



**The effects of Training and Development on employee performance at Food  
Lover's Market in Gauteng**

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**MASTER OF COMMERCE IN LEADERSHIP**

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## DECLARATION

I, Ms Thembisile Sithole declare that:

The research reported in the dissertation, except where otherwise indicated, is my original work.

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- (ii) The dissertation does not contain any other person's data, pictures, graphs, or other information, unless specifically acknowledged as being sourced from other persons.
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Signature:



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Date of Submission: 20 July 2022

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## **ABSTRACT**

In the field of human resource management, training and development is the field concerned with organisational activity aimed at improving the performance of individuals and groups in an organisational setting. It has been known by several names, including employee development, human resource development, and learning and development. This study investigates the effect of training and development on employee performance with a case study of Food Lover's Market, in the Gauteng Province. Literature review, based on other scholars contribution to the topic, discussed the concept of training, concept of development, concept of training and development, training and development and it's role, learning organisations and its strategic alignment to training and development, types of training, training development and its process, the concept of employee performance, views and challenges of training managers/ practitioners in implementing training, approaches to training and development, the importance of performance measurement, evaluation, and feedback, and as a conclusion to this chapter, Is there a link between training and development and employee performance?

This study made use of a quantitative research methodology. Data was collected across a population through random sampling of 170 employees from the 3 Food Lover's Market Corporate Stores out of the total of 12 stores based in the Gauteng Province. The sample included, regional managers, store managers, departmental managers, supervisors, merchandisers, and all general assistant employee staff members of Food Lover's Market. Primary data was collected by use of structured questionnaire as the instrument of survey across the divisions. Responses were analysed using both descriptive and graphical techniques and displayed in numbers and figures.

The conclusion of the study revealed that there is a relationship observed that training and development influences employee performance and detailed recommendations were provided to the Food Lover's Market.

Keywords: Development, Employee performance, Human Knowledge, Skills and Training.

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## LIST OF ACRONYMS

FLM	Food Lover's Market
ETD	Education, Training, and Development
T&D	Training and Development
QA	Quality Assurance
TNA	Training Needs Analysis
TE	Training Evaluation
SDT	Strategic Alignment to Training and Development
NQF	National Qualifications Framework
OBE	Outcomes-Based Education
LO'S	Learning Outcomes
SME	Subject Matter Expert
SO	Specific Outcome
HRM	Human Resources Management
HRD	Human Resource Development
DHET	Department of Higher Education and Training
SAQA	South African Qualifications Authority
ICT	Information and Communication Technology
QR	Quick Response

P2PE	Point-to-Point Encryption
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## **CHAPTER ONE**

### **INTRODUCTION AND OVERVIEW OF THE STUDY**

#### **1.1 INTRODUCTION**

As we are now in the knowledge-based economy i.e. the 21st century, it is important to acknowledge that in this era, it is no longer the equipment or technology that differentiates organisations. What makes a difference is the workforce of the organisation and how the processes of the organisation are established, used, and maintained (ASTD, 2006).

According to Brienkerhoff (2005) they emphasise and agree that employees are an important resource but for any organisation to obtain and sustain effective performance on their employees and to achieve economic growth it is important to improve their contribution and link the organisations goals to employee performance.

The chapter of the study is introduced, followed by the background of the study is provided, and an overview of the research problem statement is then provided. This is followed by the study objectives, the study rationale, the methodology and associated limitations of the study. Finally, the last section presents an overview of the progress of the rest of study.

#### **1.2 BACKGROUND OF THE STUDY**

As we are now in the knowledge-based economy i.e., the 21st century, it is important to acknowledge that in this era, it is no longer the equipment or technology that differentiates organizations. What makes a difference is the workforce of the organisation and how the processes of the organisation are established, used, and maintained (ASTD, 2006).

Werner & Desmond, (2011) asserts that considerably more than half of all jobs in the United States today require education levels higher than high school. Therefore, for an organization to succeed, it must hire personnel who are qualified and equipped to compete in a market that is becoming increasingly sophisticated. In addition to keeping

their employees, successful organizations will implement change initiatives like strong involvement and set up mechanisms for quality improvement.

E-commerce is undoubtedly at the core of the new global digital economy, which has also been referred to as the internet economy or an online transaction-based economy by others, even though it is viewed differently depending on the context it is still game changer in this era (Manda & Backhouse, 2016). More studies are being conducted on this subject, and the findings point to an increase in the percentage of people for example who purchase online globally. Communications, retail, and increasingly, health care, medicine, agriculture, and manufacturing are just a few of the sectors and businesses that are being transformed by digital technology. While a select few businesses become market leaders, the majority still appear to lag. Senior leaders around the world are most concerned about digital transformation, therefore even in South Africa, our industries must evolve (Manda & Backhouse, 2016).

The ability of governments, businesses, and society to embrace digital technologies will determine their destiny in the 4th industrial revolution, which is driven by information and communication technologies (ICTs) (World Economic Forum, 2016 p.1). The fourth industrial revolution presents new opportunities that require human knowledge and skills, despite growing concerns that technology will replace people. "Only one type of organisation will succeed in the fourth industrial revolution: a human one" (World Economic Forum, 2016 p. 1). This is the reason why in the Retail Industry, and in any other sector, training and development of human resources becomes crucial. These literacy and e-skills when provided to the employees, will help the organisation to "accelerate innovation in the retailer" and help the business in providing their customers with a unique experience. "Creative work processes such as research and development and strategic planning, for example, will be in demand since these skills are essential to conceptualizing and putting into practice the fresh, cutting-edge economic opportunities brought about by the fourth industrial revolution" (Deloitte, 2016). Furthermore, a citizen's capacity to fully engage in and gain from a digitally changed and smart society is influenced by their level of e-readiness (e-literacy and e-skills)", as cited by (Manda & Backhouse, 2016).

According to Rajeswari & Palanichamy (2014) the life blood of any business organisation is its human resource. They agree the possibility of any organisation to realise their goals easily is through excellent training of their staff members. When it comes to training the distinguishing factor is that this is a type of learning when provided, the result is better improved performance of employees in their current jobs. "Training and Development basically deals with the gaining of understanding, know-how, systems, and practices. In reality, training and development is one of the requirements of human resource management. It has a potential to improve employee performance at individual, cooperative, and organisational levels. Currently organisations are progressively becoming specific with organisational learning and consequently shared development as in implementing the process of growing one's capability to performance.

The main objective of training and development is to transform organisations into learning organisations that will ensure that staff members can contribute to the organisation and carry out their duties efficiently while also seeking personal development and getting an edge over its rivals. This measurable performance because of effective training and development will enhance organisational outcomes and performance (Niaz, 2011).

Therefore, improving and enhancing employee job performance is the obligation of every organisation, and most organisations must take significant steps to do this by implementing quality, and effective, and relevant training and development programs. As it is clear that employees are a valuable resource, it is necessary to maximize their contribution to the objectives and goals of the organisation in order to maintain successful performance that is desired by management. Managers are consequently required to ensure that there is a sufficient supply of workers who are technically and socially capable and have the potential to advance into specialized divisions or management positions (Afshan, Sobia, Kamran, & Nasir, 2012 p. 646).

### **1.3 PROBLEM STATEMENT**

The problem Food Lover's Market faces is that within its operational staff, there seems to be a lack of necessary soft skills, such as communication skills, identified internally. Store

Managers know exactly what needs to be done, however, there seems to be a lack of clear communication by manager in terms of role clarity which may effectively affect the daily work routine of the general employees. This can negatively affect employee performance which would result in poor service to the customers. This is evident in activities such as: replenishing of stock, ticketing, merchandising, customer service, etc.

This gap needs to be closed to ensure Food Lover's Market remain at the top in fresh produce and always providing its customers with great shopping experience every time they walk into their stores. One of the ways Food Lover's Market can achieve this strategic goal is through Training and Development initiatives put in place and offered to their employees on a continuous basis to ensure continuous employee performance improvement of all its staff members. Developing employee skills and assisting them to grow and to develop is very important in the business organisations. It is also important to note that there could be a distinction between employees who are not in a management position, and those holding supervisor positions in terms of upholding the same work ethic regarding management of time, job performance, or the performance improvement of their skills according to Felfe, & Schyns (as it was cited by Nassazi, 2013).

#### **1.4 GOALS OF THE STUDY AND RESEARCH QUESTIONS**

Considering the above background, the aim of the study is to assess the relationship between training and development and employee performance in the Gauteng Province. The research proposes to review the available literature on how Food Lover's Market can ensure that its employees are trained in such a way that they are sufficiently equipped with necessary knowledge, skills, and attitudes to do their work successfully. It shall also assess the link between training & development and employee performance at Food Lover's Market. To make recommendations, the study will further explore the processes for training and development that are available inside the organisation, the management's perspectives on training and development, and the challenges they encounter.

**The following questions this research seeks to answer:**

- 1) What is the role of training and development on employee performance?
- 2) What processes are in place within the organisation to ensure delivery of employee training and development and performance improvement?
- 3) What challenges/barriers do managers face regarding training of staff that may have negative impact on employee performance?
- 4) What views do both employees and management hold with regards to training and development within the organisation?
- 5) How does the organisation ensure effective training and development implementation of employees to improve performance in order to achieve desired results?

### **1.5 OBJECTIVES OF THE STUDY**

**The following are the research objectives:**

1. To determine the effect of training and development on employee performance.
2. To evaluate the current processes available for training and development that are supposed to contribute to the development of employees' skills and performance.
3. To assess the challenges encountered by management when providing training & development to employees.
4. To evaluate how management and employees perceive training and development initiatives implementation.
5. To assess if training and development at Food Lover's Market achieves desired results and provide recommendations.

### **1.6 RATIONALE OF THE STUDY**

1. This study seeks to add to the already existing knowledge how training and development is connected to employee performance and how employee

performance contributes to the achievement of the organisation's strategic objectives.

2. To motivate store managers into sending employees to appropriate training interventions and employees into attending these interventions.
3. Personal fit? This kind of information will help all employees of FLM to be at ease with the newly recommended objectives and training interventions offered and to also understand how their individual performance contributes to the overall company objectives.

## **1.7 SIGNIFICANCE OF THE RESEARCH**

1. This study will examine whether the strategic positioning of training and development directly promotes organisational business goals and objectives, and thereby improving employee performance.
2. To produce the relevant findings and credible recommendations on the challenges management has in offering training and development.
3. To come up with recommendations as to whether training and development achieves desired results. The assessment shall be in relation to the overall strategic objectives of the organisation that are linked to training and development.

## **1.8 KEY CONCEPTS DEFINITION**

### **1.8.1 Training**

Training is a planned and deliberate process of learning that affects human behaviour through intentional experiences, development, and education (Armstrong, 2006). Training is seen as a purposeful strategy aimed at enhancing an employee's performance on the job and facilitating their career advancement.

Training and development is a planned and organised process organised through which employees obtain all necessary knowledge and skills that are in line with their job

requirements. Training is an ongoing infinite process intended at improving employee performance and behaviour and it does this when a gap has been identified in what the employee knows and what is required, then training facilitates in closing that gap so that the employee is empowered to deliver on their duties.

### **1.8.2 Development**

According to the research done by, they pointed out that, “development theory focuses on the issues and circumstances of the present and how to better them in the event of a defect, or even in the absence of a defect, development also plays a role in providing employee with necessary support in their effort to achieve desired goals. They also stated that development prepares employees in the organisation to be better prepared to assume and occupy better and higher positions and also to be ready for future jobs and promotions.

### **1.8.3 Training and development**

According to (Ismael et al., 2021), training and development is that part of human resource management (HRM) that are very crucial to one another. Training and development complement each other and make each other complete. To increase output results, training can be provided to the employee at the same time with development, however, it is always necessary to combine the two as they can be delivered concurrently or separately. What training does is to enhance the skills of the employee currently, and development prepares employees in line with future plans. Anwar, (2017) states that, “an organisation works to help its employees achieve their goals. As they grow, employees are expected to assume more responsibility for the business's future plans and contribute in accordance with their level of productivity. Anwar, (2017) claims that, “properly trained employees are best equipped to build a bright future while putting in a lot of effort to do so in the present. Nothing can prevent what they planned because they will be the organisation's major source of energy”. (Ismael et al., 2021). Training and development is also defined by (Sung, & Choi, 2018) as a sequence of organized activities conducted within a specified time and designed to produce behavioural change.

#### **1.8.4 Employee performance**

Performance is the fulfilment of certain activities that may be evaluated against predetermined or specified performance indices or criteria of correctness, completeness, cost, and speed (Afshan et al., 2012). The following indicators of employee performance can be seen; increased production, ease of use of new technologies, and highly engaged employees that are motivated. Training is an important variable that has positive impact on organisational employee and organisational productivity. Most of research including Colombo & Stanca (2008) displayed with much evidence that training is an essential and effective tool that ensures that the objectives of the organisation are realised successfully which also results in high employee performance and good productivity.

#### **1.9 HYPOTHESIS**

According to this research there is a significant effect between employee training and development and employee performance.

#### **1.10 ETHICAL CONSIDERATIONS**

The key responsibilities to all respondents will be to receive informed consent from the researcher, safeguard from any form of harm, and will be informed of their privacy, how it will be protected. Respondents will be offered the option of participating in the study or not, and they retain the right to withdraw whenever they choose.

#### **1.11 LIMITATIONS TO THE STUDY**

- Returned questionnaires (sample size)
- The researcher suggests that future research could incorporate additional variables such as motivation, empowerment, growth, capabilities, etc. because this study is only limited to the influence of two independent variables, namely training and development. These other factors, and many others do enhance employee performance as well, but this current study doesn't indicate how they do so.

- Survey respondents' perceptions, opinions, and attitudes are all considered when measuring research variables and their impact on employee performance. As a result, there may be bias and mistakes in the set of data.
- The study will be confined to Food Lover's Market Gauteng stores, and only 3 of its corporate stores out of 12 stores in the Gauteng province.

## **1.12 OVERVIEW OF CHAPTERS**

The five chapters that make up the report on this research the topics are mentioned below:

### **CHAPTER 1: INTRODUCTION**

An introduction of the chapter is presented, the research problem of the study is provided, as well as the objectives, the rationale for the study, the methodology, and any corresponding limitations of the study, forms part of this chapter.

### **CHAPTER 2: LITERATURE REVIEW**

An overview of training and development principles, procedures, the function of training and development, employee performance, and T&D activities is given in the literature review. Additionally, it represents the research-based information from earlier studies on the interconnections between training and development and their impact on employee performance.

### **CHAPTER 3: RESEARCH METHODOLOGY**

The data collection and gathering methodology used for this study is described in the research methodology chapter. It offers information about the sample's description, the measuring tool, the data collection techniques, and numerous data analysis techniques. It also examines the research study's reliability and validity, emphasizing any flaws where mistakes may have happened.

## CHAPTER 4: RESULTS ANALYSIS

This chapter shows all the analysis of the data that has been gathered and analysed statistically using the survey questionnaire. The reader will be able to easily interpret the analysis after it has been processed and displayed in meaningful terms.

## CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

In this last chapter which follows analysis of data and results, expressive conclusions are drawn when compared to previous associated literature and examines suggestions for management.

### **1.13 CHAPTER SUMMARY**

A brief background to the study was stated, the research problem was presented together with the research objectives and questions which the study aims to answer. Both the methodology for data collection and how the questionnaires will be distributed were presented. Literature review was conducted and limitations relating to the study were addressed.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

An overview of training and development principles, procedures, the function of training and development, employee performance, and Training and Development activities is given in the literature review. Additionally, it represents the research-based information from earlier studies on the interconnections between training and development and their impact on employee performance.

According to Rajeswari & Palanichamy (2014), the life blood of any business organisation is its human resource. They agree the possibility of any organisation to realise their goals easily is through excellent training of their staff members. When it comes to training the distinguishing factor is that this is a type of learning when provided, the result is better improved performance of employees in their current jobs. Training and Development ultimately entails the acquisition of employee comprehension of how to do their job, getting acquainted with the organisations processes, systems, and procedures. It has high likelihood to have positive impact on employee performance. Currently organisations are progressively becoming specific with organisational learning and consequently shared development as in implementing the process of growing one's capability to performance.

#### **2.2 CONCEPT OF TRAINING**

Training is a planned and deliberate process of learning that impacts on human behaviour through intentional experiences, development, and education (Armstrong, 2010). Training is seen as a purposeful strategy aimed at enhancing an employee's performance on the job and facilitating their career advancement. Most organisations now recognize the value of training to increase employee performance thanks to the modern world's technological advancements. This is due to the fact that it is designed to aid in the development of specialized knowledge and skills for a certain task (Ismael et al., 2021).

This demonstrates that in order to function effectively, employees should receive better training to advance their knowledge, attitudes, and social conduct. In the business sector, a variety of factors affect an organisation's growth, development, and reputation. To better teach their personnel, organisations should assess its training needs. Evidence about training that enhances both employee and organisational performance is available in the literature (Ampomah, 2016). It is a planned and organised process organised through which employees obtain all necessary knowledge and skills that are in line with their job requirements. Training is an ongoing infinite process intended at improving employee performance and behaviour and it comes in after the process of training needs or gap has been identified in what the employee knows and what is required, then training facilitates in closing that gap so that the employee is empowered to deliver on their duties.

According to Isika (2011), the more the organisation pursues quality and excellence, training becomes more critical. It is normally intended at resolving extensive problems and when it comes to the improvement of the organisation's productivity it is a dynamic concept. This is why conducting a thorough analysis of training needs is necessary, and we should utilize it as a fundamental need to ensure that any training that is conducted is founded on a thorough evaluation of its input and contribution to the effectiveness and efficiency of an organisation. Training helps employees become more competent and sharpens their creative and thinking skills so they can make better decisions faster and in a more productive way according to Elnaga & Imran as was cited by (Sendawula, Nakyejwe, Bananuka, & Najjemba, 2018).

Employees learn technical skills, interpersonal skills, and fundamental information during the training process in order to do their tasks successfully and efficiently at work, and the absence of ongoing training programs affects employees' performance, and this was stated by Nawaz, Masoodul, & Saad (as quoted by, (Sendawula et al., 2018).

### **2.3 CONCEPT OF DEVELOPMENT**

According to the research done by (Ismael et al., 2021), they pointed out that, "development theory focuses on the issues and circumstances of the present and how to

better them in the event of a defect, or even in the absence of a defect, how to support the staff's efforts to achieve the intended goal as planned. If a problem is currently occurring and is discovered during the development process, efforts are made to put it right while also seeking better performance and involving a number of new strategies (Anwar & Qadir, 2017). They also stated that development prepares employees in the organisation to be better prepared to assume and occupy better and higher positions within the organisation and also to be ready for future jobs and promotions.

## **2.4 CONCEPT OF TRAINING AND DEVELOPMENT**

According to (Ismael et al., 2021), they highlight that training and development is that part of human resource management (HRM) that are very crucial to one another. Training and development complement each other and also make each other complete. To increase output results, training can be provided to the employee at the same time with development, however, it is always necessary to combine the two as they can be delivered concurrently or separately. What training does is to enhance the skills of the employee currently, and development prepares employees in line with future plans.

Anwar (2017) states that, “an organisation works to help its employees achieve their goals. As they grow, employees are expected to assume more responsibility for the business's future plans and contribute in accordance with their level of productivity. Anwar claims that, “properly trained employees are best equipped to build a bright future while putting in a lot of effort to do so in the present” (as was cited by Ishmael et al., 2021). Nothing can prevent what they planned because they will be the organisation's major source of energy (Ismael et al., 2021).

