BINDURA UNIVERSITY OF SCIENCE EDUCATION

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DEPARTMENT OF HUMAN RESOURCES MANAGEMENT



TOPIC: ASSESSING THE IMPACT OF TRAINING AND DEVELOPMENT IN A PUBLIC SECTOR ORGANISATION: A CASE STUDY OF MoPSE, MUZARABANI DISTRICT.By

(B191375B)

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT OF THE BACHELOR OF COMMERCE HONOURS DEGREE IN HUMAN CAPITAL MANAGEMENT BINDURA UNIVERSITY OF SCIENCE EDUCATION 29 MAY 2023

# RELEASE FORM

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ASSESSING THE IMPACT OF TRAINING AND DEVELOPMENT IN A PUBLIC SECTOR ORGANISATION : A CASE OF MoPSE, MUZARABANI

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*Name of Chairman Signature Date*

# DECLARATION

I declare that this research project is my original work and has not been copied or extracted from previous sources without due acknowledgement of the source.

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*Name of Student Signature Date*

# DEDICATION

First and foremost, this dissertation is dedicated to my entire family, who have all made major contributions to my studies. Second, i want to thank all of the instructors at Bindura University who have taught and trained me up to this point, both directly and indirectly. Last but not least, i will never forget my friends and coworkers that traveled with me

# ABSTRACT

*The purpose of the study is to determine the impact of relationship between training & development and employee performance in the Ministry of Primary and Secondary Education at Muzarabani District. The study was adopted and designed from a population of nine hundred and fifty-two (952) employees which includes teachers, school admnistration, school heads, public service staff and education staff. The study sampled fifty participants in which thirty-eighty questionnaires were successfully filled and returned and five interviews were conducted with the managerial staff, techers and school heads. Data were analysed by categorizing the responses from participants and use them to develop themes to answer the research questions. The research findings revealed that there is a positive relationship between training & development and employee performance, because of the training & and development programs that develop the employee morale, increase job satisfaction, reduce absentee level, commitment of the employees towards the organisational goal and quality and productivity will be the results. The study revealed that the Ministry take into consideration the existence of training policy to address the problem of brain drain and to keep employees updated in terms of core competency to meet technological advancement. The study recommended that, criteria for selection of teachers need review and to be based on performance requirements. Performance appraisal to be used in identifying training needs. Selected trainees must be motivated. Employees with advancements and those who upgrade their qualifications must be promoted soon after their completion of advancements and upgrades is done.*

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# CHAPTER ONE

## 1.1 Introduction

The study's primary emphasis areas are introduced in this chapter. The context of the investigation, the problem description, and the research questions that explain why the topic of the study was chosen come first. Additionally, included are the study's objectives and the inquiries that need to be investigated. The relevance of research to diverse economic stakeholders is also addressed. The study's hypotheses are then given, along with a brief summary of the chapter that follows.

## 1.2 Background of the study

Maintaining an organization's competitiveness in a global market requires extensive training of all levels of personnel worldwide (Maund 2001:307). This is crucial for the preparation of teachers since school competition is reflected in how well kids perform on national exams. Students' success is influenced by teachers' ability to enhance their knowledge and abilities, as well as how well those two can work together in a classroom. In order to respond to technical, organisational, and social dynamics, employees must adapt to a culture of constant learning and upgrading of their skills and knowledge (Devi and Shaik, 2012). It is alleged that some civil officials were rewarded and disciplined through training for public service. In a 1998 report to the Ministry of Public Service, Crown Agents noted that it is common for civil servants to be given the opportunity to go for training as a reward for their loyalty to their superiors, especially if the training involves travelling abroad or has financial benefits to the trainee. Such training could not be applicable to the organisation or the official. Other policemen who are deemed to be recalcitrant by their supervisors in some cases are made to attend training as a penalty to keep them off. The organisation cannot benefit much from the relevance or impact of such forced training because it frequently exacerbates workplace issues rather than resolving them. According to Khawaja and Nadeem (2013), businesses that invest in quality training and development tend to succeed in both the short and long terms. Long-term training programmes for teachers increase their qualifications, necessitating a promotion. If this is not realised, as it typically is, teachers become demoralised, and their performance suffers. Refresher courses and other short-term customised programmes widen and enhance performance in particular areas. Sadly, in some instances, training programmes have not been very effective in bringing about progress and change. The misgovernance of the Nigerian tertiary education institutions was published on the Jesoc website in 2017. It was characterised by corruption, low wages, low training motivation, poor assessments of training needs, poor training design, and brain drain. This ties the institution's failure in terms of training and development to the fact that it is not applied properly with proper designs and evaluations. According to Cascio (1986), ignoring staff training programmes prevents employers from giving veteran employees the chance to update their knowledge and learn new work-related skills. This is because staff training programmes assist employers in acquiring the knowledge and skills necessary to perform in higher-level positions.

It should be emphasised as well that participating in staff training programmes may not always result in better employee performance. The trends in delivery and performance will always be determined by adoption rates and the desire to alter what is necessary. The analysis above shows that staff training is not a brand-new phenomenon and is not likely a school-invented idea. The literature provides a foundation for inquiries into why the school's system does not value staff development as highly as it does organisational development.

Since employees have direct role models to imitate and this shared experience fosters the formation of informal networks, on-the-job training differs from management training as an effective socialisation of workers that enhances performance (Benkowski 2001). Education and training are rights for all, and government, businesses, social partners, and individuals are all jointly responsible for investing in training, according to the conclusions reached at the ILO conference in June 2000. One technique that, when correctly applied, has the potential to change performance is training (ILO Publications 2003:15). Aston found in his research that staff development programmes, particularly those based in schools, help instructors become more aware of possible problem-solving methods to teaching and learning (Aston 1998:81). Some schools operate in complex environments, therefore for a teacher to succeed, they must collaborate with one another and learn from one another.

Observational learning is important for altering group or individual behaviour, according to social learning theorists. Therefore, it is the duty of individuals in positions of leadership to value the conduct they desire in this context, utilising the concepts of learning organisations as both the means and the end (Skinner et al. 2004:376). According to Buckley and Caple, untrained head teachers have low self-esteem and feel unprepared for their positions. Through quick courses, this can be fixed. It was clear in Botswana that the managerial responsibilities of headteachers increased in importance as the country's educational system grew. To meet their performance goals, they must therefore develop their skills.

They note that from their first appointment throughout their entire employment, secondary school teachers and head teachers have not been provided with any form of training (Pheko 2008:72).The situation in Botswana is in contrast to previous research that have shown that effective schools are correlated with the preparation of secondary school teachers and head teachers (Pheko 2008:73).According to research conducted in Botswana and Zimbabwe, head teachers and teachers have received insufficient training, which has led to frustration and a lack of enthusiasm (Pheko 2008:74). Overall, Valle et al. (Gomez et al. 2004:238) claim that training is essential for preserving and enhancing the capabilities of both individuals and organisations. It also aids in the process of organisational change, increases the ability to retain skilled workers, implies an organization's long-term commitment to its workers, and strengthens individual motivation. This is pertinent to certified secondary school teachers, for whom continual training promotes communication by fostering a sense of shared purpose and strengthening a commitment-based culture.

## 1.3 Problem Statement

There are poor pass rates in Zimbabwe’s Muzarabani region, (Muzarabani Zimsec Results Report 2022). Poor pass rates in primary and secondary schools in lower valley Muzarabani which is caused by some teachers who have low level of training to influence effective teaching and learning. The 2021 results report shows a pass rate of 25% for primary schools and 10% for secondary in lower valley Muzarabani compared to upper valley which yield 39% for primary and 25% for secondary schools. In 2022, results report for primary schools in lower valley collapse to 20% for primary and 9% for secondary schools whilst in Upper valley Muzarabani, pass rate for primary schools was at 38% and secondary schools was at 27%. There is a challenge in performance of teachers and their attitudes towards their work mostly in Lower valley Muzarabani and one reason is harsh environments which lack incentives which destroys the whole moral in teacher and 80% of teachers found in Upper Muzarabani are senior teachers compared to Lower valley Muzarabani which consist about 60% senior teachers. Teachers seem not to employ varied teaching method, scheming and planning poorly done, school heads do not supervise teachers and some teachers do not use variety of instructional materials. Lent (2006) noted that training and development activities result in improved job performance and other positive change. This then requires for a significant paradigm shift in the way how these teachers and heads carry-out their duties, and this can only be possible if there is a sustained program of training and developing the teachers and heads. HRM will be interested in researching the relationship of its practice towards investing in training on teachers and heads performance that will result in positive results and will increase students pass rates in Muzarabani District.

## 1.4 Aim of the study

The study intends to see the importance of training and development in public sector organisations.

## 1.5 Objectives of the study

To examine the relationship between training and development and public sector performance.

To identify the training and development programs currently being employed at MoPSE and their impact on employee’s performance.

To evaluate the relationship of training and development and productivity in the Ministry of Education (MoPSE).

To recommend solutions for the problems of poor results in the region.

**1.6 Research questions**

What is the relationship between training and development and performance at MoPSE?

What programs are being employed at MoPSE and impact of introducing training and development?

What is the relationship between training and development and productivity level in terms of positive results at MoPSE?

What strategies of training and development can be adopted by MoPSE in order to enhance better standard results at schools?

## 1.7 Assumptions of the study

Training and development has an positive impact which yield better quality results of students at MoPSE. The researcher was able to acquire complete, accurate, and important data thanks to the questionnaire response rate. The chosen participants responded in a timely manner, allowing the researcher to complete the study on schedule. The population under consideration was accurately represented by the sample that was used.

**1.8 Significance of the study**

**To the researcher**

The proper complement of the research will help the researcher by giving knowledge and understanding in academics and as a profession. Additionally, it allowed the researcher to develop new research techniques, increase his or her ability for future study, and combine theoretical concepts with practical methods.

**To the university (Bindura University)**

The conclusion and suggestion will contribute to a new body of knowledge and will be a crucial part of the university's research archive.

**To the organization (MOPSE)**

The study will go a long way in bringing positive developments at MoPSE on how training and development influences good quality results from the students. Innovation through training and development which mighty shift the students results from a poor state to a better state.

## 1.9 Delimitations of the study

The primary focus of the study will be on how training and development affect organisational performance at the Muzarabani District Office for the Ministry of Primary and Secondary Education in Zimbabwe's Mashonaland Central Province. The study covered the teachers and school heads employed in the Ministry of teaching in Muzarabani District from the period of August 2022 to June 2023**.** The main aim of the study is to examine the contributes of training and development in achieving the Ministry’s goal.

### 1.9.1 Limitations of study

Time, confidentiality, and a weak financial foundation all interfered with finishing the research. The researcher was also a ful-time student, therefore he had to attend other assignments and business in class.

