THE IMPACT OF TRAINING AND DEVELOPMENT IN IMPROVING THE PERFORMANCE OF CIVIL SERVANTS IN ZIMBABWE: A CASE OF MINISTRY OF FINANCE AND ECONOMIC PLANNING; 2013 to 2018

BY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS IN BUSINESS LEADERSHIP

May 2019
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YEAR DEGREE AWARDED : 2019

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DECLARATION

I, Kwaramba Unes, do hereby declare that this dissertation is a result of my own investigation and research, except to the extent indicated in the Acknowledgements, Bibliography and comments included in the body of the report, and that it has not been submitted in part or in full for any other degree to any other university.

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STUDENT SIGNATURE      DATE
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DEDICATION

I would like to dedicate this research study to my late parents Mr and Mrs George and Eufracia Mukandapi. Also my late siblings Silver Mukandapi, Johnson Mukandapi, Morgan Kufa Mukandapi and the rest of my family.
ABSTRACT

The primary aim of the study was to investigate the impact of training and development in improving civil servants performance in Zimbabwe: A Case of the Ministry of Finance and Economic Planning; 2013 to 2018. The MOFEP being labelled for poor performance by the general public. TD has become one of the aspects in improving employee performance leading to improved organizational performance. The SWOT analysis was used to identify the strengths and weaknesses at the MOFEP. The objectives to the study were raised. The relevant review of related literature was conducted. The nature of training programs being on-the-job training and in-house training. The factors related to TD were identified as individual, organizational and policy issues. The theoretical and conceptual frameworks were also highlighted in relation to the impact of training and development in improving the performance of civil servants in the service provision industry. Descriptive research design was used with the application of quantitative and qualitative approaches of research to collate, analyse and present data. The researcher used a sample size of 75 {30%} from the population of 250 employees at MOFEP. Stratified random sampling technique was used to select the respondents and data collection instruments used were the questionnaires and structured interviews. Data was analysed and presented theoretically. The results indicated that the training and development programs at MOFEP were haphazardly available. The employees have received training and development in the form of on the job training and in-house training and external training. The management’s attitude towards TD was positive. The findings also indicated that TD increased job knowledge, work quality and improved skills to meet set targets. In light of the above findings, the study concluded that TD was very essential in improving the performance of civil servants at MOFEP. However the employees should be aware of the TD policy so as to contribute to the needs analysis programs in the ministry and also cultivate a sense of belongingness to the policy. Hence the study recommended that, MOFEP introduce, exchange programs with other civil service provision ministries in other countries, reward system in both monetary and non-monetary incentives to motivate employees who upgrade themselves and for outstanding performance, continuous TD of employees and MOFEP to invest in training more qualified women since they constitute a larger percentage of the population in Zimbabwe.
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<thead>
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<th>Description</th>
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<tbody>
<tr>
<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>HRM</td>
<td>Human Resources Management</td>
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<tr>
<td>MOFEP</td>
<td>Ministry of Finance and Economic Planning</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths, Opportunities, Weakness and Threats</td>
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<td>TD</td>
<td>Training and Development</td>
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CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter gives the background of the study that led to the development of problem statement, research objectives as well as related research questions. In addition, the chapter also highlights the significance of the study, limitations of the study, delimitations and the structure of the dissertation.

1.1 Background of the Study

Employees are the most important input of any organisation. Organisations to run successfully, several human elements are essential that is good management practices, leadership and a team of people with the knowledge, skills, aptitudes, and attitudes to perform a sufficiently high level of production to accomplish the organization mission and financial performance (Hermann, 1999). The success or failure of an organization generally depends on the quality of its employees and employees play a significant role in the economic development of many countries In a country like Zimbabwe the same can be done, if the appropriate attention is given to the development and training of human resources (Bernstein, 2008). The importance of training and development is increased by the rapid change in technology and the fact that we live in a knowledge age and sharing knowledge can be facilitated through training and developing employees.

Armstrong, (2001) defines training as the formal and systematic modification of behaviour through learning, which occurs as a result of education, instructions and development and planned experience. Training is the process of equipping the workforce with the necessary knowledge, skills and attitude to tackle the job responsibilities. Beardwell and Hidden (1994) consider training and development as a planned process to modify attitude, knowledge or skill behaviour through learning experiences to achieve effective performance in an activity or range of activities. Organisations offer a variety of training programs to meet their organizational needs including content on IT processes, procedures and business practices, industry-specific trainings, managerial or supervisory training, interpersonal skills, compliance, sales, executive development, basic skills, new employee orientation, customer
service and quality. According to Campbell (1971), development implies an individual growth and self-realization in a brand base. Armstrong (2001) indicates individual development as the progression by individuals in their career with guidance encouragement and help from the manager.

Training is designed to provide learners with the knowledge and skills needed for their present job (Fitzgerald, 1992). Few employees have the requisite skills, knowledge, abilities and competencies needed to work and as a result extensive training to acquire the necessary skills is required to contribute towards the organisation growth and performance (Armstrong, 2001). Training and development improves the employee competence in order to create a competitive advantage and contribute to organizational success. Training and development is also a means for employers to address their employees’ needs. By offering the training and development opportunities organisations help employees develop their own competitive advantage improve their performance at work and ensure long term employability, Jackson (2008). Employee performance involves all aspects which directly or indirectly affect and relate to the work of the employees. Within high performance work systems, training will be aligned and integrated with actual work. Employees need training in group dynamics and interpersonal relations, and in systems thinking to understand better how all parts of their organization fit together and affect each other. Trainers play a key role in providing feedback on employees’ performance and financial performance of their organization Steed (2000).

The public service has a wealth of experienced civil servants who might end up retiring without sharing tacit knowledge with those of a younger generation and it goes without saying that training and development helps ensure that organisation members possess the requisite: knowledge, skills and attitudes. Accordingly, The Ministry of Finance and Economic Planning (MOFEP) should restructure its functions and enhance its employee’s performance levels in order to keep its social system working. Therefore, MOFEP needs to invest in training and development, in order to equip civil servants with the skills necessary to master and assimilate the political, economic and technological progress of a rapidly changing society.

1.1.1 Background of the Ministry of Finance and Economic Planning

The Ministry of Finance and Economic Planning is governed by the Public Finance Management Act [Chapter 22:19] and the Constitution of Zimbabwe. The Ministry is made
up of a Minister and Permanent Secretary and they are both appointed by the President of the Republic of Zimbabwe. The minister and the permanent secretary are responsible for appointing the directors who manage the ministry as indicated by Figure 1.1. The functions of the Ministry of Finance and Economic Planning include the following:

Macro-fiscal management, budget preparation, revenue administration, budget execution, until payment, cash, debt and asset management operations, accounting operations and fiscal reporting, state-owned enterprise (SOE) coordination, reviewing procurement standards and specialized inspections or audits.

Figure 1.1: Organisational Structure of MOFEP

Human Resource Annual Report 2018

1.1.2 Business Environment Analysis for MOFEP

The researcher looked at the business environment that the MOFEP was operating in. The researcher used the SWOT analysis framework of analysis to assess the environment. SWOT stands for strength, weakness, opportunities and threats.
MOFEP had the following strengths, macro perspective gained thanks to the diversity of the activity fields, being a reference model for other public administrations with its activities, existence of a strong technological infrastructure, having a sound, reliable and consulted provincial organization network, having a long-established institutional culture, being determinative in preparation, implementation and directing of the legislation, having an organizational structure suitable for fast decision making, being an experienced, reliable and esteemed institution, following good practices by taking the advantage of international cooperation channels, having expert and dynamic and self-sacrificing employees respecting ethical values.

The weaknesses for MOFEP were as follows: lack of a systematic and continuous information flow among the units, resistance to change, lack of a teamwork habit/culture, inadequacy of the workspaces, unnecessary bureaucracy and stationary business, insufficiency in in-service and foreign language training and training abroad, inadequacy of the performance evaluation and award system, lack of the social opportunities, inefficiency in long-term planning and policy-making.

The following were the opportunities realised through TD ranging from, developments in auditing techniques and standards, increase in the education level and quality of the employment, economic and political stability, fast access to developing information technologies and information resources, human resources’ becoming increasingly valuable, increase in international cooperation opportunities with respect to the informal economy and black economy.

The following were noted to be the major threats for MOFEP. Negative stance against the phenomenon of auditing, disintegration of the public financial management has become inured, low tendency towards saving and lack of voluntarily tax payment.

1.2 Statement of the Research Problem

The public often expresses dissatisfaction with the quality of service they receive at the Ministry of finance and economic planning. The performance of civil servants at MOFEP leaves a lot to be desired and this is true especially with newly recruited employees to various portfolios and functions. The training and development of workers is an integral part of the strategy to integrate human resources management with an organization’s business strategy.
However, the MOFEP seems not to be performing well as seen on their budget deficits reports, misappropriation of funds, and its failure to provide the needed funds to provide quality service delivery in Zimbabwe among many other problems. This then requires for a significant paradigm shift in the way how civil servants carry-out their duties, and this can only be possible if there is equitable training and development for these civil servants. Therefore, arising from the findings of the previous research and studies, it is evident that little has been done concerning the influence and impact of training and development on civil servants performance in Zimbabwe. Studies that have been carried out focused in different sectors and environments which cannot be applied in this study. However, it is for this reason this study sought to investigate the impact of training and development in improving performance of civil servants in Zimbabwe: A Case of Ministry of Finance and Economic Planning 2013 to 2018

1.3 Research Objectives

Main objective: To investigate the impact of training and development in improving performance of civil servants in Zimbabwe: A Case of Ministry of Finance and Economic Planning 2013 to 2018

1.3.1 Sub-objectives

a) To identify training and development programs available at MOFEP.

b) To assess the effectiveness of training and development programs on employee performance at MOFEP.

c) To establish management’s attitude towards training and development at MOFEP.

d) To recommend strategies that could be adopted to increase employee training and development to improve performance at MOFEP.