According to Werner & DeSimone (2011), the focus of training and development, also known as T&D, is on changing or enhancing people's knowledge, abilities, and attitudes. Training often involves providing employees with the knowledge and abilities they need to do a certain job or task. A thorough training method could also include an attempt at an attitude adjustment. However, development activities are those that focus on longer

term planning for impending and future work responsibilities while also enhancing employee capabilities to enable them to do their current positions successfully. Anwar (2016) claims that, properly trained employees are best equipped to build a bright future while putting in a lot of effort to do so in the present. Nothing can prevent properly trained employees in what they planned, and they will be the organisation's major source of energy (Ismael et al., 2021). It's also crucial to be aware that there can be a difference between employees who do not have management positions and those who do hold supervisory and management positions when it comes to preserving the same work ethic regarding things such as, communication, time management, job performance, or skill improvement (Felfe & Schyngs, 2014).

One might infer from the above-mentioned statements that training's intended role is the closing of the performance gap between current employee performance and the organisation's standard desired performance. Below is a discussion on training development and its role.

## **2.5 TRAINING AND DEVELOPMENT AND ITS ROLE**

The Human Resource Development (HRD) practitioners and the HRM, specifically those concerned with recruitment are the ones who are often responsible in designing the induction packages for new employees. They are also involved in facilitating employee orientation process and sessions This is the initial stage in the employee skills training. The technical training programmes will then become narrower in scope when it comes to teaching each employee specific skills according to their job descriptions requirements (Werner et al., 2012).

It is clear from the foregoing that training and development work in harmony with one another. Organisations should place a high priority on training and development. Additionally, training and development raises morale and enhances the abilities of personnel, making them more effective and lowering wastage and operations while raising output (Armstrong, 2006). Training and development also reduce employee turnover and result in little need for monitoring. However, it decreases the time needed

for new hires to learn, lowers the cost of learning, and encourages employees to stay with the company (Armstrong, 2006).

The perception on training and development has to change across the industries, it has to be acknowledged as an instrument that enables the human resources departments to identify when it is time for work processes and procedures are to be changed (Salah, 2016). Therefore, the employees' responsibility should be to act as organisational change agents. It is thus further noted that, since employees may more fully utilize their capabilities when the learning process goes above and beyond a normal routine, development then becomes an ideal complement to training (Werner et al., 2012).

## **2.6 TRAINING METHODS**

Before engaging on the different training methods, a brief discussion on the different styles of learners will be discussed below.

### **2.6.1 Learning Styles**

According to educational studies, you can improve your learning efficiency and effectiveness by becoming more cognizant of how you learn. There are numerous ways to learn, and the one that suits you best will vary depending on the task at hand, the environment, and your character. If you are aware of the various of available learning techniques and know when to use them and what works best for you, you will learn more efficiently.

In their 2006 article, Peter Honey and Alan Mumford identified four different learning preferences or styles. They assert that the majority of us only adhere to one or two of these learning styles and that various learning activities may be more effective for particular learning styles. Knowing your preferred learning style will enable you to assess the likelihood that an activity will be beneficial to you (Pratchett et al., 2018).

A quiz created by Honey and Mumford might help you determine your preferred learning styles. But if you read the descriptions below and can recognize yourself, you might be able to make that decision for yourself (Pratchett et al., 2018).

Table 1: Honey and Mumford learning styles.

Learning Style	Preferred learning method	Method least preferred
<p><b><u>Activists:</u></b> People who are activists learn by doing. They enjoy taking part in new activities and will "try everything once." They frequently take action before thinking about the results.</p>	<p>Being thrust into unfamiliar situations, issues, and possibilities; Working with Others in Problem Solving, Games, and Role-Playing Exercises; capable of leading a team.</p>	<p>reading, writing, and thinking independently; listening to lectures or reading in-depth explanations; analysing and interpreting a lot of data; and adhering to exact directions.</p>
<p><b><u>Reflectors:</u></b> Reflectors gain knowledge through paying attention and reflecting on events. Before forming an opinion, they like to think through all the relevant factors and implications. They are usually careful and thoughtful, and they take the time to listen and observe.</p>	<p>being able to step back and observe first; being given time to reflect and research before speaking or acting; being given the chance to analyse what has happened; working on projects without a deadline.</p>	<p>Taking charge in groups without being prepared and hurried by deadlines</p>

<p><b><u>Theorists:</u></b></p> <p>Theorists are interested in the theory that underlies behavior. For them to learn, they require concepts, models and facts. They enjoy review and analysis and find it awkward to make subjective judgments.</p>	<p>They get the chance to question and explore in an organized environment with a clear aim, which is necessary to comprehend a complex issue. An activity is supported by concepts and ideas that make up a model, system, or theory.</p>	<p>when asked to behave in circumstances that place a strong emphasis on emotions and feelings, when tasks are unclear or unorganized, or when one is not aware of the underlying concepts or principles.</p>
<p><b><u>Pragmatists:</u></b></p> <p>The pragmatic is eager to experiment. They search for fresh approaches that can be used to solve the current issue. They are realistic, down to earth people who like to learn by practicing the skill to be confident that they have learnt.</p>	<p>Learners must be given more practical activities where they learn doing what was learnt; they can try things out and get expert feedback; they can imitate an example or replicate a role model. There is an obvious connection between the topic and a present need.</p>	<p>Students are given strategies with evident practical benefits; they can try things out and get expert feedback; they can imitate an example or replicate a role model. There is an obvious connection between the topic and a present need.</p>

adapted from (Pratchett et al. 2018).

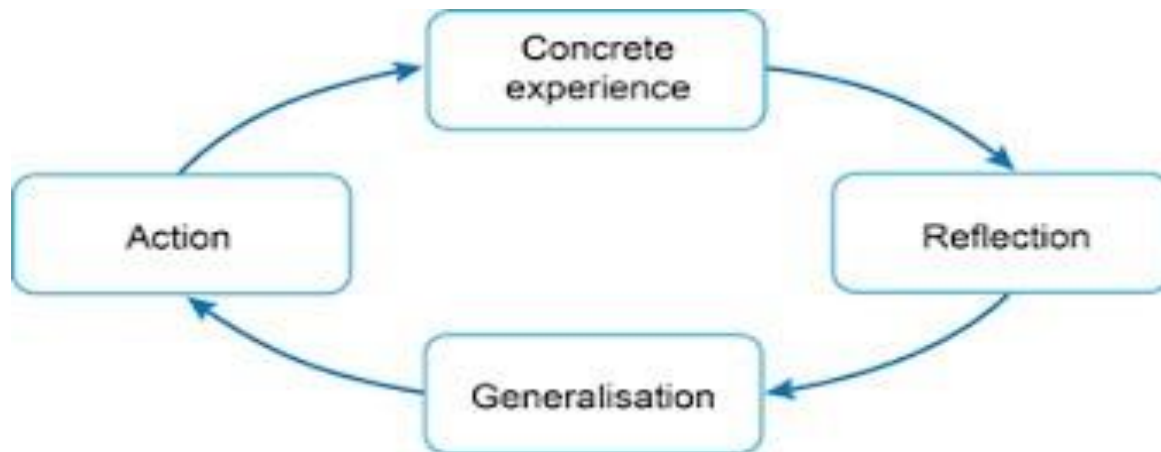
### **2.6.1.1 Matching activities to learning style.**

People tend to favor distinct learning styles, and various learning activities are appropriate for various learning types. When your preferred method of learning and the task at hand are compatible, learning is most likely to occur. Therefore, if you have a choice of learning activities for the same subject, you may be able to select one that suits your learning preferences. However, you frequently don't have the luxury of a choice, so you are forced to adopt a style that might not be your natural one. You can develop into an all-around

learner who can take advantage of any learning opportunity if you're willing to occasionally employ diverse learning styles to boost learning styles that you don't now use frequently.

### 2.6.1.2 Kolb learning cycle

The value of utilizing a variety of learning styles is also highlighted by a somewhat different viewpoint on learning. According to Kolb and other educational psychologists, efficient learning follows the pattern depicted below.



*Figure 1: Kolb's experiential learning cycle (adapted from Kolb, 1984).*

The principles include:

- Concrete experience – an actual occurrence, circumstance, or series of occurrences. What took place? Who participated? Usually, you assume that the encounter or situation could have been handled differently.
- Reflection – pondering the circumstances surrounding an event and how it occurred.
- Generalisation – what was the effect of this incident?
- Action – How can we alter our actions going forward? What will you do differently?

The cycle thus demonstrates that learning from experience involves more than merely gaining experience (physical experience) and reflecting on what occurred (reflection). It entails creating a more general understanding that can be used in various contexts and looking for opportunities to put this fresh knowledge to use (action). In practice, most of us, according to Kolb, are more adept at one or more of the stages of the cycle than others, which creates difficulties for those who desire to successfully learn from experience (Kolb, 1984).

Honey and Mumford point out that there is an association between the learning cycle and learning styles. While many are acquainted with Honey and Mumford's "Activist, Reflector, Theorist, Pragmatist" styles of learning, Kolb's Types are not as much known, although oddly enough, Kolb's work was a key impact on the development of the Honey and Mumford paradigm. Below is a display of Kolb's learning cycle and the Styles overlay in Figure 2.

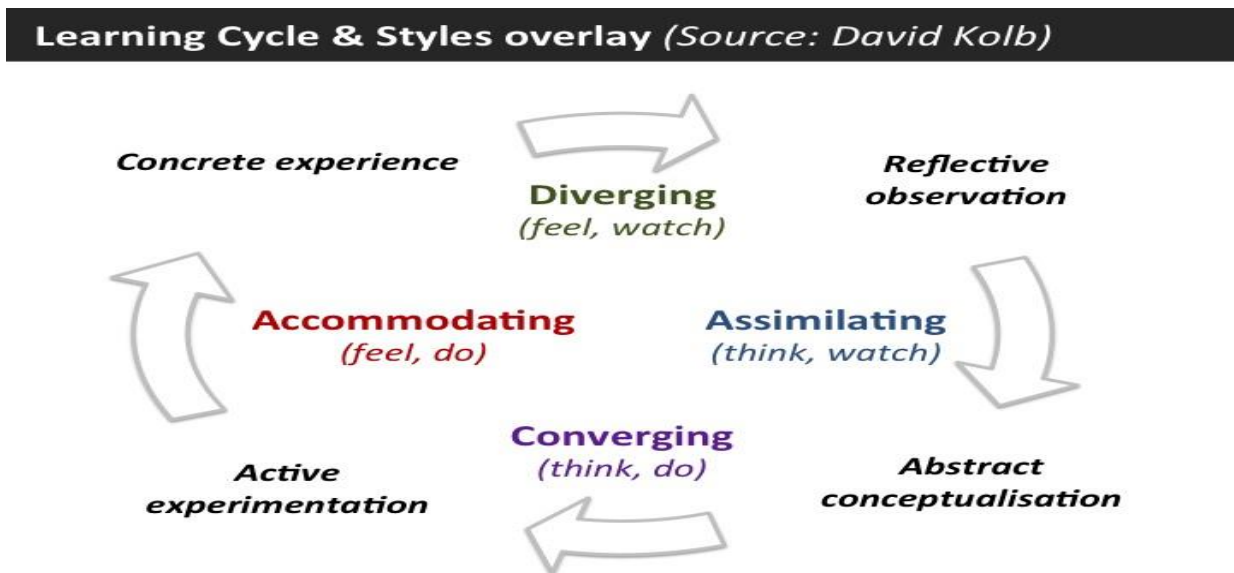


Figure 2: <http://www.simplypsychology.org/learning-kolb.html>

So, for instance, if you strongly favor the Activist learning approach, you can be giving your students a lot of new experiences without allowing them to reflect on and draw conclusions from them. You should participate with each stage of the cycle to become a more effective learner, which may require using activities and learning styles that you might not often use. Training and development methods are then described below:

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

Employees are moved from one organisation function to another as part of job rotation and transfer as a strategy for improving employee abilities inside an organisation (McCourt & Eldridge, 2003). It is comprised. both within a corporation and between its many divisions. Employees moving from one nation to another is one example of a transfer. Employees can easily learn about the various positions within an organisation and the variations across the many nations in which the organisation operates thanks to these rotations and transfers. Employees chosen in this manner benefit the company because their knowledge can strengthen the organisation's competitive advantage.

### **2.6.3 Coaching and/or mentoring.**

In this method of training, the less experienced staff will be coached in this by the more experienced staff member. According to Torrington et al., (2005), there are several advantages to mentoring for developing relationships and increasing responsibilities. By assigning freshly hired graduates to a mentor, who could be one of their immediate supervisors or another senior management, the practice is frequently used in the business. Although it is primarily focused on the newly hired individuals within the firm, however, all employees are included in this strategy for training and development.

### **2.6.4 Orientation**

Orientation technique entails accustoming and training new personnel for their new positions within an organisation. They are exposed to various of activities during this

process which includes telling them of their specific job requirements, how to perform their duties and what is expected from them as employees in the organisation. They also receive a basic review of the organisational working environment, which includes information on operating systems, technology, and office layout. They are also informed on the organisation's current culture, health and safety concerns, conditions of employment, processes, and procedures.

### **2.6.5 Conferences**

Conferences involve multiple speakers making presentations to a large audience as a form of training and development. Because several people are being trained simultaneously on a specific subject, it is more economical. The drawback of this approach is that it can be difficult to ensure that each individual trainee fully comprehends the subject under discussion. During training sessions, because of the different learning styles of participants, more attention may be drawn to some trainees who may appear to grasp the material more quickly than others, undertraining others in the process.

### **2.6.6 Role playing**

Role playing include learning strategies and technique that enables workers to simulate job situations. It entails presenting issues and potential answers for discussion, say in an office context. The description of the duties, worries, goals, obligations, feelings, and other topics are all given to the trainees. A general explanation of the circumstance and the issue they encounter is provided below. After that, the trainees must do their parts. To assist simpler learning, this strategy is more effective when used in surroundings with little or no stress.

### **2.6.7 Formal training courses and development programmes**

Formal training and programs, in contrast to informal ones, is where employees apply and enrol at an institution of learning for a skills programme or a full qualification after following internal processes requirements. These training programmes include assessments and

employees can either attend the programme while working part time on the job, or away from the job full time for a specified period according to the schedule of the course taken. Study leave may be taken to attend sessions however, evidence such as timetable must be submitted to the HRM department (Nassazi, 2013).

These events can take place either on-site at the company or off-site. Since employees are not at their place of employment, it is suggested that off-the-job training is more successful. The trainers may either come from within the organisation or from outside the organisation, depending on the knowledge required, the firm's structure, and its regulations (Nassazi, 2013). These are just a handful methods of training, however, there are many other methods that the facilitator can use for the learning to take place and effectively that have not been discussed in this paper, such as, Group discussions, projects, assignments, games, debates, etc.

## **2.7 LEARNING ORGANISATION AND ITS STRATEGIC T&D ALIGNMENT**

Since the training and development process involves a variety of learning activities, developing an organisation with a strategic focus on training and development is a concept of a learning organisation. Putting a strategic emphasis on learning needs is essential for both the employee and the business to grow and retain these organisations (Niazi, 2011). It is crucial that the employer sees the employee (the learner) as a crucial investment for the organisation's effective performance to create a win-win situation for both the employee and the organisation (Niazi, 2011).

The structure and culture of the learning organisations enables them to work effectively in nurturing a favorable relationship between the employer and employee while ensuring a good correlation between learning, motivation, and performance. This is because the organisation's learning culture and mission are directly related. For a learning organisation to be successful, it is crucial that the leadership of the organisation encourage and provide advice for ongoing learning, particularly under the direction of the CEO (Niazi, 2011).

### **2.7.1 Five Disciplines of Learning Organisations**

With its clear writing, practical examples, and 2 million copies sold, Peter Senge's *The Fifth Discipline: The Art and Science of the Learning Organisation* (Senge, 1996) is probably the most significant presentation of applied systems thinking in the perspective of leading, developing, and managing organisations. The learning organisation is defined as organisations where people continuously increase their capacity to produce the outcome, they truly desire, where new and enormous trends of thought are nourished, where coordinated efforts are set free, and where individuals are constantly learning to see the whole together (Senge, 2010), Senge emphasized learning as an indispensable goal on the mode to success (Törmänen, Hämäläinen, & Saarinen, 2021)

A learning organisation that places a strong emphasis on knowledge management and training is considered as a component of an intellectual capital creation system. Training procedures are thoroughly examined and coordinated with business objectives in a learning firm. It should be noted that the core concept of a learning organisation is self development rather than training. In contrast to how we typically think of learning, a learning organisation places an emphasis on the fact that learning also takes place at the group and organisational levels. If the business wants to be in this position, it must have a mechanism by which the organisation modifies its practices, procedures, and methodologies and therefore becomes a learning organisation (as cited by Kumpikaite, 2008).

### **2.7.2 What are the five learning organisations disciplines?**

The disciplines are outlined below:

1. Building a Shared vision,
2. Systems Thinking,
3. Mental Models,
4. Team Learning, and

## 5. Personal Mastery

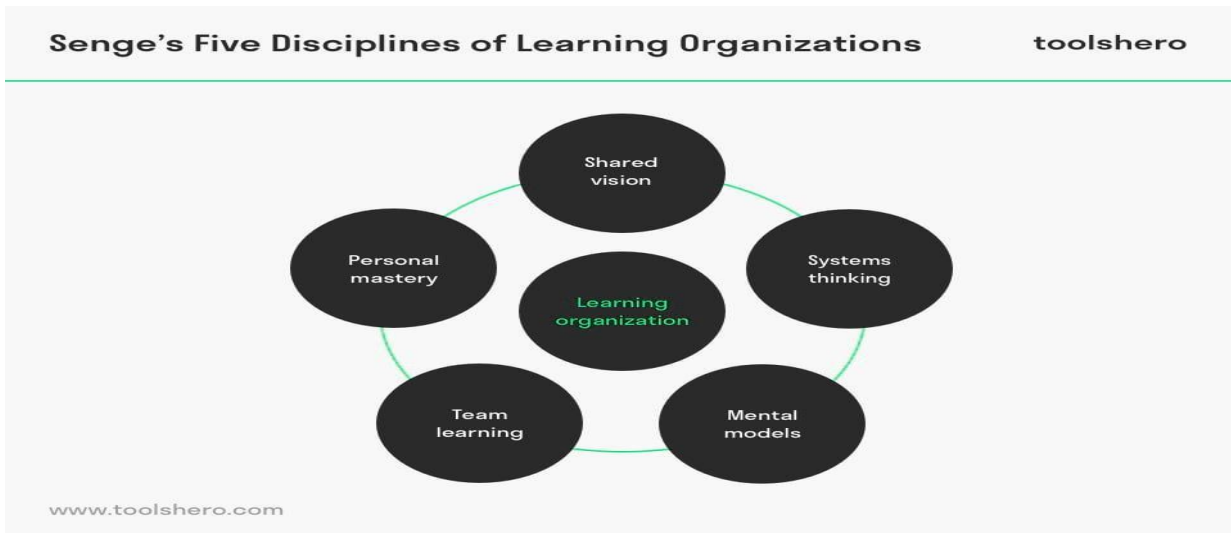


Figure 3: <https://www.toolshero.com/management/five-disciplines-learningorganisations/> Toolshero: Senge's Five Disciplines of Learning Organisations

### 2.7.2.1 How to build a Shared vision

When developing a vision for the learning organisations, the workforce should be involved in the process. Many leaders fail to convert their individual visions into collective visions. The goal of obtaining a shared vision can only be realised through a compromise amongst the organisational and individual visions. People who don't hold the same vision may not give the company as much as they could. As a result of having the same vision, personnel perform activities voluntarily rather than because it is required of them. It alters the partnership with the business and transforms its performances into a teaching tool (Jafari, Jashnsaz, & Honari, 2014).