The research's implementation and the respondents' data gathering had a finite amount of time. The study's aims may have been misunderstood by the respondents, who thus felt reluctant to divulge crucial information. By putting a non-disclosure clause on the cover letter, the researcher ensured respondents of the privacy and confidentiality of their data while addressing the limitation. Additionally, the researcher made it clear that the research's findings could not be applied to other insurance firms.

### 1.9.2 Definition of key terms

Training –a purposeful intrusion meant to improve the fundamentals of each worker's job performance. Training has traditionally been understood as a learning process through which individuals acquire the knowledge, skills, experience, and attitudes necessary to perform their jobs effectively in order to achieve their organization's goals, (Ngirwa 2009).

Development –It boosts each person's performance in their current positions and gets them ready for bigger roles in the future. It demonstrates the value of continuously updating information and abilities to maintain effectiveness and provide enough possibilities for mental growth. It includes the process that incorporates learning not only for the present job but also for the upcoming jobs and prospective promotion prospects, (Armstrong, 2001).

Performance- Results in management, economics, marketing, and other fields that print the competitiveness, efficiency, and effectiveness of the organisation and its procedural and structural components are particularly noteworthy, (Verboncu, Zalman, 2005).

Training evaluation- describes the methodical evaluation of how training programmes affect and are effective in achieving the desired goals and objectives. Data must be gathered and analysed to determine how much training has improved trainees' knowledge, abilities, and conduct, as well as the training's overall effects on the organisation, (Phillips 2016).

Behaviour- refers to actions, conduct, or activities exhibited by an individual in response to a certain situation or stimulus.It encompasses all obervable, measurable, or reportable actions that an organism displays, (Skinner 1957).

Productivity- refers to the measure of efficiency in transforming inputs into outputs. It is a key performance indicator for organisations and can be measured in different ways such as output per unit of capital. High productivity is desirable as it leads to lower costs, higher profits, and better competiveness in the market, ( Armstrong 2012).

Employees- refers to individuals who work for an organisation or business and are compensated for their service. They can be part-time, full-time, permanent, or temporary and can be hired for virious functions and roles such as sales, marketing, finance, or production, Wright (2017).

Quality- - the features of a good or service that influence whether it can meet explicit or implicit wants. Quality entails suitability for application., ( Juran 2008).

### 1.10 Summary

The background to the study, problem statement, research aims, and research questions, as well as the research's assumptions, significance, and definition of words, were highlighted in the current chapter. The study's boundaries and constraints were also discussed.

# 

# CHAPTER 2

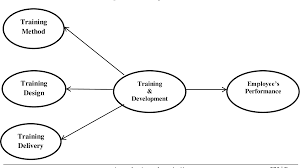
# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

The overview of previous research on training and development in the public sector is the focus of this chapter. In order to accomplish the objectives of this study, it is necessary to evaluate some prior work that has been done in the field. This will give us the necessary theoretical and empirical basis to judge the value and contributions of this research study. This study ascertains the training and development concept in relation to the subject matter explored and delineated herein.

**CONCEPTUAL FRAMEWORK**

## 2.2 Relationship between Training and Development



The conceptual framework is the schematic representation of the study’s variables. Creswell (2003) asserts that the conceptual framework represents the resesrcher’s synthesis of the literature on how to explain an event. The training and development of study participants will be independent variables, while organizational performance will be the dependent variable. The framework’s significance suggests that distinctive human resource bundles, which come from successful human resources development methods and practices, have a beneficial impact on organizational performance.

Diagram 2.2 covers the general framework of the study

Training and Development is setted up by training methods, training design and training evaluation. The training methods includes workshops, coaching, courses and seminors. These training methods must be designed in a proper way which support the training to be much effective. Lastly, training evaluation which is the results of the training and development session. The dependent variable (performance) is dependent on the attitude and perspective of the instructor towards the inset, which suggests that the teacher is ready and eager to attend, learn new things, and use helpful practises. Additionally, it relies on how supportive the administration is of the teachers' capacity to carry out their jobs and the lesson.

**Training and Development**

Initiatives for training and development are educational activities carried out within an organization with the goal of enhancing an individual’s or group’s performance on the job. The majority of these programs focus on improving a worker’s knowledge and skills sets as well as inspiring more drive to improve work performance. Training must be alligned with the objectives of the organization (MoPSE). By offering the training and development opportunities, employer helps employees develop their own competitive advantage and ensure long term employability, (Jackson, 2008). Employee development is the ongoing endeavor to improve employee performance through methods that include coaching, training sessions, and leadership mentoring. Training is a specific activity that imparts new knowledge or abilities, frequently given to freshly hired or promoted staff.

**Employee Performance**

The accomplishment of a certain task by an employee is measured against establishement or predetermined standards of accuracy, completeness, cost, and speed. The achievement of a commitment is regarded as performance if it frees the performer from all obligations imposed by the employment contract. In addition to competition and production, efficiency and effectiveness are the ingredients of performants, and training is a method of improving an individual’s performance (Mehmood, 2012). Organizations can foster a positive workplace culture to boost employee motivation and morale which may result in the offering of best quality teaching services in schools by employees (teachers). As a result, performance review should not be viewed as a tool for frightening or pushing workers into performing their tasks diligently, but rather as an agreement between the employer and employee to cooperate in attaining the organisational objective.

**The impact of training and development on organizational performances**

Training and development programs are correctly conducted with a great benefit to the organization. The two main advantages of training and development to the Education Ministry is productivity and quality results. Due to workers improved performance, productivity also rise. Thus, training and development improves organizational productivity as well as employee performance. Organization must consider the programmes of training and development. The main strategic goals of training and development in education ministry is to encourage teacher to be more efficiency and offer quality services when there are on duty.

Workforces are given opportunities to participate in decision-making through training and development (Vemic, 2007). Additionally, Saleem (2011), contend that continuous training supports improvements im the employee self-esteem, motivation, and confidence which can can add employees desire to do his/her duty with honest, results in quality education at the end. In a similar vein, they believe that training and development boost employee hapiness, increase productivity, and market the country’s education system globally by enhancing workers knowledge, abilities, and level of productivity. Additionally, it increase employees commitment and contribution to the organization. Batool and Batool (2012) concur with this idea that training helps people feel more confident, fulfilled in their wor, and deserving of respect. Batool and Batool (2012), says that ‘providing expert skills makes the workers to energetically participate in the process of improving quality’. Similar to this, according to Saleem (2012), Oribabor (2000), and Oguntimehin (2001) have described the advantages of training and development as improvement in human, theoretical, and managerial abilities, imroved abilities, knowledge, work ethic, timeliness (including being on time and reducing absenteeism), proficiency with technology and handling equipment with less waste, and also lessened level of stress. Employee abilities and performance levels are expected to be improved by training on all fronts (Obisi, 2011). It is clear from this that training and development are essential for transforming organisational strength and capability in terms of increasing staff competency. The human resource "acts as a multiplicative factor for putting the organisation on the track of victory," according to Glaveli and Karassavidou (2011). As a result of training and development, employees will be more devoted and diligent in their efforts to provide the best services. Thus, training encourages loyalty, which in turn motivates workers to deliver quality work. Better staff performance is important because, as noted by Khan et al. (2011), employee performance drives performance of the organization.

## 2.3 Theoretical Review

**Training and development techniques or methods**

According to Riley (2017: 186), training is the most traditional and crucial approach of building human resources. There are numerous methods for conducting training. The following are a few instances of training strategies or approaches that could be employed: Job rotation, coaching, or mentoring, case studies, role-playing games, simulations, university courses (without a degree), workshops, group discussions, vestibule training, conferences, and job rotation are just a few examples.Despite the fact that there are many different forms of training and development techniques, there are primarily two ways that may be used to classify training and development strategies that are pertinent to the preparation of teachers in public schools. On-the-job training and off-the-job training are these two kinds. According to DeCenzo and Robins (2019: 191), human resource development should choose the best training and development strategy based on the employees' current skill and knowledge levels. The two groups differ because of the various ways or procedures that fall under each of them. These are described below. Skills training and the effective growth of educators and managers primarily take place during off-the-job training. It is also crucial to keep in mind that each department needs to be informed of the many possibilities accessible when selecting a training methodology. Before deciding to utilise a certain method, each department should be able to identify its strengths and shortcomings so that a more suitable method can be selected for a specific training category.

The philosophy of training and development is a reaction to the requirements or issues that organisations or institutions have recognised, in both private and public institutions. Solutions to the identified issues are required so that workers can carry out their duties more successfully. Employees should become better equipped as a result in terms of their abilities, attitudes, and knowledge. The core goals of training and development include maximising the use of the labour force and developing that labour force by increasing its capacity in terms of skills, knowledge, and attitudes. The proper training materials and methods should be chosen for the trainees in order to achieve the goals of training and development. The internal and external environmental variables in which an institution or organisation operates may influence the choice of the content and technique. Above all, training and development are not primarily intended to assist specific workers inside the organisation. So that the organisation may successfully and efficiently accomplish its stated goals, the emphasis should be placed on what specific employees will be able to contribute to the organisation after being capacitated in terms of skills and knowledge. When it is argued that it is not about what your country can do for you, but rather what you can do for your country, it is akin to fostering patriotism in politics. As a result of the success and the positive contribution employees make to the company after receiving training and development from the organisation, the efficacy and efficiency of the organisation in providing services should be underlined. All of these techniques of training and development, including on-the-job and off-the-job training and development, are crucial. For managers and educators in particular, the off-the-job training and development method is very crucial. Their success is dependent on the trainees' and their instructors' passion and dedication, ( Benson 2008).

### 2.3.1 Kirkpatrick Model

A technique for assessing the outcomes of training and learning programmes that is widely used is Kirkpatrick's Four Levels of Training Evaluation. It evaluates training techniques, both official and informal, and ranks them according to four levels of standards: reaction, learning, behaviour, and results.

|  |  |  |
| --- | --- | --- |
| Level 1 | Reaction | How did the training's participants react? |
| Level 2 | Learning | How much the programme helped the participants learn and how much their abilities improved. |
| Level 3 | Behaviour | Have participants used the training's lessons in practise? |
| Level 4 | Results | What advantages did the training provide for the organisation? |

LEVEL 1 REACTION

Reaction evaluation refers to how participants felt and their individual responses to the training or learning experience, which may include how much they enjoyed it, whether the training was relevant to them, how much they participated, and whether their time was well spent. Relevance and practicability can be carried out as soon as the training is finished, and it is simple to get feedback on how people responded. Gathering and analysing feedback is also not expensive for groups, and it is crucial to know that people weren't upset or disappointed when reporting their experiences to others who might be considering doing the same.

