and what has not they could also evaluate past behaviours Okanya (2008). theory component is covered in the educational materials given to the trainees. The training method gave students new and experimental impressions by utilising case studies, conferences, seminars, audio-visuals, lectures, simulations, and role played. This is an expensive training

technique because it involves paying for the training site, the facilities used to instruct personnel, and the hiring of experts to improve the training.

### **2.6.5 Classroom training**

Classroom training, according to Lussier and Hendon (2017), is a type of training that incorporates content, teaching strategies, lesson plans, and instructor materials and gives all of these things to a trained instructor who will be present in the class. A lot of people can regularly learn general information or theories about a subject through classroom instruction. Due to the passive nature of classroom learning, it is typically not very successful for teaching specific hands-on skills. However, it is useful when using tools that are used in the workplace.

## **2.7 Problems faced by organisations in training employees**

Among the authors that debate the difficulties with employee training According to Cheng and Ho (2001), it is difficult to build a long-term strategy framework, which makes employee training tough. The impacts of training and employee performance are essentially long-term investments; thus, they won't be felt until a certain length of time has gone.

According to Lloyd and Budhwar et al. (2002), there are a few issues that employers and organisations encounter that are obstacles to the efficient administration, training, and development of human resources in a global economy. The literature has shown that there is a shortage of Human Resources Development specialists who are knowledgeable and adapt system thinkers and who can oversee the extensive and specialised function of HRD across enterprises, according to Bing et al. (2003). Managers' inexperience with and ignorance of HR TD is the root cause of problems.

Human resources should be needed to have at least a college degree, according to arguments, in addition to having the necessary job-specific skills, knowledge, and trainability Chermack et al (2003). The application of this norm of education to all employee levels, however, is uncertain and needs more empirical support. However, it is generally acknowledged that a bachelor's degree offers the crucial intellectual human capital on which to base subsequent learning as well as a knowledge workforce. (Kessels and Harrison 2004).

Reid and Barrington (2003) found that psychological circumstances and capacities of employees can either support or discourage the acquisition and transmission of new skills and information, in addition to physical and social elements. In this context, psychological elements

may include the employee's education, language and communication skills, resistance to change, and any other skills or dispositions pertaining to the person's mental condition. On the other hand, some theorists have contended that immediate superior support in the transfer of the learning process substantially motivates how much training skills and learning are applied to the job and the workplace. (Stuart and Santos ,2003).

On the other hand, some theorists have argued that communication and language skills are related to the education level of human resources. Chermack et al (2002). Indeed, it is crucial for instructors to impart knowledge to students, who must then accept and apply it, as any issues with language and communication skills could have a detrimental effect on learning, development, and training. Noe (2008). Adding to the criticism, the lack of English-speaking employees or those with limited English language ability is negatively affecting educational and human resources (HR) initiatives. Additionally, issues with language and communication have also been linked to cultural assimilation.

However, according to a number of studies, learning and training have been hindered by a lack of understanding of how to adapt to various cultures and beliefs, Hansen (2003).

According to Desmone et al. (2002), the bulk of senior employees are thought to represent the older workers, also known as "baby boomers" in the literature. According to Chermack et al. (2003), it was actually discovered that the senior workforce is unable to keep up with the rapid technological improvement and increased dependency on computers, making the development of these individuals into knowledge workers challenging or even resource-wasting.

lastly, issues with the workforce's ageing and their roles within the organisation present a significant obstacle to transforming them into knowledge workers, particularly given their level of education. The research has confirmed challenges associated to shifting worker demographics, such as the relationship between education levels and communication, language, and the ageing workforce versus employers and HRD in many firms. (Alzalabani, 2002

## **2.8 Empirical research findings**

In order to determine whether training programmes in the UK genuinely help the public and commercial sectors, Pineda (2010) undertook his research. The main objective of the study was to develop a comprehensive model that analyses the financial, social, and pedagogical benefits of training. In-depth interviews were used to conduct the study, and quantitative content

analysis techniques were used to analyse the data. Although businesses and government organisations spend a lot of money on training, he pointed out that the results of those investments are rarely measured. Organisations spend a lot of money on training, yet many of them challenged to evaluate the training's success due to a lack of measuring tools, according to Hansson (2007), who agrees with Pineda (ibid). According to the research, Europe spends a lot on training, with an average investment of 2.99 percent of payroll. whereas it was only 1.95 percent of payroll in Spain, according to the most recent Cranfield Study Executive Report (2005). The absence of management body support and the lack of appropriate tools, however, posed the biggest obstacles to accurately evaluating training in these studies.

In her study on the effect of training on workers' performance, Sekansi (2018) focused on the Lesotho banking industry. This study used stratified sampling to choose a sample of 171 employees from a population of 300 employees in order to assess the impact of training on employee performance, motivation, and job satisfaction in the banking industry of Lesotho. Therefore, the banking industry in Lesotho should allocate funds for employee training on a regular basis based on skill gaps identified to hone employees' skills, knowledge, and abilities in order to equip them to handle the constantly changing workplace and uncertain conditions as well as to increase their motivation and job satisfaction.

According to Nassazi (2013), he conducted his research using the Ugandan telecommunications sector as a case study to assess the impact of training on worker performance. Four goals were developed to help understand the study's objectives, and they were specifically focused on identifying training programmes that were already in place in the sector, the purpose of the training that was provided, the teaching strategies used, and, finally, the impacts of training and development on employee performance. The analysis was built on three case studies of the biggest telecom companies in Uganda. 120 respondents were given a questionnaire with 18 questions as part of a qualitative research strategy to data collecting. Based on this sample, the findings indicate that training significantly affects workers' performance. Managers of human resources, decision-makers in human resources policy, as well as governmental and academic organisations, can all benefit from the findings.

Halawi and Nada (2018) undertook a study intended at studying the effects of training on the performance of employees from two Lebanese enterprises – Bonjus Company and Khatib ana Alami Company. Organisations currently rely on enhanced capability, skills, and responsibility knowledge. This is done with the knowledge that workers are the foundation of organisations.

