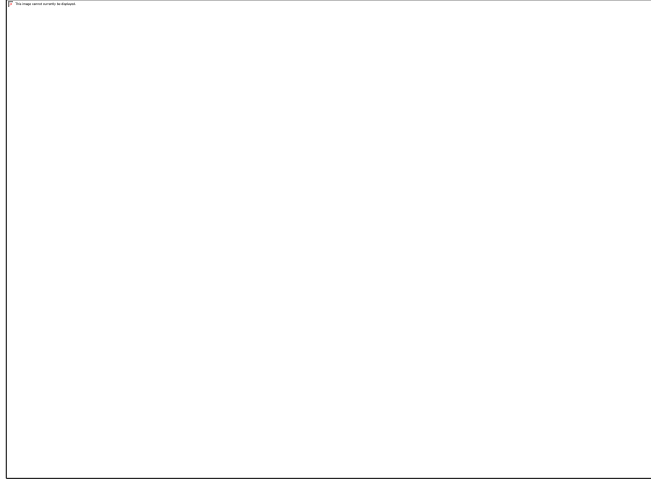


**BINDURA UNIVERSITY OF SCIENCE EDUCATION**

**FACULTY OF COMMERCE**

**DEPARTMENT OF HUMAN CAPITAL MANAGEMENT**



**AN INVESTIGATION OF THE RELATIONSHIP BETWEEN EMPLOYEE TRAINING  
AND EMPLOYEE PERFORMANCE: CASE STUDY OF NetOne Cellular (PVT) LTD**

**BY: B191344A**

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

**JUNE 2025**

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A case study of NetOne.

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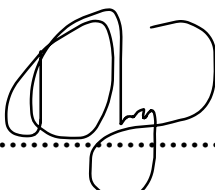
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## **ABSTRACT**

Employee training is more important in organisations in improving performance of their employees and effectiveness of the organisation at large. This is proven by many researches and the efforts being put by many companies towards training initiatives. The research project explored the relationship between employee training and employee performance at NetOne. The study aimed to identify the types of training programs implemented, assess their correlation with employee performance and examine challenges in the implementation of effective training initiatives. A quantitative research approach was employed with data collected through structured questionnaires administered to a sample of 38 employees. The findings revealed that NetOne predominantly uses practical methods such as internships and off-the-job training to enhance employee skills and productivity. Statistical analysis showed a significant correlation between training and employee performance, indicating that well-structured training programs significantly contribute to improved employee output and competence. However, challenges such as insufficient expertise, limited supervisor support and communication gaps were noted as barriers to training effectiveness. The study concludes that organisations must consider employee training as a key pillar in its operations and invest on it so as to improve labour productivity and efficiency. It therefore, recommends that NetOne strengthens its training strategies, aligns programs with long-term organisational goals, and ensures management support to maximise employee development and performance.

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Introduction**

The study's history, problem description and objectives are examined in this chapter which helps to formulate research questions. The study's importance and Limitations that may arise during data collecting are also covered and lastly, the scope of study.

#### **1.2 Background of the study**

Due to changes in external factors including globalisation, technological advancements, political and economic settings, and competition for market coverage has intensified recently for the majority firms. In order to achieve performance, it has become necessary to train and provide personnel with certain skills that will enable them to adjust to the changing market. In the corporate world, businesses knowledge and abilities have grown significantly in recent years. It is critical to keep in mind that the growth of human resources has been crucial to the advancement of the newest technologies, improved industrial capabilities, and production elements. Every firm has an obligation to create and carry out appropriate training programs in order to enhance the work performance of its personnel. It is clear that maximising employee participation is crucial for a business to reach sustainability in its objectives. Managers must thus enforce the requirement for an adequate supply of technically skilled labour that can develop into significant assets inside the company (Afshan, Sobia, Kamran & Nasir, 2015).

To accomplish their aims and organisational goals, organisations must thus assess their structure and match it with their human resource management. Due to inadequate human resources, organisations in the majority of developing African nations have encountered several challenges. This may be partially explained by the several issues that Africa faces, including low levels of education and purchasing power, famine and disease, poor infrastructure, political instability, and corruption (Afshan 2015).

The frequency of training conducted varies significantly from organisation to organisation in the majority of organisations. A study by Alwekasi (2015) found that the degree of change in the external environment, the rate of internal change, the availability of sustainable skills in the current workforce and the extent to which management embraces training as a tool for employee motivation at work all have an impact on the quality of training activities. It is important for organisations to realise that training is an ongoing process in which all of their employees must constantly. When a company recruits new personnel, whether they are recent college graduates or seasoned workers who have received training from prior positions or institutions, they need nevertheless be acclimated to the new culture and methods of the company.

For the company to run smoothly, both large and small businesses require competent employees. In various industries, the educational institutions influence broad abilities and knowledge rather than training for specific positions. Very few workers are equipped with the abilities needed for particular jobs and tasks. Extractive training is essential for many people, skills, and talents needed to positively contribute to the organisation's success ( Dzamesi, 2014).

As per Wachira (2014), the expansion of Simbisa Brands in Zimbabwe can be attributed to employee training. The food outlet company has been able to realise its growth agenda by achieving competent staff members who can take on more responsibilities and perform simultaneously as a result of the training activities they provide. According to a research by Otuko, Chege, and Douglas (2013), Mumias sugar company's different training initiatives improved staff performance.

The necessity to boost production capacity and increase in customer satisfaction in the industry is becoming increasingly important at NetOne, and employee training is the only way to do this. The services industry is experiencing workforce and occupational out-of-datedness due to the rapid changes in technology. To improve their adaptability and efficiency at work, employees at Netone must develop their skills, knowledge and reach high competency levels. Businesses need to assess the effectiveness of training and development programs, but NetOne lacks sufficient knowledge about evaluation practices. The challenge of accessing the value, effectiveness and contribution of training to organisational goals has prompted researchers to look into models that predict the relationship between an organisation's training and

development and employee performance. These models can assist organisations in making better decisions regarding their training investments.

### **1.3 Statement of the problem**

A variety of training programmes should be implemented by organisations, particularly the private sector, to enhance employee performance and prepare them for the ever changing market environment. The impact that training has had on improving employee performance in a variety of businesses cannot be understated. A competent workforce is a crucial prerequisite for the expansion of developing economies in Africa, claim Falola (2014). Additionally, he highlights the necessity of training, particularly in areas like engineering, plant, and machine operations, as these technical skills are necessary to support Africa's infrastructure and economic growth as seen by its 90 per

On the other hand, some individuals believe that training is overwhelming and places a heavy drain on companies' resources (Business Day, 2015). According to others, training is not being carried out correctly since its contribution to lowering the standard of skills in society is not recognised. The fundamental reason for this is because most institutions have not done a good job of actively communicating the advantages of training to businesses, which has led to disconnect between training programs and employee training requirements. As a result, it has an impact on performance management in the manufacturing sector because it is difficult to implement. The expansion of the manufacturing sectors would be impacted (Iqbal, Ahmad & Javaid, 2014)

Few studies have been conducted to thoroughly examine and record the impact of training on worker performance in the industrial sector. Despite this sector's substantial contribution to economic progress, this is the case. There has been evidence of an unreasonable lack of training activities. Thus, the quality of the workforce and their level of training to enable them to assist the company in accomplishing its goals determine the manufacturing sector's success. In order to close this information gap, this study looks into how training affects worker performance in the manufacturing industry (Iqbal, 2014).

### **1.4 Research objectives**

**1.4.1** To identify the types of training programs used by NetOne.

**1.4.2** To assess the correlation between employee training and employee performance at NetOne.

**1.4.3** To identify the challenges of implementing proper training programs used by NetOne.

## **1.5 Research questions**

**1.5.1** What type of training programs are used by NetOne?

**1.5.2** What is the correlation between employee training and employee performance at NetOne?

**1.5.3** What challenges does NetOne face in implementing proper training programs?

## **1.6 Hypothesis**

**1.6.1**  $H_0$  There is no relationship between employee training and employee performance at NetOne.

**1.6.2**  $H_1$  There is a relationship between employee training and employee performance at NetOne.

## **1.7 Assumptions**

**1.7.1** Respondents were honest in their responses and returned all questionnaires on time.

## **1.8 Significance of the study**

The main aim of the study is to explore the relationship of employee training and overall organisational performance. The research is an important asset to various stakeholders, namely the researcher, NetOne and Bindura University of Science Education (BUSE).

### **1.8.1 Significance of study to the NetOne**

Management and staff of NetOne may have a greater appreciation on the significance of employee training in order to increase revenue through customer satisfaction. Departments responsible for training will be able to develop initiatives which promotes workforce development. Top management staff will also see the worthiness of resources and time allocated for training programs.

### **1.8.2 Significance of study to the Bindura University of Science Education**

This study will assist BUSE to adopt effective and sustainable workforce utilisation towards the achievement of competitive advantage and efficiency in its education services.

### **1.8.3 Significance of study the researcher**

As researcher progresses through his degree, he will have an advanced perception on the relation between employee training and employee performance. The researcher will also gain good data collection skills and grasp concepts of professional communication skills in research consultations.

### **1.9 Delimitations of the study**

With reference to Marshall and Rossman (2016), delimitations are the parameters of the study that are under researcher`s direct supervision. This relates to what the study covers in terms of area, time, content and focus. The study is being conducted at NetOne head office in Harare. This will limit research finds to that area of researchers as all branches around the country will be represented by head office staff.