LEVEL 2 LEARNING

Learning evaluation measures the change in knowledge or intellectual capacity from the beginning to the completion of the learning experience, assessing the trainees' capacity to learn and the content that is supposed to be taught. measuring the trainee's experiences and the degree of growth or transformation the trainees underwent following the training in the desired direction or region. Relevance and practicability include things like being relatively simple to set up but requiring more thought and effort than reaction evaluation, being highly relevant and clear-cut for some training, like technical or quantifiable skills, but being more difficult for more complex learning, like attitudinal development, which is notoriously difficult to assess and costs escalate if systems are poorly designed, increasing the amount of work required to measure, and an overall increase in the amount of work required to measure.

LEVEL 3 BEHAVIOR

Behaviour evaluation, which can take place both immediately after training and months later depending on the circumstance, measures how much the trainees implemented what they learned and altered their behaviour. When they returned to their jobs, did the trainees use what they had learned, employed the appropriate abilities and knowledge. When the trainees returned to their roles, did their behaviour and performance show a discernible and quantifiable change, was the new level of knowledge and altered behaviour maintained and would the learner be able to teach what they learned to someone else and does the student understand how their behaviour, knowledge,and skill level have changed?

Simple quick response systems are unlikely to be adequate, cooperation and skill of observers typically line managers are significant factors to be controlled, management and analysis of ongoing subtle assessments are challenging, and it is virtually impossible without a system that is planned from the start. Relevance and practicability is a measurement of behaviour change that is more difficult to quantify and interpret than reaction and learning evaluation.

LEVEL 4 RESULTS

The key performance indicators for a business or organisation would typically be volumes, values, percentages, timeframes, return on investment, and other quantifiable aspects of organisational performance, such as numbers of complaints, staff turnover, attrition, failures, wastage, non-compliance, and quality rat. Results evaluation is the effect on the business or environment as a result of the trainee's improved performance. Relevance and practability include individually, results evaluation is not particularly difficult; across an entire organization it becomes very much more challenging, not least because of the reliance on line management, and the frequency and scale of changing structures, responsibilities and roles, which complicates the process of attributing clear accountability and also, external factors greatly affect organizational and business performance, which cloud the true cause of good or poor results

Since Kirkpatrick developed his initial model, other theorists including Jack Phillips and Kirkpatrick himself have suggested that there may be a fifth level, called ROI (Return On Investment). In my opinion, Kirkpatrick's original fourth level, "Results," can readily contain ROI. Therefore, it may be argued that the presence and significance of a fifth level are only pertinent if the evaluation of Return On Investment would otherwise be overlooked or neglected when discussing the level of "Results." Research on learning evaluation is extensive. This makes sense given that universities, which naturally house the majority of researchers and writers, are vital to the existence and effectiveness of education in general. Although Kirkpatrick's model is not the only one of its kind, it works well for most industrial and commercial applications. In fact, most organisations would be overjoyed if their ongoing employee development was planned and managed using Kirkpatrick's model. Kickpatrick's concept offers a straightforward evaluation process to follow. It is compatible with both analogue and digital learning initiatives. It provides HR and business leaders with insightful data on their entire training initiatives and the effects they have on financial results.

### 2.3.2 Dessler’s four-stage training and development model

In 2006, Dessler put up a four-stage T&D model. This paradigm proposes the following four processes for efficient and effective T&D: identification of training needs, instructional design, implementation of training, and evaluation of training. This model gained popularity later because to Kalaiselvan et al. (2017), Erasmus et al. (2018), and Swanepoel et al. (2019). According to Dessler, human resource specialists should first assess the demand for training. He highlights that this step is about figuring out the training needs to boost productivity and recommends the company to assess the potential skill sets needed and develop training objectives in accordance with those results. Both Kalaiselvan et al. (2017) and Swanepoel et al. (2019) concur that this should be the first step that is carried out across the organization's roles to ensure linkage with the organization's goals and targets for skills to be attained, which is in line with Dessler's contention. Beyond the organisational level, job and task, as well as individual, levels can be used to identify training needs. Swanepoel and colleagues (2018); Dessler (2019). On the one hand, Dessler contends that during the job and task stage, a task analysis of a specific work should be conducted to determine the abilities an employee needs to fit the responsibilities of that position. At the individual level, the objective is to develop training that is suited for a particular worker rather than to respond to the needs of carrying out a certain task. Trainers choose the outcomes and the type and nature of training to be given based on the needs that were identified in the first stage, according to Dessler. In essence, the approach, design, content, and methodologies are established at this stage. On-the-job training, apprenticeship training, coaching, junior boards, and work rotation are some examples of this. In the majority of firms, the human resources development department is in charge of instructional design. However, due to capacity issues, this role is frequently delegated to a local government agency. The third stage of Dessler's concept is the application of designed training to the identified target population or recipients. According to Dessler, trainers base their decisions about the type and nature of training that would be provided on the needs that were determined in the first step. At this point, the methodology, strategy, design, and content are all established. Some examples of this include work rotation, coaching, junior boards, and apprenticeship training. The majority of businesses assign responsibility for instructional design to the human resources development division. However, this task is typically assigned to a local government organisation due to resource constraints. The third stage of Dessler's methodology involves delivering prepared training to the selected target audience or recipients.

He recommends that many strategies, such as on-the-job training, job rotation, coaching, and mentoring, might be used to implement training. Continuous on-the-job training can be implemented to remedy the lack of necessary skills. Dessler continues by saying that one of the crucial stages in which the developed training techniques should be put into practise is during the implementation of the training course. All of the roles of the employers and employees should ideally be defined at this point. This step, like the first two, is occasionally contracted out to pertinent, registered Sector Education Training Authorities (SETAs). The evaluation step is the final stage in Dessler's (2019) model. Despite being a crucial stage, this one is frequently skipped. Dessler contends that practitioners should conduct a systematic evaluation to ascertain the degree to which the goal and objectives specified in the planning phase were attained once all three stages have been effectively completed. Swanepoel et al.'s (2017:595) articulation of this phase is more thorough and prescriptive even if they concur with Dessler's model with reference to evaluation. They offer several degrees and methods for evaluating training. Customer satisfaction, productivity, and employees' opinions of the value of training are just a few of the ways they move the needle. This stage, if carried out correctly, can also be a crucial part of the needs analysis process. Dessler's T&D model should be seen as cyclical rather than linear in light of this. Dessler's approach has come under fire for being overly simplistic because it describes T&D as being linear. This paradigm has, nevertheless, been applied in numerous T&D programme designs and implementations due to its lucidity.

## 2.4 Empirical Evidence

Tanzania's Zanzibar University (2020) investigation into the link between administrative actions and instructional practices quality. Both qualitative and quantitative methods were used in the investigation. 145 respondents completed questionnaires to gather quantitative data, and 14 respondents participated in interviews to gather qualitative data. The study found a significant link between teacher teaching quality practices and refresher courses (r=1.00, p=000), seminars/workshops (r=1.00, p=0.068), coaching/mentoring (r=1.00, p=000), and refresher courses (r=1.00, p=000). On the other hand, a majority of 97,5% of those surveyed stated that coaching and mentorship were crucial in helping teachers hone their knowledge and abilities in order to increase the quality of their instruction. The study's findings indicate that administrative actions were required to enhance teachers' effective teaching methods in order to enhance their quality teaching practises in schools, it is highly advised that instructors routinely take part in refresher courses, seminars/workshops, and coaching/mentoring. I used this study in comparison with my study and as a guidance of influencing my research results. This research will help me to compare my findings to examine the relationship between training and development and perfomance in public sector.

Eric Degraft-Otoo (2012) looked on how training and development affected employee performance at Ghana's Accra Polytechnic. To determine the degree to which training and development had an impact on performance, the research used a case study technique. In-depth information was gathered from a sample of fifty (50) senior employees. Self-administered surveys were utilized to gather the main data. The study found that staff performance at the Polytechnic benefited from training and development. The study also showed that organizational problems limited training and development, including a lack of management support for such initiatives. The report advised management that in order for Accra Polytechnic to succeed as the top-ranked polytechnic in Africa, to develop and strengthen employees' competencies, management has to give all departments the authority to participate in employee training and development. The study by Chinomns (2014) examined how employee development programmes affected organisational performance at the Nigerian Bottling Company and 7UP Bottling Company in Nigeria's Enugu State. This study helps me to identify the training and development programs currently being employed at MoPSE and their impact on employee’s performance.

The degree to which companies and people learn the necessary skills, knowledge, and attitudes may determine how much a company is able to reduce operational issues in the twenty-first century. (2014) Research was conducted by Lupane University in Zimbabwe to determine how training and development affected the performance of governmental employees at the Bulawayo Passport Office. According to several experts, a company's human resources are the primary differentiating characteristic that results in a competitive advantage, hence these resources must be regularly trained and developed. Through a case study of the Matabeleland North and Bulawayo Metropolitan Provinces, this study aimed to determine the extent to which training and development have affected the performance of personnel at the Registrar General department with autilising the Matabeleland North and Bulawayo Metropolitan Provinces as a case study. The results of the study, which included a sample of eight district offices and two provincial offices, led to the conclusion that the public sector's financial constraints have had a negative impact on employee training and development. The brain drain that took place during the financial crisis at the turn of the millennium had a negative impact on the 56 public service training facilities. According to the basics of the goal-setting theory, a government department sets goals and objectives that are in line with how the organisation should operate. According to the agency thesis, public managers are given the responsibility and power to produce public goods and services.

A survey approach was used in the investigation. Using the methodology from Yamane (1964), a sample of 254 was taken from a research population of 694 for the study. The study found a significant positive correlation between training perceived among employees and organizational success. The results showed how severely an ad hoc approach to employee training affects company productivity. The onesample test at 0.05 (Zc = 8.246 Zt = 0.000) provided statistical support for this. Once more, there was a significant impact of training design on worker productivity. The 2nd VPO's Pearson Correlation coefficient value of 0.948 at the 0.05 level of significance served as confirmation of this. Employee training had little to no effect on organizational performance. However, when additional factors like training design and delivery method were taken into consideration, Its impact grew significantly. In order to ensure that only employees who actually needed training were sent for it, the study advised that systems be developed for the appropriate valuation and evaluation of employee performance after training.

Hassan (2011) evaluated the impact of employee performance at the 2nd VPO on the training and development processes. On a select group of employees, data was gathered via self-administered. Microsoft Word 2003's integrated package and the SPSS programme were both used to analyse the data. The findings showed that although the company had a training strategy in place, it wasn't methodical or coordinated because the plans weren't good. However, every employee who was questioned was aware of the organization's training and development programme. The implementation of training programmes was found to be hampered by the low budget allocation. However, the training itself had a beneficial effect on employee performance and, eventually, organization-wide performance. According to the research, the 2nd VPO should have a well-organized, methodical, and coordinated framework for training and development. The study also suggested that the organisation set aside sufficient funds in its budget to pay for the implementation of its training and development initiatives. This study helpms me to evaluate the relationship of training and development and productivity in the ministry of education.