1.4 Research Questions

a) What are the training and development programs available at MOFEP?

b) What is the effectiveness of training and development programs on employee performance at MOFEP?
c) What is the management’s attitude towards training and development at MOFEP?

d) What recommendations could be adopted to increase employee training and development?

1.5 Hypothesis

H₁: There is no relationship between training and development with employee performance.

H₂: There is a relationship between training and development with employee performance.

The researcher makes a proposition that, the proper application of the training and development by the MOFEP can lead to improved employee performance.

1.6 Assumption of the Study

The study was based on the following assumptions:

MOFEP is carrying out training and development initiative through its entire workforce, the respondents of the study are aware of training and development and have been involved in its implementation, research data would be readily available from respondents and there would be sufficient time and resources to complete the research.

1.7 Justification of the Research

As an organization that desires to strive in this ever changing competitive environment MOFEP will need to invest in training and development to attract, motivate and retain employees who will improve performance. This research was therefore, undertaken to assess the impact of training and development on civil servants’ performance at the MOFEP. To this end the study benefited the organisation with insights on how to improve employee performance. The problem of employee performance had been persisting for a long time at MOFEP and no research had been done in this area. This research sought to come up with solutions that brought about increased performance by employees at MOFEP.

1.8 Significance of the Research

The researcher believes that this research is of great importance to the following groups:
The researcher, the study helped the researcher to develop a new body of knowledge that will assist in career advancement and the researcher also partially acquired the requirements for the Degree of Masters in Business Leadership.

MOFEP, this research will help to give an illuminating insight into concrete recommendations to the Ministry of Finance and Economic Planning to invest in training and development so as to increase the performance of the civil servants. It is hoped that this study also benefits other Ministries in Zimbabwe and make recommendations for improving employee performance.

The academia, this research will be beneficial through the addition of new incremental knowledge in the human resources fraternity as it relates to training and development and employee performance. It will become a new source of academic reference resources for those who will subsequently carry out a research study in the same field of study.

The civil service industry, the research will help human resources professionals and industrial psychologists to come up with comprehensive and consistent training and development programs that will bolster the performance of organisations.

1.9. Delimitation of Study

The research study coincidentally covered the period 2013 to 2018 at the Ministry of Finance and Economic Planning. This study was also limited to training and development and employee performance within the civil service at MOFEP. In addition, the research study analysis was based only on employees’ point of view, that is the civil servants, the service firms’ perspective about this subject was not considered.

1.10 Limitations of the study

Access to classified information pertaining to training and development might be restricted. To overcome this restriction, the researcher looked forward to formally apply for authorisation to carry out research from the Permanent Secretary of MOFEP. There was a possibility that research participants might withdraw from the study prior to its conclusion. To overcome this hurdle, the researcher increased the sample size.
1.11 Structure of the Dissertation

Table 1.1 illustrates the structure of the dissertation.

Table 1.1: Structure of the Dissertation

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>AREA OF FOCUS</th>
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<tr>
<td>ONE</td>
<td>The chapter covers the background, problem statement, research objectives and questions, significance of the study and delimitations</td>
</tr>
<tr>
<td>TWO</td>
<td>The chapter embodies the review of literature relevant to the research problem; it highlights studies that have been carried out by other researchers and theories important to the subject matter.</td>
</tr>
<tr>
<td>THREE</td>
<td>The chapter outlines the methodology used to carry out the investigation namely; research design, research strategy, sampling, data collection methods, and data presentation and analysis.</td>
</tr>
<tr>
<td>FOUR</td>
<td>The chapter outlines the data analysis and findings.</td>
</tr>
<tr>
<td>FIVE</td>
<td>The chapter concludes the research study and offer recommendations.</td>
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</table>

Source: Researcher 2019

1.12 Chapter Summary

The chapter began with the general introduction of the training and development at MOFEP in Zimbabwe, and background of the problem. The chapter covered the problem statement and laid down the foundation of the research study by highlighting the research objectives and questions to be answered. In addition, the chapter sighted the significance and limitations of carrying out the study. The next chapter looks at the related literature to the research study.
CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The chapter seeks to address the relevant problem under study by reviewing literature from the theoretical point of view and also from outcomes of past works. In this chapter, the researcher aims to give an insight on training and development and provides the review of literature from various authors on the subject matter. It presents a comprehensive analytical review and discussion of theoretical propositions and empirical research findings related to labour turnover. This chapter also critically scrutinizes a variety of articles and literature related to the study and seeks to explore the impact of training and development on employee performance. The theoretical, conceptual and empirical frameworks of the study area are also provided. The chapter also specifies research gap to be filled by the study and the chapter summary to conclude the chapter.

2.1 Training and Development

Noe (2001) says that organizations that embrace training and development practices are able to retain their customers, suppliers, employees, shareholders and other stakeholders in the long run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. Myles (2002), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to engage in their work hence improving their performance and loyalty to their company. The same employees being the point of contact with customers will provide better service, leading to more repeat business and more referrals from the satisfied customers. Learner (1986), conducted an eleven-year study and found that organizations with cultures that emphasized training and development and ethical values in every area with regards to employees, customers and stakeholders, as well as leadership from managers, outperformed companies that did not have this cultural characteristic by a huge margin. Seligman (1978) stated that where values are clarified and shared, productivity and job satisfaction increase.
According to Jones and George (2005) training and development is the organized procedure by which people learn knowledge or skills for a definite purpose. The objective of training and development is to achieve a change in the behaviour of those trained. This means that employees shall acquire new manipulative skills, technical knowledge and skills on the job in such a way as to aid in the achievement of organizational goals (Archieve, 2008). Grobler et al (2006) added that training and development is the use of specific means to inculcate specific learning, using techniques that can be identified and described. These techniques and methods should be continually improved and training and development therefore is a deliberate effort to teach specific skills, knowledge and attitudes to serve a specific purpose (Archive, 2008). Training and development is not only aimed at improving the employees’ knowledge and skills with regard to their functional and administrative duties, but the acquisition of certain virtues and attitudes like diligence, willingness, integrity, loyalty and responsibility is also within its scope.

At any organisational level, training and development is very important to meet corporate goals. This includes ministries of governments were training and development is identified continually in order to achieve organisational goals. Lane and Robinson (2009) argued that training and development impact positively, effectively for optimum performance to archive corporate goals of the organisation. Training and development allows employees to have a better job understanding and improve on the quality of work. Training and development received by employees should be reconciled with the needs of the organization for staff trained in particular fields. Training and development needs to be given under the guidance of a knowledgeable leader or manager. It is necessary that, person responsible for the training and development of a particular employee or group of employees should have the necessary knowledge, skills and attitudes to do a meaningful job (Stahl, 2009).

The Human Resources Management {HRM} have the responsibility to identify training and development needs, based on available resources and staff, to prepare and conduct training and development programs that will effectively meet those needs which are unique to the operations of the ministry (Dowling et al, 2008). Collis and Hussey (2009) added that personnel are surely the most important component in any public institution and, training and development ensures that individuals are more productive as they acquire the necessary skills. Training and development from the time of employment is considered to be a necessary and continuous personnel function. In Asia, city councils encourage employee
training opportunities for all its employees to insure that services they provide to the community are made more effective (Chevalier, 2007). The importance of training and development is more obvious given the growing complexity of the work environment, the rapid change in organisations and advancement technology, among other things (Stahl, 2009).

The service industry has come to recognize that training and development offers a way of developing skills, enhancing productivity and quality of work and building the loyalty to the firm. Jones and George (2005) concurred that training employees improve quality, customer satisfaction, productivity, morale, management, and succession and business development. Zimbabwe being a developing country, there are developments in a variety of areas, such as technology, sociology, politics and economics and this results in arrangements having to be made to make available sufficient, trained personnel in all public institutions so as to satisfy the increasing demand (Shora, 2004). Zimbabwe is in a transformation process and lives in an ever fast changing world, technological changes, the changing constitutional and political dispensation of Zimbabwe certain amendments and changes have to be made by organisations such as ministries, to empower their people and meet future expectations. The service industry is composed of employees from different backgrounds who should be trained and developed to fill the gaps arising from their cultural backgrounds. Collis and Hussey (2009) mentioned that, training programs are formal efforts to help employees learn new skills, improve existing skills and to perform in the organization. Training is needed because people, jobs and organisations are always changing and help ease management resistance to change. In addition, training and development should begin after recruitment and selection and continue throughout.