However, it is unclear how Lebanese businesses manage to provide their staff with the level of education and training that they do. A sample of 303 respondents, who provided primary data for the study, were used. Data was collected by the researcher using questionnaires, and the findings revealed that two Lebanese organisations create distinct training courses that concentrate on short-term skills and development programmes for long-term talents. The ability to build inner fulfilment, receiving favourable evaluation feedback, understanding how to produce a quality output, and pursuing jobs outside of the classroom were all mentioned by employees. However, management acknowledged that there were issues.

Reid (2000) stated that the UK workforce had become more professional as a result of moving forward with a more industrial orientation, strategic awareness, and propensity to innovate in order to preserve competitive advantage. This was observed in the OECD study that evaluated innovation in UK SMEs and concluded that better skill levels of both management and workers enabled innovation Albaladejo and Romin (2001). Also, a correlation between worker training cost and worker productivity and technological complexity and originality has been found. This consequently implies that the most significant achievement in this field had its attention pointed to the investment in skills and training and, more especially. Improved worker performance and higher skill levels have a clear relationship that leads to more productive outcomes, and this was especially evident at the intermediate skill level. According to the study, businesses in continental Europe are experiencing higher average levels of labour performance and productivity, which are strongly correlated with the new skills and knowledge that their workforces have acquired through skill training. Keep, Mayhew, and Corney (2002) found that lower skill levels in production firms had a detrimental effect on both employee performance and the equipment types chosen by the businesses. Evidence suggests a relationship between skill levels and overall innovation performance. (Tamkin, 2005).

Additionally, Bollinger and Smith (2001) conducted study on the Catalan Government's health programme in Spain. The campaign inspired all doctors to employ prescription medications to advance their practises. Between April and December 2000, 153 training programmes were completed. The review put a lot of emphasis on the doctor's learning and happiness, the degree of skill transfer to the workplace, and the program's influence on healthcare facilities. The outcomes revealed that the learners gave the training they received a favourable review. On a scale from 0 to 5, they gave the training a rating of 3.82 for usefulness and a rating of 3.82 for meeting expectations. The average level of knowledge gained was 3.36 on a scale of 0 to 5, while the degree of training application obtained a score of 3.1. Most of the trainees made



changes to their professional conduct, particularly in duties involving the use of medications. Since changing how doctors use medications professionally was one of the training's main goals, the evaluation revealed that it was successful in achieving this goal. Due to other organisational and cultural factors intervening, this training's effect on the organisation was less than expected.

## **2.9 GAP Analysis**

Today's business heavily engages in training efforts because they believe that employees are the only resource with the creativity and agility needed to sustain an organisation's success in today's dynamic business climate. The empirical evidence on the effect of employee training on employee performance gave much attention to the positive outcome that training has on the performance of employees. Bolinger and Smith (2001), centred on the satisfaction and knowledge gained by the participating doctors, the degree of skill transfer to the workplace, and the effect of the training on health clinics. The outcomes demonstrated that the learners gave the programme a favourable review. However, the above researchers overlooked the problems the organisations face in trying to implement training programmes in organisations. Among other authors who argue about the problems of training employees Cheng and Ho (2001), discovered that creating a long-term strategy framework is difficult, making employee training problematic. Training and professional development are fundamentally long-term investments; therefore, their results won't be felt right away. Instead, they'll take some time to materialise.

## **2.10 Chapter summary**

This chapter discussed the different approaches to training and development, the core of employee training, the training evaluation tool, the empirical research findings, the impact of training on employee performance and policy in enhancing training effectiveness, the training benefits indicators, and the justification for the study.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter presents the study methodology, which is the foundation for the research conclusions and recommendations. The methodology includes the research design, population, research subjects, sampling design and procedures, instrumentation, validity and reliability, data collection, presentation, analysis procedures, and ethical considerations.

#### 3.1 Research Design

The methods for data collection, measurement, and analysis are included in the project design. According to Hair et al. (2013), study designs can be divided into three main categories: exploratory, descriptive, and causal. Information on the connections between TD and organisational performance was gathered using an investigative research design. Exploratory research aims to focus a study topic's scope and refine vague research difficulties into ones that are clear and aid in achieving specific research goals (Zikmund & Babin, 2013).

There are various types of research methodologies that can be used when conducting a study. These techniques comprise qualitative, quantitative, and a combination of the two types of research. The researcher combined two studies for this study. Additionally, case studies that were both qualitative and quantitative were helpful in interpreting the statistical connections between TD programmes and employee performance.

##### 3.1.2 Case Study

ZPC served as the foundation for the investigation. The case study helped by providing answers in the understanding of statistical links between a training initiative and employee performance as well as organisational performance overall. It was possible to fulfil the student's ambition to have a thorough examination of the reasons for, complications with, and impacts of training and development on the general effectiveness of employees in an organisation. To generalise the conclusions from a case study, which only includes the ZPC head office, is challenging.

## 3.2 Research subjects

### 3.2.1 Populations

Population is defined by Zikmund & Babin (2013) as the totality of all elements that share at least one mutual attribute in relation to a specific issue. Population is further described by (Sekaran 2001) as the whole group of individuals, events, or interesting objects that the researcher desires to study. While the whole collection of essentials about which the researcher seeks to make some interpretations constitutes the target population Okiro and Ndungu (2013). Permanent and contract workers at ZPC's head office who worked in the five areas of Human resources and administration, operations, supply chain, finance, salaries, legal, and technical and compliance made up the population under examination. There were 115 employees in the study's overall population.

### 3.2.2 Sample

Any combination of sampling units that excludes the complete group of units that have been designated as the population is referred to as a sample size. According to Garson (2012), a sample size is a fraction of the population chosen at random to represent the entire population. Durrheim and Painter (2012) claim that a sample size of 30% is adequate to accurately reflect the complete community of less than 1000 people. The respondents for this study were chosen from the ZPC head office. A total of 36 people were included in the sample, which is a 30% representation of the 115 people in the population.

Department	Total population	Number of respondents
Human Resources and Administration	19	6
Finance	19	6
Operations	15	5
Legal	10	3
Supply Chain	22	7
Technical Compliance	30	9

<b>Total</b>	<b>115</b>	<b>36</b>
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*Table: 1 shows statistical representation of sample size*

### **3.2.3 Sampling techniques**

#### **3.2.3.1 Stratified random sampling**

A stratified random sampling was used to establish the sample size. The population was divided into categories based on departmental functions. Stratified random sampling, according to Auka et al. (2013), guarantees that all groups are adequately sampled, allowing for comparisons between the groupings. The departments of human resources and administration, operations, supply chain, finance, legal and technical, and compliance were used to stratify the intended audience for ZPC personnel. A random sample approach was used to select participants from each stratum. By dividing the population into different, independent strata, the researcher was able to reach findings about specific subgroups that could have been missed in a larger random sample.