## 2.5 Research gap analyses

There are not enough studies on the issue that the current research is intrested in because the majority of public sector research on it has been done in industrialized nations. The majority of developing nations are going through a period of profound restructuring as they attempt to deliver better services while also being forced to carry out significant downsizing initiatives during a period of significant fiscal restraints. The researcher beleives that despite studies being done on this topic, there still a dearth of data in Zimbabwe regarding the phenomenon of interest on connection between training and development of employees (teachers) and their performance in Ministry of Primary and Secondary Education. That minority part of research, conducted in developing nations, has concentrated on how training and development affects work performance, and personnel performance. However, there have only been a few reasearch on the subject, among Zimbabwe education industry sector. The discovery of this gap inspired the researcher to conduct a study on the effects of training and development on organizational performance, with a focus on the ministry of education for primary and secondary, Zimbabwe.

## 2.6 Chapter summary

The literature study and theoretical framework were highlighted in this chapter. The training and development component was highlighted in the literature review. The research plan is discussed in the following chapter. In addition to addressing the research design, study population, sampling, data collecting, ethical concerns, viability, and the limitation and delimitations of the study, it examines the methods that will be used to conduct this research. The following chapter, Chapter 111, is on research methodology.

# Chapter three

# Research methodology

## 3.1 Introduction

The methodology for this study is presented in this chapter, together with information on the research design, target population sampling methods, research tools utilised for data collecting, and information gathering procedures. Here, the methods for data presentation and analysis are described in detail. The chapter aims to answer the research questions raised in chapter one as well as the general strategy for gathering data.

## 3.2 Research philosophy

According to Saunders, Lewis, and Thornhill (2009), a researcher's views on the nature of reality and what constitutes valid information have an impact on their research philosophy. According to Saunders et al. (2003), if the positivist approach is used, the investigator would assert that they are not involved in the process of data collection. This is because there isn't much that can be done to change the nature of the information that has been gathered. In this instance, the research subject is unrelated to the researcher, who neither influenced nor could be influenced by it. A positivist mindset was used in this study's design. This is because the research aims to gather evidence objectively because it needs to give definitive results on the subject. This study aims to identify the presumptions drawn from current philosophies. The paradigm is ideal for looking at education and training in the public sector.

## 3.3 Research design

The quantitative research design is used in this study. Zikmund, referenced by Pandey and Pandey (2015:18), describes a research design as "a master plan for analysing the needed information" in his commentary on the significance of a research design. O'Leary (2017) claims that the quantitative approach is a research methodology that heavily relies on quantified data (both numerical data and concepts that we code with numbers). Denzin and Lincoln (2005) claim that quantitative research is a methodology that generates insightful accounts of observed occurrences and illuminates potential relationships between descriptive surveys, longitudinal incidences, correlational analysis, and ex-post inquiry designs. As a result, employing a quantitative method, hypotheses are enhanced and evaluated, as well as confirmations being examined (White 2000). The designs for quantitative research can be both experimental and non-experimental (Welman et al. 2007). Unintentional interventions are absent from non-experimental designs, whereas they are present in experimental designs. The quantitative correlation design will be used in the study. This study has a quantitative approach. Quantitative research is an objective method of measuring phenomena since it only aims to obtain exact measurements and analyse the target concepts in order to respond to research questions (Shuttleworth, 2008). Quantitative approaches, according to Creswell (2013), comprise gathering, analysing, interpreting, and documenting study results. As this study analyses experiences, operations, and perspectives of training and development in the public sector, a quantitative research approach is pertinent.

## 3.4 Sampling

According to Nachmias & Nachmias (2008), sampling is the process of selecting a subset from a larger population that is crucial and pertinent to the subject being studied. Choosing an appropriate sample or representative portion of the population is the process of taking a sample. By using sampling, we can decide which individuals, situations, or areas of the study should be included (Ogula, 2005).

### 3.4.1 Sampling Procedure

There are two different sampling techniques: probability sampling at random and non-probability sampling at random. The researchers in this instance had consented to employ random or probability sampling.

### 3.4.2 Sampling Technique

**Random/Probability Sampling**

Shadish, Cook, and Campbell (2002) defined random sampling as a process that randomly selects a sample of units from a population, usually to facilitate generalisation from the sample to the population. Ogula (2005) defined random sampling as the system in which every unit in the population has a chance (which is greater than zero) of being selected in the sample. Because the issue is dependent on how employees perceive the effectiveness of the labour act in furthering women's rights, the researchers have consented to utilise random sampling. Because one person's information may be different from that of the others, everyone should have an opportunity of being chosen for the sample. Bryman (2012) contributed to the usefulness of random sampling by allowing us to draw conclusions about the population from which the sample was drawn based on information about the sample itself. The approach's key benefit is that it can provide the population with the most representative sample possible (Hunt & Tyrrell, 2001). Whatever the case, researchers have made the decision to start the stratified probability sampling. .

### 3.4.3 Stratified Random Sampling

Stratified sampling is the most effective technique for obtaining a representative sample of a population for research purposes. It involves grouping the members of the population into categories that are both mutually exclusive and all-inclusive (Flick, 2011; Bryman, 2012). Then, a separate individual selects a sample at random from each group. Stratified sampling techniques can result in more accurate estimates when the population being surveyed is more diverse than the classified groupings. The researcher will have more administrative efficiency and be able to select the levels of sampling precision needed for each group using this strategy. The benefit of stratified sampling is that it gives the researcher highly accurate estimates for all subgroups related to his or her research questions. By dividing the larger population into smaller groups, it is possible to create groupings that are free from bias and to ensure that each group has enough representation.

## 3.5 Target Population

The complete group of all units of analysis that a researcher desires to take into account for a certain intended study is known as the target population (Rugenyi & Bwisa, 2016). A population is a complete set of elements, people, or things that share some common characteristics that have been precisely characterised by sampling techniques used by the researcher. According to Kenton (2019), the population is the entire pool from which a statistical sample is taken. By stating that the population is the entire set of instances from which a sample is selected, Saunders (2007) expresses agreement. Teachers, public servants, school administrators, and education officers make up the research's target group.

Table 3.5.1 Target Population

|  |  |
| --- | --- |
| Participants | Number (s) |
| Top management (Education officers and Public Service Commission) | 15 |
| School administrators | 12 |
| Teachers | 15 |
| Headmasters | 8 |

## 3.6 Sample size

The right sample size is crucial in survey research because, according to Adam (2020), it is impossible to draw valid conclusions about the population when a test sample does not accurately reflect the population from which it is taken due to sampling bias. The sample for this study was calculated using the 95% confidence level of Taro Yamane's formula (Yamane, 1973). The following is a presentation of Taro Yamane's calculating formula:



Where: n= sample size required

N = number of people in the population

e = allowable error (%)

## 3.7 Data Collection Instruments

**Primary data**

According to Zayton (2004), primary data are the initial examples of a work that the researcher has gathered for the purpose of the current study. According to Kothari (2004), "primary data" is data that has been obtained for the first time, is distinct in character, particular to the study, and has undergone little to no processing. Questionnaires were used to collect comprehensive data for this investigation. Some reasons to use primary data sources include the following: Primary data is more reliable and authentic; it is also considered to be original and pertinent to the current research. Improved interpretation and a focus on specific research issues are made possible by using primary data. The researcher has control over data collection and does not rely on material that has been archived, making it possible to address proprietary issues (Yin, 2018). For this study to provide an informed, in-depth analysis on the topic at hand, primary data is crucial. The observations, emotions, thoughts, and phrases from primary data are explicitly recorded to provide a kind of depth that really solidifies research and makes them easier for common readers to understand. Additionally, it provides unique research of high quality without bias or outside perspectives. The primary source of information was focused on achieving particular objectives and avoiding resource waste.

### 3.7.1 Secondary Sources

Secondary data is information that was gathered earlier and for purposes other than this study. Secondary data is information that has already been gathered and used for a certain purpose. According to O'Leary (2015), secondary data is previously published or online information. Publications including books, periodicals, newspapers, journals, and other works are examples of secondary literary sources. The use of secondary sources of data is justified by the need to deliver essential data on risk management, bank performance, and exchange rates. Academic journals, books, or articles (both online and in print) served as the primary sources of secondary data for this study. Using secondary data provides the following benefits; Since the knowledge is easily accessible, it saves time studying Ghauri(2005). Through the process of reanalyzing the existing data, it provides space for the generation of new insights and closes the gaps left by earlier studies.

### 3.7.2 Questionnaire

Quantitative data was gathered via questionnaires. A questionnaire, according to Cannel and Kahn (2008), is a well crafted set of questions that is distributed to a responder for completion. A questionnaire that was self-administered was used. A self-administered questionnaire (SAQ), according to Creswell (2017), is a questionnaire that has been created expressly for a respondent to complete without the help of the researchers. A questionnaire is a type of research tool used to collect data from respondents by asking them a series of questions and providing them with further prompts (Uyangoda, 2015). A questionnaire offers a variety of benefits. The researcher utilised questionnaires because they were simple to administer, could be conducted at a low cost, and were in a format that was known to the majority of respondents. They were also reasonably straightforward to analyse a large sample of the given population. With the aid of questionnaires, the researcher was able to gather data from participants on subjects that were challenging to elicit during interviews. Both open-ended and closed-ended questions were included to allow for a full examination of the difficulty questions. Participants had plenty of time to read through the questions and expound in their own words on the replies. But one drawback of a questionnaire is that the responders could interpret the questions incorrectly, giving the researcher inaccurate data.

### 3.7.3 Interviews

According to Weakley (2019), a questionnaire is a research tool made up of a sequence of questions used to collect information from participants. In order to gather primary data, the researcher used self-administered questionnaires. Data were compiled based on survey replies from participants. The study employed both closed-ended and open-ended questions.Given that respondents were given the freedom to express their thoughts and experiences, open-ended questions improved the ability to acquire detailed and rich information. Hopkins (2018) affirms that questionnaire is a practical way to gather data since the respondents providing data are part of the obtaining situation.

Researchers can better grasp the research issue by using interviews to elicit and clarify participant responses. Interviews have the benefit of allowing researchers to follow-up with participants when their responses are vague or ambiguous, which is one of their main advantages. Onother benefit is how simple it was to analyze complex information. For large samples, it worked incredibly well and was reasonably priced. Unfortunately, there were a few issues that came up when using surveys. The rate of respondents was low. Furthermore, there was minimal control over who answered the questions because responders did so at their own pace, which led to bias.