### 2.7.2.2 Systems Thinking

Systems thinking represents the observational processes of a complete system as opposed to concentrating on problems. The correlation between every action and its

result is something that managers must comprehend. Managers frequently fail to understand the larger picture because they are too focused on actions. Understanding the correlation allows us to recognize links and patterns of change in specific circumstances. It will be possible for managers to link causes and effects (Jafari et al., 2014).

### **2.7.2.3 Mental Models**

Employees need to understand the organisation's values and the purpose of the enterprise, according to (Senge, 1996). When we have a clear grasp of who we are, it will be easier for us to see where we want to go and how to advance. The organisation must be open to adjust its perspectives on the industry and adopt new mental models. Prosperous businesses can pick up new skills and adapt to new business models more quickly than their rivals (Jafari et al., 2014).

### **2.7.2.4 Team Learning**

Team learning is crucial to achieving strong functional team relations. Personal mastery and a common vision are brought together through this discipline. The workforce must view its co-workers as teammates rather than competitors. Setting up conversations in which participants dare to be open and express their true selves is the first step. The workplace should be a secure place where sincere mistakes are accepted. Without learning, there can be none (Jafari et al., 2014).

### **2.7.2.5 Personal Mastery**

When someone has a precise sense of reality coupled with a precise vision of a destination, they have achieved personal mastery. The difference between the vision and reality inspires the employee to execute all required related duties to realize the vision. Understanding contemporary reality clearly is necessary to maintain this creative tension. Looking at and communicating the truth is a fundamentally important requirement for this

discipline and including other disciplines such as the sharing of the vision (Jafari et al., 2014).

### **2.7.3 How to apply the Five Disciplines in the Learning Organisations**

The following might help the organisations in applying the five disciplines (Jafari et al., 2014):

- Focussing on one discipline might be more appealing, however, because all disciplines are interconnected, it is imperative to eventually use all of your disciplines.
- For instance, having stronger dialogues with team members is crucial when an organisation begins to make use of the discipline of sharing the vision with its team (Team Learning).
- Additionally, if a company begins to use System Thinking to discover frequent issues, its staff must be aware of Mental Models. It doesn't matter where to begin because all disciplines are interconnected.
- It does not imply that the organisation must simultaneously concentrate on each discipline. By concentrating more intently on one or two disciplines and putting less effort into the others, the firm will benefit from competitive advantages.

What is important to note is that:

- These disciplines are linked, which is the key to understanding and using them. Each discipline is dependent on the others.
- The organisation will be able to identify challenges and opportunities both inside and outside the company thanks to the interrelationships, even though the focus can be placed on one or two disciplines before moving on to the others.
- Since learning is a continual process, implementing the five disciplines of learning will result in high competitiveness (Jafari et al., 2014)

## 2.7.4 Features of a learning organisation

According to Kumpikaite (2008), the following are the key features of the learning organisations as displayed in Table 2 below:

*Table 2: Learning Organisation Key features.*

<b>Feature</b>	<b>Description</b>
<b>Continual growth and learning</b>	Employees collaborate on learning and use their work as a platform for applying and developing knowledge.
<b>Production of Knowledge and Sharing</b>	Systems for producing, capturing, and distributing knowledge are being created.
<b>Systematic changes</b>	Employees are urged to challenge preconceived notions, see connections and feedback loops, and think creatively.
<b>Culture of Learning</b>	Managers and business goals encourage, reward, and support learning.
<b>Promoting Adaptability and Experimentation</b>	Employees have the freedom to experiment, invent, explore new concepts, try out new methods, and create new goods and services.
<b>Employees Value</b>	System and atmosphere put a strong emphasis on guaranteeing each employee's growth and wellbeing.

Source: (Kumpikaite, 2008).

Research still shows that the best way to apply any of these components is less evident, as is the mechanism that ties them all together in a methodical fashion. We think it's important to get back to the basics, especially for learning organisation researchers and practitioners that lean toward human resource development. Watkins & Kim (2018) agree that more research is necessary to begin to connect specific learning organisation strategies to improved organisational results in their most recent publication of the

research from the standpoint of its implications for human resource development (HRD) as cited by (Törmänen et al., 2021).

## **2.8 TRAINING AND DEVELOPMENT AND ITS PROCESS**

The term a set of scheduled activities undertaken within a specified time and meant to create transformation is used to describe training and development (Sung & Choi, 2018). Training and development process are stages or phases in a training and development program that guarantee the achievement of the specified objectives. There are four stages or steps in the training and development process, according to Desmone, Werner, & Harris, (2002). These include:

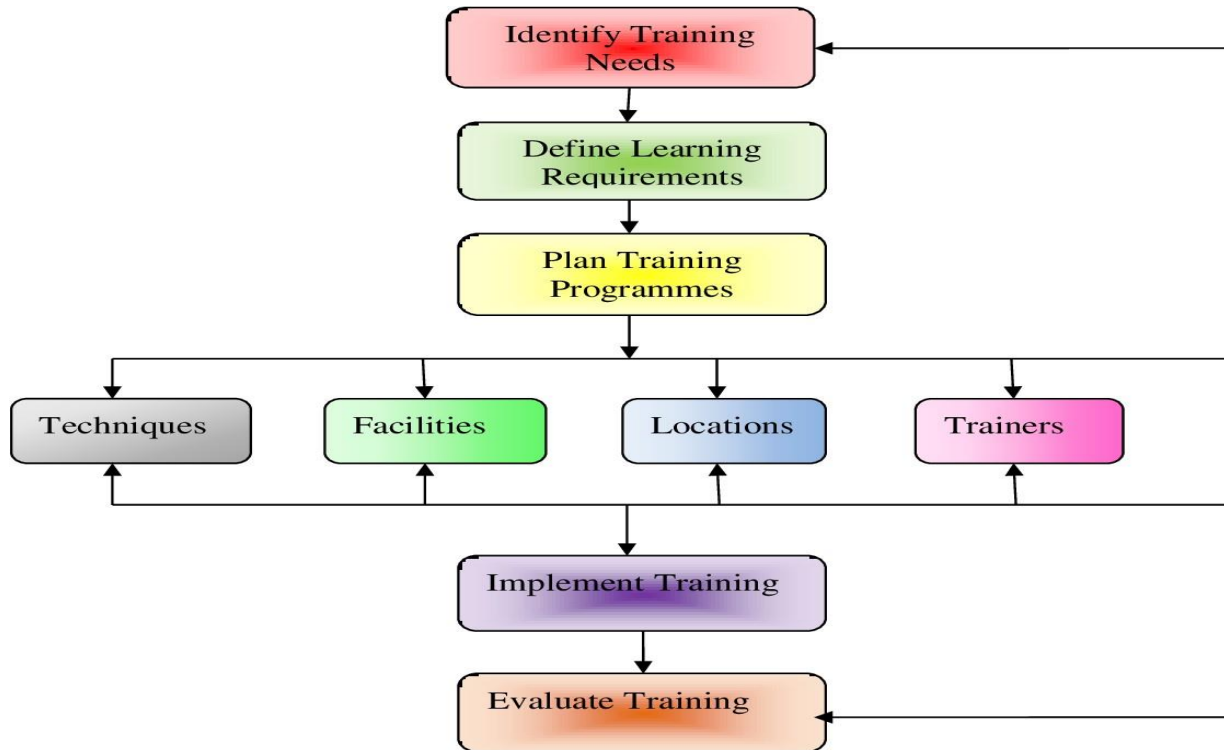
- identifying the training needs,
- designing the training
- Implementation of training, and
- monitoring and evaluation

The argument that Werner et al., (2012) had was that Human Resource Development's programmes should be developed utilizing a process that is four steps, sequenced as follows: needs analysis/assessment stage, design stage, implementation stage, and evaluation stage. It is imperative for the organisations to note that, the training and development activity starts with a question about why the training is required. Why start with the needs assessment and why end with the evaluation of output of training and development programme? The steps involved in Training and Development Process as mentioned by Dessler (2008) and Werner et al., (2012) are then clearly listed as below:

Training and Development Process steps:

1. Need assessment of training and development
2. Goals and Objectives
3. Training Methods
4. Programme Implementation

## 5. Ongoing evaluation and monitoring



Source: (Michael, 1995).

*Figure 4: The Process of Planned Training.*

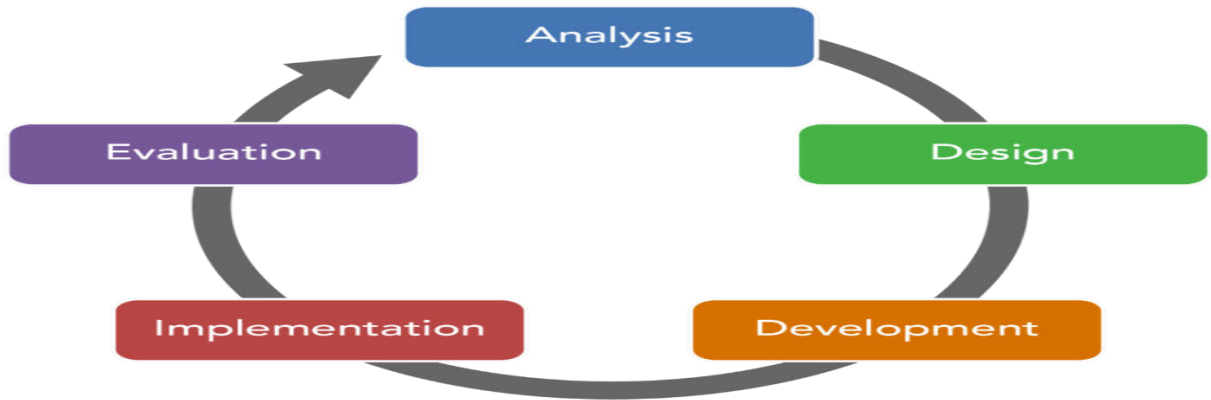
Analysis refers to a study of the training's needs, often known as a needs analysis. The planning and outlining of the training program occur during the design phase. Development is the process through which the training is implemented in the field in the manner specified during the design phase. Evaluation marks the end of the procedure and gauges how successfully the training program accomplished its objectives. The other training model that fits the above discussed process is the ADDIE model below:

## 2.9 THE ADDIE MODEL

The systems-focused nature of the ADDIE paradigm may be why "ID scholars have built frameworks to foster efficient learning interactions. These scaffolds include Kirkpatrick's evaluation model according to Kirkpatrick's evaluation model, Dick & Carey systems approach model, and Merrill fundamental principles of education (as quoted from Hess, & Greer, 2016). The ADDIE instructional design framework is the most often utilized, even though this and other models offer full criteria for practitioners wishing to methodically produce and measure learning. Additionally, it has five phases that are closely related to the training and development process. These five phases are explained below:

- Analysing a learning situation,
- Designing objectives and principles to address the issues in the learning situation,
- Developing of resources to meet these specifications,
- Implementing the learning resources in the learning situation, and
- Evaluating how these resources addressed instructional needs.

Branch (2009) concluded that the acronym ADDIE stands for any form of approach that process-based in creating educational content. Additionally, he claimed that the acronym itself may almost be used to replace the word "instructional design" and that a variety of design frameworks are included under this broad term. But the crucial aspect of ADDIE is that it is iterative, requiring evaluation and adjustment at every stage of the design process. Branch (2009) referred to this recursive nature as the input-process output paradigm. This framework enables individuals responsible for creating instruction to include feedback throughout the process.



Source: (Instructional Design: The ADDIE approach).

*Figure 5: The ADDIE approach model.*

### **2.9.1 Analysis: The performance gap is identified.**

In the analysis stage, the educational problem is located and clarified; alternatively, from the perspective of training, the performance gap and desired goals are located. Participants' characteristics, available learning materials, financial and time restraints, the learning environment's definition, and instructional goals and objectives are all determined during this phase. Current knowledge and abilities, amount of experience, language competence, and motivation are a few examples of participant characteristics.

With the use of previously established training needs, a training program's effectiveness can be assessed. To determine the same, it is required to articulate the differences between the intended and actual levels of knowledge, abilities, performance, and aptitudes. Additionally, it's important to pinpoint the issues that training might help with. The requirement for training must be identified initially, according to (Chalofsky et al., 2014) and (Kumpikaite, 2008). A fundamental "communication-linking process" between the two parties is necessary in this regard. The needs of the employee's performance development must be covered, and training must be in line with their work descriptions Branch (2009).

### **2.9.2 Design: Learning objectives are identified.**

The design phase entails subject matter design in general, including the establishment of detailed learning objectives and instructional methodologies, as well as the organisation of content and assessments. A logical flow should be seen in the design. Constructive feedback must be provided about the learner's performance, both formatively and summatively, toward reaching the learning outcomes in each module.

### **2.9.3 Development: A performance solution is developed.**

As the name suggests, the creation, curation, and assembly of the material defined in the design phase are part of the development phase. Stakeholder validation, review, and any necessary adjustments are all included in this phase. Testing and technology integration may be part of this step.

### **2.9.4 Implementation: The performance solution is delivered.**

In this step the training material must be available, the lesson plan for the programme must be followed, the learning outcomes stipulated. This should take place in a properly prepared learning environment according to standard operating procedure and checklist. All tools, equipment, training aids, software and any required tools or technology must be already confirmed for their availability before implementation. Participant engagement is, of course, the final step (Branch, 2009).

### **2.9.5 Evaluation: Evaluate results in relation to the performance outcomes.**

In this step, evaluation of performance would include both formative and summative assessments on performance of the participants. It is good to note that although evaluation is stated last, it is actually part of every step of the process. In other words, the

process of evaluation which entails monitoring and evaluation, happens through every stage of the training process, from needs analysis through design, and implementation, every step is evaluated, and reports are made and recorded accordingly. Formative assessments are developmental, and they prepare the learner for the summative assessments. They are intended to identify the existence of any gap in understanding and comprehension of the learner in any aspect of what was delivered during training sessions. The summative assessments are conducted at the end, and they are to declare the outcome or results on learner's competence (Branch, 2009).

## **2.10 ADVANTAGES OF TRAINING**

Increasing knowledge, and employee skills, as well as their attitudes toward tasks that are connected to the workplace, is the fundamental objective of training. One of the most significant possible motivators is that it can assist people and organisations in the short and long terms. Training has several benefits to organisations as rewards and Cole (2001) outlines these advantages as follows:

- 1) High morale - workers that undergo training have higher motivation and confidence.
- 2) Lower cost of manufacturing - training lowers risks since skilled workers can use resources wisely and effectively, lowering and eliminating waste.
- 3) Lower turnover - training creates a feeling of security at work, which lowers labour turnover and prevents absenteeism.
- 4) Change management - training gives employees the knowledge and tools they need to participate in the change process and helps them learn how to adapt to new circumstances.
- 5) Give acknowledgment, more responsibility, and the chance for higher salary and advancement.
- 6) Contribute to increasing the quantity and calibre of workers.

## **2.11 CONCEPT OF EMPLOYEE PERFORMANCE**

Quick & Nelson (2009) highlighted the fact that employee performance must first be clearly defined to the employees and understood by each of them as they are expected to effectively perform their duties at work. Werner (2007) on the other hand declares that job performance is what employees are paid to do or say. Campbell (1990) further echoes that performance is not an outcome or the result of an action, but the action itself. They stated that employee performance and job performance are terms that are utilised interchangeably, and in most cases refers to whether an employee is performing his/her duties well. Khan (2012) emphasizes employee performance as the level of measure into which the task is accomplished that which makes up the employee's job.

According to Tahir, Yousafzai, & Hashim (2014), performance in an organisation is assessed on various levels, including the individual level and the process level. The interrelations among these levels will describe the advantage points of the organisation. Training and development processes contribute to the overall goals and objectives of the organisation when effectively implemented. These benefit not just the organisation but also the individual employees that make up that organisation. According to them, for any organisation, training and development do have an effect to increase productivity while promoting more optimistic attitudes toward orientation of organisational profits. Therefore, it is important to emphasize that training and development enable employees better understand their jobs while also assisting them in aligning and identifying with the organisation's aims and objectives.

The advantages of excellent training and development can be seen in a rise in the quality of goods and services due to possibly fewer mistakes (Rothwell & Kazanas, 2003). Effectiveness, high-calibre labour, correctness, safety procedures, and superior customer service should thus be anticipated. Any organisation's growth and profitability heavily depend on having a skilled and knowledgeable personnel. According to Rothwell et al., (2003), the benefits of outstanding training and development can be observed in an increase in the quality of goods and services since there may be fewer errors. So, expect efficiency, top-notch personnel, accuracy, safety precautions, and first-rate customer

service. The development and success of any firm strongly depend on its workforce being knowledgeable and skilled.

According to Shanawany, (as was cited by Abbas & Yaqoob, 2009) well performing teams or employees in an organisation is because of being satisfied with their duties and responsibilities. This has a direct effect on their retainment in the organisation. When employees stay longer in the organisation it has a direct message it gives and image about the organisation that they are taken good care of by their management, and they have faith in their leaders. In direct contrast to the previous statement, he elaborated further that employees leaving the organisation is when they do not have good belief about their organisation and may end up not speaking well about their organisation after leaving. This may dent the organisation's image and reputation. When an individual employee performs well, it shows good understanding of the job and correct skills in possession to achieve the specified targets that are linked to their job's Key Performance Indicators (Abbas & Yaqoob, 2009). The important constituent of any organisation is an employee and therefore organisations must place their value on its employees. They should focus on the aspects and elements which will necessitate performance improvement of all their employees (Abbas & Yaqoob, 2009).

Previous studies have revealed a link of the human resources practices management with a positive relationship with areas of development of an employee and employee performance for example Hafeez & Akbar (as was referenced by Khan, Abbasi, Waseem, Ayaz, & Ijaz, 2016). Using the various measuring scales of performance, it can be said that employee performance is incorporated by the achieved pre-determined outcomes of a task by the employee at a reasonable time frame given and at a desired standard. These outcomes are assessed using various performance scales, this was emphasized by Imran & Tanveer (as was referenced by Khan et al., 2016).

### **2.11.1 Training & Development and Employee Performance**

Everyone has space to learn something new since learning is a continuous process. When new employees are hired in an organisation, not all of them are up to speed with all the

exact requirements of their roles at the point of their entry. Sometimes an employee may join having all skills but may find that he/she has to get acquainted with the new technology system the new organisation may be using. Sometimes it may be the new way of doing things in the same job the employee was holding in the previous jobs of their experience, or it can be the new processes and procedures the new organisation uses.

It may also happen that the organisation is using different tools as means of execution of the job. This is where the training and development programmes or any form of orientation programmes will become necessary to assist the new employee to be up to speed with their work and improve on the skills they already have. The requirements of the job can then be met by providing the employee with appropriate training. In my experience as a Specialist in training, joining a new organisation meant learning the new tools that they were using which were completely different from the tools I used over the years in producing same results. Continuous improvement then means the humility to go through the process of learning what is new to adapt to my new role in order to perform according to the metrics of my job requirements. Without training and development, it becomes practically impossible to reach the desired outcomes of the job at the expected level (Khan et al., 2016).