### **3.3 Data Collection Instruments**

The researcher used qualitative and quantitative research instruments to obtain data. Primary data was collected through the use semi structured questionnaire and interview guides. Additionally, data were gathered from secondary data sources. This made sure that the benefits of each data collection method complimented one another, ensuring data triangulation and boosting the validity and dependability of the research.

#### **3.3.1 Primary data**

This is the information collected the investigator himself / herself from the field. Primary data was composed with the help of defined questionnaire and interview guide.

#### **3.3.2 Questionnaires**

When participants are given a list of questions to respond to, either verbally or in writing, it is known as a questionnaire. In Malhotra (2010). To collect information from the targeted respondents, closed questionnaires were employed. In order to describe the entire population, questionnaires also made it possible to quickly and cheaply obtain original data from the sample of the population Ogutu (2012). Additionally, people who felt less identified were more free to communicate their opinions and thoughts, which reduced research bias.

In terms of structure, the questionnaire consisted of six sections. Section A requested demographic information such as gender, work and training level. Section B comprised

questions on training programs offered by ZPC. Section C determined the proper training programmes on employee performance. Section D explored the challenges of implementing proper training programs. Lastly Section E dealt with recommendations aimed at improving the effectiveness of T and D programs. The measurement items were assessed using a five-point Likert-type scale with end-points of strongly disagree (1) to strongly agree (5) Elliot (2021). The study's nature and goal were outlined in a cover letter that was included with the questionnaire, along with guidelines on how to fill it out. Additionally, the researcher had no way of piquing participants' attention because it depended on their ability and willingness to offer the necessary information.

### **3.3.3 Interview Guides**

Interviews with the heads of the departments in the study region were undertaken in order to gain information pertinent to the study variables during data collection. The investigator developed interview – related interview guiding questions. During the time of data collection, HODs in the study region were contacted and used to gather information from the respondents. Additionally, the contact between the researcher and the respondents gave the researcher the ability to assess the nonverbal communication of the respondents, explaining any training-related concerns that were unclear, and do additional probing to gather accurate and trustworthy data.

However, interviews had flaws of their own. Interviewees may be uncomfortable with the researcher's presence and may feel pressured to provide biased information. The researcher conducted a pilot study to ensure the content and predictive validity of the interviews in an effort to verify their truthfulness and authenticity. In addition, respondents were afraid to share their true ideas for fear of being victimised, and prejudice is evident. In order to mitigate some of these flaws, the researcher made an effort to foster an atmosphere of openness while posing questions and refrained from adding personal commentary on the responses they received.

### **3.3.4 Secondary Data**

Secondary data, also referred to as second-hand information, is information that has already been gathered by someone else. In order to fully comprehend the investigation problem, The researcher gathered data from financial reports, and company publications. Even though certain secondary data sources had the significant limitation of having been obtained for purposes other than this study, the data nonetheless offered helpful insights into the subject of inquiry.

### **3.4 Reliability and Validity of Research Instruments**

Reliability, in the words of Ghauri and Gronhaug (2005), is the consistency of the metric used to examine correlations between variables. Continuity is a measure of how free of random errors the measurement technique is, according to Feinburg et al. (2013). The questionnaire's questions were developed with respect for the topic, the study's objectives, and relevant theories. Therefore, it is assumed that the responses and findings of this study are trustworthy. After gathering data, the researcher checked the information by subjecting secondary questionnaires guidelines in the form of pre-interview using interview guides in order to determine the relationships between the information provided. The information was then gathered, evaluated, and fed into the tables. According to Pallant (2010) It is possible to assess a scale's validity to see if it is indeed measuring what it is intended to measure.

### **3.5 Data Collection Procedures**

A letter introducing the study and questionnaires were hand delivered to the chosen respondents after receiving approval from the HR manager to conduct the investigation. Before the final distribution, the questionnaire underwent a pre-test to identify any flaws in the research design. In order to make sure the questionnaire was valid and dependable; this was done to refine and fine-tune it. To avoid bias, five study population members who took part in the pilot study were later left out of the main study. Additionally, the respondents were reminded of the deadline through email, and the questionnaires were gathered seven days afterwards. Follow – up calls were made to remind respondents of the time, date and location of the interviews in an effort to boost the response rate.

### **3.6 Data Presentation and Analysis**

Schindler and Cooper, (2000) data analysis comprises the creation of summaries, the detection of patterns, and the use of statistical techniques. Data editing and reduction to manageable size. Using self-administered questionnaire, interviews and secondary data, the statistical package for social sciences (SPSS) was utilised to assess the edited data both statistically and qualitatively. After acquiring the research area's raw data, editing, and ensuring the quality, consistency and uniformity, the data analysis was finished. The information was then presented in tables, bar graphs, line graphs and pie charts. Figures were made to show the relationship between variables to improve interpretations.

### **3.7 Ethical considerations**

Ethics are moral decisions that guide judgements, norms, and conduct Greener (2008). To safeguard respondents from potential victimisation and uphold respondents' privacy and confidentiality by keeping their private matters private and refraining from disclosing specific respondents' responses. For reasons of privacy and confidentiality of the information attained from the respondents, names of the respondents were not included in the questionnaires in this case. The investigator also learned information about the respondents' free will and lack of coercion. Questionnaires were destroyed when data collection was complete to prevent data leakage to unauthorised parties. The study was conducted with highest respect of every participant since the results were treated as equally important in trying to bring out the truth that was to enable conclusions to be drawn after research completion.

### **3.8 Chapter summary**

This chapter described the steps taken to conduct the study on the effect of training on staff performance at the ZPC head office. study tools, validity, reliability, and ethical considerations were all covered, along with study design, population, sampling design, and procedures. The gathering, presentation, and analysis of data were also topics covered in this chapter. Results of the research were covered in the next chapter.

## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

#### 4.0 Introduction

The previous chapter looked into the research methodology where it established the guide for the data collection, presentational analysis. This chapter presents results and analyses them in accordance to the research methodology. Data is presented in form of tables and pie charts and is analysed using the descriptive statistics.