2.2 Training and Development Methods

Rhernebergen and Wognum (2002) have described core development as a process organizations undertake in order to develop its employees to meet future challenges. Keissler (2002) argues that career development facilitates the organizations objective of showing a well-articulated growth oriented yet flexible a path to its employees. Beardwell and Holden (1994), pin point that a careful use of training methods can be very cost effective investment in the sense of using appropriate methods. Further they state that, if an increase in the training methods is not appropriate, trainees may end up not benefiting from the exercise. Broadly, training programs are classified into: on-the-job training and off-the-job training.
On-the-job training – this is probably the most common approach to training and range from the selectively unsophisticated approach which involves verbal instructions or demonstrations of how to use tools and other equipment. According to Armstrong (1998), on-the-job training is useful in developing and practicing specific managerial, leadership, technical, manual and administrative skills needed by the organization to improve competitiveness. It has the advantage of actuality and immediate since the trainee works, learns and develops expertise at the same time. Jacob et al (1985) argues that on-the-job training focuses on the acquisition of skills within the work environment generally under normal working conditions. Rothwell et al (1994) observed that on-the-job training has been used to develop employees and typically includes verbal and written instructions, demonstrations and observations and hands on practice imitation. Generally the on-the-job training includes the following types of training, orientation or induction training, apprenticeship and refresher training.

Off-the-job training – sometimes may be necessary to get away from the immediate work environment to a place where the frustration and hustle of work is eliminated. This enables the trainees to study theoretical information or be exposed to new and innovative ideas. This type of training takes place on special courses or in a training area or centre that has been specifically equipped and staffed for training and include lectures, training by management institutions, conferences, seminars, case study, brainstorming etc. According to Lisk (1996), human resources training and development approaches can be viewed from two perspectives, the macro and micro practices. The micro identifies the degree to which internal career development systems facilitate organizational progression and personal development. It also addresses the extent to which organizations perceive need for skill enhancement to equip employees with relevant skills for future work demand. These approaches include career development information technology, job rotation, job design, job enhancement, job enlargement, 360 degrees feedback and on-the-job training.

According to Dessler (2008) there are various training and development techniques for organizations to train its employees which include On-the-job, Off-the-job, Apprenticeship, Job rotation, Lectures and, Job instruction training and orientation. While Cascio (1992) postulates that new training methods are appearing every year and that while some are well founded in learning theory or models of behavioural change, others result more from technological than theoretical development. In addition, this means that for a service industry to take its employees to training outside the organization, not just off the job but external
trainers, management must do a thorough investigation of the trainer’s methods before accepting or signing a contract especially in the case of conferences. In any case if it’s to be done internally, training officers would have to select the best of technique that would bring out clearly the desired effects. Cascio (1992) further classifies training methods into three:

2.1.1. Information presentation including lectures, conferences, motions methods, reading list, close circuit TV, behavior modeling and understudy assignments
2.1.2. Simulation methods include programmed group exercise, business games, case studies, role play
2.1.3. On-the-job training; these include orientation, apprenticeship, job rotation and understudy assignments.

2.3 Training and Development Process

Infande (2015) stated that training and development in an organization generally involves a systematic approach, followed by a sequence of activities and the process is based on four three to four blocks:

2.3.1 Identifying training needs

Every training and development begins with the need analysis, and establishing a need analysis is and should always be the first step in the training process (Infande, 2015). This analysis is necessary to determine the training needs of the employees or a specific job. According to Monappa and Saiyadain (2008), many methods for training needs identification and analysis have been proposed. They quote a survey that was conducted by Sinha (1974) in which the under listed methods have been identified the views of the line manager, performance appraisal, organization and developmental plan, views of the training manager and analysis of job difficulties and job description. In the Thayer and McGhee model the above methods seem to have been summarized into only three broad areas for consideration which are organizational analysis, task analysis and man analysis. It answers the questions, what are the practical needs and why an employee needs training. There are four procedures that managers can use to determine the training needs of employees in their organizations:

Job requirements analysis. The skills and knowledge specified in the appropriate job description are examined. The employees without the skills needed are candidates for a
training program. The effectiveness and successes of an organization are analyzed to determine where differences exist. For instance, members of a department with a high turnover rate or a low performance record might require additional training. Performance appraisals, here, each employee’s work is measured against objectives established for his or her job, human resource survey, managers as well as non-managers are expected to describe what problems they are experiencing at their workplaces and, what actions they believe can be taken to solve the problems. Immediately the training needs are identified, the human resource department must initiate the appropriate training effort, to close the gap between expected and actual results, this may also depend on circumstances like, developing a training plan, designing a training session, selecting trainers and preparing the trainers.

2.4 Training plans and Implementation

This area of the training process emphasizes the techniques and methods by which training is carried out. The objectives of training, budgets and the duration are allocated.

2.4.1 Training Evaluation and feedback

Often, this turns to be the most critical part of the training process, focusing on the results achieved after training. The main idea is to analyze the effects of training and determine whether the set goals have been achieved. Reactions such as the participant’s feedback, trainer’s feedback, learning behaviour and results of the training are being measured. To measure the impact of training, Kirkpatrick (1959) outlined four levels of evaluation, and each of which is a prerequisite for the next level:

Reaction and planned action. It is the measured reaction or evaluation of how the employees felt concerning the learning experience. Learning and confidence evaluation, here is the measurement of the increase in knowledge -before and after training. Behavioural impact, this is the degree of applied learning back at work, are the members really doing anything diverse after the training program than before? It’s important to know what results were achieved, in relation to the previous training objectives that were set. For instance, has there being any decline in the number of customer’s complaints reactions, behaviour and learning are of great importance, but if the training program cannot produce measurable performance related results, then it has not achieved its goals accordingly.
2.5 Benefits of Training and Development

The adoption of changing technology and the era of globalization organizations are striving to survive, grow and operate profitably in a turbulent, even changing environment. Employees need to be trained and developed regularly so as to deliver even when the external environment changes lead to obsolesce of the current technology in place with the organization Nadler (1984). Training eliminates job discrepancies. To be successful, organizations have to be responsive and fast to changing environment. They have to respond fast to changing consumer requirements and needs for quality, variety, customization, convenience and timeliness. There is need to ensure that there is synchronization and standardization in how things are carried out in organizations. Beardwell and Holden (1997) claimed that by matching the size, skills of the workforce to productive requirements of the organization and by raising the quality of individual employee contribution to production, organizations can make significant improvements on their performance. The main purpose of training and development is to eliminate performance discrepancies whether current or anticipated.

Training and development leads to increased employee motivation Seligman (1978). The management can motivate people through such methods as pay, promotion, praise and training. Gale (1994), states that motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Training and development also enhances competitive advantage of an organization. This is the essence of competitive strategy. It encompasses those capabilities, resources, relationships and decisions which permit an organization to capitalize on opportunities in the market place and avoid threats to its desired position: Gellatily (1996). Armstrong (2005), many organizations have got to the point of recognizing that training and development is a strategic priority rather than a tactical response. A reason for training and development is to give the organization a competitive edge.

Training and development ensures increased productivity. Armstrong (2003) all organizations are concerned with what should be done to achieve sustainable high level of performance through people. The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectation of
management. It also enhances customer relations. Muchel’le (2007) suggests the following aspects that enhance customer relations with the clients like being good listeners to the customers and communicating well with them, being sensitive and tactful employees, being sincere with the information they provide, making promises they can keep, loyal to customers, associates and the company.

The purpose of training and development is mainly to improve knowledge and skills, and to change attitudes or behaviour. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2004) training and development can achieve:

High morale – employees who receive training have increased confidence and motivation, lower cost or production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding wasting, lower turnover – training brings a sense of security at the workplace which reduces labour turnover and absenteeism is avoided, change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations, training provide recognition, enhanced responsibility and the possibility of increased pay and promotion, give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression, help to improve the availability and quality of staff, creating a pool of readily available employees and adequate replacements for personnel who may leave or move up in the organization and enhancing the company’s ability to adopt and use advances in technology because of a sufficiently knowledgeable staff.

2.6 Factors Affecting Training and Development

Hung (2010) has proposed four categories of factors that can describe the effectiveness of a training and development program being implemented which include behavioural changes, improvements in knowledge, skills and attributes, substantial and measureable outcomes, and reaction of the trainees (employees) in terms of perceived training benefits and improved performance. There are various factors influencing training and development extending from
environment, supervisors, lecturer, content of the training and how it is being done. These variables can be expounded and better understood by discussing them below:

2.6.1 Individual Factors

At whatever point people are included in some sort of activity, or practice, they generally influence the environment or process they are experiencing. The same is the situation with employee training. As it is a process of transferring skills and technology from the expert to the new learner. Noe (2008) added that employees who get training must be provided with sufficient chances to put the learned things into work and then get review response (feedback) on that. The main parties are obviously workers themselves seeking training and the trainer or member of the staff delivering the training. It has been claimed that training will be as much effective as the learners and the instructors are open minded (Fischer 2011). Driskell stated that the kind of training conducted, training content and training expertise equally affect the results of training. Achievement depends on the way training has been conducted by the trainer and its content (Driskell 2011). Authorities organizing training and giving assets to it can be considered a third party, as they oversee the prearrangement and post quality-evaluation of training (Birdi 2005).

2.6.2 Human Resource Policy

This has been illustrated by Haywood (1992) and based on the designed policy by human resource for training programs. As indicated by him an excessive number of training programs affect the main aim of training, which is skill development, and conduct change (Haywood 1992).

2.6.3 Organizational factors

Everything tends to be affected by its surrounding and environment, so too with training organizers. Birdi (225) claimed that the absence of managerial support could restrain the impact of creative training and in conducive environment affects training effectiveness. Noe (2008) pointed that complete, relevant, and interesting training material should be delivered while keeping in view the outcomes expected from the training program; the basic requirements must also be met to ensure the smooth completion of training event and then
getting transfer of learned skills; observation and practice based learning opportunities must be given to the individuals attending the training session.