The target audience is 185. Top management, line management, HR management, and non-managerial staff are all included.

The study will cover the years 2019 through 2025, and its conclusion will then be written and submitted to BUSE.

The study will focus on individuals with a selected educational levels, age, sex and levels of work experience.

### **1.10 Limitations of the study**

The research results are disadvantaged by participant`s failure to return the survey which 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 purpose, the respondents were wary to submit sensitive information out of fear that the researcher might disclose details of the study. Although the researcher distributed introductory letters outlining the aim of the study and guaranteeing participant anonymity on the surveys, the participants were not able to submit confidential information, which affected the researcher`s finding.



## **1.11 Definition of key terms**

### **1.11.1 Training**

Training is a process that encompasses gaining, knowledge, skills and attributes to enhance performance of workforce and organisations, according to Noe (2010). Training is mainly focused of employee`s short term job performance in line with certain employment standard, according to Werner (2016). The prerequisites of a particular job are typically taken from the job description. Training which emerged as a result of technology and industrial innovations in an organisation can help employees change their behaviour in ways that are necessary to achieve management`s goals for the organisation. The process of manpower development for extended abilities to tackle tasks is therefore referred to as training.

### **1.11.2 Development**

Formal schooling, professional experiences, interpersonal interactions, and personality assessments all contribute to development, according to Werner (2016), and it aids employees in preparing for the future. It is mainly focused to staff in managerial positions within the organisation. Managerial staff must keep updated to workforce management practices as they constantly change due to technology, innovations, politics, legislation and society. Employee development is all about carrier improvements in preparation for current and future employment. Every organisation must prioritise on workers who keep in update with socio-economic changes.

### **1.11.3 Evaluation**

Werner (2016), defined it as a systematic examination of training programme to weigh the improvements brought by training to the existing knowledge on organisational performance.

### **1.11.4 Analysis**

Identifying the gap between what employees must do and what they are actually capable of performing is the meaning of needs assessment (Yorks 2005). An analysis of skills assessment weighs the can within current in organisational performance and employee experiences in their roles. Some training programs may fail to equip workforce with the desired skills and target capacities in order to meet organisation`s objectives.

### **1.11.5 Learning**

Collective learning can be referred to as organisation's deliberate efforts itself through both inventive and adaptive learning Yeo (2003). Learning is a reasonably long lasting change in behaviour brought about by practice experience. Individuals have learnt something because of changing conduct.

### **1.12 Abbreviations**

BUSE: Bindura University of Science Education

HR Practitioner: Human resources practitioner

RIO: Return on investment

KSA: Knowledge, skills and attitude.

### **1.13 Chapter summary**

In this chapter, the study's background, issue statement, goals and research

## **CHAPTER II**

### **LITERATURE REVIEW**

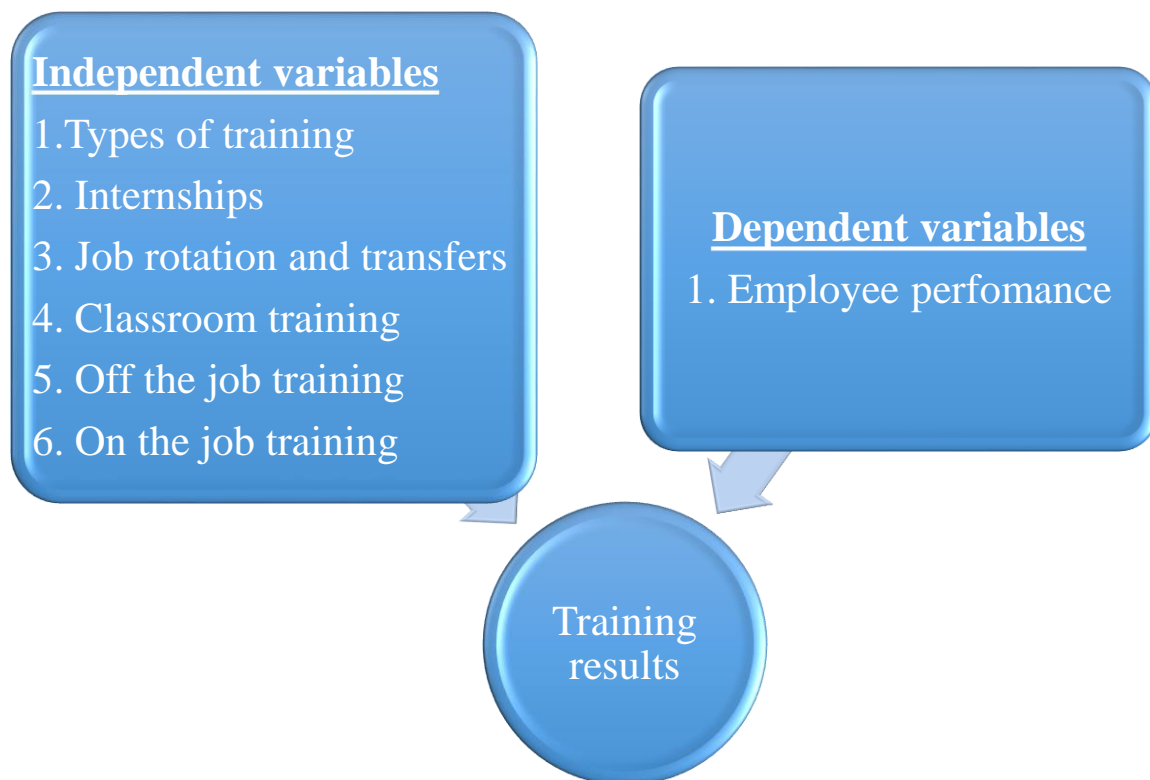
#### **2.1 Introduction**

The previous chapter covered the introduction, background, statement of the problem, purpose, objectives, questions, significance, assumptions, delimitations, limitations, and key terms of

the chapter. The relevant literature on training and employee performance is examined in this chapter. A theoretical review of research on how work training affects employee performance is also presented. The conceptual framework and chapter summary are presented.

## 2.2 Conceptual framework

Figure



### 2.1 Variables of the study

## 2.2 Theoretical framework

Training is an essential tool in achieving maximum employee performance and overall organisational objectives. In this part, the different theories on employee training and how it affects employee performance are presented.

### 2.3.1 Social learning theory

Encouragement, vocal persuasion, logical confirmation, and observation can all have an impact on person's self-efficacy and ability to learn new abilities, according to the theory of Mohamed

(2015). This approach clarified the importance of coaching and internships, where trainees often pick up knowledge from their supervisors through on-the-job observations.

Trainees gain valuable skills and knowledge from their mentors, which they then apply in their current workplaces, thereby boosting organisational productivity. Timal, Bustamam and Mohamed (2015) suggest that an individual's social behaviour can be shaped by their interactions with others. This theory emphasizes the social development of trainees, highlighting how they adopt behaviours aligned with the organisation's culture. When trainees internalise the appropriate culture, it becomes easier for the organisation to achieve its objectives and priorities. Thus social learning plays a crucial role in supporting organisational goals by fostering behaviours that help employees meet performance targets (Timal, 2015).

### **2.3.2 The resource based theory**

The theory emphasizes that by hiring and retaining a skilled workforce, an organisation can gain a competitive edge and identify appropriate training opportunities to enhance employee capabilities and boost performance. The success of manpower development initiatives largely relies on how well job related skills, competencies and behaviours are structured and aligned with overall performance needs, which in turn significantly impacts organisational success (Jayakumar & Sulthan, 2014).

Employees are among the most valuable assets in thriving organisation. Investing in the right talent provides the organisation with powerful resource to achieve both short-term and long-term goals (Jayakumar, 2014). This justifies the growing focus on talent management and acquisition strategies, which help organisations avoid skill gaps when employees exit or move to competitors. These strategies not only maintain continuity but also motivate employees, as they feel valued, thus creating a competitive advantage for the organisation.

### **2.3.3 The human capital theory**

Manning (2015) states that organisations that place emphasis on employee training are essentially investing in their human capital resources. This investment results in the development of valuable assets such as skills and knowledge, which subsequently boost employee productivity. Schulz support the view that training programs enable employees to acquire these essential skills within the organisation. Similarly, Jayakumar (2014), through the lens of human capital theory, suggests that individuals possess different attributes that

contribute to organisational capital, and investing in these individuals' yields measurable returns for the organisation.

This theory highlights the importance of employers implementing targeted manpower development initiatives and offering promotion opportunities to support employees' career growth. Sung and Choi (2014) confirmed the benefits of managerial training, emphasising that the primary purpose of training is to strengthen both employee capabilities and overall organisational performance. They further argued that by prioritising employee training, organisations gain more efficient and capable workers, making training a valuable long term investment.

## **2.4 Empirical literature review.**

### **2.4.1 On-the-job training**

Many employees benefit significantly from on-the-job training provided by their organisations. When implemented effectively, this form of training enhances employee performance by allowing them to gain practical knowledge while working. As a result, it helps build a strong pool of potential candidates for internal promotions. This type of training also assists employees in adapting to organisational changes, boost their confidence and increases job satisfaction. When employees feel that their personal needs are being met, they are more likely to feel recognised and less fearful of taking on new roles or responsibilities (Treven & Zizek, 2015).