#### 4.1 Response rate

	<b>Interviews invitations</b>	<b>Responded</b>
HODs	<b>6</b>	<b>5</b>
<b>Rate</b>		<b>83.33%</b>
<b>Department</b>	<b>Questionnaires administered</b>	<b>Responded</b>
Human Resources and Administration	6	5
Finance	6	5
Operations	5	4
Legal	3	2
Supply Chain	7	6
Technical Compliance	9	8



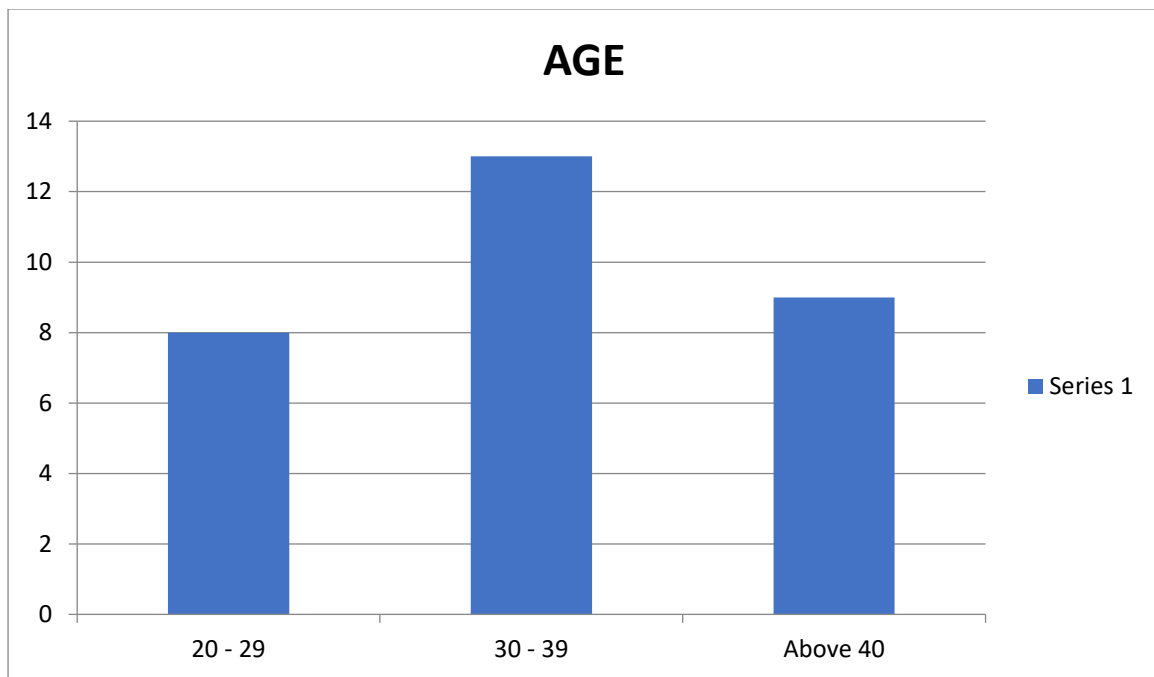
<b>Total</b>	<b>36</b>	<b>30</b>
<b>Rate</b>	<b>100%</b>	<b>83.33%</b>

**Table 2 shows response rate of research participants (Source: Primary research 2023)**

According to above table 4.1, the study received a response rate of 83.33% composed of staff members of ZPC. This means that 30 out of 36 intended participants took the initiative to take part in the study. According to Bhandari (2020), researchers should be satisfied with a response rate of 70% or higher. Thus, the 83.33% that was acquired for this investigation will allow the researcher to give enough findings.

#### **4.2 Demographic Information of Respondents**

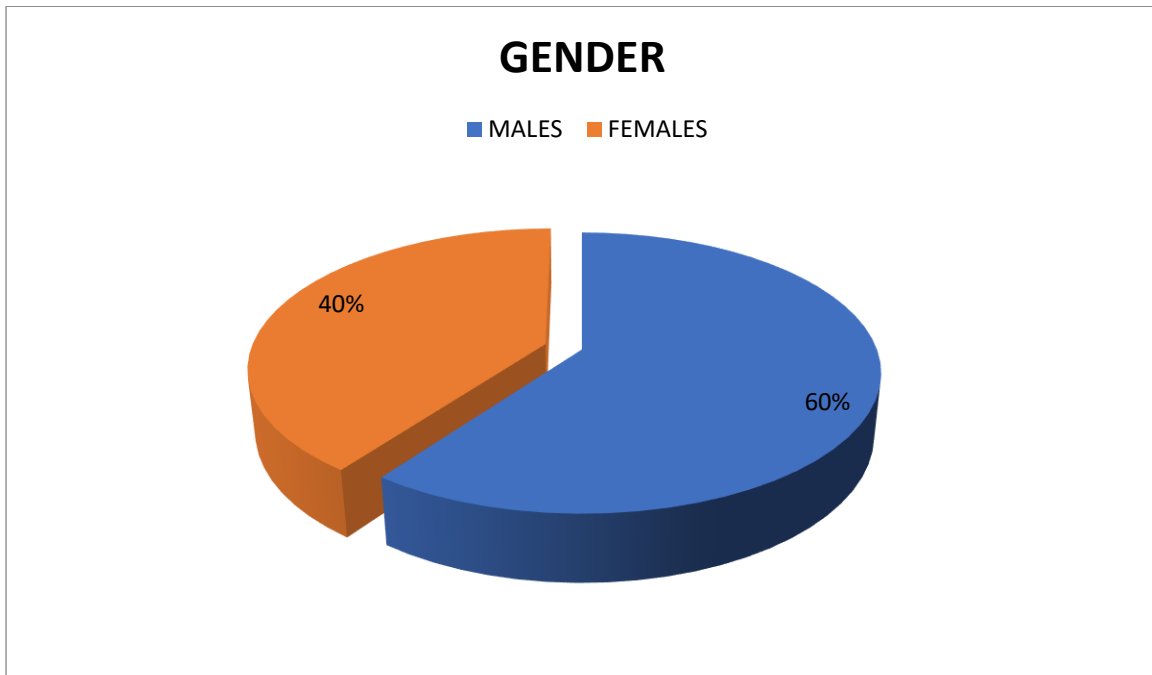
Age



**Figure 4 shows demographic information of respondent's age distribution (Source: Primary source)**

The above fig 4.1 depicts the age distribution of the participants from ZPC. The distribution starting from ages ranging from 20 to above 40 shows how the organization does not discriminate against age. As for the study a varied age distribution allows for generational answers as per how each generation relates to employee training and development.