2.6.4 Employee Performance

Employees must know what they need to do to perform their job successfully. Setting performance expectations and goals for individuals and groups to channel their efforts towards achieving organizational objectives. Getting employees involved in the planning process helps them understand the goals of the organization, what needs to be done, why it needs to be done and how well it should be done, Terrington (1995). Performance expectations need to be understood and where possible, to involve the contribution from the employees as Terrington (2005) puts it. Price (2005) states that managing employee performance is the key to an effective performance management system. Setting goals, making sure expectations are clear and providing frequent feedback help people perform most effectively. Clear performance expectations are a critical factor in teamwork success, whether your goal is to develop a project team, your departmental team, or a sense of teamwork company-wide, clear performance expectations support teamwork success.

Measurement is an important concept in performance management. According to Behn (2003), the fundamental purpose behind measures is to improve performance. Measures that are not directly connected to improving performance (like measures that are directed at communicating better with the public to build trust) are measures that are a means to achieving that ultimate purpose. There are several methods of assessing individual’s ability to perform a job effectively and to identify the gap between effective and current performance for which a training solution will contribute to closing the gap Muchel’le (2007). Price et al (2005), states that a human resources manager can either question employees about their job, problems or perceived training and development needs or even observation can be used to investigate work flows. Data from internal records can also be analyzed to identify patterns and trends in performance of an employee. Quantity of units produced, processed or sold is a good indicator of performance, but care should be taken not to compromise on the quality. Quality of work can be measured by several means, example the percentage of work to be redone or rejected. In sales the percentage of inquiries converted to sales is an indicator of salesmanship quality. Timeliness and how fast work is accomplished. The cost of work
performance can be used as a measure of performance only if the employee has some degree of control over the cost price (2005).

A balanced scorecard or a balanced set of measures provides that valuable information. Kaplan and Norton (1996) recommend that managers gather information from four important perspectives:

**The customer's perspective.**

Accordingly Kaplan and Norton (1996) view this perspective as one which identifies the importance of customers as a key stakeholder in business sustainability and growth. It addresses the question of how an organization should be viewed by its customers. Critics of the traditional financial measurement perspective argue that it failed to clearly identify where future growth would come from and where the company should focus its attention for breakthroughs, and the customer perspective addresses that (Centre for Creative Leadership, (CCL) 2007). Managers must know if their organization is satisfying customer needs. They must determine the answer to the question: How do customers see us?

**The internal business perspective**

Managers need to focus on those critical internal operations that enable them to satisfy customer needs. Internal business perspectives promotes inward looking in order to identify value propositions within the organization to attract and retain customers as well as satisfy shareholders with excellent financial returns. They must answer the question: What must we excel at?

**The innovation and learning perspective.**

It is an organization's ability to innovate improve and learn ties directly to its value as an organization. The approach identifies the system the institution has to build and manage to create long-term growth and development through human resources and other, organizational procedures. Kaplan and Norton (1996) indicated that within this category, organizations invest in re-skilling employees, enhancing information technology and systems, and aligning organizational procedures and routines. Managers must answer the question: Can we continue to create and improve the value of our services?
The financial perspective.

Kaplan and Norton (1996) elaborated that the financial perspective relates to and provides answers to the needs and expectations of shareholders. The process relates to issues of profitability and is measured by financial ratios. These measures are typically focused on profit and market share.

According to Becker et al (2011) employee performance is measured against the performance standards set by the organization and good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance and when they perform up to the set standards and meet organizational expectations they are believed good performers. Every organization has been established with certain objectives to achieve. These objectives can be achieved by utilizing the resources like people, machines, materials and money. All these resources are important but out of these, manpower is the most important and it plays an important role in performing tasks for accomplishing the goals. The question then arises that, how are these resources utilized by employees.

In addition, the business environment is changing drastically and the environmental factors are uncontrollable (Bright, 2008). These are beyond control of the organization which has to adjust with the external factors to achieve organizational goals. Every environmental factor like social, cultural, legal, political, economic, technology and competition gets changed very fast. For effective working the knowledge of these factors is a must, otherwise the plan will misfire. The need for highly skilled and dedicated manpower is felt, who can give the best output. For every organization, it is difficult to survive, stabilize and excel without the talented and dedicated employees. The performance of employees on different jobs in close coordination is needed for the success of the unit (Bruce, 2003). Various factors like skills, training, motivation, dedication, welfare, management policies, fringe benefits, salary and packages, promotion and communication are responsible to encourage the employees to work sincerely and give their best output. The importance of employee’s performance must be understood by the management and sincere efforts must be put in that direction (Collis and Hussey, 2009).

In Europe, good performance of ministry employees is enhanced using a triangulation framework which is a framework of analysis that provides for a perspective on how to better
understand the dynamics of local service delivery systems and the requirements of improving them, with a view to replicating best practices and learning dysfunctional ones. Jones et al (2005), say it is a triangulation because local service delivery is better understood and improved if it is viewed from three angles or components, that is good policy environment and effectiveness, accountable institutional actors and efficient intergovernmental fiscal and financial systems. In Asia, for instance the government encourages employees to contribute to a high performing team culture. This includes the ability to give and receive feedback so as to develop as professionals and improve individual team performance (Bruce, 2003) while in Africa performance of employees in treasurers department is maintained by placing strategies in improving local service delivery. These strategies address key issues and challenges of the department (Omole, 2008). Employees are involved in the planning process which will help them understand departmental goals, what needs to be done, why it needs to be done and how it should be done to improve individual performance.

Employee performance can be influenced by the mission of the organization, the objectives it is pursuing, and the physical, social and economic environment in which the organization is operating. (Safferstone, 2007) However higher performance of employees involves the employees playing the following roles as stipulated by Grobler et al (2006) that is planning, meeting and discussing with their managers and supervisors in the beginning, regarding accountability, performance standards and behaviour and, give suggestions for better performance to the managers.

2.7 Relationship between Training and Development and Employee Performance

Myles (2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. Learner (1986), to further illustrate this reciprocal relationship, conducted an eleven year study and found that organizations with cultures that emphasized training and development and ethical values in every area with regards to employees, customers and stakeholders, as well as leadership from managers, outperformed companies that did not have this cultural characteristics by a huge margin. Seligman (1978) stated that where values are clarified and shared, productivity and job satisfaction increase. According to Noe (2001), organizations that embrace training and development practices are able to retain customers,
suppliers, employees, stakeholders and shareholders in the long-run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance of the business.

Nickels (2009) argued that the effects of training and development on employee performance can often encourage growth within the employee and the organization itself. Training and development of employees may lead to self-fulfilling prophecy of enhanced output by employers, employee development equals decrease in operational costs, leads to greater loyalty to the organization and as well enhanced job satisfaction. Nickels (2009) added that the effects of training and development on employee performance include meeting and exceeding expectations, cross training of staff, preparing employees for promotion, maintaining a safe environment and reduction of errors. Training and development generates benefits for the employee’s knowledge, skills, ability, competencies and behaviour (Benedicta, 2010). Training and development play an import role in the development of the organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that there is significant difference between the organizations that train their employees and those organizations that do not (Becker et al., 2011).

Dowling et al. (2008) also argued that organizations that are dedicated to generating profits for its shareholders and providing quality service for its customers and beneficiaries usually invest in the training and development of its employees. Most organizations have long recognized the importance of training to its development as technology progress, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce for good performance. Many of the jobs being replaced by machines have been of an unskilled nature, and this emphasizes the need for a higher education and skills for those wishing to gain employment in the future (Armstrong, 2001).

In Europe, civil servants performance is enhanced by giving the training needed to the employees to produce desired outcomes. Managers understand that most employees do not come to their jobs with the total knowledge and experience required for them to perform perfectly (Archieve 2008). Hence, a manager is needed to select appropriate training and development options so that they may advance to a desired level of performance. In the United States of America, relationship between training and employee performance is done
by giving civil servants two kinds of training to improve their performance (Stahl, 2009). First, the ministries give general training to give employees new knowledge and skills, which will be transferable to any future job and second they offer training in skill specific to its technologies and work processes. In South Africa training and performance of civil servants is enhanced by fully engaging their employees in required training gaps and cultivate exceptional work environments (Safferstone, 2007). Managers encourage training each employee to meet performance goals and after meeting their goals employees update their goals and write new goals to continue moving ahead in their performance, with the help of their supervisors.

Management of employees on matters concerning performance can result in highly complex and emotion-filled decisions. Motivation of the employee is an important factor that may ensure that the employees remain focused on the organization’s goals and objectives. This includes work based and external training (Grobler et al. 2006). Training involves enabling people to perform their work to the best of their ability, meeting and perhaps exceeding targets and standards. Employees that are trained and developed by their organizations are more involved to the assigned tasks (Becker et al. 2011). The employees who are very committed to the job assignments are an essential part of their live and after better performance, they feel satisfaction, this nature of job involvement deemed towards self-esteem (Bright, 2008). After being trained and developed employees become highly motivated for doing innovative tasks when they feel high involvement in their jobs (Chevalier, 2007).