According to Subba (2015), on-the-job training has become a highly effective method for developing skilled and competent workers, particularly where job opportunities are increasing. Despite high national unemployment levels, there is still growing demand for experienced and well trained employees. On-the-job training is especially valuable in replacing an aging workforce, many of whom are approaching retirement, making it key strategy in human resource development (Subba, 2015).

## **2.5 Training and development methods**

Lussier and Hndon (2017) state that on-the-job training occurs in the workplace with the same equipment that the person uses to do their duties. Usually, management or a selected employee

conducts the training one-on-one with the trainee. Additionally, it gives employees practical experience in dealing with issues that may arise throughout project work. Trainees aim to learn by observing an experienced employee or management perform a particular task. Because of its ease to use and affordability, businesses commonly use this approach to teach current staff members and set the tone for prospective hires.

### **2.5.1 Apprenticeship**

One way common to train the upcoming generation of experts in a given sector is through apprenticeship. It includes a wide range of jobs, from artisan employment to regulated professionals who need a certain license. The knowledge and abilities needed for a trade or a range of related skills are taught to employees using this training approach. Most training, according to Ezeigbo (2011), consists of working for an employer that trains apprentices in their trade or profession in return for their employment for predetermined amount of time after they have acquired the necessary skills. Usually, during training, the company will give the learner a maintenance allowance.

### **2.5.2 Internship**

In most formal employment and professional ties, this type of on the job training is utilised. Apprenticeships, for example, lead to trade or vocational professions, whereas internships lead to professional positions. Undergraduate students frequently join internship programs; for example, at NetOne interns are able to participate in internship courses for postgraduate students. Usually, internships offer you the opportunity to learn new things and gain priceless practical experience. Pay for interns can be either paid, unpaid, or part time.

### **2.5.3 Job rotation and transfers**

Moving employees from one official responsibility to another, such as assuming higher rank positions within the organisation, and from one station of the organisation to another is what McCourt (2003) says job rotations and transfers entail in order to develop employees abilities within the organisation. It could, for instance, entail transferring employees between power facilities. Because of these rotations and transfers, employees can gain knowledge about the diverse activities inside the organisation as well as the differences seen in the various power plants across the country. By strengthening its competitive advantage, the organisation gains from the information that the selected workers collect.

### **2.5.4 Off-the-job training**

A theory component is covered in the educational materials provided to the trainees. The training method gave students new and experimental impressions by using case studies, conferences, seminars, audio visuals, lectures, simulations, and role-playing. Training is conducted 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. Additionally, they could evaluate past behaviours to reflect on what has worked and what has not (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 technique as it involves paid training site, the facilities used to instruct personnel and the hiring of experts to improve the training.

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

Several writers discuss the challenges associated with employee training. Employee training is challenging since it is hard to create a long term strategy framework (Cheng & Ho, 2001). The impacts of training and employee performance are essentially long term investments, thus they will not be felt until a certain length of time has gone.

A few problems that employers and organisations face are barriers to the effective management, development, and training of human resources in global economy, claim Lloyd and Budhwar (2002). According to Bing (2003), research has indicated a lack of human resources development specialist who are competent, flexible, system thinkers who can manage the broad and specialised role of human resource development across business.. problems are primarily caused by manager`s lack of knowledge and experience with human resources training and development.

There are arguments that human resources should be required to possess not only the skills, knowledge, and trainability specific to their jobs, but also at least a college degree. A group of Chermacks (2003). However, there is uncertainty about the application of this educational standard to all staff levels, and further empirical evidence is required. A bachelor`s degree is widely recognised for providing a knowledge workforce and the essential intellectual human capital upon which further education may be built (Kessels & Harrison 2004).

Reid and Barrington (2003) discovered that, in addition to physical and social factors, psychological conditions and employee capacities can either encourage or hinder the learning

and sharing new knowledge and abilities. Psychological factors in this context could include the worker's education, communication and language abilities, aversion to change, and any other abilities or traits related to individual's mental health. Some theorists, however, argued that the amount of training and skills and learning that are transferred to the job and workplace is significantly motivated by the immediate superior support in transfer of the learning process, (Stewart & Santos 2003).

However, some theorists have argued that communication and language skills are related to human resources educational level (Chermack 2002). The lack of English speaking employees or those with limited English language proficiency is negatively impacting educational and human resources initiatives, linguistic and communication problems have also been linked to cultural assimilation. It is important for teachers to impart knowledge to students who must then accept and apply it as any problems with language and communication skills could have negative effect on learning, development, and training (Noe 2008).

However, most studies sight that learning has been affected mainly by cultural differences. The older workers referred to as "baby boomers" in the literature, are believed to be represented by the majority of senior personnel (Desmone 2002). It was really found that senior workforce is unable to keep up with the rapid advancements in technology and the growing reliance on computers, which makes it difficult or even wasteful of resources to convert them into knowledge workers (Chermack 2003).

Finally, considering their level of education, one major barrier to converting the workforce into knowledge workers is the aging of the workforce and their responsibilities within the organisation. Issues related to changing worker demographics have been validated by the research, including the correlation between education levels and language and communication skills, as well as the ageing staff in comparison to employers and human resources development in many businesses (Alzalabani (2002).

## **2.7 Empirical research findings**

Pineda (2010) conducted research to ascertain whether training programs in UK actually benefit the public and commercial sectors. The study's primary goal was to create a comprehensive model that analyses the financial, social, and pedagogical benefits of training. The study employed in depth interviews and quantitative content analysis techniques to analyse the data. Hanson (2007) agrees with Pineda (ibid) by pointing out that while businesses and government organisations spend a lot of money on training, the results of those investments



are rarely measured. An average of 2.99 percent of payroll is spent on training in Europe, according to the study. According to the most recent Cranfield study Executive Report (2005), it was barely 1.95 percent of payroll in Spain. However, these research greatest challenges to accurately assessing training were the lack of management body support and the lack of suitable instruments.

Sekansi (2018) concentrated on the banking sector in Lesotho when she investigated how training affected employees performance. A sample 171 individuals was selected from a population of 300 employees using stratified sampling in order to evaluate the effect of training on job satisfaction, motivation, and employee performance in Lesotho`s banking sector. Consequently, the banking sector in Lesotho ought to regularly allot funds for employee training in accordance with skill gaps found in order to improve worker`s abilities, knowledge, and skills so they can better manage the ever changing workplace and unpredictable circumstances, as well as to boost their motivation and job satisfaction.

In order to evaluate the effect of training on employee performance, Nassazi (2013) carried out his research utilising the Ugandan telecom industry as a case study. To help comprehend the study`s objectives, four goals were created. These goals were cantered on identifying training programs that were already in place in the industry, explaining the training`s purpose, describing the teaching strategies employed and lastly by examining the effects of training and development on worker performance. Three case studies of Uganda`s largest telecom operators served as the foundation for the investigation. An 18 question questionnaire was distributed to 120 respondents as part of qualitative research approach to gather data. This sample`s results show that training has a major impact on employee`s performance.

Using a sample of 303 respondents who provided primary data for the study, Halawi and Nada (2018) conducted a study to examine the effects of training on the performance of employees from two Lebanese enterprises: Bonjus Company and Khatib ana Alami Company. The study found that two Lebanese organisations create distinct training courses that concentrate on short-term skills and development programs for long term talents. Organisations currently rely on enhanced capability, skills and knowledge knowing that workers are the foundation of organisations. Employees stated getting positive evaluation comments, learning how to produce high quality work, seeking careers outside of the classroom, and being able to develop inner fulfilment.

Management did admit that there were problems, though. As a result of developing and stronger industrial orientation, strategic awareness, and inclination to innovate in order to maintain competitive advantage, Reid (2000) claimed that the UK workforce had grown more professional. This was noted in the OECD study that assessed innovation in UK SMEs and came to the conclusion was made possible by higher management and employee skill levels Albaladejo and Romin (2001). Additionally, relationship between worker productivity and training costs as well as technological complexity and uniqueness has been discovered. As a result, it can be inferred that the most noteworthy accomplishment in this subject focused on the investment in training and skills, particularly. Higher skills levels and better worker performance are clearly related, and this was particularly noticeable at the intermediate skill level. Higher skills levels result in more productive outcomes. Businesses in continental Europe are reporting greater average levels of labour performance and productivity, which are closely linked to the new knowledge and abilities that their workforces have gained through skill training, the study finds.

Businesses in continental Europe are reporting greater average levels of labour performance and productivity, which are closely linked to the new knowledge and abilities that their employees have gained via skill training. According to research by Kepp, Mayhew, and Corney (2002), production companies with lower skill levels saw a negative impact on staff performance as well as the kinds of equipment they selected. Research points to a connection between overall innovation performance and skill levels (Tamkin 2005).

A research of the health policy of the Catalan Government in Spain was also carried out by Bollinger and Smith in 2001. The commercial encouraged all physicians to use prescription drugs to improve their practices. Some 153 training programs were finished between April and December 2000. The amount of skill transfer to the workplace, the impact of the program on health care facilities, and the learning and satisfaction of the doctors were all heavily emphasized in the review. According to the results, the students offered the instruction they received positive reviews. Their evaluation for the training was 3.82 for fulfilling expectations and 3.82 for usefulness on a scale of 0 to 5, while the degree of training application obtained a scale of 3.1. The majority of trainees altered their professional behaviour, especially when performing tasks that required the usage of drugs. According to the study, the training was successful in changing the way physicians utilise drugs professionally, which was one of the primary objectives. The impact of this training on the organisation was less than anticipated because of other organisational and cultural elements at play.