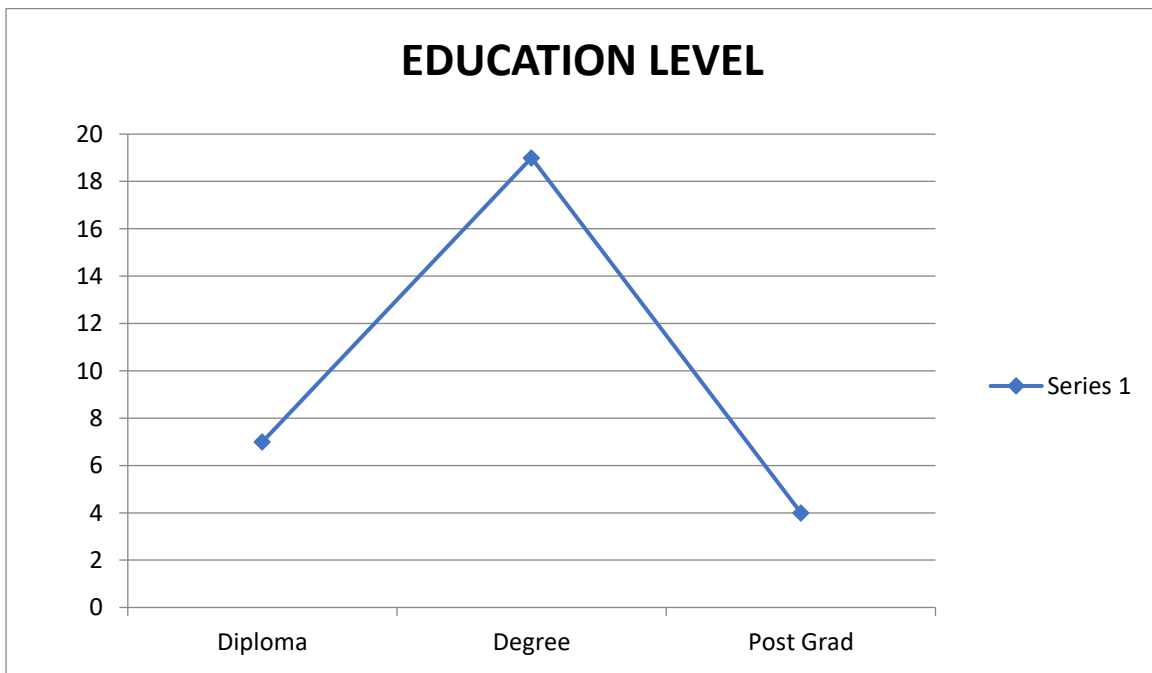
### 4.3 Gender



**Figure 5 shows gender distribution (Source: Primary source)**

According to the fig 4.2 above, the gender distribution was 18 male participants to 12 female participants. The difference has no much significance which can affect the quality of the results.

### 4.4 Level of education



**Figure 6 shows demographic information, education level of participants (Source: Primary source)**

Fig 4.3 shows a depiction of the educational levels of the employees from diploma to post graduate. The majority of the participants from the study (18/30) were graduates with at least a degree. The study appreciates the fact that all participants possess a recognizable qualification, which paves way for them to offer reliable answers.

#### 4.5 Types of training programs used by ZPC Head Office

<b>Programs</b>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Apprenticeship</b>	30	9 30%	7 23.33%	5 16.67%	6 20%	3 10%
<b>Job rotation and transfers</b>	30	13 43.33%	4 13.33%	7 23.33%	5 16.67%	1 3.33%
<b>Internship</b>	30	5 16.67%	6 20%	2 6.67%	10 33.33%	7 23.33%
<b>Off the job training</b>	30	1 3.33%	5 16.67%	8 26.67%	13 43.33%	3 10%
<b>Classroom training</b>	30	6 20%	3 10%	6 20%	7 23.33%	8 26.67%

**Table 3 shows training programmes at ZPC (Source: Primary data 2023)**

53.33% of the participants agreed that apprenticeship is one of the most used training programs by ZPC. This shows that it is a strategy that is beneficial to the organization. 16.76% of participants remained neutral indicating a doubt in the use of apprenticeship as a training program but rather a recruiting program for cheaper labour. 30% disagreed that apprenticeship was indeed training and developing strategy for the organization. 56.67% of the participants agreed on job rotation as a program used for training and developing talent. 23.33% remained neutral while 20% disagreed on job rotation and transfers. This means that there is a probability that job rotation maybe be done but not on all employees. 20% of the participants agreed that off the job training is being used to train and develop employees. However, it is significantly low implying the possibility that there are certain employees or departments that are given off

the job training, while the rest are given on job training as indicated by the 53.33% who disagreed. 36.67% agreed that internship is being utilized as a training and development program while 56.67% disagreed. This means that although the organizations hire interns, there are much fewer compared to the full-time employees. Class room training was mostly disagreed on (50%) than agreed on (30%) as a method of training and developing talent. This means that class room training is being done on a small scale to certain employees.

#### 4.6 The impact of proper training programs on employee performance

<b>Impact</b>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Motivated employees</b>	30	7 23.33%	13 43.33%	1 3.33%	4 13.33%	5 16.67%
<b>Competent workforce</b>	30	10 33.33%	7 23.33%	5 16.67%	6 20%	2 6.67%
<b>Effectiveness</b>	30	8 26.67%	11 36.67%	4 13.33%	2 6.67%	5 16.67%
<b>Efficiency</b>	30	9 30%	11 36.67%	5 16.67%	4 13.33%	1 3.33%
<b>Minimize risks</b>	30	13 43.33%	11 36.67%	2 6.67%	2 6.67%	2 6.67%

**Table 4 shows the impact of proper training programs (Source: Primary data 2023)**

Looking at the influence of training and development on employee performance, motivation was agreed on (66.67%) as a benefit accrued from training and development as opposed to 30% of the participants who thought otherwise. 17% of the participants agreed that a competent workforce can be developed through training employees, while 26.67% thought against it. A significant 63.34% agreed while 23.34% disagreed that effectiveness is a quality that can be attained through employee training and development. A whopping 66.67% of the participants agreed that efficiency is indeed an impact of training and development of employee, whereas 16.67% voted against it. The majority of participants 80% agreed that employees are able to minimize risk when they receive training and development while 13.34% thought otherwise.