Training and development improve employee performance in the human resource as well as the organization. If employees are whole heartedly involved in training issues which are directly related to their job, then they try to take initiatives to eliminate many problems (Safferstone, 2007). Involvement in the official tasks directly influences the employee performance. Effort is an intervening relationship of training and performance. Training and development is therefore a key element to the service industry. It helps to reconcile the gap between what should happen and what is happening between desired targets or standards and actual levels of work performance (Armstrong, 2001). Training need is any shortfall in employee performance, or potential performance which can be remediated by appropriate training and development. There are many ways of overcoming deficiencies in human performance at work, and training is one of them. The result is high employee turnover, low
morale, and low sense of motivational variables of recognition, achievement, growth and responsibility.

2.8 Theoretical Framework

2.8.1 Maslow’s Motivation Theory

Abraham Maslow (1908-1970) propounded the Maslow’s Motivation Theory in 1943 and proposed five levels of needs that are self–actualization, esteem needs, social needs, safety needs and physiological needs. Maslow (1943) argued that some people appear to be content with lower level needs, but only until these are satisfied, they would then strive for the next level. Maslow’s Motivation theory is related to the study as working can be seen as a tool that civil servants within the ministries can use to satisfy their needs. Employees use motivation as a useful tool to heighten employee performance (Armstrong and Murlis, 2004). Amos et al (2004) added that performance can be improved through increased motivation and morale and employee performance is the product of ability multiplied motivation. Grobler et al
(2006) argued that employee performance is an individual phenomenon with environmental factors influencing performance primarily through their effect on the individual determinants of performance, ability and motivation. Highly motivated employees created a positive attitude towards learning and development. Armstrong (2001) concurred with Grobler et al (2006) that high commitment means employees will be motivated to hear, understand and respond to management’s communication relating to the organization of work.

Therefore, Maslow’s Motivation Theory is important as it assist the researcher to acquire the behaviour necessary for effective employee performance. Employees learn if they accept training and development and commit to it. If their motivation is weak, employees doubt their ability to learn, no matter how well their training and development is designed and implemented, its effectiveness will be limited (Bruce, 2003). As supported by Armstrong (2001) that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. This means training and development should be based on what the employee desires, such as job promotion and recognition to enhance performance. Maslow’s model has had a considerable impact on the study of motivation in general and in particular with regards to employee performance that relates to this research.

2.9 Conceptual Framework

According to Smyth (2009) a conceptual framework is defined as a structure that explains possible connections between variables under study. Figure 2.1 shows the conceptual framework of analysis that will guide this research.
Figure 2.2: The Conceptual Framework

Adapted from: Dr Nazrul Islam, 2016

The conceptual framework operates either way, effective training and development leads to efficiency and effectiveness of employees. Thus creating a competitive advantage for both the employees and the organization thereby increasing the knowledge and skills base. This leads to further effective training and development. These factors correlate.

2.10 Chapter Summary

The chapter has given an insight and also discussed literature on training and development and employee performance. Furthermore, the chapter also covered training and development process, theoretical framework and lastly the conceptual framework. The next chapter will exhaust the methodology that were used to collect data.
CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter presents the research methodologies that were utilized in the research. Research methodology is important to fulfil the aims and objectives of the research study. This chapter details the research methodology that addressed and answered the research objectives and questions. This chapter outlines the research design, research strategy population and sampling method and data collection methods. Lastly, it also covered data presentation, analysis, validity and reliability and ethical considerations.

3.1 Research Design

Research objectives and research questions are the starting point to develop a research design because they provide clues about the substance that a researcher is aiming to assess (Saunders, Lewis and Thornhill, 2009; Yin, 2012). In addition, it is a grand plan of approach to a research topic and also a blueprint for the collection, measurement and analysis of data (Greener, 2008). The research design logically links the data to be collected and conclusions to be drawn to the initial objectives of the study and avoids gathering evidence that does not answer the initial research questions (Yin, 2012). Quantitative research design was used because it provides data which is objective, controlled, systematic, valid and reliable.

This study was centred on descriptive research design. A descriptive case study seeks to describe a unit in detail in context and holistically (Kombo & Tromp 2006). The descriptive case study approach has a rich history of success in applied research and evaluation and is particularly a powerful approach where in depth and richness of evaluation information is needed (Lasenon and Funch 1995). Cooper et al (2000) argues that descriptive study is concerned with finding out what, where and how of a phenomenon. A case study is appropriate as it would bring deeper insights and better understanding of the phenomenon.
3.2 Research Philosophy

In terms of Saunders et al (2016)’s assertions, the researcher adopted the positivist philosophy because the researcher already holds a position prior to carrying out the research. This position is represented in the form of research hypotheses, each one of which corresponds to each of the independent variables’ relationship with the dependent variable. In line with Saunders et al (2016)’s research onion, the researcher’s choice of the positivist philosophy was informed by the fact that such a philosophical perspective was the one which was consistent with observable data similar to the natural scientist’s stance.

3.3 Research Strategy

Research strategies involve data collection techniques and analysis procedures which include case studies, surveys, experiments, and questionnaires (Yin, 2009). The research method strategy is determined by the type of research questions, the extent of control over elements, and the degree of focus on the contemporary events (Ibid). The researcher employed the survey method considering that the population was large, a representative sample was drawn from the targeted population. Survey as a research was done to obtain an accurate description of the characteristics of whatever population it purports to describe. In this survey, a self-completion questionnaire with closed questions was developed. According to Bryman and Bell (2003), closed questions are easy to process answers; they enhance the comparability of answers, and make them easier to show the relationship between variables.

3.4 Target Population

Kothari, (2004) defined population as the total number of units about which we want to get information from. Sekaran (2008) defines population as the entire group of people, events or things of interest that the researcher wishes to investigate or that happen to be the focus of the study. The population in this study was represented by 250 employees working in different departments at the Ministry of Finance and Economic Planning.

3.5 Sampling Technique

Adam et al (2007) defined sampling as the process or technique of selecting a suitable sample for the purpose of determining parameters or characteristics of the whole population. Parasuruman (2004) added that sampling is a method used in selecting some of the elements
in a population so that conclusions are drawn about the entire population. Saunders (2007)
noted that a sample represents a subgroup or part of the larger population. The benefits of
sampling include time saving and less costly unlike conducting a census, and the lack of
generalization and sampling errors are the major demerits of using a sample (Kothari, 2004).
Sampling methods include probability and non-probability sampling. Probability sampling
methods including simple random sampling, stratified sampling, cluster sampling, and
systemic sampling ensures that every element in the population has an equal chance of being
included in the sample (Saunders, Lewis, and Thornhill, 2007). The inclusion or exclusion of
elements in a sample is left to the discretion of the researcher in non-probability sampling
methods which includes convenience sampling, quota sampling, and purposive techniques
(Hair et al, 2011).

The study used stratified random sampling. O’Leary (2004) defined stratified random
sampling as it involves dividing the population in various subgroup which are called stratas
and then taking a simple random sample within each one. In this study, the subgroups
consists of the senior managers, lower managers and general workers. In addition, the study
also used non-probability sampling method and convenience sampling. Convenience
sampling involves selection of subjects that are easiest to obtain from the sample (Saunders,
Lewis, and Thornhill, 2007). It also involves the selection of a sample that is conveniently
located. Convenience sampling was used because it allowed the researcher to obtain basic
data and trends regarding the study without the complications of using a randomised sample.
However, convenience sampling is prone to bias and influence.

3.6 Population and Sample Size

According to Murthy and Bhojan (2008) and Bryman and Bell (2003) the sample size is
based on the ability of researcher to gain access to subjects, dimensions of resources, desired
degree of precision, accuracy required, and error levels to determine the sample size. Collins,
Onwuegbuzie and Jiao (2007) argues that a small sample size does not achieve the study
objectives as it is not a true representative of the population whilst a bigger sample size is
more representative and it improves generalization. The decision about the size of the sample
needs to consider time and cost and the need for precision (Bryman and Bell, 2003).
According to Kothari and Kothari (2003), a sample size of 30% of the population is a
representative and Mugenda and Mugenda (2003) further recommended that a sample size of
more than 30 respondents or at least 10% of the target population is usually appropriate for social sciences. Since the number of people working at MOFEP is 250, a survey sample size of 75 (30% of 250 total employees) was used to address the objectives of the study.

3.7 Sources of data

The researcher used both primary and secondary data. Primary data in this study was collected using a self-completion questionnaire with closed questions. Primary data is collected afresh, for the first time, for a specific purpose and is collected through observations, experiments, interviews, and questionnaires (Kothari, 2004). Primary data assisted in addressing the objectives of the study and answers to the research questions. Secondary data refers to data collected before by other researchers for some other purpose (Wilson, 2010). Secondary data was obtained from journals, newspapers, websites, textbooks and other relevant published works. The researcher used secondary data because it was available, quicker to obtain and also was used to complement primary data.

3.8 Research Instruments

In this study, questionnaires were developed on the aims of the research with open and closed ended questions or opinion statements that were administered. The questions were designed in a five point Likert scale (strongly agree to strongly disagree) to measure the influence of identified factors on high labour turnover. The questionnaires were hand-delivered to sampled population and collected later from the respondents since all of them were within the organisation. Before distributing the final questionnaire, the researcher checked the questionnaire for validity and reliability with a few respondents to find out whether the questionnaire was understood or needed improvements. Saunders, Lewis, and Thornhill (2007) noted that questionnaires include techniques of data collection in which a person is asked to respond to a set of questions in a pre-determined and may be self-administered (completed by the respondent) or interviewer administered (interviewer records the respondent’s answers)”.