## **2.8 The research gap analysis**

Since people are the sole resources with the creativity and agility required to sustain and organisation`s success in today`s dynamic business climate, businesses now substantially invest in training initiatives. The positive impact that training has on employee`s performance was a major focus of the empirical data on the relationship between employee training and performance. Bolinger and Smith (2001) focused on the training`s impact on health clinics, the level of skill transfer to the workplace, and the pleasure and knowledge acquired by participating doctors. The results showed that the students had a positive opinion of the program. Nevertheless, the aforementioned academics failed to consider the challenges that organisations encounter when attempting to implement training programs. Cheng and Ho (2001), among other writers who debate the issues surrounding employee training, found that it is challenging to develop a long term strategic framework, which makes employee training challenging. Since professional development and training are essentially long term investments, their benefits will not be immediately apparent. Rather, they will take a while to appear.

## **2.9 Chapter summary**

The various approaches to training and development, the fundamentals of employee training, the training evaluation tool, the empirical research findings, the effect of training on improving training effectiveness and employee performance, the training benefits indicators, and the study`s rationale were all covered in this chapter.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

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

#### **3.2 Research philosophy**

Positivist philosophy is based on the idea that reality exists independently and can be understood using measurable, observable and quantifiable data (Saunders 2019). In order to test theories and provide results that can be applied broadly, it encourages the use of statistical tools. Using a quantitative method, the study seeks to ascertain the direction and strength of the relationship between performance and training. To provide empirical evidence, data is gathered through the use of structured questionnaires and examined through correlation analysis. Positivism, which emphasises objective measurement and statistical confirmation, is consistent with this (Creswell, 2014). An additional crucial component of positivist research is the researcher's ability to prevent bias and maintain objectivity through the use of numerical data, such as training frequency, types and performance indicators (Bryman & Bell 2015). The methodology additionally guarantees that the results can be extrapolated to comparable situations in the Telecom industry.

#### **3.3 Research design**

The general approach one takes when conducting research in different domains is known as research design, and it guarantees that the research challenge has been successfully solved. Descriptive research design was used in the study. The following issues are addressed by descriptive research design; where, who, when, what, and how they relate to a particular study problem (Pride & Ferrell, 2016). This makes it possible for the researcher to assess the current state of affairs in the studied region critically. A case study, according to Pride and Ferrell (2016), is a detailed investigation of a specific research issue as opposed to a broad statistical

survey or comparative analysis. Researchers can narrow down a broad field of study to a more manageable population thanks to the design. As a result, the researcher obtained data regarding how training affected NetOne employee`s performance.

### **3.4 Research Approach**

The study used a quantitative research approach to investigate the relationship between employee performance and training. According to Creswell (2014), the quantitative method is appropriate for creating quantifiable correlations between variables because it concentrates on numerical data and statistical analysis. Objective measurement of the impact of training activities on performance outcomes is necessary due to the nature of the study problem. This method was used because it enables hypothesis testing and yields findings that can be applied to the entire study population. According to Saunders (2019), it guarantees uniformity, lessens researcher bias, and upholds the positivist ideology that guides this study.

### **3.5 Case study of the research**

NetOne served as the foundation for the research. The case study assisted through provision of 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 NetOne staff in Harare is challenging.

### **3.6 Research subjects**

#### **3.6.1 Study population**

In connection to a certain issue, Zikmund & Babin (2013) define population as the sum of all elements that share at least one mutual attribute. The entire group of people, events, or fascinating items that the researcher wants to examine is referred to as the population (Sekaran 2001). The target population, however, is the entire set of fundamentals that the researcher is attempting to understand (Okiro & Ndungu 2013). The population under study consisted of both contract and permanent employees at NetOne who are either in top management, supervisory or operational role. The total population of the study consisted of 185 employees.

#### **3.6.2 Sample of population and sampling technique**

The investigator used a stratified random sampling technique for population representatives gathering. The investigator categorised representatives into managerial, supervisory staff and the general operations staff. A sample size is part of the population selected to give overall view of a specific population with research scenario (Garson 2015). For a population not exceeding 1000 people, a sample of 30% is adequate for representing the whole population.

Using proportionate sampling, the sample size consequently comprised 8 top level management, 13 supervisors and 27 operational staff to make a total of 48 employees as shown in the table below.

Table 1 3.1 Sample size

| Group        |                   | Target population | Sample size | Percentage  |
|--------------|-------------------|-------------------|-------------|-------------|
| Total        | Management Staff  | 26                | 8           | 16.6        |
|              | Supervision Staff | 44                | 13          | 27.1        |
|              | Operational Staff | 90                | 27          | 56.3        |
| <b>Total</b> |                   | <b>160</b>        | <b>48</b>   | <b>100%</b> |

**Source: (The researcher 2025)**

### **3.7 Data collection instruments**

The researcher utilised quantitative and qualitative research instruments to gather data. Primary data were collected through the use of semi-structured questionnaire and interview guides. Additionally, secondary data sources were also used in research. This was to assure that the benefits of each data collection method supported one another, ensuring data triangulation and boosting the validity and dependability of the research.

#### **3.7.1 Primary data**

This refers to information gathered by research himself\herself directly from the field. Primary data was composed with the help of defined questionnaire and interview guide.

#### **3.7.2 Questionnaires**

When participants are given a list of questions to respond to, either verbally or in writing, it is known as a questionnaire (Malhotra 2010). To gather data from the targeted respondents, closed questionnaires were employed. In order to describe the whole population, questionnaires also made it possible to easily and cheaply obtain original data from the sample of the population (Ogut 2012). Furthermore, those who felt less identified were free to communicate their ideas and perceptions, which reduced research bias.

In terms of structure, the questionnaire had six sections. Section A required demographic information as gender, work and training level. Section B had questions to do with training programs at NetOne. Section C determined the best training programs on employee performance. Section D explored the challenges of implementing proper training programs. Lastly section E requested recommendations aimed at improving training 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 nature of study and aim were shown on cover letter that was included with the questionnaire, along with guidelines on how to fill it out. Additionally, the researcher had no way of pushing participant's contribution because it depended mainly on their ability and willingness to offer the necessary information.

### **3.7.3 Secondary data**

Secondary data refers to the information that has been collected already. In order to get a full understanding of an investigation problem, the researcher gathered data from financial reports and 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 study inquiry.

### **3.8 Reliability and Validity of research instruments**

Ghauri and Gronhaug (2005) define reliability as the consistency of the metric used to analyse correlations between variables. According to Feinburg (2013), continuity is a measure of how free the measurement approach from random mistakes. The topic, the goals of the study, and pertinent theories were taken into consideration when creating questionnaire's questions. As a result, it is believed that the study's results and replies are reliable. Following data collection, the researcher verified the material by utilising questionnaires to ascertain the connections among the data. After that, the data was collected, assessed, and entered into the tables. Pallant (2010) asserts that a scale's validity can be evaluated to determine whether it is assessing the things it is supposed to measure.

### **3.9 Data collection procedure.**

After obtaining permission from the HR manager to carry out the inquiry, a letter outlining the study and questionnaires were personally sent to the selected respondents. To find any errors in the research design, the questionnaire was pre-tested before final distribution. This was done to improve and fine-tune the questionnaire in order to ensure that it was reliable and valid. Five members of the study population who participated in the pilot study were later excluded from the main study in order to prevent bias. Furthermore, the questionnaires were collected seven days after the respondents were emailed a reminder of the deadline. In an attempt to increase the response rate, follow-up calls were placed to remind participants of the interview date, time and location.

### **3.10 Data presentation and analysis**

According to Schindler and Cooper (2000), data analysis includes using statistical methods, identifying trends, and creating summaries. Editing and shrinking data to an acceptable size. Sciences (SPSS) was used to evaluate the edited data both statistically and qualitatively using interviews, a self-administered questionnaire and secondary data. The data analysis was completed following the acquisition of the raw data from the research area, editing, consistency and uniformity checks. Following that, the data was shown using pie charts, bar graphs and line graphs, and tables. To enhance interpretations, figures were created to illustrate the link between the factors.

Since the research comprises of quantitative data analysis, hence the analysis will include descriptive statistical analysis (including measures of central tendency and variability) and inferential statistical analysis (including Pearson's or Spearman's correlation analysis).

### **3.11 Ethical considerations**

The study was conducted with the utmost respect for each participant since the results were treated as equally important in trying to bring out the truth that was to enable conclusions. Ethics are moral decisions that guide judgements, norms, and conduct (Greener 2008). To protect respondents from potential victimisation and uphold respondent's privacy and confidentiality by keeping their private matters private and refraining from disclosing specific respondent's responses. In this case, the investigator learned information about the respondents' free will and lack of coercion. When data collection was complete, questionnaires



were destroyed to adhere with principles of informed consent and prevent data leakage to unapproved parties concerning the relationship between employee training and employee performance at NetOne.

### **3.12 Chapter summary**

This chapter outlined the procedures used to carry out the investigation into how training affects employee performance at NetOne. Along with study design, population, sampling design, and procedures, topics covered were study tools, validity, reliability, and ethical considerations. Additionally, this chapter addressed data collection, presentation and analysis. In the following chapter, the research findings were discussed.