With the same points discussed above, they were also echoed by Arnoff (as referenced by Khan et al., 2016) revealed that obstacles that are faced by new employees in their performance like, adapting to new systems, new procedures, new technology, all these barriers can be eliminated by providing proper training programmes. Training and development is one of the most vital element in human resource management and it plays a significant role in helping to effectively prepare employees to assume their roles with confidence and to improve their skills. This in turn lead to increased employee performance Guest (as referenced by Khan et al., 2016).

According to Guest (as referenced by Karim, 2019) stated that creating super organisations and high performing companies lies in their human resources management practices which should affect the value and right capacity of its workforce's skills, knowledge, and attitude. This can be achieved through effective implementation of proper

training and development programs. The results thereof are higher employees' job performance (Karim, 2019).

## **2.12 VIEWS AND CHALLENGES TRAINING MANAGERS/PRACTITIONERS FACE IN IMPLEMENTING TRAINING**

Some businesses adopt training and development as a tactic to keep workers on board and strengthen organisational capability. For instance, Gospel and Lewis (2010) discovered in their study of regulatory training in the United Kingdom that one of the top concerns raised by employers is that after investing in training costs, newly trained employees will be hired by rival companies. Felstead et al., (1999) further stated that employers' investments in training can be discouraged by the simple expectation of staff turnover. Contrarily, Fourrie & Sels (2003) discovered that companies with high employee turnover were more likely to plan further training to maintain their employees' loyalty to the company.

## **2.13 APPROACHES TO T&D AND OUTCOMES-BASED EDUCATION (OBE)**

According to Lisk (1996), there are two ways to look at human resources training and development methods: macro practices and micro practices. The micro measures the extent to which internal career development processes support organisational advancement and individual growth. It also discusses how much businesses believe that employees need to improve their abilities to be prepared for the demands of the future workforce. Information technology for career development, job rotation, job design, job augmentation, job enlargement, 360-degree feedback, and on-the-job training are some of these methods.

### **2.13.1 Outcomes-Based- Education (OBE)**

The educational idea of outcome-based education (OBE), which makes explicit the knowledge, abilities, and attitudes that students are expected to gain and be able to

demonstrate upon completing a programme or course, moves the focus from teaching to learning. Numerous definitions of outcome-based education can be found in literature. One of the foremost proponents of outcome-based education is Bill Spady. According to him, the curriculum should be created when an institution has established the results it wants its pupils to attain after graduating (Spady & Scwahn, 2010).

Yang (2020) defined OBE as "An educational strategy" that places equal emphasis on the students' learning processes (or how the learner learns) and content of the learning. In South Africa under the South African Qualifications Authority (SAQA, 2008), OBE uses unit standards where Specific outcomes (SO) and their respective assessment criteria (AC's) are used in the learning events. The unit standards are used to design: the training material, the assessment instruments, the learner activities to enable the learner to achieve applied competence, the facilitator guide, assessment guide and the moderation guide. The purpose statement for each unit standard making a specific programme is indicated for both the learner and the trainer and this must be made clear from the beginning of the class (SAQA, 2008). In a similar fashion, Rao (2020) stressed the need of selecting outcomes that are in line with Bloom's Taxonomy's three core domains: affective, cognitive, and psychomotor. These outcomes must also be attainable and measurable.

### **2.13.2 OBE in practice**

Setting clear and suitable learning outcomes for any program, course, or even learning material is the first stage in an outcome-based approach (Armstrong, 2006). Learning objectives are declarations of what students ought to be equipped to do at the conclusion of the given program or course of study. These planned learning outcomes must be the focus of all teaching, learning, and evaluation activities. This is referred to as the constructive alignment principle, (Haikari, Virtanen, Vesalainen, & Postareff 2021). This then bring to the next very crucial point of the era we are in currently, the 4<sup>th</sup> Industrial Revolution, which is briefly explained below.

### **2.13.3 4<sup>th</sup> Industrial Revolution**

As this topic was briefly touched on in the previous Chapter, under background of the study. The ability of governments, businesses, and society to adopt digital technologies will determine their destiny in the 4<sup>th</sup> industrial revolution, which is driven by information and communication technologies (ICTs) (World Economic Forum, 2016). Food Lover's Market offers a variety of payment methods, including card, contactless, cash, airtime at the register, and several new QR initiatives, which are processed securely through their P2PE certified solution, to realize their innovation strategic objective and to meet the demands of the fourth industrial revolution. P2PE encrypts card data at the point of entry to offer the highest level of payment security. A validated and listed solution enables merchants like FLM to considerably benefit from scope reduction, saving both time and money.

The fourth industrial revolution presents new opportunities that require human knowledge and skills, despite growing concerns that technology will replace people. "Only one type of organisation will succeed in the fourth industrial revolution: a human one" (World Economic Forum, 2016 p. 1). This is the reason why in the Retail Industry, and in any other sector, training and development of human resources becomes crucial. These literacy and e-skills when provided to the employees, will help the organisation to "accelerate innovation in the retailer" and help the business in providing their customers with a unique experience.

## **2.14 THE IMPORTANCE OF PERFORMANCE MEASUREMENT, EVALUATION AND FEEDBACK**

Regarding the response to the question, "What is performance measurement?" It's beneficial to start with descriptions that have been utilized in the literature. Neely et al., (1995) were cited by Bourne et al., (2003) in their statement that "Performance Measurement is a topic commonly discussed but rarely defined." Below are the definitions they proposed (Neely et al., 1996). These were:

- Performance measurement can be defined as the process of quantifying the efficiency and effectiveness of action.

- A performance measure can be defined as a metric used to quantify the efficiency and/or effectiveness of action.
- A performance measurement system can be defined as the set of metrics used to quantify both the efficiency and effectiveness of actions.

It was stated by (Bourne et al., 2003) concerning the above that, they do not adequately describe what is currently referred to as "performance measurement" in the literature and in practice. For instance, the literature analysis in their research found the following regarding the significance of performance measurement, which organisations should take into consideration when measuring performance:

- **Performance measurement refers to the application of a multi-dimensional set of performance measurements, as advocated in the literature and used by leading businesses.** The set of measurements is multifaceted since it comprises both financial and non-financial metrics, internal and external performance measures, and frequently both measures that quantify past accomplishments and measures that are used to forecast the future (Bourne et al., 2003).
- **It is impossible to measure performance in isolation.** Only within a reference framework that allows for the evaluation of the efficacy and efficiency of action is performance measurement useful. The idea that performance measures should be created from strategy is now widely accepted. In the past, performance measurement has been criticized for assessing performance against the incorrect frame of reference.
- **The operating environment is affected by performance measurement.** All these actions have an impact on both individuals and groups inside the organisation. They include starting to measure, deciding what to measure, how to measure it, and deciding what the targets will be. The performance evaluation and the actions decided upon because of that review will have an impact once measurement has begun. As a result, performance measurement is a crucial component of the organisation's management, planning, and control system.

- **Performance measurement is used to evaluate the consequences of actions on the stakeholders by** gauging the efficiency and efficacy of action. It is less clear how an organisation's operations and performance affect employee or local community satisfaction or how its performance affects consumer happiness, which is the case in most circumstances (Bourne et al., 2003).

## **2.15 BARRIERS TO IMPLEMENTATION OF PERFORMANCE MEASUREMENT SYSTEMS**

According to (Bourne et al. 2003) in their study, as they were identifying additional elements of performance measurement from various consulting strategies for the deployment of performance measurement systems, they came to quite similar findings. First, performance assessment system deployment faces four challenges. They stated, according to Kaplan and Norton (1996) the below mentioned challenges or barriers that result in barriers in implementing performance measurements:

- Vision and strategy lacking implementation,
- Strategy is not linked to department, team, and individual goals,
- Strategy is not linked to resource allocation, and
- Feedback is tactical and not strategic.

Several publications written by other practitioners who have expertise creating and implementing performance measurement systems have been published; nonetheless, for the system to work well for a given business, it must be in place and its employees must have received the necessary training to use it effectively.

## **2.16 FEEDBACK**

Feedback can be defined as "...a special example of the general communications process in which some sender (hereinafter referred to as a source) transmits a message to a recipient" is how feedback is described (Ilgen et al., 1979). In this case, the message

includes the receiver's information as well as feedback, which can be viewed as performance history for the recipient. The incremental improvement in performance understanding that the information gives determines the value of the information (Annett, 1969). The ability of feedback to motivate does not come from itself, but rather from how it works with goal setting. Individuals require summary feedback that demonstrates progress in connection to their goals for goals to be effective. It is difficult or impossible for an individual to change their level, direction, or performance techniques to attain the objective if they have no knowledge about their performance. By pointing out what the person is doing well or poorly or what task methods are assisting or impeding performance, feedback can have a cognitive impact (Locke & Latham, 1990).

### **2.16.1 Performance Feedback**

Positive performance feedback is useful in enhancing individual performance, according to empirical research. It is difficult to determine whether negative performance feedback is useful. Others showed that even when you give negative feedback, how you deliver it makes a big difference in the results it will cause. Some discovered that giving performance comments negatively did not result in higher performance. Positive or negative constructive criticism should make the candidate feel good about himself or herself and make them happy. Feedback should not have a negative impact if supervisors are adequately taught in how to give it. Only if supervisors concentrate on giving performance information and offer it regularly will both positive and negative performance feedback effectively serve to boost performance (Park & Choi, 2020).

### **2.16.2 Benefits of performance feedback**

Accurate feedback from a supervisor or immediate manager can yield a number of positive results for subordinates, for example,

- A clearer grasp of corporate objectives, roles, and performance standards, as well as details on job responsibilities that might improve performance (Cole, 2002).

- The feedback on performance that employees receive from their managers can be utilized as a developmental tool to help them adjust their efforts and behaviors to make up for performance gaps or to promote positive attitudes and behaviors that lead to improved performance.
- Feedback may also produce an instrumental incentive that motivates workers to seek out perceived feedback and to self-regulate in response to it. However, we restrict our discussion to how performance evaluation could help employees understand organisational objectives and performance goals, which will enhance both individual performance and organisational effectiveness (Park & Choi, 2020).

## **2.17 IS THERE A CONNECTION BETWEEN TRAINING AND DEVELOPMENT AND EMPLOYEE PERFORMANCE?**

### **2.17.1 Empirical Studies Conducted on Training and Development on Employee Performance**

*Table 3: Empirical studies on effect of training and development on employee performance*

Source and year	Title	Objectives	Method and Sample size	Key Findings of the study
1. EJ Amadi, (2014)	The effect of training and development on employees' performance; at Safaricom limited call centre	The objective of the study was: <ul style="list-style-type: none"> <li>To establish the relationship between training and development, and employee performance among the customer care agents in Safaricom limited call centre</li> </ul>	The study used a (case study approach) descriptive survey method. – Sample size: 347 employees at the Call Centre, from a total sample of 3500 employees	<ul style="list-style-type: none"> <li>According to the results, many respondents indicated that they are inspired by the training that was provided, and their performance has really increased because of the training in terms of meeting their specific Job Key Performance Indicators and strengthening their job abilities. The study also showed that Call Quality was significantly enhanced from 93.2% to 95.4% after the training. Also, improvement was indicated by the results to Service Request Quality from 93.4% to 98.5% after the training initiatives (Amadi, 2014).</li> </ul>

Source and year	Title	Objectives	Method and Sample size	Key Findings of the study
2. P. Ampomah (2016)	The Effect of Training and Development on Employee Performance in a Private Tertiary Institution in Ghana" (Case Study: Pentecost University College (Puc) - Ghana)	<p>The objectives of the study were to find out:</p> <ul style="list-style-type: none"> <li>• The training and development practices and purpose in the institution.</li> <li>• Ascertain the training and development policy in operation</li> <li>• The effect of training and development on employee performance.</li> </ul>	<p>The study used Qualitative method –</p> <p>Sample size: On sample size of 30 using simple random sampling technique to select staff from all levels of management.</p> <p>The response rate was 96%.</p>	<p>The study discovered that employees relate their performance to their training, suggesting that training and development enhances their individual and team performance favourably, which also leads to job satisfaction.</p> <p>Interviews with the human capital manager and the training manager also revealed that the training and development programmes offered to employees resulted in observable significant increase in employee job satisfaction and their performance (Ampomah, 2016)</p>

Source and year	Title	Objectives	Method and Sample size	Key Findings of the study
3. I.F. Laing (2020)	The impact of training and development on worker performance and productivity in public sector organisations: a case study of Ghana ports and harbours authority	The objective of the study was: <ul style="list-style-type: none"> <li>To assess the role of training on the human resource and how this affects worker performance.</li> </ul>	The study used both qualitative and quantitative methods –  Sample size: 100 hundred employees who were selected using convenience sampling technique, and HR and Training Managers	The findings from this study were different from other previous studies and they revealed that on contrary, training that was offered, 74,55% of the respondents felt it did not inspire them. 96% indicated that they were never the part of any training and development activities in their organisation (Laing, 2021). 77,50% also did not believe training has given them the chance to see their prospective for advancement. 81.25% funded their own participation in formal education programs to gain new talents, knowledge, and skills. However, these personnel do not even qualify to receive promotions or upgrades since management frequently views such projects as unauthorized and therefore unrelated to GPHA's job (Laing, 2021)
4. D. Niati, Z.M.E. Siregar, and	The effect of training on work performance and career	The objective of the study were: <ul style="list-style-type: none"> <li>To determine the effect of training</li> </ul>	The study used a quantitative method –	The findings indicate that training has a considerable effect on work performance of the employees. This implies

Y Prayoga (2021)	development: The role of motivation as intervening variable	on work performance and career development by mediating work motivation	Sample size: 135 employees of PT. Asam Jawa in South Labuhanbatu Regency	that if employee training is enhanced, employee work performance will likewise improve. In contrast, if training quality is not raised, the resultant work performance will likewise suffer (Niati, Siregar, & Prayoga, 2021)
5. A.D. Diamantidis, and P. Chatzoglou, (2019)	Factors affecting employee performance: an empirical approach	The objective of the study was: <ul style="list-style-type: none"> <li>To examine the interrelations between firm/environment related factors (training culture, management support, environmental dynamism and organizational climate), job related factors (job environment, job autonomy, job communication) and employee related factors (intrinsic motivation, skill flexibility, skill level, proactivity, adaptability, commitment) and their impact on EP.</li> </ul>	The study used the structural equation modelling approach	The findings show that job environmental factors eg. Training culture of the organisation and the support of management have the greatest (direct and indirect) effects on employee performance, although flexibility and intrinsic motivation have a direct impact as well (Diamantidis et al., 2019)
6. W. Younas, M. Farooq, F. Khalil-Ur-	The Impact of Training and Development on	The objectives of the study were:	The study used the	According to study findings, training and development both significantly improve employee

Source and year	Title	Objectives	Method and Sample size	Key Findings of the study
Rehman, A. Zreen (2018)	Employee Performance	<ul style="list-style-type: none"> <li>To identify major purposes of training and development</li> <li>To ascertain training and development policies in operations of the organizations</li> <li>Finding impact of training and development on employee performance</li> </ul>	<p>Quantitative method –</p> <p>Sample size: 500 employees using sample random sampling. Out of 500 returned questionnaires, 350 were found reliable for analysis</p>	performance (Younas, Farooq, Khalil-Ur-Rehman, & Zreen, 2018)
7. A.M. Asfaw, M.D. Argaw, and L. Bayissa (2015)	The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia	<p>The objective of the study was:</p> <ul style="list-style-type: none"> <li>To assess the impact of training and development on employee's performance and effectiveness</li> </ul>	<p>The study used quantitative method –</p> <p>Sample size: 100 employees after selecting participants using systematic random sampling technique; 94 complete questionnaires with a response rate of 94% were considered during analysis.</p>	<p>The results of this study demonstrate that employee participation in training and development activities increased their capability for task performance and greatly increased their effectiveness.</p> <p>The study also discovered that assessing training needs or identifying skill gaps was a rarely done job in the organisation. The study further indicated that this lack of needs assessment might be because of the fact that high level decisions drive the majority of civil service reform initiatives. In addition, the research's</p>

Source and year	Title	Objectives	Method and Sample size	Key Findings of the study
				<p>findings suggest that there is a very low culture of training evaluation which is part of the entire training and development process.</p> <p>Finally, the analysis showed that the District Five Administration Office's training and development initiatives have productive results (Asfaw, Argaw, &amp; Bayissa, 2015).</p>
8. R.A.G. Khan, F.A. Khan, and Dr. M.A. Khan (2011)	Impact of Training and Development on Organisational Performance	<p>The objective of the study was:</p> <ul style="list-style-type: none"> <li>To understand the effect of Training and Development, On the Job Training, Training Design and Delivery style on Organizational performance.</li> </ul>	<p>The study used Quantitative method –</p> <p>Sample size: 100 employees of different organizations of Islamabad, 79 were found correct and the respond rate was 83%</p>	<p>The findings of the study showed a great link on employee performance and training and development. The results proved the hypotheses: Training design; On the job training; The Delivery style; and Training and development have considerable effect on the overall organisational performance (Ghafoor Khan, Ahmed Khan, Aslam Khan, &amp; Raja Abdul Ghafoor Khan, 2011)</p>

Source and year	Title	Objectives	Method and Sample size	Key Findings of the study
9. R.A. Karim (2019)	Impact of Different Training and Development Programs on Employee Performance in Bangladesh Perspective	The objective of the study was: <ul style="list-style-type: none"> <li>To determine the impact of training and development programs on employee performance.</li> </ul>	The study used quantitative method – Sample size: 100 employees based on convenience sampling technique. The response rate was 86,15% and those that were valid for use 76,92%.	According to the findings of the study, there was no significant correlation between Job Training (JT) and Employee Performance (EP), while Orientation Training (OT), Career Development Training (CDT), and Environment, Health & Safety Training (EHST) all had a significant effect on employee performance (EP) (Karim, 2019)

Source and year	Title	Objectives	Method and Sample size	Key Findings of the study
10. A.A. Khan (2016)	Impact of Training and Development of Employees on Employee Performance through Job Satisfaction: A Study of Telecom Sector of Pakistan	<p>The objectives of the study were:</p> <ul style="list-style-type: none"> <li>To determine the impact of training and development of employees on employee performance.</li> <li>To investigate the relationship of job satisfaction mediated between training and development of employees and employee performance.</li> </ul>	<p>The study used Quantitative method</p> <p>Sample size: 115 employees i.e. executives and managers of Telecom companies in Abbottabad, Haripur and Mansehra of which 105 were returned. Convenience sampling technique was used to collect data. The response rate was 91%.</p>	<p>The study's findings indicated a strong relationship between job satisfaction, training and development, and employee performance.</p> <p>The study also revealed that Training and development proved to have a significant link to high employee job satisfaction. Employees that receive training and development carry out their responsibilities with the highest level of accountability, commitment, and performance (Khan et al., 2016)</p>

Source: Researcher.

Many researchers were interested in examining the variables that influenced employee performance. For example, Hassan, S., conducted a study to examine the effects of human resources manager practices on the performance of 68 employees in Pakistan. The findings indicate that these practices have a favorable impact on employee performance (Hassan, 2016). Another study was carried out in Indonesia to determine how education and work training affected the performance of 105 employees. The findings of the study conducted by Hidayat, & Budiartma showed that education had a substantial impact on performance (as it was referenced by Alnawfleh, 2020).