It was tried to address the drawbacks. The language used by the researcher was lucid and straightforward. To ensure the research instrument's validity and reliability, the questionnaire was piloted and pretested. To make sure the questions made sense to both the respondents and the researcher, a mini-questionnaire session was used. Additionally, using interviews in the triangulation process mitigated the drawbacks of questionnaires, improving the validity and reliability of the results.

## 3.8 Validity and Reliability of Research Instruments

### 3.8.1 Pilot testing

In order to identify flaws in the research strategy, a pilot study is a small-scale study carried out before the main study, according to Flick (2013). The data gathering tools are tested before the real study during pilot research or pre-testing. Prior to beginning the data gathering procedure, the open-ended questions will first undergo pre-testing. The open-ended questionnaires and semi-structured interviews will be adjusted or modified after the results of the pilot study are utilised to identify any ambiguous or unclear questions or answers. The researcher can become more comfortable with the instrument administration with the aid of the pilot study. Piloting has the goal of ensuring that the research instruments are "clear and relevant" so that any necessary adjustments can be made in advance of the main study, according to Merriam (2015). Prior to starting the actual data collection exercise, the necessary modifications will be made after the pilot test has been completed.

### 3.8.2 Reliability

According to Saunders (2009), dependability is the extent to which the questionnaire and interview provide consistent research findings. The conclusions' veracity is relevant (Welman, 2007). Consistency or recurrence during a period of research are definitions of reliability (Greener, 2008). The same research equipment should therefore produce consistent results when used frequently. Regardless of the study's environment or its assessors, the results ought to be consistent (Trochim 2000). By ensuring that respondents' identities were kept secret, the researcher reduced participation bias. A self-administered questionnaire given to each responder will help the researcher eliminate bias. Every question on the questionnaire underwent a Cronbach's alpha reliability test. those below 0.6 are regarded poor, those between 0.7 and 0.8 are deemed satisfactory, and those above 0.8 are good, according to Sekaran (2010).

## 3.9 Data presentation and data analysis

Pie charts, tables, and bar graphs are used to illustrate the quantitative data for this study. Different scales, including the nominal scale, ordinal scale, interval scale, and ratio scale, are used to measure quantitative data. Such data frequently (but not always) includes measurements of something (Kabir, 2016). Before being evaluated, the data from the surveys will first need to be processed. According to Walliman (2011), data analysis entails compiling the vast amount of amassed raw data and presenting it in a way that makes it possible to spot patterns and trends. Data for the current study was gathered through interviews and questionnaires, which were then scrutinised for abnormalities and given numbers to be coded. Quantitative data was analysed using the statistical package for social sciences (SPSS), a piece of software designed for social science data processing. Data were statistically analysed using SPSS version 21 (Statistical Package for the Social Sciences). To find statistically significant correlations between behavioural intention and actual usage, linear regression will be used. For the statistical impact of the findings, a p-value less than 0.05 was used. The hypothesised relationships will be strengthened and given direction using multiple regression analysis. Interviews was also used for qualitative data.

### 3.9.1 Ethical issues

An established set of research ethics serves as the foundation for ethical considerations when conducting research. For the sake of the research's integrity and the accuracy of its conclusions, ethical consideration makes sure that it is conducted within the bounds of right and wrong. The Nuremberg code of 1948 will be implemented, according to Akaranga and Makau (2016), to prevent the exploitation of humans. In order to conduct their study in a way that respects the rights of others, researchers must take into account what is right and wrong. This is consistent with the participants' and social workers' moral obligations. Research participants are an essential component of the study; they are not merely passive subjects who provide the data needed by the researcher. This means that it is their right to be told about the research's aim, that participation in the study is optional, that the respondents should be aware of how the information will be stored, and that their concerns or questions about the study's protocol are crucial. Self-determination rights continue to be unalienable. Participants' safety, wellbeing, and respect will therefore be a top priority in this study.

### 3.9.2 Informed consent

The assumption underlying participant participation in research is will. Every participant has the unalienable right to decide whether or not to participate in the study. Additionally, consent should only be granted once the potential participant has received all necessary information. According to Akaranga and Makau (2016), informed consent occurs when a person voluntarily, intelligently, openly, and consciously provides permission or assent to participate. Therefore, the willingness of participants to participate in the study is highly valued. The study will support the idea that participants have a right to full disclosure before deciding whether or not to participate. Maintaining informed consent is essential since it allowed the researcher to win the participants' support and ensured that they would participate willingly, enriching the data the researcher elicited. The researcher will provide a written consent form and additionally make a verbal request to obtain the client's informed consent in order to ensure informed consent. This will guarantee that everyone participating is doing so voluntarily, as unwillingness could be a barrier to getting accurate information about the problem.

### 3.9.3 Confidentiality

It is both required and permitted to maintain confidentiality. Both the participant and the researcher have a responsibility to ensure that material is not disclosed in a way that could endanger the participant in any way. Confidentiality and the participants' right to beneficence are related, claims Uyangoda (2015). Consequently, it relates to how information is handled when it has been supplied with the understanding that it won't be disclosed in a manner that conflicts with the prior understanding with all parties involved. The dominant perspective on confidentiality will serve as the foundation for the study. According to this method, the researcher must gather, assess, and present data without jeopardising the participants' identities. The researcher will secure anonymity by employing pseudonyms to ensure that no participant identify will be revealed during data transcription, in order to ensure that confidentiality would be protected. The ultimate goal is total confidentiality for every participant, or what Baez (2002) refers to as the "convention of confidentiality."

## 3.10 Chapter summary

This chapter focused on the researcher's research methodology, which was both quantitative and qualitative in nature. It also highlighted the sampling and research population. The chapter also highlighted the use of questionnaires and interviews as strategies for gathering data. The chapter then focused on the data analysis, presentation, and ethical considerations that shaped the research's direction. The presentation of research findings, data analysis, and result interpretation are the main topics of the next chapter. Chapter IV follows, which focuses on the presentation, analysis, and discussion of data.

# Chapter 4

# Data Presentation, Analysis and Discussion

## 4.1 Introduction

The aim of this chapter is to discuss the research's results. The information was gathered through interviews and questionnaires that were given to the target group. The results are presented in a quantitative manner to make them easy to examine and understand. In order to prepare for a definite position in the chapter that follows, this chapter evaluates the many suggestions and viewpoints from the sample of respondents.

## 4.2 Preliminary data analysis

The statistics from the respondents are summarised in this section, along with demographic information and other facts that help us understand the factors that influenced the respondents' responses.

**Questionnaire analysis**

### 4.2.1 Response rate

There were 50 questionnaires distributed in total, and 38 of them were completed and sent back. This indicated a 76% response rate, which was favourable given that Dommeyer (2004) advised a satisfactory response rate must be 75% or higher.

Table 4.2.2; Questionnaire response rate

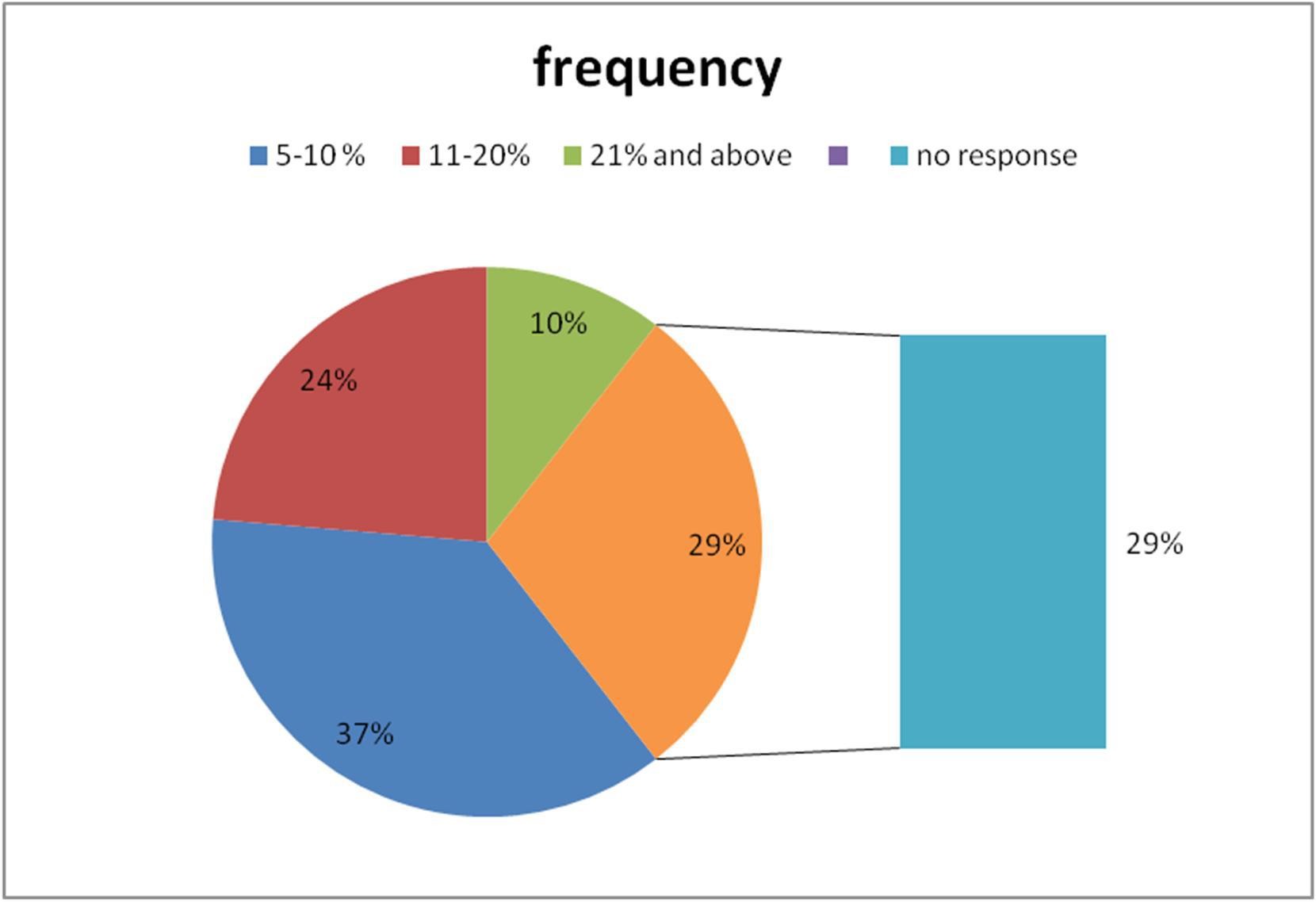
|  |  |  |  |
| --- | --- | --- | --- |
| **Position held** | **Issued** | **Received** | **Percentage** |
| **Top management (Public service commission)** | **15** | **11** | **73** |
| **School administrators** | **12** | **9** | **75** |
| **Teachers** | **15** | **12** | **80** |
| **Headmasters** | **8** | **6** | **75** |
| **Total** | **50** | **38** |  |

Table 4.2.3 Summary of Response Rate of the Samples

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Employees** | **Employers** | **Total** |
| **Sample** | **40** | **7** | **47** |
| **No. Responses** | **37** | **7** | **44** |
| **Response rate** |  |  | **77%** |

The study's overall response rate from the study's target population is displayed in table 4.1.1. This study had a response rate of 77%. The response rate was higher than the predetermined cutoff of 65% (Punch 2003). Therefore, the 77% response rate has significant implications for the presentation of the study's population, its high level of trust, and the reliability of its conclusions.