## CHAPTER IV

### DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

The previous chapter looked into the research methodology where it established the guide for the data collection, presentation, and 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.

#### 4.2 Response rate

Table 2 4.1 Response rate

| Category     | Frequency | Percentage % |
|--------------|-----------|--------------|
| Returned     | 38        | 79.17        |
| Not Returned | 10        | 20.83        |
| <b>Total</b> | <b>48</b> | <b>100</b>   |

**Source: The researcher (2025)**

According to above table 3.2, the study received a response rate of 79.17% composed of staff Members of NetOne. This means that 38 out of 48 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 79.17% that was acquired for this investigation will allow the researcher to give enough findings for the research.

#### 4.3 Demographic information of respondents

##### 4.3.1 Respondents` age group

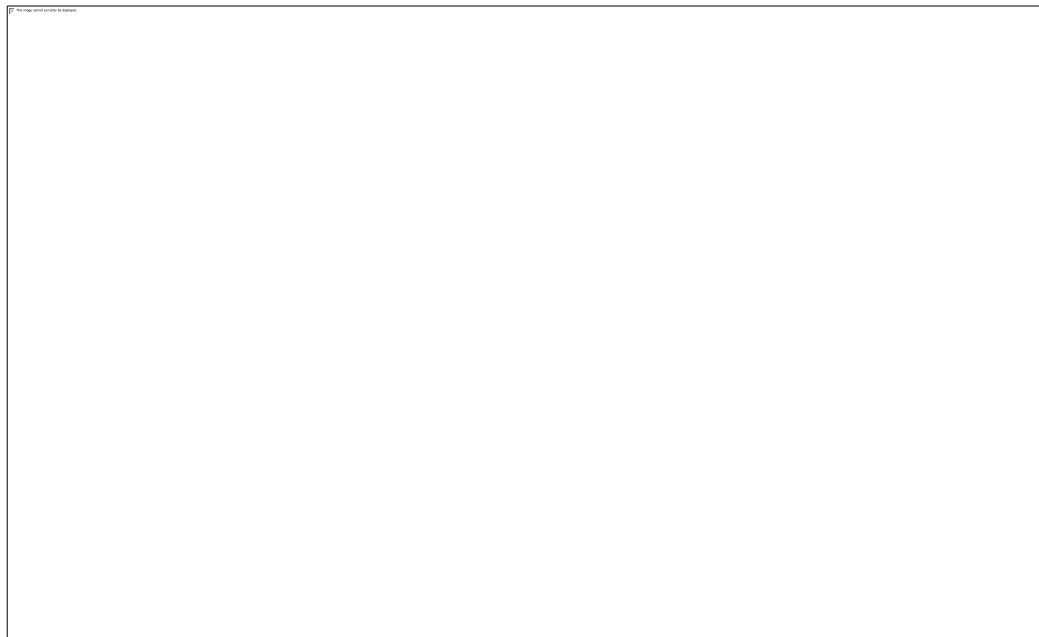
Table 3 4.2 Age group of respondents

|       |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | 20-29 Years | 10        | 26.3    | 26.3          | 26.3               |

|                    |    |       |       |       |
|--------------------|----|-------|-------|-------|
| 30-39 Years        | 26 | 68.4  | 68.4  | 94.7  |
| 40 Years and above | 2  | 5.3   | 5.3   | 100.0 |
| Total              | 38 | 100.0 | 100.0 |       |
|                    |    |       |       |       |

**Source: The researcher (2025)**

Figure 4.1 Age group of respondents



**Source: The researcher (2025)**

Figure 4.3 above shows age distribution of the participants from NetOne. The distribution starting from ages ranging from 20 to above 40 shows the organisation does recruit without age discrimination. As for the study, a varying age distribution allows for generational answers as per how each generation relates to employee training and developments as in previous researches done for the similar aspect.

#### **4.3.2 Respondents sex**

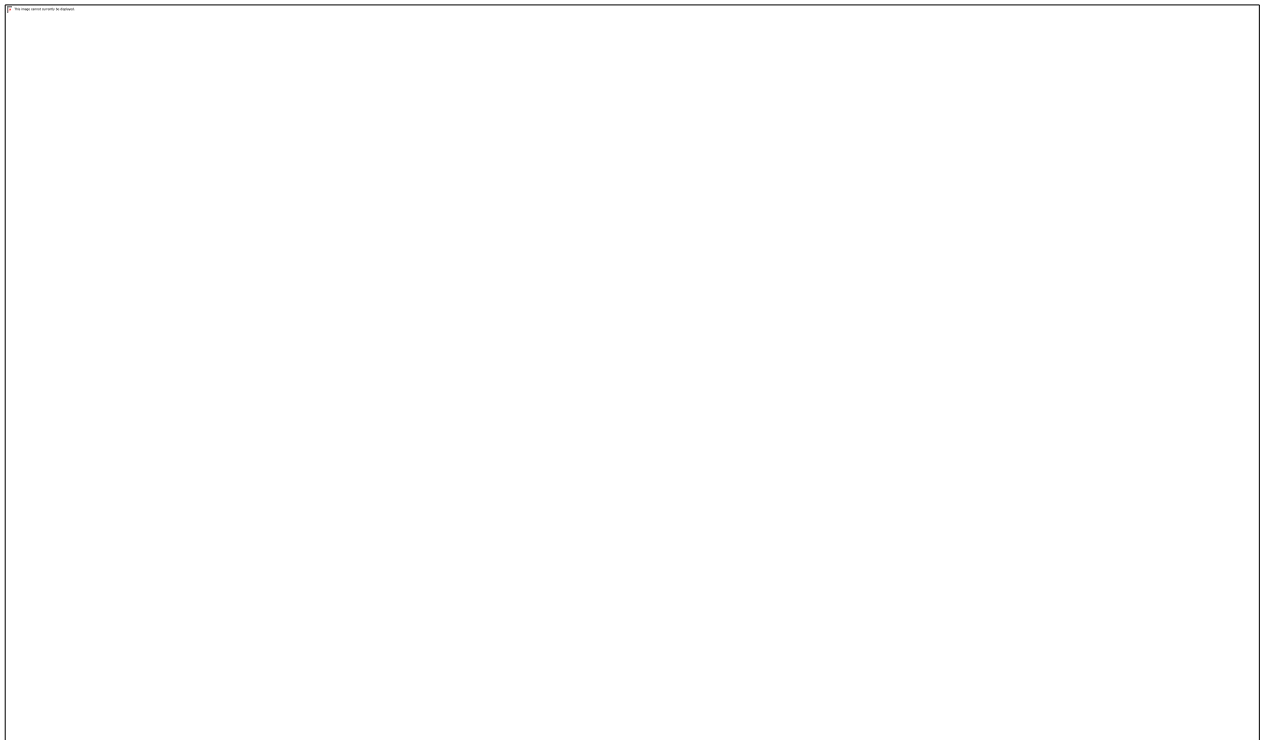
Table 4.3 Respondents sex

|       |        | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|--------|-----------|---------|------------------|-----------------------|
| Valid | Male   | 24        | 63.2    | 63.2             | 63.2                  |
|       | Female | 14        | 36.8    | 36.8             | 100.0                 |
|       | Total  | 38        | 100.0   | 100.0            |                       |

**Source: The researcher (2025)**

The table above shows gender related data for research participants at NetOne with the highest number of respondents being male participants.

Figure 4.3 1 4.2 Gender of respondents



**Figure 4.2 Sex of respondents**

**Source: The researcher (2025)**

### 4.3.3 Educational level of respondents

Table 5 4.4 Educational level of respondents

#### Educational levels of respondents

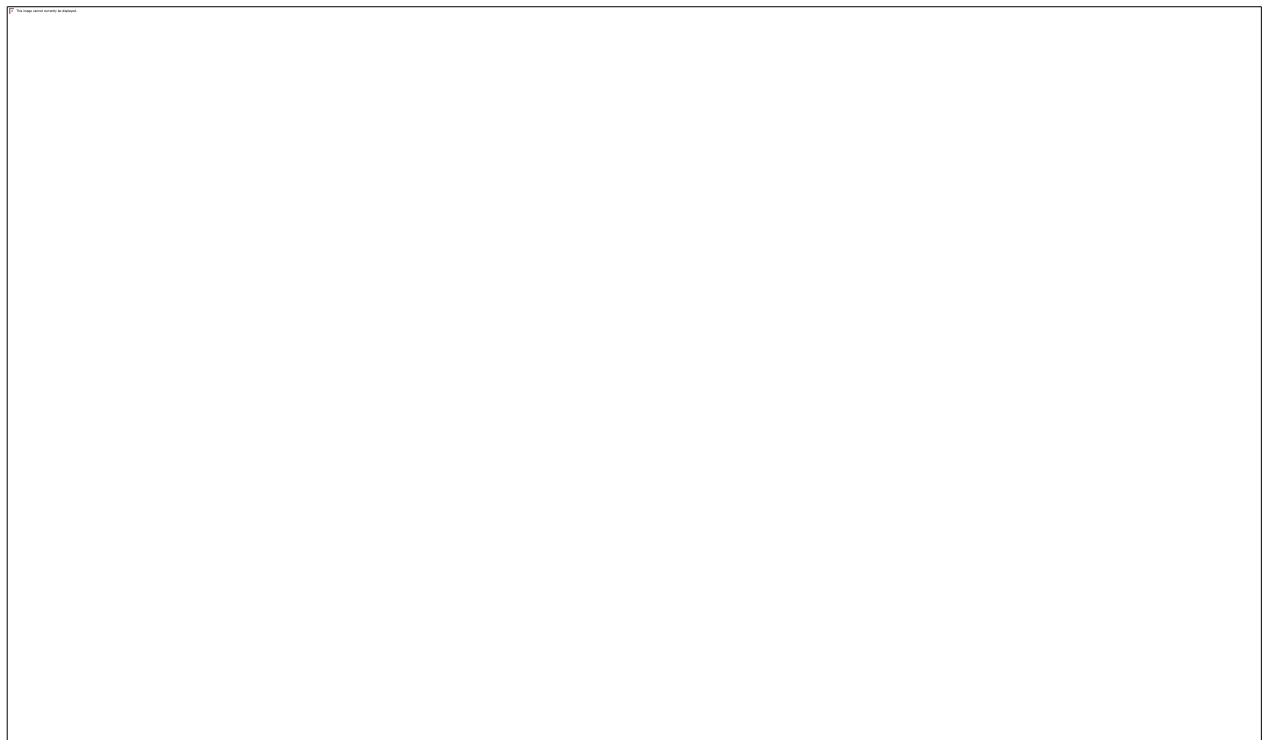
|  | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|--|-----------|---------|------------------|-----------------------|
|--|-----------|---------|------------------|-----------------------|