On the other hand, the effect of training and development on employee performance creates a favourable environment for studies and research. For example, Sanyal & Hisam

in their study they evaluated the existence of a relationship between training and development and the performance results that were evaluated after the training among the three hundred staff members of the Omani banking industry and concluded that such programs did affect the performance of employees (as it was also cited by Alnawfleh, 2020). In Nigeria, Yetunde did a descriptive study to examine how training and development affected the performance of seventy-six employees. The findings indicated that there is a substantial link between training and development and employee performance. Said conducted a similar study to evaluate the relationship between training and development and employee performance for sixty-five Kenyan employees and the results displayed positive outcomes because of training and development (as was cited by Alnawfleh, 2020).

The component of the training process that yields the lowest level of business results is where training practitioners are currently investing most of their resources, according to Kirkpatrick's (1959) Level Model. The pre-training and follow-up activities that lead to the desired behavior modification and results (Levels 3 and 4) are relatively under-invested in by this group. It is therefore crucial that the training and development professionals redefine their roles and expand their expert knowledge involvement and influence into Levels 3 and 4 to produce maximum value within their organisations.

Brinkerhoff (2005) suggests that the right emphasis of evaluation should also be at the system level, and he emphasized that the following questions should be addressed by Evaluation:

- How effectively does an organisation utilise learning to improve performance?
- What tools and resources are available inside the organisation to promote performance improvement? What requires improvement?
- What obstacles do organisations have in the way of improving performance?

## **2.18 CHAPTER SUMMARY**

According to Myles (2000), a business with motivated employees who are more likely to be interested in their work and who are given quality training and development opportunities and rewards for their accomplishments will see an improvement in performance and client loyalty. These employees will provide higher service because they are the ones who engage with customers, which will boost sales and referrals from happy customers. Higher corporate earnings will boost shareholder returns because of increased sales from repeat business and referrals. The shareholders are receiving greater returns on their business investment as a result. Strong financial outcomes also attract new investors for the business. Due to the company's stability and positive reputation, suppliers will be eager to deal with it. As a result, the company can negotiate cordial purchasing terms with suppliers.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

In this chapter an outline of the data collection that was utilised to gather data for this study is presented. It gives information that describes the sample, the measuring instrument that was used, the procedures that were followed to collect data, and the different techniques that were used for analysing data. Reliability and validity is also evaluated, emphasizing any inadequacies where errors might have occurred.

#### **3.2 RESEARCH DESIGN**

The research method is a plan for investigation that links the underlying presumptions to the study's design and data collecting (Myers, 2009). Although research modes differ in various ways, quantitative and qualitative research methods are the most frequently used. This study shall use the quantitative approach as it shall employ the survey research design method. Structured questionnaires shall be utilised as the instrument for the survey. It is very crucial for business organisations to develop employee skills and help them to grow (Wang, Tsai, & Tsai, 2014).

#### **3.3 RESEARCH METHODOLOGY**

Research methodology is the connection between the theoretical perspective and methodologies of the study. The research methodology characterises an approach or the strategy of how data will be collected, how it will be analysed and also describing or explaining the phenomenon (Taylor, 1998). Moreover, in contrast to research methods, Welman et al., (2012) believe that research methodologies deal with a broader focus, but again research methods operate on a greater scale when compared to research techniques. The process of selecting the research approach was heavily influenced by the objectives of the study.

Before the researcher conducted the study, the researcher submitted a research ethical approval letter to the Food Lover's Market. The ethical approval letter is attached as Appendix A. The ethical approval letter stated in detailed and included the research methodology to be followed. The letter of permission (Appendix B) from the company, (Gatekeeper's letter). Below is a detailed description of research methodology followed in this study.

This study utilised the quantitative research methodology. For the purpose of this case study, structured questionnaires were used as the instrument of the survey. Through the quantitative research method, the researcher attempted to find answer to a question that was based on the objectives of this study. A display of results was done in both figures and numbers (Taylor, 1998).

This research method gave the researcher the opportunity to gather and engage with data which is directly from the participants of the research to better understand their perspective of a phenomenon. This method was selected for its known economies advantage in terms of resources and time considering the time constraints. The purpose and reason for the selection of this strategy is to support and maintain the realities and phenomena concerning how training and development affect employee performance. Lastly, the present study is able to collect and reach useful evidence from a larger population group since the quantitative method is suited very well to the study problem, aims, and questions (Gay, Mills and Airasian, 2009). The qualitative research, because it doesn't provide any conclusions up front, it is recognized for being distinctive. It is a scientific approach to management sciences research (Taylor, 1998).

### **3.4 TYPE OF RESEARCH**

This study employed quantitative research methodology. For this case study, structured questionnaire was used as the instrument of the survey. This was the only source of primary data utilised in this study and literature reviewed in chapter 2. Through the quantitative research method, the researcher shall attempt to find answer to the research

question. Quantitative data shall be analysed, and results will be displayed in figures and numbers on Chapter four (Taylor, 1998).

### **3.5 POPULATION, SAMPLE AND SAMPLING METHODS**

This section describes the population for this study, the actual sample, and methods of sampling that were utilised.

#### **3.5.1 Population**

A Structured Questionnaire was given to 170 staff members of Food Lover's Market corporate stores based in the Gauteng province to complete. Each store consisting of a workforce between 80 to 140 employees. From a total population of 1200 FLM staff members in Gauteng province, data was collected from 170 FLM employees.

#### **3.5.2 Sample selection**

Food Lover's Market has a total number of 1200 employees in its Gauteng Province Corporate stores. A Stratified random sampling technique was used to obtain responses from 170 FLM employees based in 3 FLM corporate stores namely, Lynnwood, Menlyn, and Montana. Emails were sent to every staff member who has access to emails, the appointed HR personnel team from each store, together with the researcher met with all staff for the distribution of questionnaires for their participation and the turn-around period given was 5 days. 170 questionnaires were completed by the employees. From the received completed (170) questionnaires, only 161 were eligible to be used for analysis purposes. The other 9 were not fully completed by the respondents and therefore could not be used. Sample Population tabled below.

*Table 4: Sample population FLM.*

<b>Food Lover's Market Stores</b>	<b>Total Population</b>	<b>Target Sample Size</b>	<b>Total Questionnaires after Clean-up</b>
FLM Gauteng Corporate Stores	1200	170	161

Most of the target population were the participants taken from Food Lover's Market Corporate Stores employees from all departments within each corporate store in the Gauteng province. Management in the targeted stores were approached and made aware of the study.

The organisation has out of all its stores, twelve stores that are based in the Gauteng Province which carry out its core functions and services according to its strategic objectives. This study focussed on three of FLM Corporate stores based in various areas of the city of Tswane for convenience and time constraints. The targeted stores are mentioned below:

- Lynnwood,
- Menlyn, and
- Montana store

*Table 5: Actual sample size from the selected FLM Stores*

<b>FLM Store</b>	<b>Questionnaires Distributed</b>	<b>Actual Sample Size who completed</b>	<b>Total Population</b>	<b>Total Questionnaires used after clean up</b>
Lynnwood	37	37	87	36
Menlyn	63	63	101	55
Montana	70	70	140	70

<b>TOTAL</b>	170	170	328	<b>161</b>
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Questionnaires were distributed to both employees, their supervisors, and managers to complete in their stores.

### **3.6 MEASURING INSTRUMENT AND DATA COLLECTION**

#### **3.6.1 Research Instrument**

Participants completed a well-structured questionnaire using a Likert scale which is 5point responses options where their responses have options of 1-5 on a scale. Participants signed the informed consent and the researcher, and they were given the questionnaire to complete. Invitation to participate was sent to the respondents via email and detailing and assuring confidentiality on all the information provided.

A structured questionnaire which was made of 27 questions was designed and distributed to staff within Food Lover’s Market by the researcher and the HR selected members. These were employees from the FLM corporate stores coming from the different departments. The Appendix C consist of the study Questionnaire. The questionnaire is the tool the researcher used to collect responses from the participants to assist in establishing the interconnections between performance and T&D of the Food Lover’s Market stores in the Gauteng Province. The questions in the questionnaire were designed to be short and clear to make certain that it does not take the employees to much time in completing them but less than 20 minutes to respond, this motivates the participants to take part in the survey. The consent letter, which is attached as Appendix D, was also issued to the respondents. The questionnaire included a consent letter (see Appendix D). The two main purpose of the consent letter given to the respondents were achieved in that the participants understood what the study is all about as well as their rights to accept or refuse in partaking in the survey and they were aware they can withdraw at any time (Nasazi, 2013).

### **3.7 ADMINISTRATION OF THE MEASUREMENT INSTRUMENT**

The questionnaires had been previously emailed to the Learning and Development Manager with the consent forms and he subsequently emailed to all selected stores HR appointed officials to help make the process smooth. The company printed all copies of the questionnaires.

To access the respondents, the researcher had to work with the selected team of HR officials from each FLM store in granting the researcher permission to interact with the employees. The researcher made an appointment via them to see at least 10-20 employees in a day. In each store the researcher spent half a day to a full day, depending, for a maximum of 5 days for the three stores. All employees were made aware of my study and encouraged to give the researcher time with them should they be approached in the store. The questionnaires were then distributed. Most of the respondents were very interested in the study and they responded to the questionnaires right away. Only a few who took the questionnaires home and made sure that they bring them back the following day in the morning. That option was given to them; this made the collection very smooth.

Most of the respondents were able to answer all the questions in the questionnaires themselves without any assistance with regard to the need for clarity in any part of the questionnaire and were much willing to give responses. As a result of the support from senior management in their eagerness to learn from the outcome of the study, it had a great impact in the attitude of the staff members and their willingness to participate in the study.

The fact that the researcher was able to meet all participants in one place, i.e., their workplace, it ensured that no additional costs were incurred during the data collection phase. The researcher made use of two assistants from the employees to help in collecting back the research questionnaires, and this was allowed by the HR officials that were appointed to assist the researcher. The teamwork between the researcher and the FLM HR team, from Montana, Lynnwood and Menlyn stores made the collection of data to be done effectively and with much ease. The researcher had to use her transport to get to the stores and back, and that was the only cost incurred.

At the end of 5 days, a total sample of 170 research respondents completed the measuring instrument. Quantitative data collected were electronically captured using SPSS version 26.0.1.1 (2019).

### **3.8 DATA ANALYSIS**

A Likert scale was developed using the study Questionnaire to separate or group the questions together in order to measure different aspects of the training and development the study intended to measure. This grouping is according to the objectives the study seeks to achieve and in line with the training and development process revealing different aspects of training (see Appendix D – Likert scale Questionnaire – FLM Study). This instrument was designed by the researcher to make it easy for the capturing and recording of the data in the Section B questions which are in the Likert scale. The quantitative data analysis was done using IBM SPSS Statistics 26 (2019). The gathered quantitative data was analysed by the researcher to support successive processing of data. The hypothesis of the study was tested using statistical techniques through the IBM SPSS software programme version 26 (2019). Regression and correlation techniques were used to test the hypothesis.

### **3.9 RELIABILITY AND VALIDITY OF THE STUDY**

The two most important and crucial factors in assessing any measuring instrument or tool for useful research are reliability and validity. The test evidence conducted on the reliability and the validity of the instrument is captured in Chapter Four – 4.3.7 Summary of KMO and Battlett's Test scores and in Table 4.19: KMO and Battlett's Test scores for all Section B items and Table 4.20: Cronbach's alpha scores of the Questionnaire's items. These tests were taken to determine internal consistency of the instrument.

The questions developed in the questionnaire of this study were designed and taken from the similar previous studies conducted on the same topic and aligned to the objectives of the study and the theories of the study. The following sources used the same research

instrument (questionnaire) in obtaining data for their research, Nassazi (2013), Ameen & Hanif (2013), and Sultana (2013). The instrument is therefore considered valid to measure what the study seeks to measure and reliable to produce the same results repeatedly using the same research instrument.

### **3.10 ELIMINATION OF BIAS**

This study utilised a simple random sampling method to select participants to take part in the study from the three Food Lover's Market stores and this was done to eliminate bias.

### **3.11 ANONYMITY AND ETHICAL CONSIDERATION**

#### **3.11.1 Anonymity and confidentiality**

According to DeSimone & Werner (2012), in certain evaluation research studies, participants are surveyed regarding their own or others' work performance. If made public, the findings of these investigations can be embarrassing or result in unfavourable treatment from others. Every effort should be made to protect the privacy of the data collected during evaluation research. Participants in this study were assured that their responses would be treated confidentially and that they would stay anonymous throughout the investigation.

#### **3.11.2 Ethical considerations**

The key responsibilities to all respondents were for them to receive informed consent from the researcher, safeguard from any form of harm, and to inform them of their privacy, how it will be protected. Respondents were offered the option of participating in the study or not, and they retained the right to withdraw whenever they choose. A consent letter was given to both the HR of every Food Lover's Market store and consequently to all the participants in the survey.

### **3.12 CHAPTER SUMMARY**

This chapter described the research methodology used to carry out this study. The researcher conducted the investigation using a variety of research stages that were outlined by different authors in the literature on research methodology. A quantitative research approach was adopted. The next chapter will present the data analysis and findings based on the methodology that was used for this research.

## CHAPTER 4

### STATEMENT OF DATA AND FINDINGS

#### 4.1 INTRODUCTION

The researcher motivated the purpose of this study by specifying the aim and objectives. It was highlighted that, upon exploring the effect of training and development, the researcher would assess and establish the relationship between training and development on employee performance through conducting a survey using primary data as source of evidence and data analysis for the study. Using examples of employees' perceptions, ideas, and experiences, this will be done and accomplished. The Gauteng Province's Food Lover's Market in the Gauteng Province is the subject of this case study.

From Chapters Two relevant literature was reviewed and in Chapter Three, the research methodology to be followed in conducting the investigation was outlined. In this chapter, the pragmatic findings are presented and analysed. This study followed the quantitative methodology as outlined in Chapter three. The researcher started by presenting demographic data, which is followed by the presentation and analysis of study topic related variables. The reporting is based on the participants' responses to the set of questions that have been received for each of the variables, or observable situations. The Likert scale questionnaire (as illustrated in Table), that was designed by the researcher according to the measuring instrument for the study which grouped the questions according to the specific objectives that the study seeks to achieve.

#### 4.2 QUANTITATIVE RESULTS

Groups of items/ statements of the questions from the research instrument were put together by the researcher to measure the following aspects of the research phenomenon when using the Linkert Scale. This grouping is according to the objectives the study seeks to achieve and in line with the training and development process revealing different aspects of training:

- Aspects contributing to employee performance;

- Aspects contributing to effective training and development;
- Determination of training needs;
- Evaluation of training; and
- Organisational strategic alignment to training and development.

A finished measurement tool was used to gather the quantitative data. The data was cleaned up, and then capturing was done using IBM SPSS Statistics version 26 (2019). The preliminary data analysis was then performed using the IBM SPSS Statistics 26 (2019).

#### **4.2.1 Descriptive analysis of quantitative results based on Section B questions**

- B(i) Aspects contributing to employee performance (EP);
- B(ii) Determination of training needs (TNA);
- B(iii) Aspects contributing to effective training and development (TD);
- B(iv) Evaluation of training (TE); and
- B(v) Organisational strategic alignment of training and development (STD).

The descriptive statistics of the above-mentioned dimensions were thoroughly analysed using solely observed data. The analysis consists of the narrative, table, and graphical presentation of quantitative descriptive findings along with their interpretation. Only important metrics were considered, notably those that helped answer the research questions.

An examination of the validity and reliability of the scales employed to gauge various aspects of the research phenomena in the second aspect of the findings. Exploratory Factor Analysis (EFA) was used to analyse the variables contained in the scales. Kaiser Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity was used by the researcher to determine the probability of factor analysis. "The KMO measure of sampling adequacy assesses whether the partial correlations among variables are not

significant and should be greater than 0.5 for a satisfactory factor analysis solution. Bartlett's test of sphericity was used as a measure of sampling adequacy to test whether the correlation matrix is an identity matrix that would indicate if the variables were not related or not correlated and therefore unsuitable for structure detection. This test was done as a statistical test for the overall significance of all correlations within a correlation matrix" (Wikiversity, 2011). The factors in each of the exploratory factor analysis were found to be satisfactory and well suitable. Below is a presentation and analysis of quantitative findings:

#### 4.2.1.1 Demographic profile of respondents

Demographic questions that were standard were asked to the participants to respond in the questionnaire about their age, gender, level of education, period of employment, and their position in the organisation. A sample's demographic characteristics is described and summarised below in terms of the total number in each category. Case Processing Summary.

*Table 6: Summary of demographic characteristics of respondents*

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Age	161	100.0%	0	0.0%	161	100.0%
Gender	161	100.0%	0	0.0%	161	100.0%
Qualification	161	100.0%	0	0.0%	161	100.0%
Employment Period	161	100.0%	0	0.0%	161	100.0%
Position	161	100.0%	0	0.0%	161	100.0%

Source: IBM SPSS version 26.0.1.1 (2019)

The respondents' specified demographic variables are described in the following manner:

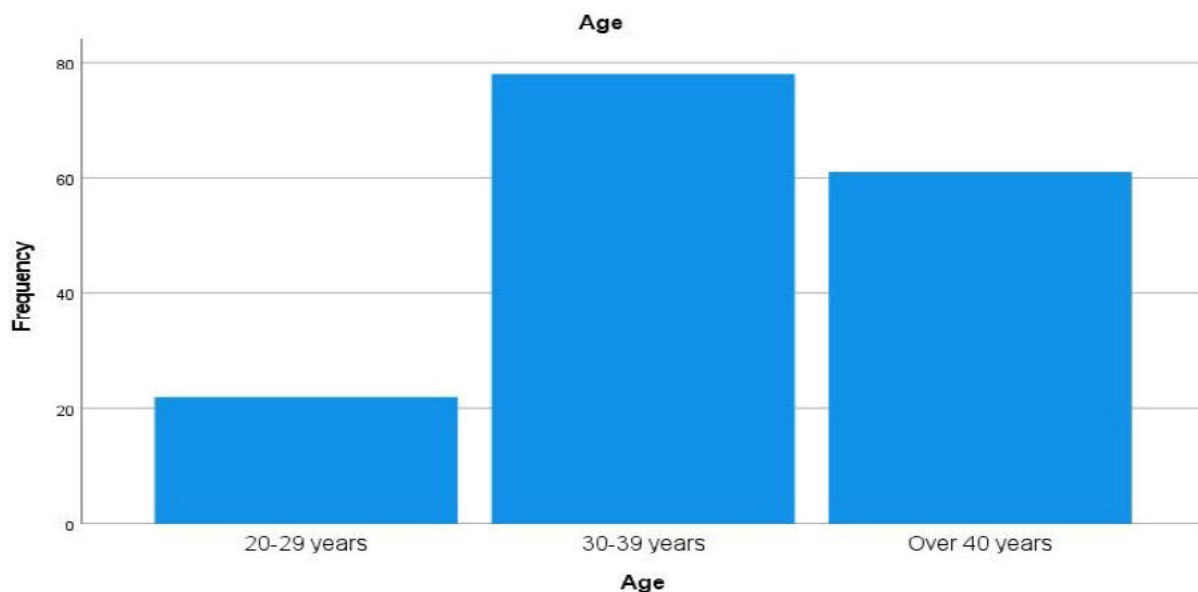
**(i) Respondents Ages**

The Ages of the respondents from the study who completed the Questionnaire shows that out of 161 participants the majority was the ages between (30 and 39) who constituted (48%), followed by the respondents who are (above 40) with (37,9%) and the least were the respondents of the ages between (20 and 29) who constituted only (13,7%). The distribution of respondents' ages is shown below in Table 7 and Figure 6.