Sekaran (2008) added that a questionnaire is a pre-formulated written set of questions to which respondents record their answers, usually within rather than closely defined alternative. The structured or closed questionnaire was used in the study and also the researcher self-administered the questionnaires. The use of a questionnaire gives the
respondent enough time to answer questions free of other’s influence and it is cost effective in situations where the sample is large and dispersed (Kothari, 2004). Zikmund et al (2013) confirms that large samples enhance dependability and reliability of questionnaires and the respondents are easy to approach.

The disadvantage of questionnaires is that some people may give false information for fear of victimisation and some respondents may fail to return the questionnaires. Questionnaires also have a problem in that participants may fail to interpret question properly (Yin, 2009). The researcher was not available to clarify any misunderstandings. The challenges with questionnaires include; low response rate, risk of completion by non-targeted respondents, and limited control and inflexibility by researcher as compared to interviews (Kothari, 2004). Questionnaires are associated with impersonality as the researcher is not at handy to clarify certain questions and misinterpretations usually arise due to literacy and technical terms used (Wilson, 2010). However, these challenges were mitigated by making clarifications during the interview exercise, the researcher made sure that all the questionnaires were completed and the researcher ensured that all questions were concise and clear to avoid misinterpretations.

The study also used semi-structured interviews to gather data from the management. The semi-structured interviews were based on an interview guide. Kahn and Cannell (1957) describe an interview as a purposeful discussion between two or more people. The advantage of using interview as a data collection instrument is that, it offered flexibility, for example questions could be varied, omitted or new questions added depending on the organizational context to ensure that relevant data is collected. Another advantage of using semi-structured interviews cited by Saunders et al (2009) was that it gives the researcher an opportunity to ‘probe’ answers, where you want your interviewees to explain, or build on their responses. The disadvantage of the interview instrument is that it is difficult to replicate the same study and obtain similar findings. This is mostly as a result of interviewer bias whereby the interviewer’s beliefs, frame of reference and tone of voice may influence the answers through the manner in which questions are asked.

3.9 Reliability and Validity

Reliability is concerned with issues of consistency of measures and there are three prominent factors related to considering whether a measure is reliable including stability, internal
reliability and inter-observer consistency (Bryman and Bell, 2003). In this study, internal reliability was considered. Bryman and Bell (2003) suggested that Cronbach’s alpha method is used as measure in which each answer to each question is aggregated to form an overall score and to measure relationships between variables. The result of 0.7 and above implies an acceptable level of internal reliability. Validity is defined as how much any measuring instrument measures what it is intended to measure. Bryman and Bell (2003) also suggested that the important issue of measurement validity relates to whether measures of concepts really measure the concept. In this study, construct validity was used.

3.10 Data Presentation and Analysis

This refers to examination of what has been collected in a survey and making deductions and inference. It involves scrutinizing the acquired information and making inference (Mugenda and Mugenda, 2003). Descriptive Statistical analysis enabled the researcher reduce, summarize, organize and interpret the numeric information (Polit and Hungler, 1999). SPSS statistics which is a windows based program that can be used to perform data entry, analysis and to create tables and graphs used to analyse data. The use of descriptive statistics, measures of central tendency and measures of variability or dispersion was used to describe data from the study. Data analysis was done according to specific groups of items of the questionnaire. The researcher developed a system of coding the information in interpreting the results; the frequency with which an issue appeared was interpreted as a measure of importance or emphasis. On completion of data collection the researcher edited, sorted, coded and tabulated data. Editing involves correcting errors, while sorting involves putting data in likeness by tallying. The researcher then carried out tabulation of data so that comparison was made. Data was analysed using descriptive statistics whereby qualitative data was presented theoretically while quantitative data was presented using tables, graphs and figures.

3.11 Ethical Considerations

The concern for the rights and safety of respondents involved in a study is paramount and must be recognised (Yin, 2012). The researcher took cognisance of this to get an informed consent from respondents before conducting and administering the questionnaire. Above all participants were informed of their rights to withdraw from the study if they felt they no longer wanted to participate. Pre-testing was sought before the final administration of the
questionnaire. In addition, the respondents were assured that their responses to the study were confined to the researcher and would be treated with maximum confidentiality.

3.12 Chapter Summary

The main concern of the chapter was to give a clear guideline on how the important information to the study would be obtained. The chapter outlined the methodology to be employed in order to address the objectives of the study. The researcher clearly stated the descriptive research design used in carrying out the study and justified the use of that research design. The sampling procedure was spelt out, the instruments used in collecting data were also given and the suitability of the instrument clarified. In addition, the chapter also discussed how the data was collected, managed, processed and analysed. The next chapter deals with presentation and analysis of data.
CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

The chapter highlights the data presentation, analysis and discussion of findings from questionnaires administered and interviews conducted at the Ministry of Finance and Economic Planning (MOFEP). The purpose of the study was to investigate the impact of training and development in the performance of civil servants at MOFEP. Responses to research questions are presented in this chapter. Data from the study is presented through the use of tabulation, graphs and pie charts. The chapter includes descriptive statistics that define the respondents’ gender, age, level of education, years of experience and statistics of variables under study.

4.1 Characteristics of Respondents

4.1.1 Response Rate

This section presents the response rate in line with the respondents’ position in the organization. Table 4.1 and Figure 4.1 show the results on the response rate.
Table 4.1: Frequency Distribution of Response Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>No of questionnaires distributed</th>
<th>Responses obtained</th>
<th>Percentage (%)</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Managers</td>
<td>10</td>
<td>9</td>
<td>12</td>
<td>97.3 %</td>
</tr>
<tr>
<td>Lower Managers</td>
<td>20</td>
<td>20</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Other Staff</td>
<td>45</td>
<td>44</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>73</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.1: Frequency Distribution of Response Rate

A total of 73 responses were received, out of 75 questionnaires which were distributed to the employees at MOFEP. A response rate of 97.3% was achieved as shown by Table 4.1. The respondents were employees at MOFEP and in administering the questionnaire attention was made to the respondents to minimise missing values and to give an insight where they did not understand the question. In addition, Figure 4.1 shows that the majority of the respondents, 61% were other staff members in MOFEP, followed 27% who were lower managers and lastly 12% were senior managers.
4.1.2 Distribution of Responses by Gender

Table 4.2: Frequency Distribution by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>47</td>
<td>64.4</td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
<td>35.6</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.2: Frequency Distribution by Gender

Frequencies carried out on gender show that from 73 respondents, males dominated the sample with 47 giving 64.4%, while female respondents were 26 giving 35.6% as shown on Table 4.2 and Figure 4.2. The results show that the distribution of gender among males is higher as compared to females at MOFEP. The females received less training and development as shown by table 4.2. Faced with such a situation, this implies that more women should attend training and development programs at MOFEP since women constitute a larger percentage of the total population in Zimbabwe.
4.1.3 Distribution of Respondents by Age

Table 4.3: Frequency Distribution by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-30</td>
<td>23</td>
<td>31.5</td>
</tr>
<tr>
<td>31-40</td>
<td>31</td>
<td>42.5</td>
</tr>
<tr>
<td>41-50</td>
<td>12</td>
<td>16.4</td>
</tr>
<tr>
<td>+50</td>
<td>7</td>
<td>9.6</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.3: Frequency Distribution by Age

Table 4.3 and Figure 4.3, indicate that the majority of the of respondents were aged between 31-40 years giving 42.5%, followed by 31.5% of respondents who were between the ages of 18-30 years, 16.4% aged between 41-50 years and lastly those who were aged above 50 gave 9.6%. The result indicate that MOFEP is composed of a younger generation ranging from 18 to 40 years who occupied mostly lower level positions. Much investment in terms of training and development was required to improve their performance when executing their duties.
4.1.4 Distribution of Respondents by Level of Education

Table 4.4: Frequency Distribution by Level of Education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Diploma</td>
<td>23</td>
<td>31.5</td>
</tr>
<tr>
<td>Degree</td>
<td>35</td>
<td>47.9</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>11</td>
<td>15.1</td>
</tr>
<tr>
<td>PHD</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>73</td>
<td>100</td>
</tr>
</tbody>
</table>

With regards to the level of education of the respondents, Table 4.4 and Figure 4.4 reveals that majority of the respondents (35 out of 73) 47.9% possess degrees as their highest qualification, followed by 31.5% with diplomas, 15.1% with master’s degree, 4% with
certificates and lastly only 1 respondent had a PHD to give 1.4%. The results show that the majority of civil servants who work at MOFEP possess degrees as their highest level of qualification. This suggested that people of different educational qualifications were present at MOFEP. This was an indicator for a planned and systematic training and development strategy required to improve the quality of work and performance of employees at different levels.

4.1.5 Frequency Distribution by Years of Experience at MOFEP

Table 4.5: Frequency Distribution by Years of Experience

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>9</td>
<td>12.3</td>
</tr>
<tr>
<td>6-10</td>
<td>39</td>
<td>53.4</td>
</tr>
<tr>
<td>+10</td>
<td>25</td>
<td>34.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Figure 4.5: Frequency Distribution by Years of Experience

Table 4.5 and Figure 4.5 indicate that 53. % of the respondents had a work experience of 6-10 years at the MOFEP, followed by 34.2% who had more than 10 years of experience with their present employer. Lastly, the other respondents of 12.3% had 5 and below years of experience with their current employer. As shown by the results, the majority of employees’ work experience was between 6-10 years at MOFEP. The employees with work experience of 0-5 then 6-10 years required training and development through induction workshops to learn new ideas, exchange programs with other ministries in Zimbabwe and other countries’ service provision ministries to improve their performance.