|       |                      |    |       |       |       |
|-------|----------------------|----|-------|-------|-------|
| Valid | National Certificate | 10 | 26.3  | 26.3  | 26.3  |
|       | Diploma              | 4  | 10.5  | 10.5  | 36.8  |
|       | Bachelor`s Degree    | 23 | 60.5  | 60.5  | 97.4  |
|       | Master`s Degree      | 1  | 2.6   | 2.6   | 100.0 |
|       | Total                | 38 | 100.0 | 100.0 |       |

**Source: The researcher (2025)**

The table above shows different educational levels at NetOne with the majority being degree holders suggesting that most employees are academically equipped to understand, implement, and evaluate training programs. The presence of both certificate and diploma holders highlights the need for varied training approaches to accommodate different levels of understanding and skills sets. The generally high education levels among staff enhance the reliability of the feedback collected on training and performance in the organisation.

Figure 4.3 2.3 Educational levels of respondents



**Source: The researcher (2025)**

### Figure 4.3 Educational levels of respondents

#### 4.3.4 Working experience of respondents

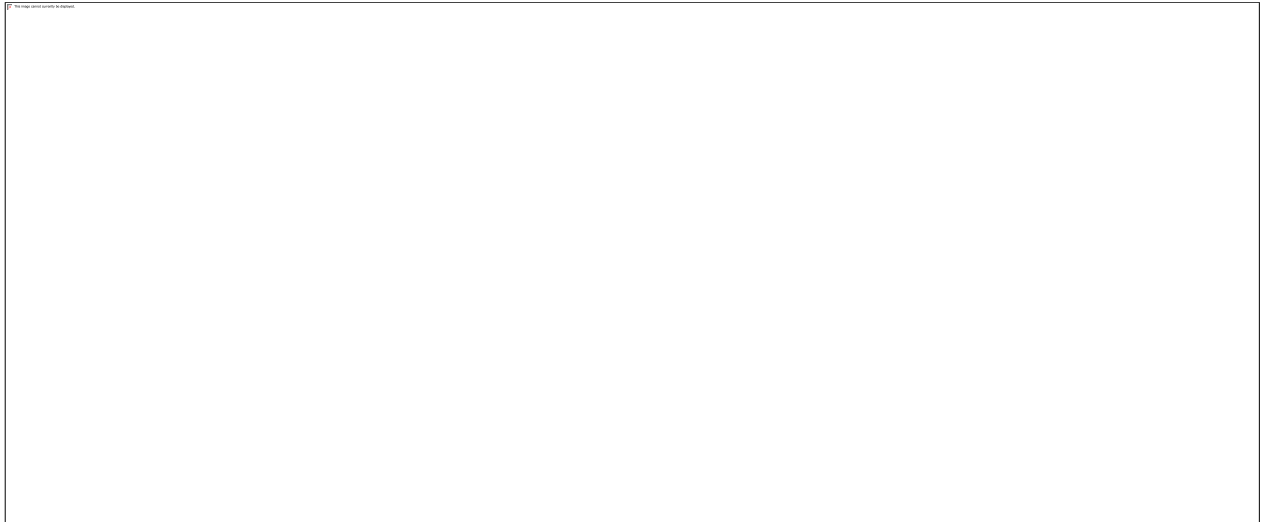
Table 6 4.5 Working experience of respondents

##### Work experience of respondents

|       |             | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------------|-----------|---------|------------------|-----------------------|
| Valid | 1 Year      | 10        | 26.3    | 26.3             | 26.3                  |
|       | 2-5 Years   | 7         | 18.4    | 18.4             | 44.7                  |
|       | 6-9 Years   | 9         | 23.7    | 23.7             | 68.4                  |
|       | 10-13 Years | 7         | 18.4    | 18.4             | 86.8                  |
|       | 14-17 Years | 5         | 13.2    | 13.2             | 100.0                 |
|       | Total       | 38        | 100.0   | 100.0            |                       |

The table above shows working experience distribution for 38 research participants at NetOne. The diverse experience levels ensure that feedback on training and performance covers both new comers and seasoned employees. The presence of experienced staff (over 6 years) making up over 55% of respondents adds credibility and depth to the assessment of long term training outcomes. Newer employees (less than 5 years) make up 44.7%, offering insights into current relevance and impact of training programs.

Figure 4.3 3 4.4 Work experience of respondents



**Figure 4.4 Work experience of respondents**

#### **4.4 Types of training programs used by NetOne**

##### **4.4.1 Job rotation and transfers**

**Table 4.7: Job rotation and transfers**

Table 7 4.6 Job rotation and transfers

|       |                   | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly agree    | 8         | 21.1    | 21.1             | 21.1                  |
|       | Agree             | 20        | 52.6    | 52.6             | 73.7                  |
|       | Neutral           | 3         | 7.9     | 7.9              | 81.6                  |
|       | Disagree          | 5         | 13.2    | 13.2             | 94.7                  |
|       | Strongly disagree | 2         | 5.3     | 5.3              | 100.0                 |
|       | Total             | 38        | 100.0   | 100.0            |                       |

**Source: The researcher (2025)**

From table 4.7 above, job rotation and transfers are well received at NetOne. Most employees recognise the benefits such as improved skill variety, adaptability and cross functional

knowledge. However, the minority with opposing views could be addressed through clearer communication on the purpose and benefits of such initiatives.

#### 4.4.2 Internships

Table 8 4.7 Internships

|       |                   | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly agree    | 9         | 23.7    | 23.7             | 23.7                  |
|       | Agree             | 18        | 47.4    | 47.4             | 71.1                  |
|       | Neutral           | 5         | 13.2    | 13.2             | 84.2                  |
|       | Disagree          | 4         | 10.5    | 10.5             | 94.7                  |
|       | Strongly disagree | 2         | 5.3     | 5.3              | 100.0                 |
|       | Total             | 38        | 100.0   | 100.0            |                       |

**Source: The researcher (2025)**

The data in the table above reveals that internships are well regarded training approach at NetOne. Most employees believe that internships play a valuable role in preparing individuals for job responsibilities, contributing to both skill development and organisational performance. However, to address the minority who disagree, NetOne may consider improving structure, supervision, or goal-setting in its internship programs.

#### 4.4.3 Off-the-job training

Table 9 4.8 Off the job training

|       |                | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|----------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly agree | 17        | 44.7    | 44.7             | 44.7                  |
|       | Agree          | 8         | 21.1    | 21.1             | 65.8                  |



|                   |    |       |       |       |
|-------------------|----|-------|-------|-------|
| Neutral           | 6  | 15.8  | 15.8  | 81.6  |
| Disagree          | 2  | 5.3   | 5.3   | 86.8  |
| Strongly disagree | 5  | 13.2  | 13.2  | 100.0 |
| Total             | 38 | 100.0 | 100.0 |       |

**Source: The researcher (2025)**

The data above generally suggests that off-the-job training is well accepted at NetOne, with nearly two-thirds of employees acknowledging its effectiveness. However a significant minority express doubts, indicating the need for such training to be better aligned with actual job needs and possibly more interactive or customised.

#### 4.4.4 Classroom training

Table 10 4.9 Classroom training

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree    | 5         | 13.2    | 13.2          | 13.2               |
|       | Agree             | 10        | 26.3    | 26.3          | 39.5               |
|       | Neutral           | 4         | 10.5    | 10.5          | 50.0               |
|       | Disagree          | 9         | 23.7    | 23.7          | 73.7               |
|       |                   |           |         |               |                    |
|       | Strongly disagree | 10        | 26.3    | 26.3          | 100.0              |
|       | Total             | 38        | 100.0   | 100.0         |                    |

**Source: The researcher (2025)**

The findings in the above table suggest that classroom training is the least favoured among the training methods assessed at NetOne. While a minority still support it. A significant portion of employees find it unhelpful, pointing to a need for NetOne to reassess, modernise, or replace classroom based learning with more practical approaches.