*Table 7: Respondents by ages frequencies*

Years	Total number	Percentage
20-29 years	22	13.7%
30-39 years	78	48.4%
Over 40 years	61	37.9%

Source: IBM Statistics version 26.0.1.1 (2019).



Source: IBM SPSS version 26 (2019).

*Figure 6: Respondents' age*

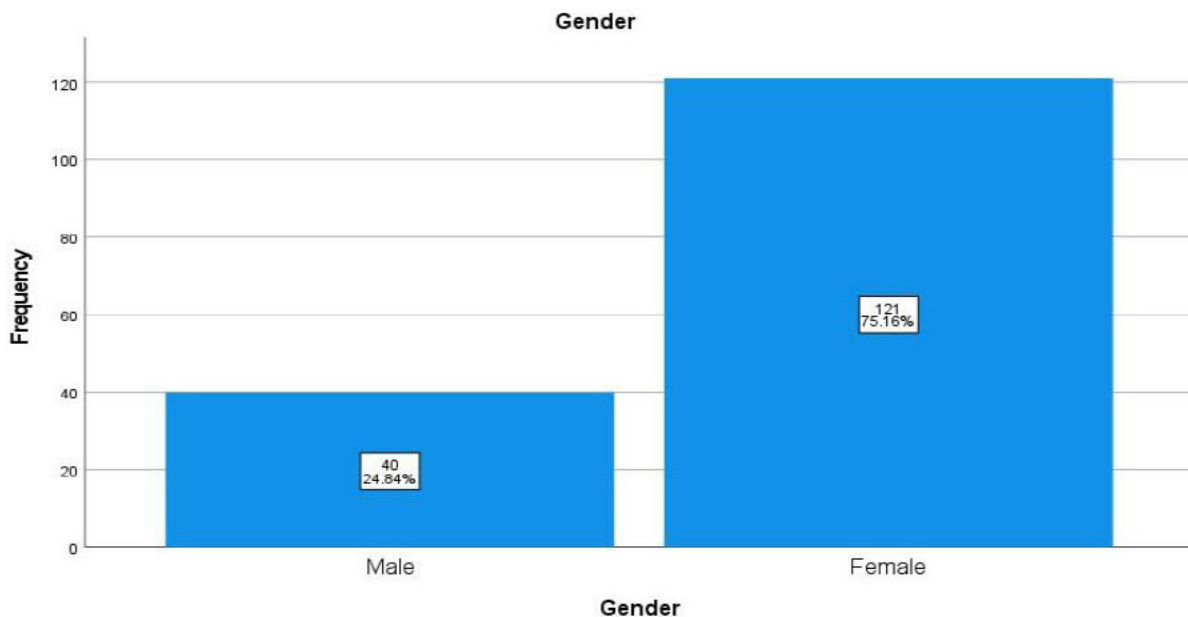
**(ii) Gender of the respondents:**

From a total population of 161 respondents to the survey conducted, females constituted the majority, represented by (75,2%) and males constituted the remaining (24,8%). Table 8 and Figure 4.2 below is a display of the arrangement of the gender of the respondents:

*Table 8: Gender of the respondents*

Gender	Total number	Percentage
Male	40	24,8%
Female	121	75,2%
Total	161	100%

Source: IBM SPSS version 26 (2019).



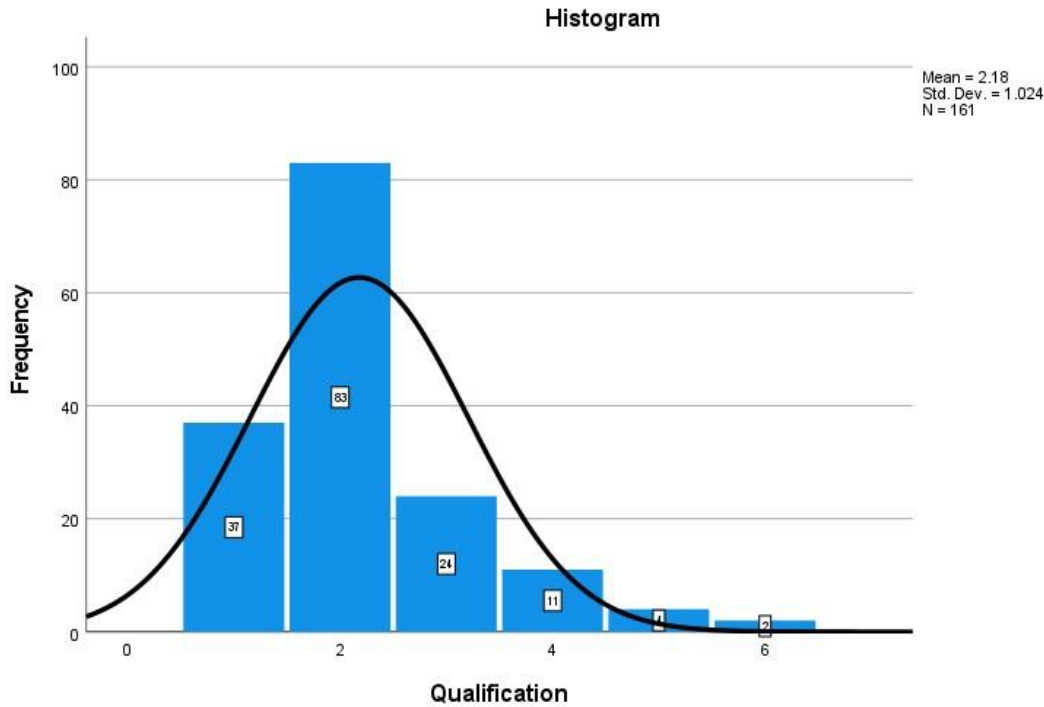
*Figure 7: Respondents by gender.*

(iii) **Level Of Education**

Table 9 and Figure 8 below revealed that just above half of the respondents (51%) have a matric certificate as their highest level of education, which is a significant number of the sample. This is followed by (23%) of the respondents whose level of education is below matric. Another is (14,9%) out of the 161 respondents have a national certificate. Only 6,8% hold a national diploma, 2,5% have an undergraduate degree, and 1,2% have a post-graduate degree. Table 9 and Figure 8 below displays the respondents' highest qualifications.

*Table 9: Respondents highest qualifications*

<b>Qualification</b>	<b>Total number</b>	<b>Percentage</b>
Below matric	37	23.0%
Matric	83	51.6%
Certificate	24	14.9%
Diploma	11	6.8%
Undergraduate	4	2.5%



*Figure 8: Respondents by level of education.*

**(iv) Period of employment**

As illustrated in Table 4.4 and Figure 4.4 below, it shows a striking demonstration that the highest percentage are the respondents below 5 years period in the organisation, with a (37,9%). However, this is only 1,9% higher than the next group, which are the respondents with a period between (5 to 10 years) which constitutes (36%) of the respondents which is also significant. Another significant observation is that the respondents with a period of (over 10 years) in the organisation constitutes (26,1%) out of the sample. These results indicate a fair employee retention system in place. The findings also suggest that these workers need planned and continuous training and development programs to keep them current with their abilities and corporate advances, such as technology advancements and customer-related advancements as necessary. This will help them perform better. Table 10 and Figure 9 below shows the respondents' employment positions in the organisation.

Table 10: Employment period of the respondents

Years	Total number	Percentage
below 5 years	61	37.9%
5-10 years	58	36.0%
over 10 years	42	26.1%

Figure 9: Respondents employment period.

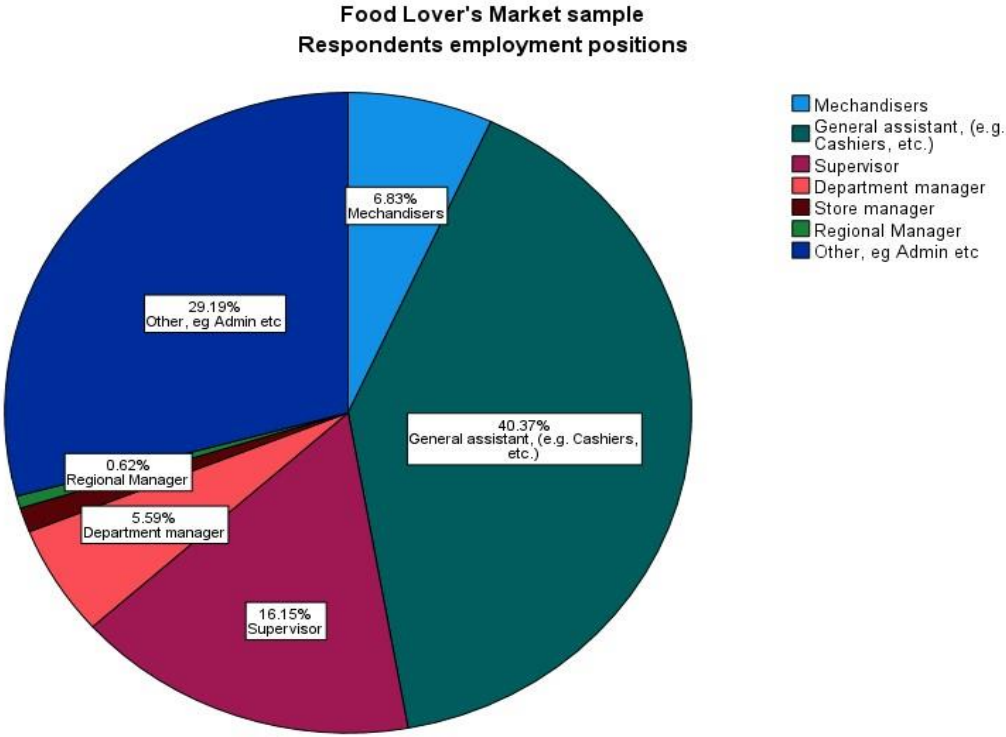
(v) **Employee position in the organisation:**

Employee positions of the respondents was the next and very essential characteristic in the sample selection, the roles which they were playing in the organisation, bearing in mind that type of the industry which is the food retail industry and all the respondents being employed in the Food Lover's Market Corporate Stores. Almost half (40,4%) of the respondents in the study indicated General Assistant, which includes roles such Cashiers, etc. who are involved in taking roles on the floor of the store and performing duties such as interacting and serving customers. These are the respondents who play a major role and frontline of the serving the customers, which makes their role even more crucial hence their performance. 29,2% indicated, Other, in which it includes the positions such the Admin staff, the butchery staff, kitchen staff, bar staff and Coffee Shop staff etc. 16,1% were the stores supervisors, which is a good number for three stores. Department Managers constituted 5,6% which is a good sample selection. Store managers constituted 1,2% out of the sample and 0,6 for Regional Manager. Table 11 and Figure 10 shows how respondents were classified according to their employment positions:

Table 11: Respondents by employment position

Item	Position	Total number	Percentage
1	Merchandisers	11	6.8%
2	General assistant, (including, Cashiers, etc.)	65	40.4%

3	Supervisor	26	16.1%
4	Department manager	9	5.6%
5	Store manager	2	1.2%
6	Regional Manager	1	0.6%
7	Other, e.g., Admin, butchery staff, kitchen staff, bar staff and Coffee Shop staff, etc.	47	29.2%



*Figure 10: Respondents by employment position*

**4.3 Section Analysis**

An analysis of the respondents' scoring patterns on Section B of the Questionnaire based on each variable. The results are displayed and presented using summarised percentages for each variable within the section. The outcomes are then further examined considering the significance of the statements. The below table represents the Likert scale designed from the questionnaire where variables were grouped together into different

aspects to answer the research questions and obtain maximum results from the objectives of the study.

#### 4.3.1 Section B(i) Factors contributing to employee performance (EP)

The participants filled in a survey questionnaire that consists of 27 items for them to give their individual responses to. The items were in a Likert scale that is 5- point. The items in the scale were intended to help the researcher to achieve the objectives of the study.

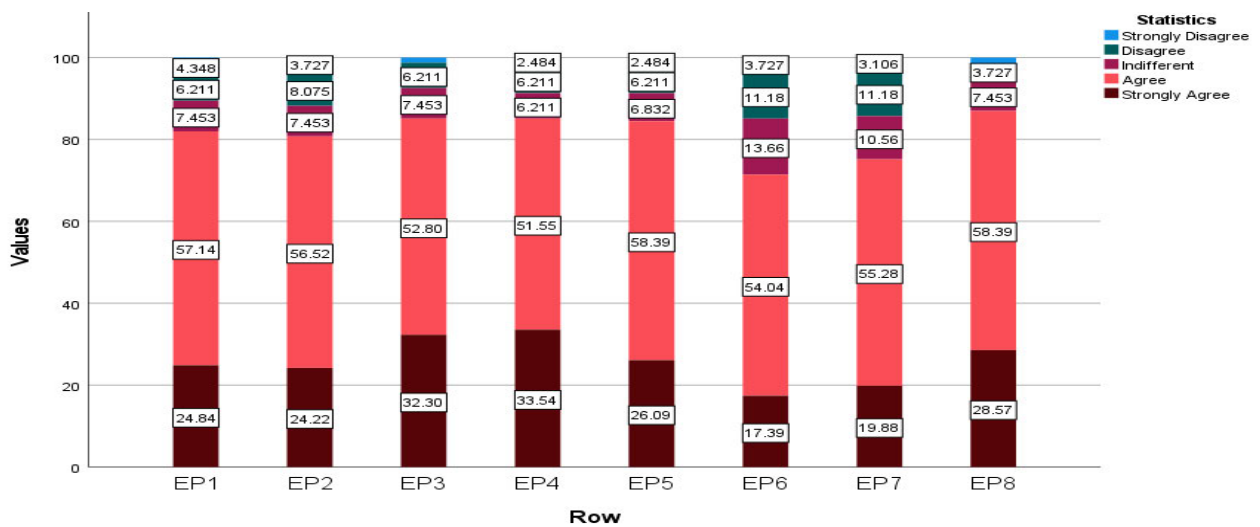
*Table 12: Respondent's responses to employee performance statements*

Section B B(i)		Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree		Mode
		Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%	
Training and development programs have helped me improve my work performance	EP 1	40	24,8 %	92	57,1 %	12	7,5%	10	6,2%	7	4,3 %	4
Training and development has empowered me to work independently with no supervision	EP 2	39	24,2 %	91	56,5 %	12	7,5%	13	8,1%	6	3,7 %	4

I believe the training and development has made me more confident when doing my work	EP 3	52	32,3 %	85	52,8 %	12	7,5%	10	6,2%	2	1,2 %	4
I believe training has helped me improve my overall skills to do my job	EP 4	54	33,5 %	83	51,6 %	10	6,2%	10	6,2%	4	2,5 %	4
I am given a chance to try out the training learned on the job immediately	EP 5	42	26,1 %	94	58,4 %	11	6,8%	10	6,2%	4	2,5 %	4
I can easily apply the learnings from training to my work	EP 6	28	17,4 %	87	54,0 %	22	13,7 %	18	11,2 %	6	3,7 %	4
Training and development assist employees to achieve maximum required performance and beyond	EP 7	32	19,9 %	89	55,3 %	17	10,6 %	18	11,2 %	5	3,1 %	4

Training and development has empowered me to work independently with no supervision	EP 8	46	28,6 %	94	58,4 %	12	7,5%	6	3,7%	3	1,9 %	4
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Source: IBM SPSS version 26 (2019).



Source: IBM SPSS version 26 (2019).

Figure 11: Respondents' scoring patterns summary- Section B (i).

The ratings analysis demonstrated in Table 12 and Figure 11 above shows that a very significant high rate of “agree” in all 8 items/ statements. The statements in Section B(i) were concentrating on establishing the relationship between training and development and employee performance, a striking observation on the results showed (significantly) more than 50% of agreement throughout all items. EP1 to EP8, all had above 58% rating, with a rating from 17% to 33,5% on strongly agree. Lower levels of indifferent, disagree and strongly disagree were observed. Table 12 provides a summary of the findings for

each statement. Below is the analysis of the responses received from the respondents on section B(i) item.

*Table 13: Analysis of results in Section B(i) Employee Performance (EP)*

SECTION B(i) ANALYSIS – EMPLOYEE PERFORMANCE (EP)		
Item	Statement	Analysis Results from the respondents
EP1	Training and development programs have helped me improve my work performance	The results of EP1 show a 24,8% strongly agree, 57,1% agree, these 2 combined makes 81,9% of the respondents who agree that training and development programmes help them to improve their work performance. 7,5% were indifferent. A small percentage of 6,2% and 4,3% disagree and strongly disagree respectively with this statement, which constitutes a total 10,5% of the respondents who disagree.
EP2	I am of the opinion that training and development has greatly improved the quality of my work	EP2 shows a relatively high level of agree with the statement of training improving the quality of their work. 24,2% strongly agree, 56,5% agree. Combining the two makes 80,7% who believe training has an impact on quality of work. 7,5% were indifferent. 8,1% disagree, while 3,7% strongly disagree.
EP3	Training and development has empowered me to work independently with no supervision	32,3% strongly agree and 52,8% agree with the item that training and development empowered them to be able to work independently with no supervision, which gives a total of 85,1%. 7,5% were indifferent. 6,2% and 1,2% disagree and strongly disagree respectively, giving a total of 7,3%.
EP4	I believe training and development has made me more confident when doing my work	The results of EP4 show evidence of a significant high level of agree and strongly agree combined on training and development having an effect on increasing the level of confidence in performing the duties. 33,5% strongly agree, 52,8% agree, these 2 combined makes 86,3%. 7,5% were indifferent. A small percentage of 6,2% and 2,5% disagree and strongly disagree respectively with this statement, which constitutes a total 9,7% of the respondents who disagree.
EP5	I believe training has helped me improve my overall skills to do my job	EP5 shows a relatively high level of agreement among the respondents. The statement focusses on training effect to improving overall skills to do their jobs of the respondents. 26,1% strongly agree, 58,4% agree. Combining the two makes 84,5% of the total number who agree. 6,8% were indifferent. 6,2% disagree, while 2,5% strongly disagree.

EP6	I am given a chance to try out the training learned on the job immediately	17,4% strongly agree and 54,0% agree with the item that they are given a chance to try out what they have learnt, which gives a total of (71,4%). Even though the number is still relatively significant of the total of the respondents who agree, however, it is noted that on this item, there seem to be slight decrease on the level of results percentage as compared to EP1 to EP5. This could be an area to be explored by the organisation. Also, it is observed that the number of those who were indifferent seem to be higher as compared with all other EP items and it constituted a 13,7%. Those who disagree are 11,2% and 3,7% strongly disagree, giving a total of (14,9%). This again is noted to be higher when comparing with the previous scores on the other items.
EP7	I can easily apply the learnings from training to my work	19,9% strongly agree, 55,3% agree with this statement, which makes a total of 75,2%. 10,6% are indifferent. 11,2% and 3,1% disagree and strongly disagree respectively, making a total of 14,3% of those who not in agreement with this statement. It is observed that the results of the analysis in this item correlate with the EP6 results and they are both speaking about the application of skill that the respondents have learnt.
EP8	Training and development assist employees to achieve maximum required performance and beyond	EP8 results show a much significant level of agreement (87%) with the statement. 28,6% and 58,4% strongly agree and agree respectively. 7,5% were indifferent. Only (5,6%) were not in agreement, with 3,7% and 1,9% of those who disagree and strongly disagree respectively. It is of interest to note that 87% believe that training and development assists employees to achieve maximum required performance.