Fig 4.2.4: Chart: Frequency account



### 4.2.5 Demographics

**Gender distribution**

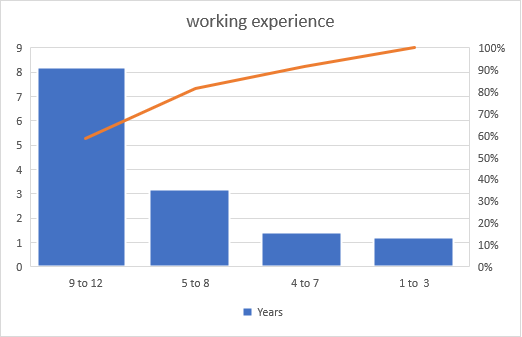
Male respondents made about 51.7% of the total respondents, while female respondents made up roughly 48.3% and this shows that there is a balance in terms of gender in ministry of education with small margin of 3.4%. This signify a balanced representations of both gender in this study.

Table 4.2.6 Gender analysis

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
| Valid | Male | 31 | 51.7 | 51.7 | 51.7 |
| Female | 29 | 48.3 | 48.3 | 100.0 |
| Total | 60 | 100.0 | 100.0 |  |

**Comment:** The education ministry is dominated by both male and female gender. There is equal represantations of both genders when it comes to training and development. This table reduce the chance of having biased answers that favors one side only.

Bar Graph 4.2.7



Bar 2 shows the relationship between years in the industry (X Axis) and working experience (Y Axis). It signify the maturity level to deliver the best working services when an employee is having more years of exposure in an industry. More years in industry increase working experience. This suggests that the respondents in this survey had enough exposure to the topic to provide reliable answers on the relevant concerns.

## 4.3 Key Findings

**Effect of staff training on teachers’ work behaviour**

It is necessary to carry out training needs in order to establish a relationship between training and performance. The assessment of training needs should start with the determination of organisational objectives because successful training management is all about enhancing an organization's performance. Without this evaluation, training might fail to produce the expected results. The Kirkpatrick's Model, which consists of four levels—reaction, learning, behaviour, and results—is the evaluation technique used in MOPSE Muzarabani District.Kickpatrick's Model provides answers to many questions, such as how participants responded to the training, how much they learned from it and how much it improved their skills, whether participants had applied what they had learned from it, and what advantages the organisation had as a result of the training. Dessler (2001:254) asserts that the first stage in training is to assess what training, if any, is necessary and outlines the mechanism through which training can be related to performance. He continues by stating that the needs consist of performance gaps that are real or hypothetical but nonetheless matter to organisations and that training is the most effective and efficient way to close them.

According to Armstrong (2001), an individual's behaviour at work depends on both their personality, attitudes, and the environment in which they are working. He claimed that these variables interact and that interactionism is a theory of conduct. This is due to the interaction process and the sheer number of personal qualities and environmental variables that make behaviour challenging to analyse and forecast. The way people perceive their circumstances may have an impact on their behaviour. Performance also refers to getting the most out of HR personnel, both trained and unskilled. According to the framework in chapter two, performance is a function of staff competency and training. However, unanticipated factors like resources, facilitation, equipment, management style, salary, performance management, and the actual working environment might have an impact on performance. Performance, in accordance with the performance indicators, refers to how successfully a teacher completed a task.

The ability of a teacher to raise the frequency with which she or he attends to students, to supply and mark students on a regular basis, and to simultaneously see students pass tests is a good predictor of strong performance. Other indicators of effective performance include absenteeism rates, employee turnover rates, customer complaint levels, productivity per employee, quantity and quality of services provided, and staff members' attitudes towards staff members' competence. Cole (1983:362) defines training as a learning activity aimed at acquiring particular knowledge and abilities for the purpose of an occupation or duties.

Schuler (1984:388) defined employee training and development as any effort to enhance present or future employee performance by boosting the individual's ability to perform via learning, typically by enhancing his or her skills and knowledge. Performance will inevitably improve with training. Despite what was just said, if the experience and qualifications of the trainee are not taken into account, training may not produce the desired results. It is expected that performance would be strong on both a qualitative and quantitative level for a person who has received proper training and experience. However, this may not always be the case because bad performance may still occur even with good training and abilities if there are no equipment or facilitators in place, along with poor management practises.

The impact of staff development on teachers' workplace behaviour was investigated by the researcher. Through a self-administered survey, this data was obtained. Teachers who responded to the survey believed that training had a beneficial impact on their behaviour at work (as confirmed by the headteachers in the aspects listed below).

Table 4.3.1

|  |  |  |
| --- | --- | --- |
| Rank | Frequency | Percent |
| Strongly agree | 10 | 50 |
| Agree | 8 | 40 |
| Neutral | 1 | 5 |
| Disagree | 1 | 5 |
| Strongly disagree | - | - |
| Total | 20 | 100 |

According to the table above, 10 respondents (or 50%) strongly agreed and 8 respondents (or 40%) agreed and agree that training has a beneficial impact on work behaviour. As a result, 1 (5%) of the respondents said they were unsure, and 1 (5%) just disagreed. According to the respondents' facial expressions, training has a beneficial impact on school teachers' workplace attitude. The headteachers who were contacted concurred that teachers working together and supporting one another where they are conversant, sharing ideas for effective and efficient teaching and learning, covering the curriculum on time, preparing and adhering to lesson plans and schemes of work appropriately, and enhancing their practical skills all have an impact on student achievement.

As a result of training, the head teacher response said*, "the teacher-student relationship improved due to a change in attitude towards students."* Some teachers have an open door policy whereby students can come to them alone or in pairs, without showing any sign of unease, to pursue their academic goals. Students are greatly impacted by the methods teachers use to do their duties and how they engage with them. Nevertheless, despite teachers' training, student behaviour, personality, ability, sex, and social background affect how students and teachers behave to one another. A school's ability to do well academically rests on the dedication of its teachers and pupils, and training-induced attitude adjustment can strengthen that dedication. When asked if training generally results in enhanced performance, 25 (65.8%) of respondents, made up of 60% instructors, said yes, as opposed to 13 (34.2%), who disagreed and were made up of 38% teachers. It was discovered that even if someone attends training but is not given the complementary inputs, tools, and logistical support they require, it is doubtful that their output will increase and improve.

One of the teachers objected, pointing out that although they train and upgrade their skills, they are not promoted because of the inflexible structure of the education system. As a result, they pay less attention to teaching and instead look for other options to increase their income, such as side jobs and businesses. This shows that teachers are frequently demoralised by those who lack formal training and infrequently act as change agents to improve others' performance. They quickly clarified, though, that individuals who had received examiner training had updated their course materials to meet UNEB requirements. According to the response, newly trained teachers don't arrange themselves or others to come up with ideas for topic matter.

According to three head teachers who were interviewed, more experienced instructors are more effective. Accordingly, individuals tend to learn more and develop the skills necessary to manage any work issues they may face when exposed to a variety of work circumstances. This was linked to training acquired through experience over time. Five teachers argued that skilled teachers perform better than their less-skilled peers, arguing that different subjects demand different levels of skill.

Although it is obvious that competent workers outperform unskilled workers, this is actually extremely accurate. However, abilities that are important to one subject may not necessarily be relevant to another. Change has become a constant aspect of dynamic organisations' training processes and performance, which presents the most important assets of any business with an additional challenge to develop new competences in order to meet clients' constantly changing demands in the wake of globalisation. If schools are to thrive in the competitive world, it is necessary for them to possess both organisational and personal capabilities.

The workforce must therefore possess the necessary knowledge, abilities, and attitude in order to do duties efficiently and effectively and up to a specific degree of accepted norms. Regarding teachers' attendance at work, teachers, headteachers, and observations have shown that in certain schools, teachers who have received training arrive early to class, while in other schools, instructors who have not received training attempt to outsmart those who have training. Some educators tick off their students in the attendance book but leave them unfinished. According to the results, 50% of teachers who responded agreed that they are able to begin work on time.

Further investigation revealed that even if no real results have been made, as long as someone comes in at 8:00am and leaves at 5:00pm, they are considered to have been working. This suggests that the key to evaluating employee performance is timely reporting, rather than how it is managed. It was discovered that certain schools practised "jacket syndrome," in which professors gave assignments while leaving their jackets on chairs to give the impression that they were there. Whether they have had training or not, teachers who have suffered from low morale as a result of poor management practises tend to have this habit.

## 4.4 Teachers’ opinions towards training provided in secondary schools

### 4.4.1 Analysis of interview questions

This part aims to examine teachers' attitudes regarding the secondary school training as demonstrated by their perspectives. In order to operationalize attitude, opinions are used. Rezler (1973:73) defined an attitude as a relatively rendering structure of beliefs relating to an item, subject, or idea that predisposes one to respond in a specific manner. The respondents were questioned about problems they had regarding training in order to assess attitude, as indicated in the table below;

Table 4.4.2

|  |  |  |
| --- | --- | --- |
| Rank | Frequency | Percent |
| Strongly agree | 10 | 50 |
| Agree | 7 | 35 |
| Neutral | 1 | 5 |
| Disagree | - | - |
| Strongly disagree | 2 | 10 |
| Total | 20 | 100 |

In the table above, it is shown that teachers had issues about training, as demonstrated by the percentage of respondents who strongly agree and those who agreed on what made training and development to be not an effective tool for better performance. These complaints included not receiving a promotion following training, not receiving any allowances while undergoing training, not receiving training support, not receiving study leave for teachers who pay for it themselves, not receiving government sponsorship, and not receiving training for teachers of arts subjects, which makes them feel irrelevant. Asking head teachers, who concurred that the Government was emphasising science topics in order to enhance the standard and effectiveness of secondary school delivery, provided additional confirmation of this information. They claimed that because science classes were required for all kids up through grade four, teachers needed to be trained to satisfy government standards for improved performance.

*"* *Two female teachers claimed in an interview that "most male teachers attend training because there is bias against women, some female teachers do not prefer to leave their husbands alone in favour of training, and others cannot get their spouses' approval."*  Their disadvantage makes it difficult for them to advance in their careers. 12 (or 30%) of the female responders disclosed this. They therefore have a bad attitude towards training. The secondary school education curriculum has been revised to remove overlap and discrepancies, ministry of education officials informed the researcher.