#### 4.7 Challenges of implementing proper training programs used

Challenges	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
global economy	30	5 16.67%	14 46.67%	1 3.33%	7 23.33%	3 10%
Lack of expertise	30	15 50%	8 26.67%	3 10%	3 10%	1 3.33%
employee's psychological conditions	30	5 16.67%	3 10%	4 13.33%	11 36.67%	7 23.33%
superior support	30	8 26.67%	17 56.67%	3 10%	1 3.33%	1 3.33%
communication and language	30	6 20%	8 26.67%	2 6.67%	10 33.33%	4 13.33%

**Table 5 shows challenges of implementing proper training programmes used (Source: Primary data 2023)**

Employee training and development programs are also faced with problems, as agreed by 63.34% of the participants who agreed on poor economy as a challenge against 33.33% who thought that the economy does not impact training and development. A significant 76.67% agreed that a lack of expertise poses a great challenge to the training and development process while the rest though it does not necessarily affect. The majority of the participants (60%) disagreed that employee's psychological conditions exist as a threat to their training and development, as opposed to the 26.67% that agreed. A good portion of the participants (83.34%) agreed on the need for superior support for the training and development process to be successful. There was an even distribution with regards to communication and language being a barrier, 46.67% agreed while 46.67% disagreed.

#### 4.8 Discussion of results

The study took particular interest in establishing the different training and development strategies being utilized at ZPC. The research established that indeed the organization was Pa

taking in training and development scheme for its employees. Apprenticeship was agreed as the most common strategy of employee training at most. The company uses the apprenticeship strategy in order to harness the young talents in the labour market before other companies scoop them. This method is highly beneficial to the company as they do not only get fresh talent from the market but also it saves them cost of wages as apprentices are not paid as much as experienced employees are. Through this training plan, personnel are taught the knowledge, and abilities necessary for a craft or a variety of related vocations Ezeigbo (2011). Job rotations and transfers is another method voted highly as a strategy for employee training and development. Job rotation does not only give employees experience over various responsibilities around the organization, but also possesses the ability to harness new skills from employees. Job rotation improves the skills and knowledge of employees across different departments. Ngailo (2019) discovered that banks in Tanzania were using job rotation as a form of employee training and development. Classroom training and off job training were voted as the list strategies used for employee training and development. This is due to the fact that ZPC prefers practical learning hence they opt for apprenticeship so that employees can learn and work at the same. Hence the organization prefers to harness productivity while the employees are enhancing their knowledge and skills. Nassazi (2013) discovered that off the job training is also another method where employees are taken somewhere away from workplace for role playing or seminars, where they learn. The study by Armand et al. (2014) further demonstrates that there is a strong correlation between employee performance and training. According to Ahmand et al. (2014), training is given high priority since it enhances employees' skills, capacities, confidence, and competences. Employee performance is also thought to be vital for achieving organisational goals.

The study also took interest in studying the impact of training and development strategies. It is known that training and development does not only benefit individuals, but also the organization at large. Training and development serve as a motivational factor of the employees. This is due to the fact that as employees gain more knowledge, they feel they are deserving of their jobs and fitting for purpose, hence they would want to test their new capacity. Borrowing from Maslow hierarchy of needs, training and development helps employees achieve the self-actualization stage. Hence the more the employees gain experience and knowledge, the more they want to work, especially with minimum supervision. Kumar & Siddika (2017) conducted a study on paybacks of training and development, and discovered that it improved the intellectuality of employees and enhanced their performance. Boosting of

organizational performance stands as the core objective of training and development of employees. By enhancing the skills of employees, in return they exercised efficiency and effectiveness which increases productivity by minimizing wastages. The study by Jain & Chhabra (2002) noted that on the job training is effective as employees learn the particular skill that is required as well as enhancing their personal skills. Samad et al (2018) discovered in their study in India that employee training and development has a significant impact on the effectiveness of employees. Through gaining expert is, employees are able to minimize risks, be it financial or operational risk, thereby improving their efficiency. Thobias (2019) in his study in Tanzania discovered that employee's efficiency is enhanced through train and development where they learn how to utilize resources and balance input and output. Enhancing the skills of customer management y employees leads to customer satisfaction which possesses the rewards of customer loyalty, good organizational reputation and enhanced organization performance. This I supported by the study of Enga (2017) which confirmed that training improves the knowledge, skills and abilities of employees. In Uganda the study by Nassazi (2013) discovered that training and development had a clear effect on employee skills and knowledge. The study by Akilandeswari (2014) discovered that employees gain new skills and in turn they would perform even better.

The study however discovered that the notion of training and development also faces some challenges during its implementation. Among those challenges, lack of management support was voted as the biggest challenge. This is so because the management holds the keys to the whole training and development process. Their lack of support may render the easily the whole process to be a failure. This conforms to the study of Samad et al (2018) in India which confirmed that training and development was affected by the degree of supervisory support. On the other hand, their full support with resources will enhance the effectiveness of the concept in order to achieve its intended goals. Therefore, management ought to look at the benefits and not only on the cost being incurred through the process as it is regarded a future investment. This concurs with the study of Cheng & Ho (2001) which discovered that training and development has long term benefits. Superiors lacking expertise was also voted as one of the biggest challenges facing the organization ZPC. This is because the ZPC owns its market with small opponents. This means that there is limited or no other organizations to provide exposure for individuals before they join the organization. As such, organization works with h resources at their disposal. Lack of expertise is a serious threat as it hinders development of the organization, leading to slow growth and dwelling on tradition always in the organizations.

Psychological state of employees was also voted as a serious threat to the implementation of the training and development program. An unmotivated employee can be difficult to teach new skills, similar to employees suffering from stress. Work life balance is a serious threat to the successful implementation of training and development to the employees. Failure to manage work and life can result mental break down, which directly affects the output levels of the employees, making them risk susceptible. Lack of motivation minimizes the positive impact of training programs as confirmed by (Roberts et al. 2018).