4.2 Training and development programs at MOFEP

To identify the training and development (TD) programs available at the Ministry of Finance and Economic Planning, three questions were administered to the respondents which were as follows:

4.2.1 Knowledge of training and development policy at MOFEP

Table 4.6: Knowledge of Training and Development Policy

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>31.5</td>
</tr>
<tr>
<td>No</td>
<td>43</td>
<td>58.9</td>
</tr>
<tr>
<td>Not sure</td>
<td>7</td>
<td>9.6</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100</td>
</tr>
</tbody>
</table>

With reference to Table 4.6, 58.9% of the respondents at MOFEP indicated that they were not aware of any training and development policy, followed by 31.5% who indicated that they
were aware of the existence of the TD policy whilst 9.6% indicated that they were not sure about the existence of the TD policy. The results show that the majority of employees at MOFEP did not know the existence of the TD policy. The analysis implies that TD policy in organizations is mostly not known to employees which sometimes hinder any proposed TD programs (Armstrong, 2006). The HRM Department at MOFEP should make it known to all civil servants of the training and development policy to employees ranging from strategic managers, middle management and operational level through induction after recruitment. The employees should also be given a chance to identify training and development gaps and also their needs.

4.2.2 Forms of training and development received since joining MOFEP

Table 4.7: Forms of Training and Development Received

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the job training</td>
<td>25</td>
<td>34.2</td>
</tr>
<tr>
<td>Off the job training</td>
<td>16</td>
<td>21.9</td>
</tr>
<tr>
<td>In-house training</td>
<td>25</td>
<td>34.2</td>
</tr>
<tr>
<td>External training</td>
<td>7</td>
<td>9.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.7 show that 50 respondents, 68.4% indicated that they received training and development in the form of on the job training and in-house training. 16 respondents (21.9%) mentioned that they received TD in the form of off the job training and lastly 9.6% of the respondents indicated that they received external training at MOFEP. The results show that the employees at MOFEP took TD programs in the form of on the job training, off the job training, in-house training (seminars and workshops) and lastly external training (consultant engagement).
4.2.3 Has training and development been traditionally used to ensure that the right person is in the right job at the right time

Table 4.8: Has Training and Development been used at MOFEP

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>35.6</td>
</tr>
<tr>
<td>No</td>
<td>34</td>
<td>46.6</td>
</tr>
<tr>
<td>Not sure</td>
<td>13</td>
<td>17.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.8 show that majority of 46.6% of respondents at MOFEP indicated that training and development was not used to ensure that the right person was in the right job at the right time, followed by 35.6% who indicated that they were aware whilst 17.8% indicated that they were not sure. The results show that the employees at MOFEP were not aware that TD was traditionally used to match the right person to the right job. The misplacement of employees led to poor performance, delayed results, biased recruitment and selection process.
4.3 Effectiveness of Training and Development on Employee Performance

To investigate the effectiveness of training and development on employee performance, the following three questions have been administered to check out the impact:

4.3.1 Training and Development improve the job knowledge and employees’ performance

Table 4.9. Training and Development improve the job knowledge

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of job responsibilities.</td>
<td>31 42.5</td>
<td>36 49.3</td>
<td>4 5.5</td>
<td>1 1.4</td>
<td>1 1.4</td>
</tr>
<tr>
<td>Knowledge of skills to perform job tasks</td>
<td>39 53.4</td>
<td>31 42.5</td>
<td>0 0</td>
<td>2 2.7</td>
<td>1 1.4</td>
</tr>
<tr>
<td>Job knowledge enhanced performance at work.</td>
<td>41 56.2</td>
<td>29 39.7</td>
<td>1 1.4</td>
<td>1 1.4</td>
<td>1 1.4</td>
</tr>
</tbody>
</table>

As shown by Table 4.9, 67 of the respondents indicated agree and strongly agreed criteria that is 31 respondents (42.5%) strongly agreed and 36 (49.3%) agreed that training and development (TD) increased their understanding of job responsibilities. This result indicated a positive response to the statement. In addition, majority of 39 (53.4.7%) respondents out of 73, strongly agreed and 31 (42.5%) agreed to the statement that TD assisted to improve the skills required for their jobs. In this regard TD is positively associated in bringing the job related skills to the employees. Furthermore, 41 (56.2%) of the respondents strongly agreed and 29 (39.7%) agreed that job knowledge gained through TD enhance their performance at work. From the above responses, it was clearly defined that TD augment the job knowledge in employees to improve their performance at work. This is line with Benedicta (2010) who observed that training and development generates benefits for the employee’s knowledge, skills, ability, competences and behaviour.
4.3.2 Training and Development influence the work quality of employees and their performance

Table 4.10: Training and Development influence the work quality of employees and their performance

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>TD had significant role in improving work quality</td>
<td>41</td>
<td>56.2</td>
<td>26</td>
<td>35.6</td>
<td>4</td>
</tr>
<tr>
<td>Delivery of quality services to customers</td>
<td>39</td>
<td>53.4</td>
<td>31</td>
<td>42.5</td>
<td>0</td>
</tr>
</tbody>
</table>

As indicated by Table 4.10, majority of the respondents, 41 (56.2%) strongly agreed and 26 (35.6%) agreed that TD had a significant role in improving their work quality and this result indicated that the above item statement was positively responded to by the respondents. Furthermore, out of the 73 respondents 39 (53.4%) strongly agreed and 31 (42.5%) agreed that TD aided them in delivering quality service at MOFEP. The result show that TD improved the performance of employees thereby positively enhancing delivery of their work.
4.3.3 Training and development influence the quantity of work done and performance improvement

Table 4.11: TD influence the work quantity and improved performance

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>Target quotas and goals met easily</td>
<td>32</td>
<td>43.8</td>
<td>31</td>
<td>42.5</td>
<td>10</td>
</tr>
<tr>
<td>than before</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed of achieving targets increased</td>
<td>31</td>
<td>42.5</td>
<td>30</td>
<td>41.1</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 4.11 indicate that majority of respondents of 43.8 % (n=32) strongly agreed that the work related knowledge gained during TD had a significant role in improving their skills to meet the targets and set goals more easily than before, followed by 42.5% (n=31) who agreed and 13.7% were not sure. In addition, 42.5% strongly agreed, 41.1% agreed and 16.4% were not sure that TD had allowed them to complete their goals and achieve targets in much less time than before as the efficiency of doing tasks had been improved. So, from these results the researcher concluded that the above item statement attained positive response from the respondents. Hence, from all the above response rates, the researcher concluded that TD was positively related to increasing the quantity of work done by the employees thereby impacting performance. The results are in line with Mumford (1987) who indicated that training and development strategies such as developing a strategy to grow technical and leadership competencies can influence the achievement of goals and increase employee performance.
4.3.4. Management’s Attitude towards Training and Development

To know the management’s attitude towards training and development, the study also used semi-structured interviews to gather data from the strategic management. The semi-structured interviews were based on an interview guide and only 10 respondents (senior managers) were interviewed. The respondents identified that TD was conducted at MOFEP. The TD policy existed at the ministry which was aligned to MOFEP objectives and strategic plan. Apart from that, TD was available in-house and external. Therefore TD assist employees to improve their performance, career advancement, motivation and increase organizational performance.

4.4 Chapter Summary

It was established from the study that there is a positive relationship between training and development and employee performance. Training and development improve employee’s knowledge, skills, ability, competences and behaviour. The findings also indicated that most respondents were not sure about the existence of the TD policy within the MOFEP but, the respondents identified various TD programs they received from the ministry. Findings also show that TD improves job knowledge, quality of work and quantity of work to enhance performance. However, the recruitment and selection process of employees should serve a purpose of placing the right employee, at the right job at the right time so that TD programs are channelled to the deserving employees without wasting time. Lastly TD policy at MOFEP should be known by all employees and should be implemented at all levels when need arise.
CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter draws conclusions and recommendations from the research study. The researcher’s hopes was that the conclusions and recommendations in this chapter would benefit the MOFEP, other government ministries in Zimbabwe, the academia, policy makers and other stakeholders.

5.1 Summary

The study was mainly focused on the impact of training and development in improving the performance of civil servants in Zimbabwe: A Case of Ministry of Finance and Economic Planning; 2013 to 2018. This was a very important study as the employees were the target group to influence policy formulation improve their performance on service provision when exposed to training and development programs.

Chapter 1 was concerned with the introduction and background of the study, statement of the problem, research objectives, research questions, limitations and delimitations of the study. This research study covered the gap that existed in similar studies which had not explored the impact of training and development in improving performance of civil servants in Zimbabwe: A Case of Ministry of Finance and Economic Planning; 2013 to 2018. The objectives and related questions were explored so as to get an informed insight to the topic under study. The delimitation of the study was that it was limited to the impact of training and development and employee performance within the civil servants at MOFEP and based only on employees’ point of view and not the service firm’s perspective. Seventy-five (30%) of two hundred and fifty employees were involved in the research study.