#### 4.5 The relationship between training and employee performance indicators at NetOne

#### 4.5.1 Employee motivation at work

Table 11 4.10 Employee motivation

|       |                      | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|----------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly agree       | 9         | 23.7    | 23.7             | 23.7                  |
|       | Agree                | 16        | 42.1    | 42.1             | 65.8                  |
|       | Neutral              | 2         | 5.3     | 5.3              | 71.1                  |
|       | Disagree             | 6         | 15.8    | 15.8             | 86.8                  |
|       | Strongly<br>disagree | 5         | 13.2    | 13.2             | 100.0                 |
|       | Total                | 38        | 100.0   | 100.0            |                       |

**Source: The researcher (2025)**

The data from table 2.2 demonstrates that training has a generally positive impact on employee motivation at NetOne. A significant majority of respondents believe that training contributes positively to their motivation at work. This suggests that well-structured training programs help employees feel more engaged, confident, and valued within the organisation. However a notable 29% of respondents did not perceive training as a motivator. This indicates that while training is beneficial for many, it may not be equally effective for all employees, possibly due to misalignments with individual roles, expectations or learning preferences.

#### 4.5.2 Competence of workforce at work

Table 12 4.11 Employee competence

|       |                | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|----------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly Agree | 13        | 34.2    | 34.2             | 34.2                  |
|       | Agree          | 6         | 15.8    | 15.8             | 50.0                  |
|       | Neutral        | 5         | 13.2    | 13.2             | 63.2                  |
|       | Disagree       | 7         | 18.4    | 18.4             | 81.6                  |

|                   |    |       |       |       |
|-------------------|----|-------|-------|-------|
| Strongly disagree | 7  | 18.4  | 18.4  | 100.0 |
| Total             | 38 | 100.0 | 100.0 |       |

**Source: The researcher (2025)**

The above data suggests that half of the respondents (50%) believe that the aspect in question is positive. This indicates a moderate level of satisfaction or agreement with the effectiveness of employee training in enhancing work effectiveness. As significant portion (36.8%) express dissatisfaction or disagreement suggesting that there are areas for improvement in the training programs or their impact on work effectiveness.

#### 4.5.3 Work effectiveness

Table 13 4.12 Work effectiveness

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree    | 9         | 23.7    | 23.7          | 23.7               |
|       | Agree             | 14        | 36.8    | 36.8          | 60.5               |
|       | Neutral           | 4         | 10.5    | 10.5          | 71.1               |
|       | Disagree          | 5         | 13.2    | 13.2          | 84.2               |
|       | Strongly disagree | 6         | 15.8    | 15.8          | 100.0              |
|       | Total             | 38        | 100.0   | 100.0         |                    |

**Source: The researcher (2025)**

The results above suggests that a significant majority (60.5%) of the employees at NetOne perceive an improvement in their work effectiveness following the training. When including those who are neutral, the percentage rises to 71.1% indicating that at least a substantial portion of the workforce does not perceive a negative impact on their work effectiveness. However, it also noteworthy that 29% of the respondents did not perceive an improvement , suggesting areas for further investigation or improvement in the training program. Overall, the data

indicates a generally positive perception of the training`s effectiveness in enhancing work effectiveness among NetOne employees.

#### 4.5.4 Work efficiency

Table 14 4.13 Work efficiency

|       |                   | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly agree    | 11        | 28.9    | 28.9             | 28.9                  |
|       | Agree             | 11        | 28.9    | 28.9             | 57.9                  |
|       | Neutral           | 2         | 5.3     | 5.3              | 63.2                  |
|       | Disagree          | 7         | 18.4    | 18.4             | 81.6                  |
|       | Strongly disagree | 7         | 18.4    | 18.4             | 100.0                 |
|       | Total             | 38        | 100.0   | 100.0            |                       |

**Source: The researcher (2025)**

Based on the data above, it appears that the majority of employees at NetOne believe that employee training has positively impacted work efficiency. The fact that 57.8% of respondents either strongly agree or disagree with this statement suggests a generally positive perception of the training program. However, it is important to note that a significant proportion of respondents (36.8%) do not share this positive view, indicating that there may be areas for improvement in the training program or its implementation.

#### 4.5.5 Risk reduction at work

Table 15 14 Risk reduction

##### Risk reduction

|  |  | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|--|--|-----------|---------|------------------|-----------------------|
|--|--|-----------|---------|------------------|-----------------------|

|       |                   |    |       |       |       |
|-------|-------------------|----|-------|-------|-------|
| Valid | Strongly agree    | 15 | 39.5  | 39.5  | 39.5  |
|       | Agree             | 7  | 18.4  | 18.4  | 57.9  |
|       | Neutral           | 3  | 7.9   | 7.9   | 65.8  |
|       | Disagree          | 9  | 23.7  | 23.7  | 89.5  |
|       | Strongly disagree | 4  | 10.5  | 10.5  | 100.0 |
|       | Total             | 38 | 100.0 | 100.0 |       |

The results above suggest that a majority (57%) of the respondents believe that employee training at NetOne has led to risk reduction as indicated by their agreement or strong agreement with the statement. However, a significant minority (34.2%) disagreed or strongly disagreed, indicating a lack of perceived risk reduction. The remaining (7.9%) were neutral.

## 4.6 Challenges of implementing proper training programs used by NetOne

### 4.6.1 Globalisation

Table 16 4.15 Globalisation

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree    | 7         | 18.4    | 18.4          | 18.4               |
|       | Agree             | 16        | 42.1    | 42.1          | 60.5               |
|       | Neutral           | 3         | 7.9     | 7.9           | 68.4               |
|       | Disagree          | 7         | 18.4    | 18.4          | 86.8               |
|       | Strongly disagree | 5         | 13.2    | 13.2          | 100.0              |
|       | Total             | 38        | 100.0   | 100.0         |                    |

**Source: The researcher (2025)**

The table indicates that a majority (60%) of respondents at NetOne perceive globalisation as a challenge in implementing proper training programs, while about a third (31.6%) do not see it

as a significant issue. This data suggests that globalisation is a considerable factor affecting training program implementation for most respondents.

#### 4.6.2 Lack of training expertise

Table 17 4.16 Lack of experience

|       |                   | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly agree    | 12        | 31.6    | 31.6             | 31.6                  |
|       | Agree             | 10        | 26.3    | 26.3             | 57.9                  |
|       | Neutral           | 1         | 2.6     | 2.6              | 60.5                  |
|       | Disagree          | 9         | 23.7    | 23.7             | 84.2                  |
|       | Strongly disagree | 6         | 15.8    | 15.8             | 100.0                 |
|       | Total             | 38        | 100.0   | 100.0            |                       |

**Source: The researcher (2025)**

A total of (57.9%) of respondents either strongly agree or agree that a lack of expertise is a challenge in implementing proper training programs at NetOne. Only (2.6%) of respondents are neutral indicating that most respondents have clear understanding of the issue. 39.5% of respondents either disagree or strongly disagree suggesting that some respondents do not perceive a lack of experience as a significant challenge.

#### 4.6.3 Employee personal conditions

Table 18 4.17 Employee personal conditions

|       |                      | Frequency | Percent | Valid<br>Percent | Cumul<br>ative<br>Perce<br>nt |
|-------|----------------------|-----------|---------|------------------|-------------------------------|
| Valid | Strongly agree       | 6         | 15.8    | 15.8             | 15.8                          |
|       | Agree                | 5         | 13.2    | 13.2             | 28.9                          |
|       | Neutral              | 4         | 10.5    | 10.5             | 39.5                          |
|       | Disagree             | 15        | 39.5    | 39.5             | 78.9                          |
|       | Strongly<br>Disagree | 8         | 21.1    | 21.1             | 100.0                         |
|       | Total                | 38        | 100.0   | 100.0            |                               |

**Source: The researcher (2025)**

A total of 23 employees (60.6%) either disagreed or strongly disagreed with the statement, indicating that they faced personal challenges that might impact their ability to participate in training programs. Only a 28.9% either strongly agreed or agreed with the statement, suggesting that they did not face significant personal challenges.

#### **4.6.4 Supervisor`s support**

Table 19 4.18 Supervisor`s support

|       |                      | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|----------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly agree       | 8         | 21.1    | 21.1             | 21.1                  |
|       | Agree                | 19        | 50.0    | 50.0             | 71.1                  |
|       | Neutral              | 1         | 2.6     | 2.6              | 73.7                  |
|       | Disagree             | 7         | 18.4    | 18.4             | 92.1                  |
|       | Strongly<br>disagree | 3         | 7.9     | 7.9              | 100.0                 |
|       | Total                | 38        | 100.0   | 100.0            |                       |

**Source: The researcher (2025)**

From the data above, a significant majority (71.1%) of respondents either strongly agree or agree that their supervisors provide support. A smaller percentage of respondents either disagree or strongly disagree with the statement indicating a lack of support from their supervisors.

#### 4.6.5 Communication

Table 20 4.19 Communication

|       |                   | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly agree    | 9         | 23.7    | 23.7             | 23.7                  |
|       | Agree             | 12        | 31.6    | 31.6             | 55.3                  |
|       | Neutral           | 3         | 7.9     | 7.9              | 63.2                  |
|       | Disagree          | 10        | 26.3    | 26.3             | 89.5                  |
|       | Strongly disagree | 4         | 10.5    | 10.5             | 100.0                 |
|       | Total             | 38        | 100.0   | 100.0            |                       |

**Source: The researcher (2025)**

The survey results indicate that the majority of respondents (55%) agree or strongly agree that there are challenges with communication in implementing proper training programs at NetOne. This suggests that communication is a significant issue that needs to be addressed to improve training programs.