#### **4.9 Results from interviews**

##### **4.9.1 The relationship between training and development and organizational goals**

According to 100% of the participants, there exist a strong link between the organizational goals and training and development program. This so because training and development is aimed at equipping employees with skills and knowledge to satisfies their mandates which relates to organizational goal. Thus, the performance of the organization is directly linked to the ability of the resource as noted by the resource-based theory. According to Kumar and Siddika (2017), training is the process that equips employees with the skills necessary to meet the demands of their work. This conforms to the study of Ismael et al (2021), the efficacy of an organisation is directly impacted by development programmes, according to the experts, and advancement and development are necessary for a successful organisation.

##### **4.9.2 Most used Training and development methods**

From the interviews with senior management, the study discovered that on the job methods were more popular in the organization compared to off the job methods as supported by 100% of the respondents. In particular, job rotation and apprenticeship are the most used methods within the organization. This is so because of the state of the economy where resources are limited and also the company as a more manual and practically based requires employees to learn while doing practice. With the economy in shambles, the aim of the organization is to minimize the cost incurred; hence they view off the job training as expensive. This is supported by the studies of Ngailo (2019) and Ngowi (2020) which discovered on job training methods are the most used in Tanzania's Banking and Electricity industries.

##### **4.9.3 The Immediate Benefit of Training and development methods**

According to the interviews result, it was discovered that employee retention is the immediate benefit harnessed from the training and development process as agreed on by 80% of the participants. This is so because the employees are trained as per the specifications of the



requirements of the organization, as such these skills may not suit any other organization. Hence training and development acts as differentiation factor to the organization. The current study also supported a study by Jaseel (2019), which showed that training and development programmes had a beneficial relationship with organisational commitment and, as a result, staff retention. This indicates that businesses should anticipate employees' willingness to stay with the company due to training's benefits, such as improved job knowledge and abilities and the possibility of promotion and career progression.

#### **4.10 Chapter Summary**

This chapter looked into the data presentation and analysis relating to the field study. Data was presented in tables and pie charts and analysed using descriptive statistics. For validation, reference to prior literature related to the study was done. The next chapter is set to conclude summarize and give recommendations for the study.

## CHAPTER V

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### 5.0 Introduction

The previous chapter presented the data from the field study and analysed it as per the demands of the question under study. This chapter is set to provide a summary of results, conclusions, and recommendations.

#### 5.1 Summary

The study used a case study of the Zimbabwe Power Company to examine the effect of employee training on employee performance. The study's research strategy used a mixed method approach and got an 83.33% response rate. The research discovered that training and development program is a vital aspect in terms of improving the skills of employees to best suit the organizational needs. The study realized that apprenticeship and job rotation were the two of the organization's most training and development strategies. On the other hand, internships, off-the-job training, and classroom training were the least agreed upon as the lesser-used methods of employee training and development. The overall belief according to the study is that the organization indeed appreciates employee training and development. This is so because the concept of training and development is believed to be of a positive influence on the organization.

From the observations of the study, it was discovered that training and development motivate employees. Participants believed that training and development also improve the competence of the workforce, enhancing their skills and abilities. Improving the effectiveness and efficiency of employees is also another impact of training and development as observed from the results of the study. Lastly, training and development are believed to improve the skills of employees with regard to risk minimization. In as much as the concept of training and development is beneficial, it is also faced with challenges that limit its impact for successful implementation. Lack of support from top-level managers was highly agreed on as the most impactful challenge which limits the successful implementation of training and development in the organization. Lack of expertise and employee's psychological conditions constituted the

most agreed-on factors that pose a great challenge to the whole training and development process. Communication and the global economy were also agreed on as factors affecting the impact of training and development but to a lesser extent. From interviews conducted, the study also discovered that there is a great link between organizational goals and training and development. The results also showed that on-the-job training is the most preferred training and development method within the organization. Finally, the study discovered that the immediate benefit of training and development for the organization is the ability to retain employees.

## **5.2 Conclusion**

The study looked into how training and development affected how well employees performed at work. The findings amply demonstrate that the company uses a range of employee training and development initiatives. However, from the results, it is proven that the organization mostly uses apprenticeship and job rotation as their main training and development programs. This is mainly owing to the fact that apprenticeship provides for cheap and energetic labour given the poor economy of the country. Job rotation also works as a control measure so as to minimize the manipulation of organizational resources and also power. The fact that other training methods are least used means that the organization is limiting itself from acquiring vast knowledge which may also hinder the ability of employees to be innovative. However, it is appreciated that the organization appreciates training and development as a strategic method of enhancing employee performance and ultimately organizational performance.

Furthermore, according to the survey, training and growth are indeed beneficial to the employees and the organization. Employee motivation is a vital factor in terms of improving employee performance, and this can be achieved through training and development. Furthermore, it reduces employee turnover and prevents employees from changing jobs quickly. Additionally, it demonstrates the organization's commitment to its staff, which raises their drive. As per the results, it is evident that training and development also focus mainly on improving and refining employee skills for better performance. It is important that the organization continue to develop its training and development program in order to stay updated on organizational needs and standards required in the modern economy. Focused training and development increases employee engagement, and the financial performance of your organisation depends on having a more productive, competitive, and engaged workforce. Because efficient staff members may use the organization's resources more effectively, lowering and eliminating waste, training can also help organisations decrease hazards. Training

will also give the workers a sense of security, preventing labour churn. It is clear from the results that a lack of support from top-level management threatens the training and development program of the organization. Lack of support from senior management can render the whole process a failure as support is crucial, be it financial strategy or setting up policies and objectives.

### **5.3 Recommendations**

The researcher recommends that the Zimbabwe Power Company utilize other training and development methods or at least interpret with already implemented methods. This is on the basis that employee needs for development differ, as well as the strategy in which they can quickly grasp the important concept. Some employees may learn quickly and satisfactorily under the on-job training methods, while other employees flourish well under off-the-job training methods. Therefore, integrating these methods would provide for organizations to give employees training and development in the best methods. Employee skill requirements are constantly changing due to the speedy growth of technology and information, and knowledge and abilities quickly become outdated. This suggests that employees should coordinate their needs with organisational requirements, as well as their long – term development, and the human resources department should arrange employee training to consider both the organization's current and future needs. The study also recommends that the senior management offers adequate support towards that training and development program within the organization. The management empowers all departments and makes sure that the training and development program is best aligned with the objectives of the organization. The organization should enhance employees' personal growth aspects such that the employees may also work on their own personal development such that they excel in their respective positions.