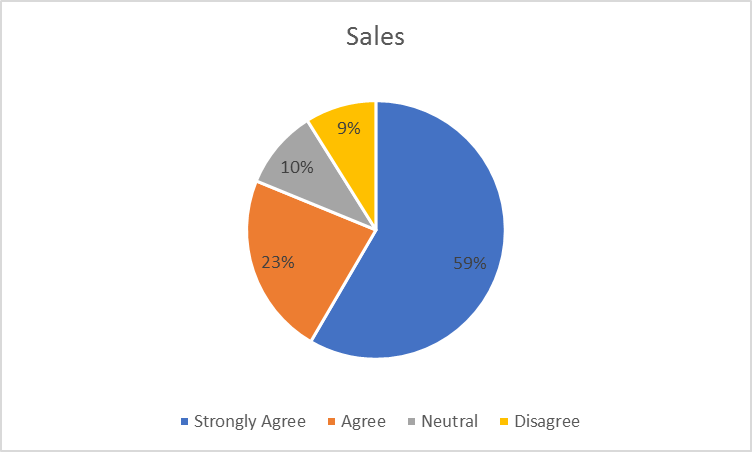
While integrated subjects like technical education, which included independently taught technical drawing, metal working, and woodworking, were integrated into clusters courses, the instructors of those courses were not retrained to deliver improved services in line with the content of those integrated subjects. Unexpectedly, physical education, which had been introduced to the new curriculum but was not subject to exams, was taught to the instructors in charge of sports. A secondary school head who was one of the responders to an interview said*, "This subject (physical education) was not on the timetable due to the lack of a slot assigned to it and equipment for its implementation combined with apathy."* In this case, the teachers would benefit from brief training in the form of review sessions, mentorship, and coaching. The majority of respondents when asked if instructors performed well under pressure replied no. This puts into question the figures that suggest training improves instructors' effectiveness on the job, and it's plausible that this was an exaggerated reaction. Employee connections between the study and the reorganisation (subject combining) taking place at the time the research was done may help to explain this.

In an interview, a public service employee stated, *"The programme of training and development will boost employee morale, increase productivity, increase job satisfaction, and commit employees to organisational goal which will clearly shows the relationship between training and performance."*

**4.5 Procedures for selecting secondary school teachers for training**

This part aims to define the methods for choosing secondary school teachers to be trained. As a result, the researcher wanted to know if the training policy, regulations, and processes, as shown in the figure below, were documented and known by all teachers.

Fig 4.5.1



According to the data in the fig 4.5.1 above, 1st Qtr (59%) represent respondents that strongly agreed that a training policy is in place. 2nd Qtr (23%) represent respondents that agree about the existence of training policy. 3rd Qtr (10%) represent respondents that are neutral and 4th Qtr (9%) represent respondents that disagree. The data that is represented on the pie chart shows a great support towards the existence of training policy. On further inquiry, one respondent (a top district officer) revealed the following information: *"Training policy is general in nature for all public civil servants but does not address the peculiarities of teaching profession and the policies, rules, procedures, and standards are not written down and given to teachers, implying that these are not well known and understood."*

A male teacher who responded to the survey said, *"We accept the situation as is because there is little we can do to change it. Some rules regarding teacher training are just communicated to us without any write up. For instance, it is claimed that we can only train during vacations, yet nowhere is this stated; it is just gossip. This is because the ministry of education and other relevant officials, who perceive teaching as a dying profession are understaffed and lack initiative’’* (interview). This was a moderately contentious response that required further investigation utilising a structured interviewing process to check head teachers' responses, and 80% of them agreed with the broad conclusion. The teachers can't be helped by the policy's nature regarding training. As a result, the procedure became very haphazard and teachers may attend training as they pleased.

However, records in schools and the government indicate that nothing relating to the aforementioned is done in terms of teacher training. Teachers are not given introductory training upon beginning their careers. This was supported by ministry representatives who concurred that there was no induction due to a lack of resources and that it was thought that teachers could get by with professional foundations courses and classroom experience. Young or elderly, newcomers or those who have changed employment or work within the service, induction is required for all personnel. The induction process starts with the first interaction between the new employee and the organisation because this is when first impressions are created. This permits brand-new employees to learn and comprehend some fundamental details about their vocations and the workplace.

Due to the lack of systematically recognised needs, which results in ad hoc and supply-driven training, the way that training is regarded and administered has significant faults. On the other hand, people have been encouraged to seek for funding for training in subjects that do not correspond to their jobs or the demands of the service because of the race for higher credentials in combination with a lack of coordination or careful selection of students who attend long-term courses. This is evident from some professors' comments that the training they received in disciplines like public administration and development studies which had nothing to do with their intended careers was meaningless.

According to the training policy, it is the duty of the department head to make sure that every employee is given the proper instruction and, if feasible, is given the opportunity to reach their maximum potential. The ROM performance appraisal system is the primary tool used to help department heads identify the specific training needs of each member of staff, and it is each employee's responsibility to communicate their needs for training and development to their supervisor (MOPSE Training Policy, 2006).

I discovered some irregularities in the management of the training function for teachers, including a lack of professionalism and planning, a failure to analyse training needs, a lack of career training milestones that result in relevant competency, a focus primarily on supply rather than demand, discrimination in access to training opportunities, and public officials who train without the proper authorization at the expense of the government.

Principal education officers must have attended at least three certified workshops or three short courses, for example, and senior education officers must have attended at least two certified workshops/seminars and two short courses relevant to their profession. Despite the requirements being in place, no provisions or avenues have been established, such as granting study leave, to help the teachers obtain the credentials required for such appointments in higher positions. Master's degree required for the head instructor; short courses in financial management and human resources must have been taken; Master's degree in education or its equivalent is required for the position of deputy head teacher (ESC 2008:4). However, 15 instructors who had advanced to the degree level who had responded to the survey disclosed that they had not received a promotion to the position of Education Officer, which demoralises them. This has been a step forward even if not much has been done to execute the scheme of service since teachers haven't had the required training and because there isn't enough money to apply the terminology.

Teachers highlight the importance of self-initiative in selecting trainees in 95% of cases when asked about the process. It is unclear that such training would be pertinent to the officer's schedule generally or organisational objectives because teachers take responsibility for their own career development in the service. Furthermore, it was discovered that choosing a course of study on one's own rarely takes into account the demands of the school and may be a tactic used by instructors to avoid returning to the classroom after completing their course of study. Insufficient resources were cited as the reason why traditional methods of teacher selection, such as job descriptions and performance reviews, were not used. Given that there has been no requirements analysis, as shown by all the data, training is not tied to needs and plans in such a situation.

In such cases, training is unable to meet their unique needs. Training should be based on a study of the training needs in order to be continuous and consistent. The majority of the time, instruction in schools is reactive and a quick fix to a problem without properly examining it or adopting a solution. This viewpoint is shared by Lynlon and Pereek (1990.29), who note that organisations seeking training for their staff just for training's sake are to blame for the failure of training rather than the training system itself. As a result, training can only be a change agent if it is ongoing and proactive.

## 4.6 Analysis and Discussion

The purpose of the study was to determine how crucial training and development are in a public sector organisation. Significant observations about the investigations were made by survey respondents.

The greatest percentages of staff training—which includes school inspectors and district schools inspectors strongly agreeing (50%) and agreeing (40%) that it has a good impact on teachers' working behaviour are shown in Table 4.3.1. Training for staff members will raise the standard of supervision provided by school inspectors. Table 4.4.2 reveals that 50% strongly agree and 35% agree with the concerns about training, which include not getting promoted after training, not getting any allowances while training. Lack of government funding, poor training facilitation, refusal to grant study leaves to teachers who pay for their own training, lack of advancement following training, training that is often supplied solely to instructors of science subjects, and treatment of arts teachers as if they are irrelevent.

I was also told that male instructors are more likely to attend training programmes than female ones since there is prejudice against women, some female teachers don't want to leave their husbands alone to attend programmes, and some spouses won't let them. As a result, their ability to advance professionally is hampered. 12 (30%) female responders admitted to knowing this. (Interview). This negativity may cause disaster in the long run by training teachers who are not interested in participating to such activities. Kickpatrick learning evaluation will produced biasesd results from level one that is reaction to training that will be negativ, zero percent measurement of the increase in knowledge or intellectual because of zero focus. Behaviour evaluation will consist no change same applies to the results. There is a positive relationship between training of education employees (teachers) and performance. The two main advantages of training and development to the Education Ministry is productivity and quality results. Due to workers improved performance, productivity also rise. Thus, training and development improves organizational productivity as well as employee (teacher) performance. Organization must consider the programmes of training and development. The main strategic goals of training and development in education ministry is to encourage teacher to be more efficiency and offer quality services when there are on duty. Training and development as an independent factor and performance act as dependent variable (interview analysis).

## 4.7 Chapter summary

The outcomes of the researcher's data collecting were reported in the chapter. The context of the study questions was used to present, analyse, and interpret the research findings. The pattern that showed up suggested the urgent need to offer training services so as to transform performance standards within the education circles. A summary of the research will be provided in the following chapter, along with suggestions for additional study.

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# CHAPTER FIVE

# SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

## 5.1 Introduction

A summary of the research findings, inferences made from the findings, and recommendations are presented in this chapter. It looks for connections between the research questions, goals, and findings. The summary summarises all of the study's findings and then offers suggestions for future research and change.

## 5.1 Summary of findings

One of the most important aspects of human resource management is training. It entails enhancing existing and future competences by raising, via learning, their capacity for performance, typically by expanding knowledge and skills so that the projected internal HR needs for the present and the future may be satisfied. This is based on the idea that businesses are more likely to be effective than non-investing businesses if they invest in training their human resources. This is because the actual supply of necessary skills will be available if structural changes and the adoption of new technologies take place. However, several disciplines, like entrepreneurship, have reportedly been added to the school curriculum throughout the research without any preparation for the instructors to teach the subject. Economics teachers were given the responsibility of teaching the new topic in every school. The service delivery may suffer as a result of not having the best quality and skill for a teacher to deliver quality services, teachers upgraded but were not paid appropriately, while a few took on administrative and supervisory responsibilities, leaving the real operational job to those who had received pre-service training, failing to produce the required results as intended. Unlike for other civil officials, the training strategy does not explicitly address the unique needs of teachers. Teacher orientation and induction are not thought to be significant. Performance cannot be judged against any specific evaluation parameters or criteria. The selection of officers for training is done without using defined criteria, and as was said above, there is a lack of professionalism in the way the training is organised without considering the students' needs. All of these undercut the training's noble goals and thus hinder the achievement of enhanced performance.