Source: Researcher.

#### 4.3.1.1 Exploratory Factor Analysis (EFA) key elements influencing employee performance

Displayed below are the results obtained from the SPSS version 26 (2019).

*Table 14: Analysis of results in Section B(i) Employee Performance (EP)*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.881
Bartlett's Test of Approx. Chi-Square	784.945
Sphericity	Df
	28
	Sig.
	<,001

Source: IBM SPSS version 26 (2019).

As according to the above table, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) shows result of (0,881) which is a good result. For this test we are looking for anything >0,7 value for KMO result. The greater the value the better. And for the Bartlett's Test of Sphericity the Sig (P-value) of 0,001 which is statistically significant.

#### 4.3.2 Section B (ii): Determination of the training needs (TNA)

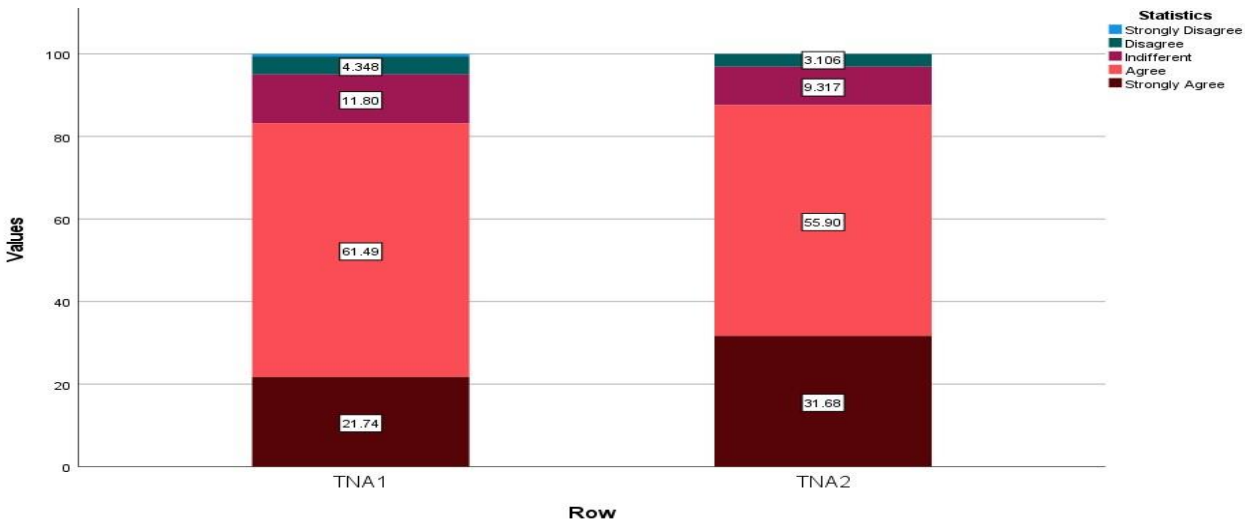
This section addresses: Analysis of Training and Development Needs (TNA). The study aimed to determine the effects of training and development on employee performance and according to Dessler (2008), training and development consists of five steps in which the first one of them is training needs analysis. Dessler (2008) states that in this step performance skills and abilities that are needed in a specific position are identified by the trainer, then the assessment of prospective trainee's skills is conducted, then development of measurable performance objectives that are based on any gap/s identified. This has been highlighted in Chapter Two. The phase of training needs analysis is one of the crucial and important components of training and development systems, and it needs to be properly monitored to be valuable and effective. The study presents the Section B(ii) responses on the Training Needs Analysis (TNA) from the survey as Table 14 and Figure 12.

*Table 15: Respondents' scoring patterns summary - Section B(ii)*

Section B B(ii)	Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree		Mod e
	Coun	Row	Coun	Row	Coun	Row	Coun	Row	Coun	Row	
	t	N%	t	N%	t	N%	t	N%	t	N%	

Training needs must be identified through a formal performance appraisal mechanism	TNA 1	35	21.7%	99	61.5%	19	11.8%	7	4.3%	1	0.6%	4
I think my organisation have a training program in place for new entrants for each department	TNA 2	51	31.7%	90	55.9%	15	9.3%	5	3.1%	0	0.0%	4

Source: IBM SPSS version 26 (2019)



Source: IBM SPSS version 26 (2019).

Figure 12: Respondents' scoring patterns summary – in section B (ii).

The study observed the following patterns: in both statements a significant high levels of agreement is evidenced with a 61,5% and 55,9% (Agree) on TNA 1 and TNA2 respectively. Strongly agree scores constituted 21,7% and 31,7% on both TNA1 and TNA2 statements respectively. In both statements for TNA1 and TNA2 the agreement levels constituted a highest percentage of (83,2%TNA1) and (87,6% TNA2). It is observed that disagree on TNA1 is only 4,3% and 0,6% for strongly disagree which is extremely low. Same pattern was observed for TNA2 which has only 3,1% and 0 for strongly disagree. The researcher believes that the training needs or needs analysis is highly valued in the organisation. New entrants' needs for training seem to be taken care of in terms of training and there is a generally solid strong cognizance that training needs ought to be discovered and identified via a proper and recognized performance evaluation system. Most employees seem to be aware of this system. This is very good because in the training cycle, training needs analysis is the initial step for the organisation to ascertain where gaps are and to be able align employee needs for training in line with the job requirements of the employees (Dessler, 2008).

As mentioned in the previous chapter on literature review, With the assistance of training needs that have been identified upfront and before the implementation of the training intervention, a training program's effectiveness can be evaluated effectively. It is necessary to specify the difference between the current situation and what is expected in terms of the required levels of job knowledge, required abilities, and job performance. It's also important to identify any issue areas that could be fixed with training and development (Alnawfleh, 2020).

The study acknowledges that for the purpose of this study the researcher only used primary source and no secondary data was used for further evaluation on the existence of such systems in place, this was due to time constraints. The future studies conducted on the similar subject can therefore further explore the existence of such systems in place and how they are managed to produce favourable results according to the company's strategic objectives for further recommendations.

### 4.3.3 Section B (iii): Training and development programmes (TD)

As was stated in the earlier chapter on literature review that, training and development as defined by Sung, & Choi, (2018) is a sequence of organized activities conducted within a specified time and designed to produce behavioral change to the employees. Anwar (2016) claims that, properly trained employees are best equipped to build a bright future while putting in a lot of effort to do so in the present. Nothing can prevent what they planned because they will be the organisation's major source of energy. (Ismael et al., 2021).

The evidence observed in this aspect was a high level of agreement scoring patterns (combining both strongly agree and agree scorings) in all the statements among the respondents, disagreements levels were significantly low. The study presents the Section B(iii) responses on the Training and Development programmes (TD) from the survey as Table 16 and Figure 12.

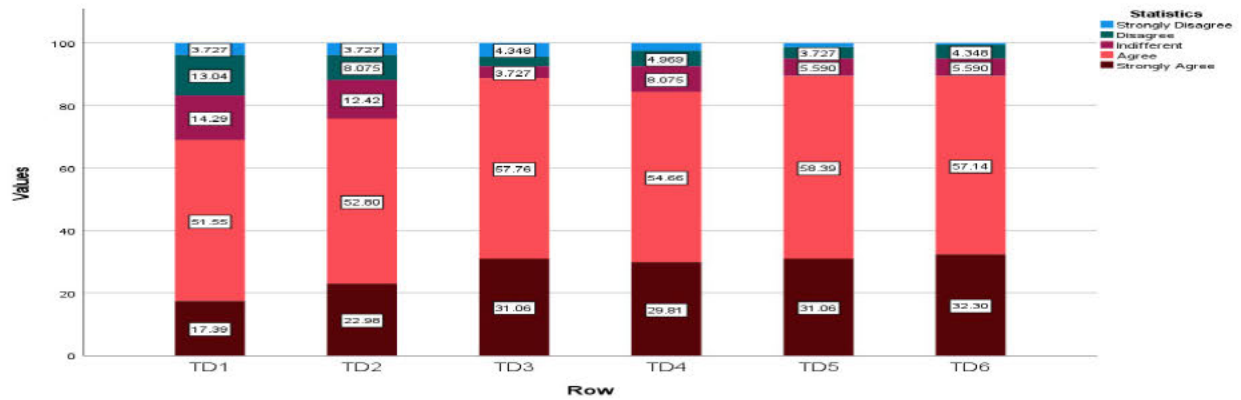
*Table 16: Respondents' scoring patterns summary - in Section B(ii)*

Section B B(i)		Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree		Mode
		Coun	Row	Coun	Row	Coun	Row	Coun	Row	Coun	Row	
		t	N%	t	N%	t	N%	t	N%	t	N%	
The quality of training programs I participated in was very high	TD 1	28	17.4 %	83	51.6 %	23	14.3 %	21	13.0 %	6	3.7 %	4

I believe the frequency of training provided by my organisation has an impact on my job	TD 2	37	23.0 %	85	52.8 %	20	12.4 %	13	8.1%	6	3.7 %	4
Training and development is intended to develop better skills and knowledge	TD 3	50	31.1 %	93	57.8 %	6	3.7%	5	3.1%	7	4.3 %	4
Training and development will enable me to gain on career advancement opportunities	TD 4	48	29.8 %	88	54.7 %	13	8.1%	8	5.0%	4	2.5 %	4
I believe that training and development is intended at motivating employees at work.	TD 5	50	31.1 %	94	58.4 %	9	5.6%	6	3.7%	2	1.2 %	4
I am of the opinion that training, and development will assist me in making good	TD 6	52	32.3 %	92	57.1 %	9	5.6%	7	4.3%	1	0.6 %	4

business decisions												
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Source: IBM SPSS version 26 (2019)



Source: IBM SPSS version 26 (2019).

Figure 13: Respondents' scoring patterns summary – Section B (ii).

Below is the analysis of the responses received from the respondents on section B(iii) items.

Table 17: Analysis of results in Section B(iii) Training and Development (TD)

SECTION B(iii) ANALYSIS – TRAINING AND DEVELOPMENT PROGRAMMES (TD)		
Item	Statement	Analysis Results from the respondents

TD1	The quality of training programs I participated in was very high	The results show a 17,4% strongly agree, 51,6% agree responses, these 2 combined makes 69% of the respondents who agree that the quality of the training programmes they participated in was very high. (14,3%) were indifferent. 13% disagree and 3,7% strongly disagree.
TD2	I believe the frequency of training provided by my organisation has an impact on my job	52.8% agree and 23.0% strongly agree on the statement about the frequency of the training programmes provided having an impact on their jobs. This is a (75,8%) respondents on the agreement side which a significantly high number. However, 12,4% remained indifferent. 8,1% disagree and 3,7% strongly disagree.
TD3	Training and development is intended to develop better skills and knowledge	Results for TD3 show a significantly high number of respondents constituting 57.8% and 31.1% for agree and strongly agree respectively, which means (88,9%) believe training and development programmes are intended to develop better skills and knowledge. 4.3% and 3.1% strongly disagree and disagree respectively and only 3.7% were indifferent.
TD4	Training and development will enable me to gain on career advancement opportunities	Item TD4 shows once again a significantly high rating of agreement with the statement. 54.7% and 29.8% agree and strongly agree, which is (84,5%). Only a 2.5% strongly disagree and 5.0% disagree, while 8.1% were indifferent.
TD5	I believe that training and development is intended at motivating employees at work.	Again, a striking observation on the TD5 scoring patterns. The results show a relatively high scoring on agree with the statement. (58.4% and 31.1%) on agree and strongly agree on the item of motivation as a result of training and development. Combined it makes (89,5%) Only a small number of respondents of only 1.2% strongly disagree and 3.7% disagree, while only 5.6% were indifferent.
TD6	I am of the opinion that training, and development will assist me in making good business decisions	Another significant observation on TD6 of a 57.1% and 32.3% scoring on agree and strongly agree (89,4%). A relatively small percentage were on disagree with (0.6%) strongly disagree and 4.3% disagree. Only 5.6% were indifferent.

#### 4.3.3.1 Exploratory Factor Analysis (EFA) of factors effecting training and development

The second EFA included six items to measure the characteristics that contribute to effective training and development at work. Bartlett's analysis was conducted to determine the viability of the factor analysis, and the KMO measure of sample adequacy was calculated. Below table shows results as extracted from the IBM SPSS version 26 (2019).

*Table 18: KMO and Bartlett's Test for Training and Development.*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.828
Bartlett's Test of Sphericity	Approx. Chi-Square	342.112
	Df	15
	Sig.	<,001

Source: IBM SPSS version 26 (2019).

For the variable Training and development, the above table, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) shows result of (0,828) which is a good result. For this test we are looking for anything >0,7 value for KMO result. The greater the value the better. And for the Bartlett's Test of Sphericity the Sig (P-value) of 0,001 which is statistically significant and y none of the factors had eigenvalue greater than 1, confirming that the factor analysis was appropriate.

*Table 19: Reliability analysis for Employee performance and training and development and their items*

Items/ Variables/ Statements	Loadings of EP		Loadings of TD	Cronbach' Alpha (α)
<b>Employee performance (EP)</b>				<b>0,908</b>
Training and development programs have helped me improve my work performance	0,895			
I am of the opinion that training, and development has greatly improved the quality of my work	0,889			
Training and development have empowered me to work independently with no supervision	0,891			
I believe training and development has made me more confident when doing my work	0,886			
I believe training has helped me improve my overall skills to do my job	0,893			

I am given a chance to try out the training learned on the job immediately	0,894			
I can easily apply the learnings from training to my work	0,897			
I am of the opinion that training and development will assist me in making good business decisions	0,909			
<b>Training and development programmes (TD)</b>				<b>0,831</b>
The quality of training programs I participated in was very high			0,804	
I believe the frequency of training provided by my organisation has an impact on my job			0,792	
Training and development is intended to develop better skills and knowledge			0,777	
Training and development will enable me to gain on career advancement opportunities			0,798	
I believe that training and development is intended at motivating employees at work			0,830	
I believe training, and development will assist me in making good business decisions			0,816	

The analysis of data represented in Table 19 above illustrates that the results of an internal consistency test of the sub-scale measuring Employee Performance (EP) contributory factor had an acceptable Cronbach's alpha of 0.908 ( $\alpha = 0.908$ ). Similarly, the results of 161 an internal consistency test of another sub-scale measuring Training and Development (TD) contributory factor also had an acceptable Cronbach's alpha of 0.831 ( $\alpha = 0.831$ ). The item-total correlations of Employee Performance contributory factor and that of Training and Development contributory factor are attached hereto as Annexures F. It is necessary to note that even though the measurement properties of these two sub scales were not established prior to this study, an acceptable Cronbach's

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alpha for both factors confirmed reliability of the sub scales for the target population. Further analysis showed that the first factor (i.e., Employee performance contributory factor) contained eight items. All eight items had the factor loadings above 0.88. This factor was mostly saturated with items that referred to how training and development had an impact to the performance of the respondents as employees within the organisation.

The second factor, which was training, and development programmes was saturated with items that referred to the training and development initiatives and programmes offered by the organisation, the quality of programmes, their ability to lead to more advanced career advancement, their impact on improving skills and knowledge of the job, and their ability to build employee motivation.

#### 4.3.4 Section B (iv): Factors contributing on the evaluation of training

Despite being placed last in the training process, evaluation is a part of every step. In other words, the entire design process is intended to be iterative, with various components being adjusted along the way. Prior to deployment, interim evaluations— also known as formative evaluations—are carried out to ensure that the learning resources adhere to the standards established during the design process. Following implementation, a summative evaluation would be carried out to assess the training's efficacy across the three criteria of participant satisfaction, participant learning, and participant performance.

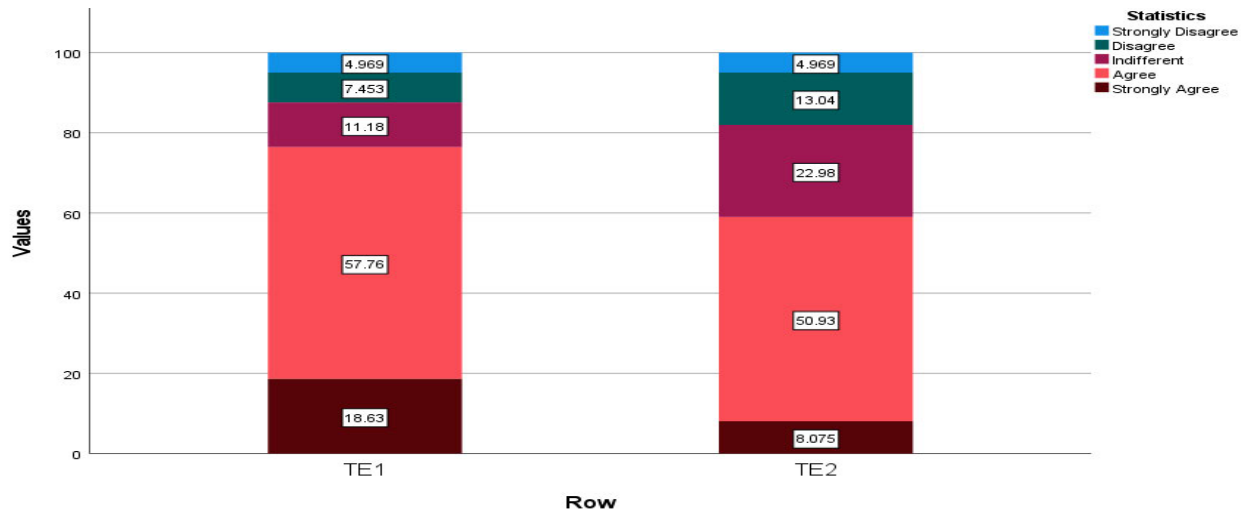
The requirement for ETD practitioners to invest significant time and energy in a process that evaluates the effectiveness of the training program that has been implemented was also stressed in Chapter 2. The data gathered for the construct are shown in Table 15 and Figure 14. The study presents the Section B(iv) responses on the Training and Development Evaluation (TE) from the survey as Table 20 and Figure 14.

*Table 20: Respondents' scoring patterns summary - Section B (IV)*

Section B B(i)	Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree		Mode
	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%	

My organisation links training and development to my performance improvement	TE 1	30	18.6%	93	57.8%	18	11.2%	12	7.5%	8	5.0%	4
My organisation measures the impact of every training and development intervention	TE 2	13	8.1%	82	50.9%	37	23.0%	21	13.0%	8	5.0%	4

Source: IBM SPSS version 26 (2019).



Source: IBM SPSS version 26 (2019).

Figure 14 : Respondents' scoring patterns summary - Section B(iv)

Below is the analysis of the responses received from the respondents on section B(iv) items.