Chapter 2 appraised relevant related literature from different studies conducted by other scholars in relation to training and development to improve performance. Related literature discussions built a logical framework in the context of related studies. Exploring related research assisted the researcher to refine and extend her ideas and give her a clear sense of
what was achieved in the field she intended to carry out a research. In this regard through literature review, the study remained focused as previous research tend to guide new efforts.

Chapter 3 outlined the research methodology which was employed when conducting the study. The research methodology was the way which was used to obtain data for presentation, analysis and evaluation of the investigation. The researcher presented the research design and the rational for choosing descriptive research design. Target population, sample and sampling procedures, research instruments, data collection procedures, data analysis and ethical considerations. The researcher utilised both quantitative and qualitative research methods for this study, questionnaire with open-ended questions and structured interviews were used as data gathering instruments.

Chapter 4 was mainly concerned with the presentation, analysis and discussion of findings obtained from the target population through the use of open-ended questionnaires and structured interviews as well as documentary analysis. Data presentation, analysis and discussion were obtained from seventy-five employees at MOFEP and the employees were randomly selected. The respondents were thought to be reliable employees to obtain information for the purpose of successfully answering the research questions guiding this research.

The findings from the study were, a few female employees attended TD programs, majority of employees were not aware of the TD policy though they attended, misplacement of employees in terms of specialisation, TD programmes were haphazardly available, and TD programs were on-the-job training and in-house training, and external training. The findings show increased job knowledge, work quality and improved skills to meet the targets. To address the challenges MOFEP should avail the TD policy to the employees leading to the need for employee involvement on the selection of TD programs and policy makers to invest in TD programs for more qualified women since they constitute a larger percentage of the population in Zimbabwe.
5.2 Conclusions

The importance of training and development is increased by the rapid change in technology and the fact that we live in a knowledge age and sharing knowledge can be facilitated through training and developing employees. Training and development improves the employee competence in order to create a competitive advantage and contribute to organizational success. Therefore, the study sought to investigate the impact of training and development on the civil servants performance at the MOFEP. The results indicated that the training and development programs at MOFEP was haphazardly available as other respondents indicated that they were not aware, while others were aware and others not sure.

The study concluded that the MOFEP conducted TD for the employees in the form of on-the-job training, in-house training and external training. MOFEP employees participated in seminars, workshops and consultant engagement. The management’s attitude towards TD was positive and indicated that there was a policy concerning TD which was being conducted regularly and had positive results.

The study concluded that TD had an impact on employees as it enhanced their understanding of job responsibilities and helped to improve their skills necessary for their jobs. Such job knowledge gained through TD has enhanced employee performance at work and work quality. The employees’ ability to meet targets and set goals was enhanced which enabled them to complete their work and achieve targets in much less time than before, thereby improving overall efficiency of doing tasks.

5.3 Recommendations

The findings provide important evidence for MOFEP to train and develop their employees in order to improve their performance. The study is useful to all stakeholders, ministries and other departments, that is strategic level, middle management and operational level for decision making and to satisfy employee’s needs and realise profits. Based on the findings and conclusions, the following recommendations were outlined for addressing challenges identified as well as ways of improving training and development programs for:
5.3.1 Employees

a) Training and development should be integrated in the human resource practices.

b) Continuous training and development of employees is recommended because of its long term benefits to the employee and to MOFEP as well. The results of continuous training are continuous improvements which enhance high performance.

c) Employees should be involved in identifying TD needs aligned to available gaps in their organization.

d) Give employees challenging, interesting and skills stretching assignments and introduce constant job rotation to curtail monotony.

e) Give employees the opportunity to practise new knowledge and skills gained through decision making.

5.3.2 Ministry of Finance and Economic Planning

a) Training and development is positively correlated to organisational performance therefore MOFEP should plan and execute training and development programmes in line with the goals of the organisation and match employee’s abilities and skills to enhance effective organisational performance.

b) MOFEP should encourage employees to develop themselves. There should be sponsored partnership on study leave for employees to pursue their studies since they are exposed to new ideas and they are offered an opportunity to know more about new developments in their profession.

c) Motivate the employees by rewarding in monetary and none monetary incentives to those who upgrade themselves and that the MOFEP should commit itself to acknowledge improved performance.

d) The MOFEP should consider re-engineering the training function so that a radical redesign of the operations is dramatically improved through allocating duties according to knowledge, skills and abilities.
5.3.3 Policy Makers

a) Policy makers should constantly and continuously engage MOFEP employees in exchange programs with other civil service provision ministries in other countries.

b) Policy makers should put a provision for enough funding and partner with employees on TD programs.

c) Policy makers should put a provision for more qualified women to attend training and development programs since they constitute a larger percentage of the population in Zimbabwe.

5.4 Suggestions for further research

The researcher suggests further research of this nature so that the problem can be investigated in different perspective views in as far as training and development related matters are concerned.
REFERENCES


Benedicta, A. A. (2010). *The Impact of Training on Employee Performance* (Ghana Ltd)


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APPENDICES

Appendix 1: Questionnaire

Dear Respondent

My name is Kwaramba Unes, a final year student at Bindura University of Science Education. I am carrying out a study entitled, “An investigation into the impact of training and development in improving civil servants performance at the Ministry of Finance and Economic Planning. The study is conducted in partial fulfilment of the Masters in Business Leadership Degree. I am kindly asking for your participation in the completion of this questionnaire. The information you shall provide shall be treated confidentially, and shall be used strictly for academic purposes only. Please do not write your name anywhere on the questionnaire for protection of your identity. Thanking you in advance.

INSTRUCTIONS

Indicate your response by ticking (where applicable) only one answer and please make sure your final choice is clear. Please read the questions carefully before answering.

Section A: Demographic Data

1. Gender
   - Female
   - Male

2. What type of staff do you fall under?
   - Senior Management
   - lower Management
   - Other Management
   - upper Management
   - lower staff
   - upper staff

3. Which age group do you belong (in years)?
   - 18–30
   - 31–40
   - 41–50
   - above 50
4. What is your highest level of education?

Certificate  □  Diploma  □  Bachelors  □  Masters  □  Degree  □  Degree  □  PHD  □

5. Length of continuous service with the organisation

Less than five years  □  5-10 years  □  Over 10 years  □

6. Are you aware of the training and development policy at MOFEP?

Yes  □  No  □  Not Sure  □

7. If yes, how did you know about it?
   a. During orientation  □
   b. Official communication to me  □
   c. Through publications  □
   d. Information from colleagues  □

8. Have you ever received any form of training and development since joining MOFEP?

Yes  □  No  □

9. If yes, mention type of training / course attended

On the job training  □
Off the job training  □
In-house ( )  □
External Training  □

10. Do you agree that training and development has traditionally been used to ensure that the right person is in the right job at the right time?

Yes  □  No  □  Not Sure  □
11. If no, what are the reasons for not using training and development strategy to ensure that the right person is in the right job at the right time?
   a. inefficient recruitment and selection techniques
   b. No training and development centers
   c. Absence of a strategic HR plan
   d. Other(s)…………………………………………………………………………………………..

12. Does TD improve the job knowledge of employees and is it related to increasing the employees’ performance?
   a) Attending the training & development program has given me a better understanding of my job responsibilities.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

   b) Now, I know very well that what skills are to be used to perform my job tasks.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

   c) The job knowledge gained during training and development has increased my performance at work

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

13. Does TD influence the work quality of employees and does it improves their performance?
   a) Training & development session has played a significant role in improving the quality of my work.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

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b) The skills and knowledge gained through Training enable me to deliver quality services to the customers.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

14. Is there any impact of TD on the quantity of work done and if it relates to performance improvement?
   a) After training, I meet the target quotas and goals more easily than before.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

   b) After attending the training and development program, my speed of achieving targets has increased.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

15. What is your attitude or perception towards TD at MOFEP?

   -----------------------------------------------------
   -----------------------------------------------------
   -----------------------------------------------------
   -----------------------------------------------------
   -----------------------------------------------------
   -----------------------------------------------------
   -----------------------------------------------------
   -----------------------------------------------------
   -----------------------------------------------------

--------THANK YOU--------
Dear Respondent,

Ref: Research questionnaire

My name is Unes Kwaramba, a Master’s degree in Business Leadership student at the Bindura University of Science Education. I am carrying out this research study in partial fulfilment of the degree programme.

I am kindly requesting that you provide information towards my research area. The contribution is important to the success of this research study and the attainment of my degree. Your valued contribution will improve the performance of civil servants at the MOFEP in Zimbabwe. All the information and views gathered will be used for academic purposes only and treated with maximum confidentiality. This questionnaire distributed to you is seeking your views on “The Impact of Training and Development in Improving Performance of Civil Servants in Zimbabwe: A Case of Ministry of Finance and Economic Planning; 2013 to 2018”.

Thank you for setting aside your valuable time to complete this questionnaire.

Yours faithfully,

Unes Kwaramba
Appendix 2: Interview Guide

1. What is your understanding of training and development?

2. What would you describe as the key objectives of a training and development?

3. How would you describe your organisation’s training and development programs in regard to employee performance?

4. How regular is feedback on employee performance collected?

5. If you were in charge/ control of the organisation, what would you have done (or would you do) differently during the training and development process?

6. What problems do you face with regard to training and development within your organization?

7. What ways do you think training and development in your organization can be improved?

8. Are the training needs of workers identified?

9. What current training and development strategies have influenced the achievement of MOFEP goals?

10. Do employees’ face difficulties in their job with global changes?