### **5.4 Future Studies**

The study mentions a future study on the integration of the on-job training methods and off-the-job training methods so that a comprehensive program can be developed for the betterment of both employees and the organization

### **5.5 Chapter summary**

This chapter closes the research on the impact of training and development on employee performance. The chapter gave a summary of results as indicated in previous chapter. The chapter gave a conclusion to the study and also the recommendations of the study

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## **APPENDIX 1: COVER LETTER FOR QUESTIONNAIRE**

Bindura University of Science Education

Private bag 1020

Bindura

1 April 2023

Zimbabwe Power Company

44 Samora Machel Avenue

P.O Box 274 Mount Pleasant

Harare

Dear Sir/ Madam

### **QUESTIONNAIRE ADDRESSED TO ZPC HEAD OFFICE EMPLOYEES**

My name is Kudzai Muchimwe I am an undergraduate student studying towards a Bachelor's degree in Human Capital Management (Honours) at Bindura University of Science Education. You are being invited to participate in research with the title "The impact of training on employee performance" A case study of Zimbabwe Power Company. Completion of this questionnaire can take you approximately 15 to 20 minutes. This study is extensively voluntary. Please note that the views that you will provide will be used for academic purposes only and shall be treated with confidentiality, by completing this survey, you indicate that you understand its purpose and consent of the use of data as indicated above.

It is my kindest plea that you respond to all the questions to allow a full study of the chosen area.

Yours Faithfully

Kudzai Tichasvika Muchimwe



relations

The questions in the questionnaire are based on the following objectives listed below.

Identify the types of training programs used by ZPC Head Office.

Determine the impact of proper training programs on employee performance.

Explore the challenges of implementing proper training programs used by ZPC Head Office.

Make recommendations aimed at improving the overall effectiveness of training and development programs at ZPC Head Office.

### **Section B: Types of training programs**

How far do you agree or disagree with the following statements? (Tick in appropriate column)

Types of training programs used by ZPC Head Office

<b>Programs</b>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Apprenticeship</b>						
<b>Job rotation and transfers</b>						
<b>Internship</b>						
<b>Off the job training</b>						
<b>Classroom training</b>						

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**Section C: The impact of proper training programs on employee performance**

<b>Impact</b>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Motivation</b>						
<b>Competent workforce</b>						
<b>Effectiveness</b>						
<b>Efficiency</b>						
<b>Minimize risks</b>						

**Section C: Challenges of implementing proper training programs used**

<b>Challenges</b>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>global economy</b>						
<b>Lack of expertise</b>						
<b>employee's psychological conditions</b>						
<b>superior support</b>						
<b>communication and language</b>						

**END OF QUESTIONNAIRE**

**THANK YOU FOR YOUR CO-OPERATION**



## **APPENDIX 3: INTERVIEW GUIDE FOR HEAD OF DEPARTMENTS**

### **INTERVIEW GUIDE QUESTIONS**

Is there a relationship between training and development and organisational goals?

What are the most effective training and development methods used by your organisation?

What do employees benefit from training and development?

What are the recommendations you can suggest in order to improve the effectiveness of training programmes at your organisation

## APPENDIX 4: REQUEST TO CARRY OUT ACADEMIC RESEARCH

		Document No.	IMS/MI	
		Revision No.	00	
Section	INTEGRATED MANAGEMENT SYSTEM		Effective Date	01/07/2019
Subject	INTERNAL CORRESPONDENCE		Page No.	Page 1 of 1

**TO :** Managing Director (A) **AT:** ZPC Head Office

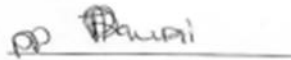
**FROM:** Senior Manager Human Resources (A) **AT:** ZPC Head Office

**DATE:** 21 April 2023 **REF:** LM/tt/lm/04/23

**SUBJECT: REQUEST TO CARRY OUT AN ACADEMIC RESEARCH – KUDZAI T. MUCHIMWE**

Reference is made to the above subject matter.

The above named is a former Attaché, Human Resources Department, who was at ZPC Head Office. She is currently enrolled at Bindura University of Science Education, studying towards a Degree in Human Resources Management. The participant is requesting for permission to conduct a research at ZPC Head Office **"The effect of employee training on employee performance"** Her research shall be made available to the Company upon completion.

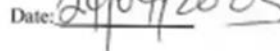


L. MHANGO  
SENIOR MANAGER HUMAN RESOURCES (A)

Approved/Not Approved



N. MATARUTSE  
MANAGING DIRECTOR (A)

Date: 

*'Powering Zimbabwe into the future the IMS Way'*

Revision 00

Date printed:2023/04/21

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## Chapter 1-5

### ORIGINALITY REPORT

<b>11</b> %	<b>8</b> %	<b>1</b> %	<b>7</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	<b>Submitted to Midlands State University</b> Student Paper	<b>2</b> %
<b>2</b>	<b>elibrary.buse.ac.zw:8080</b> Internet Source	<b>2</b> %
<b>3</b>	<b>liboasis.buse.ac.zw:8080</b> Internet Source	<b>1</b> %
<b>4</b>	<b>portal.bazeuniversity.edu.ng</b> Internet Source	<b>1</b> %
<b>5</b>	<b>Submitted to Coventry University</b> Student Paper	<b>&lt;1</b> %
<b>6</b>	<b>Submitted to Universiti Sains Malaysia</b> Student Paper	<b>&lt;1</b> %
<b>7</b>	<b>Martin Magidi, Innocent T. Mahiya.</b> <b>"Rethinking training: the role of the informal sector in skills acquisition and development in Zimbabwe", Development Southern Africa, 2020</b> Publication	<b>&lt;1</b> %
<b>8</b>	<b>Submitted to University of Johannesburg</b> Student Paper	

**<1** %

<b>9</b>	<b>www.researchgate.net</b> Internet Source	<b>&lt;1</b> %
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