#### 4.7 Discussion of results

The study took its interest in establishing the different training and strategies being utilized at NetOne. The research had shown that NetOne as an organization was conducting training and



development programs for its employees. The social learning theory proposed by Albert Bandura, suggests that individuals learn new behaviours and attitudes by observing and imitating others. In the context of NetOne's training and development strategies, the use of internships and job rotations can be seen as a form of social learning. Interns and employees can learn new skills and behaviours by observing and working alongside experienced colleagues. Internships and job rotations were agreed as the most common strategies of employee training at most. The company uses the internship strategy in order to harness the young talents in the labour market before other companies recruit them. This is highly beneficial method to the company as they do not only get fresh talent from the market but also it saves them cost of wages as interns are not paid as much as experienced workers 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 carious 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 least strategies used for employee training and development.

This is due to the fact that NetOne prefers practical learning hence they opt for Internships 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 the 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.

The resource based view theory proposed by Jay Barney, suggests that a company's internal resources and capabilities are the key drivers of its competitive advantage. As seen in the NetOne's training and development strategies, the company's investment in employee training and development can be seen as a way to develop its internal resources and capabilities. The study's finding that training and development have a significant impact on employee performance and organisational productivity supports the idea that investing in human capital is essential for achieving organisational success. The study's find that training and development have a significant impact on employee performance and organisational productivity supports the idea that investing in human capital is essential for achieving organisational success.

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 NetOne. This is because the NetOne 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 human 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).

#### **4.8 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 RECOMMENDATION**

#### **5.1 Introduction**

The previous chapter did an exploration of the collected and analysed it as per the requirements of the question under study. This chapter is set to provide a summary of results, conclusions, and recommendations.

#### **5.2 Summary**

The research sought to examine the correlation between employee training and employee performance at NetOne. The study focused on identifying the types of training programs used, analysing their impact on performance and exploring challenges in implementing training programs. Key findings reviewed that NetOne prioritises practical learning methods such as internships and off-the-job training. Internships allow employees to learn working while off-the-job training offers structured learning environments outside the workplace. The study confirmed a strong positive correlation between training and performance, supporting prior literature such as Almand (2014), which emphasized that training enhances skills, confidence and competence.

The findings confirm that employee training has a significant positive impact on performance. Well-structured training improves employee knowledge, skills and attitudes, resulting in better

service delivery and organisational growth. However, challenges such as insufficient training resources and low managerial support hinder full training effectiveness.

### **5.3 Conclusions**

The research concludes that employee training plays a crucial role in boosting individual and organisational performance. Trained employees tend to be more motivated, skilled and productive. The findings confirm a positive correlation between training and performance, supporting the view that investment in employee development yields measurable benefits in output, efficiency and risk reduction. However, based on the results, it is proven that the organization mostly uses internship and job rotation as their main training and development programs. This is mainly owing to the fact that internship 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.

### **5.4 Recommendations**

#### **5.4.1 Diversification of training methods.**

NetOne should adopt a variety of training and development methods or enhance the current ones. This recommendation is based on the understanding that employee development vary, as do their learning speeds and styles. While some employees benefit more from on-the-job training, others perform better with off-the-job methods such as seminars or workshops. Diversifying methods will help cater to all learning preferences effectively.

#### **5.4.2 Alignment with organisational needs**

Training programs should be designed to meet both the current and future needs of the organisation. This requires the personnel management team to regularly review and align training initiatives with evolving business demands and technological advancements.

#### **5.4.3 Management support and Involvement**

Top management should provide strong support for training and development initiatives. Their involvement is key in empowering departments and ensuring that training aligns with the strategic goals of the organisation.

#### **5.4.4 Promotion of personal growth**

NetOne should also encourage personal growth and development among employees. Creating opportunities for individual development helps employees enhance their skills, confidence and effectiveness in their respective roles.

#### **5.5 Future studies**

Future research should explore the long-term impact of various training methods on employee performance across different sectors and organisational sizes. It is also recommended that the future studies incorporate larger sample sizes and include qualitative approaches such as interviews or focus groups to gain deep insights into employee perceptions and experiences. Additionally, examining the role of digital and on-the-job training in performance enhancement, especially in rapidly evolving industries, would provide valuable contributions to the field.

#### **5.6 Chapter summary**

This chapter marks the conclusion of research on the correlation between employee training and performance. It provided a summary of the key findings discussed in the preceding chapter, drew conclusions based on those findings, and offered recommendations for future action and improvement.

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## APPENDIXES

### **Annexure 1: Questionnaire**

#### **QUESTIONNAIRE ON THE INVESTIGATION OF A RELATIONSHIP BETWEEN EMPLOYEE TRAINING AND EMPLOYEE PERFORMANCE**

My name is Frank Chikanza a student at Bindura University Science Education studying Human Resources Management. I'm seeking to explore the relationship between employee training and employee Performance. Information gathered is specifically for academic purposes and your answers will be helpful for this research to be successful.

Participation in this study is voluntary and you are not obliged to complete the questionnaire. You may omit any question or stop answering questions anytime. However, it will be helpful if you answer every question to improve the quality of the research. All your responses will be strictly confidential and anonymous. **PLEASE DO NOT PUT YOUR NAME ON THE QUESTIONNAIRE.**

I will be very grateful if you answer all sections on this questionnaire as honestly as possible.

Appendix 2: COVER LETTER FOR REQUEST TO CARRY OUT RESEACH REQUEST  
FOR CARRYING OUT RESEARCH

**Bindura University of Science Education**

P Bag 1020

**Bindura**

May 15 2025

The Human Resource Director

NetOne Cellular (Pvt) Ltd

No` 1 Jason Moyo Avenue, Harare

Dear Sir/ Madam

**RE: APPLICATION FOR PERMISSION TO CARRY OUT A RESEARCH**

I do hereby seek your permission to undertake research in your organization. As a requirement of the statutes of Bindura University of Education, I am supposed to carry out a research project in partial fulfilment of my studies. My research topic is: **“An investigation of a relationship between employee training and employee performance”**

Information collected will be treated with utmost confidentiality and will be used solely for academic purposes.

Your assistance will be greatly appreciated.

*Yours Sincerely*

.....

## INSTRUCTIONS

i). Tick [✓] where applicable in the spaces provided.

## SECTION A

### Demographic information of respondents

#### 1. Gender

Male ☐

Female ☐

1. Position.....

2. Level of Education.....

#### 3. Years of Experience

☐ 1 year      ☐ 2-5 yrs      6- ☐ 9 yrs      ☐ 10-13 yrs and above

☐ 14-17 years

#### 4. Age

20-29 years

30- 39 years

40-& years and above

## SECTION B

### TRAINING PROGRAMS AT NETONE

**This section aims to explore training programs used by NetOne**

Indicate your level of agreement on whether the following the following programs are used at NetOne.

| The following programs are being used at NetOne | 1<br>Strongly<br>Disagree | 2<br>Disagree | 3<br>Neutral | 4<br>Agree | 5<br>Strongly<br>Agree |
|---|---------------------------|---------------|--------------|------------|------------------------|
| Job rotation and transfers                      |                           |               |              |            |                        |
| Internships                                     |                           |               |              |            |                        |
| Off-the-job training                            |                           |               |              |            |                        |
| Classroom training                              |                           |               |              |            |                        |

## SECTION C

### CHALLENGES FACED BY EMPLOYEES IN IMPLEMENTING TRAINING PROGRAMS.

**This section deals with the challenges faced by employees in implementing Training programs at NetOne.**

Indicate your level of agreement on each of the following training challenges challenges.



| <b>Training challenges</b>   | <b>1<br/>Strongly<br/>Disagree</b> | <b>2<br/>Disagree</b> | <b>3<br/>Neutral</b> | <b>4 Agree</b> | <b>5 Strongly Agree</b> |
|------------------------------|------------------------------------|-----------------------|----------------------|----------------|-------------------------|
| Globalisation                |                                    |                       |                      |                |                         |
| Lack of training expertise   |                                    |                       |                      |                |                         |
| Employee personal conditions |                                    |                       |                      |                |                         |
| Supervisor`s support         |                                    |                       |                      |                |                         |
| Communication                |                                    |                       |                      |                |                         |

## **SECTION D**

### **BENEFITS BEING BROUGHT BY EMPLOYEE TRAINING AT NetOne**

**This section aims to identify the benefits of training at NetOne**

Indicate if the following benefits are being brought by training at NetOne

| The following benefits are a result of employee training at NetOne | <b>1 Strongly Disagree</b> | <b>2 Disagree</b> | <b>3 Neutral</b> | <b>4 Agree</b> | <b>5 Strongly Agree</b> |
|--|----------------------------|-------------------|------------------|----------------|-------------------------|
| Motivation   |                            |                   |                  |                |                         |
| Work competence  |                            |                   |                  |                |                         |
| Work effectiveness   |                            |                   |                  |                |                         |
| Work Efficiency  |                            |                   |                  |                |                         |

|                |  |  |  |  |  |
|----------------|--|--|--|--|--|
| Risk reduction |  |  |  |  |  |
|----------------|--|--|--|--|--|

**Any additional comments which may be useful**

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THANK YOU FOR YOUR RESPONSES