It is clear from the study that secondary school instruction is random and haphazard. The main issue is that training is not effectively supervised, there is no analysis of the training needs of instructors, and there are still difficulties in obtaining sponsored training and study leave. This highlights the requirement for thorough planning of training. I obtained a basis for comparison through the examination of the responses of various respondents. Reference is made to researchers from other organisational settings while addressing the findings. For instance, the government established an inspectorate department in the MoES to assure the upkeep of national standards. According to the government's White Paper from 1992, this department's primary responsibility is to oversee education quality and guarantee that schools uphold established minimum requirements. District Local Government has the authority to oversee Secondary Schools under Sections 97 and 98 (LGA 1997). Effective teaching and learning of the material outlined by the national objectives involves carefully noting what needs to be adjusted. Students in some schools take national exams before they have covered half of the material in some subjects. Discipline and respect for others are among the non-examinable parts of schooling that are neglected. By developing the person's head for information, hands for talent, and heart for attitudes, it helps them become holistic individuals who may ultimately benefit both themselves and society. The calibre of teachers has a significant impact on the effectiveness and quality of education. The Policy Statement of Education (1996:107) states unequivocally that the effectiveness, dedication, and resourcefulness of teachers play a critical role in the education and overall wellbeing of students. Initial training and ongoing career, professional, and personal growth are the two foundations on which the professional competence of teachers is based. Quality is defined by Prokopenko (1997) as adherence to predetermined criteria. It is customer- or user-based. Costs are actually decreased by higher quality. Final exams are the main determinants of success for the majority of schools, and they place more emphasis on passing with better grades than they do on teaching students the desired skills and attitudes. This image strengthens the statements much more.

If training is carried out within the larger framework of the organization's mission, vision, and objectives, it will be effective in producing the desired results. As a result, information, skills, and attitudes need to be renewed on a regular basis. If training activities are well planned, this is feasible. Because the training efforts are completely poorly structured and there is no value linked to individuals who have received training, teachers have a negative attitude towards the training that is being offered. Armstrong (2008) asserts that training should come after a thorough needs analysis. I draw the conclusion that staff performance may not increase as long as the selection criteria are haphazard, which is a viewpoint I share with Jagenu (2002). Instead of using criteria for selecting teachers to participate in training that are based on their individual training needs, level in the organisational structure, experience, staff who haven't received training in the past, opportunities for schools to receive funding for training, selection by the head of department after a request from an individual, need for training noted in performance appraisal, management discretion, departmental training needs, relevance of staff job descriptions, and connection to school's core functions, applicants should instead use the following criteria:The achievement of the goals specified is hampered by such distortions in the needs identification process. For individuals who have received training, there is no monitoring or evaluation of the course. This contrasts with the findings of Christopher and Smith (1999), who although highlighting the importance of M&E of training believed that it is pointless to engage in training if its effects cannot be measured. Whether desired objectives are attained or not, M&E is an integral aspect of the integrated training process and aids in its redirection and reform. Typically, evaluation takes place during a training session. However, this does not provide a comprehensive analysis of how a training project has affected employees' actual work performance. There is a lot of uncertainty about whether staff performance has actually improved in schools due to the lack of follow-up mechanisms. However, along the performance process, people encounter performance issues that, if not resolved, could be harmful to business. Even when a person possesses the requisite abilities, their performance may still suffer despite regular practise and training. The answer in these situations might not be training but rather other factors. Lack of operational funds is one of these determining factors. One of the professors (the head of the scientific department) said, "I have a degree, but I am unable to perform because I am not supported and am expected to deliver 100% of the results, which is impossible even if I am capable." I am unable to buy the necessary lab supplies for my kids.

Another illustration of this may be seen in Gaboi's (2004) observation that, despite the execution of various training initiatives, limited money prohibited the staff from receiving the proper support in carrying out their jobs. It is further corroborated by Kitanda (1999), who found that a lack of resources creates a barrier to effective practising in that KSA are learned but cannot be altered due to a lack of tools. Since training interventions need tools and equipment to be effective, logistical problems reduce their effectiveness. Un conducive and hostile teaching environment. Rigid manpower structures can lead to underperformance by demotivating employees. The opinions of the HODs who were interviewed, who noted that the structure was rigid and did not allow for vertical career advancement, strengthened this. Most educators were at a dead end. "Look at myself and the four others in the department under me," the respondent said. Despite being in their prime, they have no room for advancement and remain at their current level. This is the most annoying aspect of teaching, and you can't really expect much from the staff. This hypothesis demonstrates how training programmes cannot increase performance when employees lack motivation. Some schools lack the physical infrastructure. Poor aptitude suggests that a person will never be able to learn how to do anything, even with all of the assistance in the world, including training. Each person has both positive and negative traits that influence performance. Understanding the task. The task's nature and expectations must be understood by the performer; without this, no talent will result in an efficient performance. In the majority of circumstances, on-the-job training makes it feasible to comprehend the task. But owing to personal requirements, which may deter teachers from their duties or boredom, this may not be realised. Direct supervisors and experienced trainers are primarily responsible for the efficacy of on-the-job training. According to Kenny and Reid (1986), training on the job is the most effective kind of training, yet it is also the most misused and ineffective. People learn best by doing, but in order to maximise learning potential, doing must be carefully planned and managed. There is no problem with learning transfer with on-the-job training. Additionally, correct learning is rewarded and reinforced while incorrect learning is undone. Communication helps employees benefit from knowing what is happening in the organisation, what will happen in the future, and what the management's expectations and objectives are. Staff members may not enhance their performance despite training if they do not receive feedback on their efforts due to poor communication.

## 5.2 Conclusion

The study's findings indicate that training affects job performance behaviour as indicated by replies and teachers' output, which has an impact on performance, particularly in science disciplines. Although research shows that offering brief training courses has much improved, performance has remained poor, indicating that there are underlying issues that affect performance. If employees are given complimentary inputs/resources, training could result in greater performance. Any programme without a clear policy, however, is vulnerable to implementation problems. Miracles cannot be anticipated in the absence of a clear policy, which leaves everything to chance. Training imparts knowledge, skills, and a shift in mindset that boosts one's commitment, competence, and confidence, respectively. The most crucial quality is commitment. This implies that if teachers' attitudes do not improve, abilities and knowledge may not change much. It is clear that an individual's performance is influenced by both talent and instruction. Training, thus, has little impact on performance through the ability factor and contributes little to the determination of an individual's overall performance level. While providing training input is vital to create and maintain organisational internal efficiency, greater performance may not necessarily follow unless other elements that need to complement training are addressed. Because the training efforts are completely poorly structured and there is no value linked to individuals who have received training, teachers have a negative attitude towards the training that is being offered. Poor selection criteria are used. Selection of individuals for short-term training is influenced by chance, accident, and other circumstances. In the end, incorrect students enrol in correct courses. It might depend on sex, partisan allegiances, patronage, or old boy connections. Most people think TNA shouldn't be done before training.

This is a serious error, and the situation prevents the training programme from having the desired effect on employee performance. It was clear that there is no established framework for controlling TNA exercises. People enrol in training independent of their wants or needs related to their individual professional prospects. Ad hoc decisions on the management and development of human resources in schools often take precedence over long-term planning in the absence of a clear training programme. Because some experienced teachers with degrees are the supervisors of graduates, they are unable to value the training of those under them because they perceive it as standard practise to not train. As a result, good strategies for identifying training needs are least relied upon. In order to provide services to secondary schools, the central government has taken over the functions of lower local governments. In terms of teacher preparation, this has impacted service delivery. Teachers become unfriendly due to MoPSE's propensity to post them without first inducting them. Since employees can only accomplish an organization's goals when they are aware of the rules, regulations, processes, and systems that govern performance, disregarding induction may result in declining performance. Long-term costs may result from the belief that pre-service preparation for teachers is enough. After receiving extensive training, teachers are not given promotions, which demoralises them and lowers their performance.

## 5.3 Recommendations

Reviewing the current selection processes and standards for educators is necessary. Overtime staff performance must be documented so that the need for training can be identified. Training candidates should be chosen based on performance standards, not motivating success. Depending on the situation, it should be balanced throughout the age spectrum, academic fields, and levels. Individual objectives and preferences must be aligned with organisational requirements and balanced against them. Needs for training should be determined through performance evaluation. The chosen students must be eager to study. There is a chance that training will be attended and nothing will be learned. In such a training situation, the proverb "you can take a horse to water, but you cannot force it to drink" would be applicable. The nominating officer should explain the advantages to the nominee. Failure to brief people can be read in a variety of ways, and how a person understands the nomination will likely influence his or her learning goals and motivation. It takes knowledgeable managers to spot training opportunities. Schools should assume the initiative and accountability for determining the teacher training requirements that take into account the demands of the school and the funds for such training. The importance of induction programmes justifies making them required for both new hires and transfers. Such training should receive funding. It is important to understand the administrative arrangements at the national and local levels of government in order to create functional connections between them and avoid decentralisation efforts that fail. To boost morale, it is necessary to promote staff members who have completed advancements and who have upgraded their qualifications as quickly as possible.

**5.4 Recommendations for further research**

The cost of not receiving training and the factors that lead teachers to appear content despite the lack of training funding need to be studied.

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# APPENDIX TWO: QUESTIONNAIRE FOR MUZARABANI DISTRICT (MoPSE)

**Section A: Social and demographic data**

**Please respond by ticking the appropriate box.**

In which age range do you fall?

Less than 20 years 

21 – 30 years 

31 – 40 years 

41 and above 

What is your highest educational qualification obtained?

O level

Diploma 

Degree 

Masters 

Any other, please specify……………………………………………….

What is your gender?

Male 

Female 

Which department do you belong to?

Top management  School Adminstrators 

Teachers  Headmasters 

How many years of working experience?  years

**Section B: Job related data**

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

Key

**SA-** Strongly agree

**A** – Agree

**N** - Neutral

**SDA-** Strongly disagree

**DA-** Disagree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STATEMENT** | **RESPONSES (%)** | | | | |
|  | **SA** | **A** | **N** | **DA** | **SDA** |
| 1.What are the effects of staff training on teachers’ work behaviour in relation to performance? |  |  |  |  |  |
| 2. Does new curriculum (CALA) needs needs training and development of teachers |  |  |  |  |  |
| 3. Is training policy exists for selecting secondary school teachers for training? |  |  |  |  |  |
| 4. Is there any relationship between training of secondary teachers and productivity? |  |  |  |  |  |
|  |  |  |  |  |  |

# Interview Guide/Questions

1.What is the relationship between training and development at MoPSE?

2.What programs are being employed at MoPSE and impact of introducing training and development?

3.What is the relationship between training and development and productivity level in terms of positive results at MoPSE?

4.What strategies of training and development can be adopted by MoPSE in order to enhance better standard results at schools?