*Table 21: Analysis of results in Section B(iv) Training evaluation (TE)*

SECTION B(iv) ANALYSIS – TRAINING EVALUATION (TE)		
Item	Statement	Analysis Results from the respondents
TE1	My organisation links training and development to my performance improvement	<p>57.8% agree scores and 18.6% strongly agree with the item on TD1 accounting for a total count of (76,4) in agreement. 11,2% were indifferent. A relatively low number constituted 5.0% and 7.5% on strongly disagree and disagree respectively.</p> <p>Even though (76,4%) is relatively a significant score, it is noted that it is however, relatively lower when comparing with other items levels of agreement which are mostly above 80%. Also, 11,2% accounts for respondents not aware or not sure of this statement on the alignment of the training intervention to performance, that constitutes a gap that needs to be addressed by the internal training and development systems. Combining the indifferent scores, and those in disagreement constitutes a 23,7% which is score that is worth giving attention.</p>
TE2	My organisation measures the impact of every training and development intervention	<p>A significant observation was noted on this item as a standalone, as well as in comparison with the other previous statements. 50,9% agree and 8.1% strongly agree.</p> <p>The agreement scores combined makes (59%), which is the lowest agreement score compared with all other variables scores.</p> <p>Also, another striking factor observed, is a significant number (23,0%) of respondents scored as indifferent to the statement referring to the organisation measuring the impact of training and development interventions. 4.4% strongly disagree and 13.1% disagree, together (17,5).</p> <p>This is an absolute area of attention to note. Despite certain gaps and different viewpoints, the training programs have typically shown to have a favourable impact on the trainees at Food Lover's Market.</p>

Source: Researcher.

#### **4.3.5 Section B (v): Alignment of training and development to strategic objectives**

As it was highlighted in literature review chapter (Chapter2), developing an organisation with a strategic focus to training and development, is a model of learning organisation, since training and development process includes a wide range of learning activities. To nurture and maintain these organisations, a strategic emphasis on learning needs is

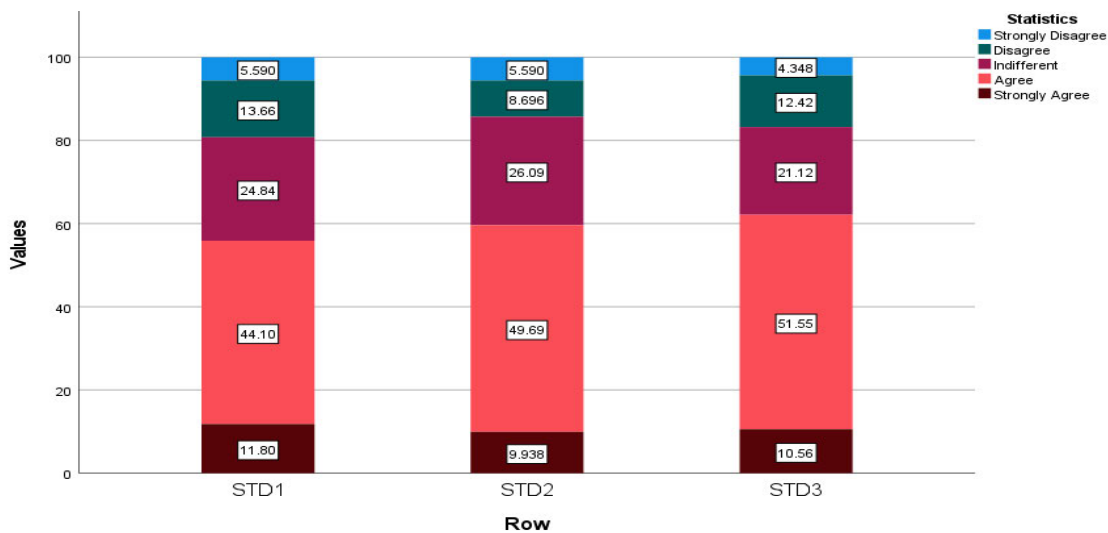
crucial, both for the employee and the employer. To produce a win-win situation both for the employee and the organisation, it is essential that the employer consider the employee (the learner) as a vital investment for organisation's successful performance. Because of the nature and culture of such organisations, it works well in benefiting both its employee and employer, highlighting the positive relations of learning, motivation, and employee performance. This is because of a direct link between the organisation's mission and its learning culture. For a learning organisation to become effective, it is highly necessary and important that the leadership of the organisation support and provide guidance for continuous learning, specially steered by the CEO (Niazi, 2011). Section B(v) responses on the Alignment of Training and Development (STD) to strategic objectives from the survey.

*Table 22: Respondents' scoring patterns summary - in Section B(v)*

Section B B(i)		Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree		Mode
		Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%	
		My organisation has a training and development policy applicable to all employees and I fully understand it	STD 1	19	11.8 %	71	44.1 %	40	24.8 %	22	13.7 %	

My organisation links training and development with our company business strategy and I am aware of where I fit in	STD 2	16	9.9%	80	49.7%	42	26.1%	14	8.7%	9	5.6%	4
I am aware of the organisation's training and development strategic objectives	STD 3	17	10.6%	83	51.6%	34	21.1%	20	12.4%	7	4.3%	4

Source: IBM SPSS version 26 (2019)



Source: IBM SPSS version 26 (2019).

Figure 15: Summary of the respondents' scoring patterns in section B (v)

Below is the analysis of the responses received from the respondents on section B(v) item:

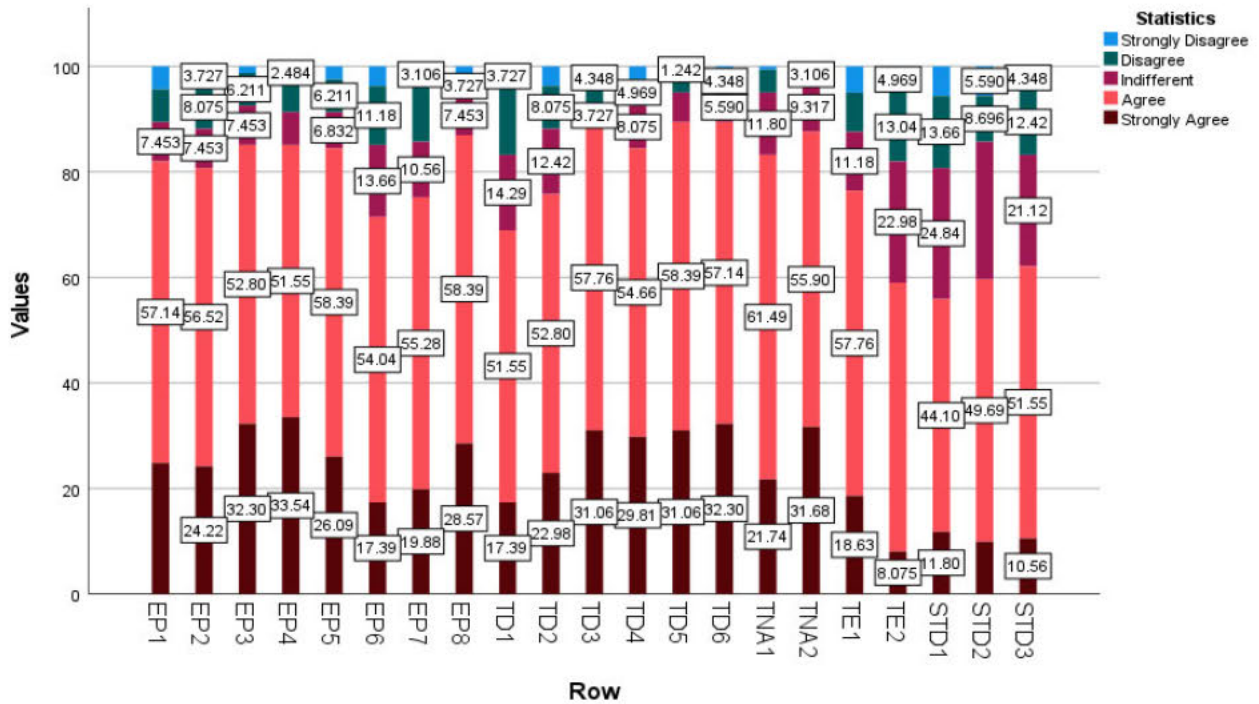
Table 23: Analysis of results in Section B(v) Strategic alignment of training and development

SECTION B(v) – STRATEGIC ALIGNMENT OF TRAINING AND DEVELOPMENT		
Item	Statement	Analysis Results from the respondents
STD1	My organisation has a training and development policy applicable to all employees and I fully understand it	STD1, only 11.8% of respondents strongly agree and 44.1% agree, making a combined count of (55,9%) of those who are in agreement with this item. This is a significant drop in the scoring patterns observed earlier with other variables. This calls for serious attention on the management side of FLM. This implies that training and development policies, if available, are not effectively communicated within the organisation. Those who were indifferent constituted (24,8%), which is the second in this item scoring. This constitutes a high-level score.
		13.7% Disagree and 5.6% Strongly disagree.
STD2	My organisation links training and development with our company business strategy and I am aware of where I fit in	STD2 noted that 9.9% Strongly agree and 49.7% agree with the item of training and development being linked to business strategy. (59,6%) agreed, which like the previous item, this is a huge drop in level of scoring compared to all variables' scorings. (26,1%) constituted those who are indifferent. This is a high number of respondents not aware. 8.7% and 5.6% disagree and strongly disagree respectively, which is small number (14,3).
STD3	I am aware of the organisation's training and development strategic objectives	STD3 had 10.6% and 51.6% of those who strongly agree and agree (62,2%) that they are aware of the organisation's strategic objectives for training and development. 21,1% were indifferent which is higher than those who disagree combined. 12.4% and 4.3% of the respondents disagree and strongly disagree respectively, making (16,7%).

Source: Researcher.

The study presents a Summary of Section B respondents' responses from a survey in one single display below as Figure 15. It is evident from the below bar graph of the summary responses that in most of the items the respondents scoring patterns were the highest on agree than on disagree responses as displayed.

### 4.3.6 LIKERT SCALE SUMMARY RESPONSES



Source: IBM SPSS version 26 (2019).

Figure 16: Summary of the respondents' scoring patterns in Section B

### 4.3.7 Summary KMO and Bartlett's Test scores

The Likert scale items were submitted to factor analysis. The Bartlett's Test of Sphericity sig. (P-value) should be less than (0.05) and the KMO value should be higher (> 0.500). Table 4.19 shows that the prerequisites for factor analysis were all met.

Table 24: KMO and Bartlett's Test scores for all seasons B items

Item	Variables	Kaiser-MeyerOlkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity			
			Approx. Square	Chi-Square	df	Sig.

B(i)	Employee Performance (EP)	0,881	784,945	28	<0.001
B(ii)	Training and Development (TD)	0,828	342,112	15	<0.001
B(ii)	Training Needs Analysis (TNA)	0,500	36,569	1	<0.001
B(iv)	Training Evaluation (TE)	0,500	42,940	1	<0.001
B(v)	Strategic Training and Development (STD)	0,707	169,413	3	<0.001

Source: Adapted from IBM SPSS Statistics for Windows, Version 28.0 (2015).

#### 4.3.8 Reliability Statistics

Several measurements on the same subject on this study were taken to compute Reliability measurement. An "acceptable" dependability co-efficient is one of 0.70 or above. All sections' reliability scores fall within the acceptable range for Cronbach's alpha. This denotes a level of consistent, acceptable rating across all the elements and variables.

*Table 25: Cronbach's alpha scores for the questionnaire's items were included in the reliability study of all section B items.*

Item	Variables	No. of Items	Cronbach's Alpha
B(i)	Employee Performance (EP)	08	0,908
B(ii)	Training and Development (TD)	06	0,831
B(ii)	Training Needs Analysis (TNA)	02	0,624
B(iv)	Training Evaluation (TE)	02	0,655
B(v)	Strategic Training and Development (STD)	03	0,817

Source: SPSS version 26 (2019).

The study determined that the measuring instrument (questionnaire) used was reliable. The following phase was for the study to transform variables to test normality of distribution using IBM SPSS version 26 (2019) for analysis purposes.

#### **4.4 ORDINAL REGRESSION ANALYSIS**

##### **4.4.1 Coefficients Results**

###### 1. Positive Coefficients interpretation: (TD, TNA, TE, and STD)

Training and Development (TD) coefficient in the table shows that TD was a significant positive predictor of employee performance (EP). For every one positive increase in training and development, there is a predicted positive increase of 3,656 in the long odds of being in a higher level on employee performance. Similarly, we see on the variable, Training, and development Evaluation (TE) that was also a significant positive predictor of employee performance (EP); meaning for every one positive increase in training and development evaluation, there is a predicted positive increase of 0,629 in the long odds of being in a higher level on employee performance. However, it is observed that even though the other independent variables, (TNA, TE, and STD) were a significant positive predictor of employee performance, their contribution was at a very low level as compared to Training and Development variable. It is also good to note that in the results table, there were no negative Coefficients become a negative predictor on the independent variable. A negative coefficient shows that for every one unit increase in the independent variable there is a predicted decrease in the long odds of being in a higher level on the dependent variable. The results of detailed ordinal regression analysis is attached in Appendix F.

#### **4.5 CORRELATIONS**

A Spearman's Correlation was performed after Ordinal Regression Analysis was done. The Appendix H contains the results, which show the following patterns. There is a very high correlation between employee performance and training and development (of 0,772)

between the two variables. It is also found to be statistically significant as indicated by the Probability value of  $<0,001$  which is  $<0,05$ .

The correlation value between Employee Performance and Training Needs Analysis: showed a moderate correlation (of 0,335) between the two variables. It is also statistically significant as indicated by the Probability value of  $<0,001$ , which is  $<0,05$ .

The correlation value between Employee Performance and Training Evaluation: reveals a high correlation (of 0,569) involving the two parameters. It is also statistically significant as indicated by the Probability value of  $<0,001$ , which is  $<0,05$ .

The correlation value between EP and STD: shows a moderate correlation (of 0,481) between the two variables. It is also statistically significant as indicated by the Probability value of  $<0,001$ , which is  $<0,05$ . The results for the SPSS output for correlations is attached as per Appendix G.

#### **4.6 CHAPTER SUMMARY**

This chapter noted and presented the analysis and interpretation of the research results. The biographical data of the respondents was presented. The study demonstrated the findings that proved that training and development offered at Food Lover's Market had generally positive outcomes to employee performance. On the other hand, the study was successful in reaching its goals and providing answers to its research questions.

The study findings also noted that on the side of application of what was learnt, there is an existence of a gap in this area and therefore that element in the training and development programmes implementation needs to be reviewed. The training needs analysis process needs to be strengthened as this will have a very positive effect in the quality of the programmes offered by the organisation. Training needs assessment will also enhance training and development measurement and appropriate performance evaluation systems to be established and effectively utilised. Training evaluation has a direct effect to employee performance, as it necessitates that proper performance

measure be in place for continuous improvement. Therefore, the training evaluation processes need to be reviewed.

It was also observed that there is a lack in the alignment of the training and development to organisation strategic objectives. It is necessary to review the training-related strategies and policies. The study found the training and development systems, policies and processes seem to be in existence, but there is a need for the training and development policies, systems, and processes to be reviewed and in some instances, improved upon and aligned to organisation's strategy. Also, the findings revealed that Training communication strategies need to be reviewed and effectively communicated throughout the organisation, this will bear long lasting positive results to the business.

The concluding of Chapter Five, which also includes significant recommendations for proper consideration, was logically brought about by the realization that the study had effectively achieved the aims it had set at the beginning.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

This chapter's goal is to summarize the key results from the previous chapter's results and to make major inferences from the examination of the literature and the findings. The study's research aim was to explore and establish the relationship between training and development on employee performance, this is illustrated by the study's conclusions. Quantitative approach, methods, and procedures were used for this study by the researcher, to be able to obtain this aim and to come up with the recommendations. The researcher believes it was crucial to examine the degree to which applying the strategies helped with addressing the highlighted study problems in chapters one and chapter three.

#### 5.2 RESEARCH OBJECTIVES AND CONCLUSIONS

The researcher assessed how research questions were addressed in determining the degree to which the study objectives had been attained. The researcher additionally emphasizes how each aspect's individual items contributed to the achievement of the study's goals for each item in each topic. The following presents the research objectives in line with the findings and conclusions. Recommendations are then stated subsequently.

- † **The first set of questions explored the factors that contributed to the employee performance.** These questions were related to the first objective of the research, which was to determine how training and development effected employee performance. Through a review of the international literature, the questions of the contributing elements to employee performance were first investigated. Given that the unit of analysis was based in the Gauteng Province FLM Stores, the pragmatic research concentrated on producing evidence at a provincial level.

Most of the respondents at Food Lover's Market revealed that they have a good understanding of what constitutes good employee performance and how through training and development that can be achieved. Six out of eight set of questions under this category scored above 80%, which is very significant. On the other two questions, evidence reveals that respondents scored 71,4% (on EP6) & 75,2% on (EP7). Even though this scoring was significant, however it of noting that there was a slight decline among the respondents who agree and a slight increase among those who disagree. The researcher is noting that there could be several factors contributing to this slight decline in agreement levels between these items, and that can be further explored through other research in future. The striking observation, however, was that in both these 2 statements (EP6 & EP7), both dealt with the application of what was learnt from training and development initiatives that FLM offers their employees into their actual jobs. This questions the relevance and the alignment of the trainings offered to a certain extent to the individual employees. This is an area of noting and perhaps requires exploration by the organisation.

† **The second set of questions assessed the determination of training needs analysis.** Although this constituted a set of only two questions, however the aim of this set of questions was to partly accomplish the second objective of "evaluating the current processes available for training and development that are supposed to contribute to the development of employees' skills and performance". In this regard, there was overwhelming quantitative evidence with very low levels of disagreement among the respondents.

The researcher believes that the training needs analysis is highly valued in the organisation based on the responses from respondents. New entrants' needs for training seem to be taken care of in terms of training and there was a generally solid understanding and awareness that formal performance appraisals must be used to identify employee training needs. Most employees seem to be aware of this system. This is very good because in the training cycle, as training needs

analysis is at the initial phase and vital for the organisation to ascertain skills gaps and to be able align employee training needs in line with the job requirements of the employee. Being in the training and development field for over fifteen years, the researcher has extensive knowledge and understanding how needs analysis contributes to the overall effectiveness of any training and development initiatives. Every outcome is developed based on the needs analysis and every criterion for assessment is designed to address the specific outcomes of a training programme in the light of producing a Competent learner as an output.

- ✦ The third set of questions explored the **factors contributing to effective training and development programmes offered at FLM**. These set of six questions focussed on the quality of training received by the respondents, the frequency of the trainings, and the general views of the respondents (whether at an operational level or managerial level), about the intended purpose of training and development programmes.

The first 02 questions addressed the first objective of the study namely, “to determine the effect of training and development on employee performance”. It is of noting that on first statement or question focussed on the quality of programmes offered, there was a slight drop to 69% on this item of the respondents who agree compared to all other scores on agreement in this category. This item also had an increased level of indifferent scoring among the respondents of (14,3%), compared to all other items rating in other questions where there were respondents who were indifferent.

- ✦ Question 3-6 under this aspect of Training and Development (TD), addressed general views about the intended purpose of training and development. These questions were intended to address the objective of the study, namely, “evaluate how management and employees perceive training and development initiatives implementation”. The findings revealed that 88% respondents on average (on all

four questions), seem to believe that the purpose of the training and development programmes offered by FLM are designed to improve employees' knowledge, skills and capabilities.

† **The fourth set of questions focussed on factors contributing on the evaluation of training.** This aspect was also partly assessing the second objective of the study, which is, “discussing the current processes available for training and development that are supposed to contribute to the development of employees’ skills and performance”. In both questions that made this aspect/ category, there seem to be lower levels of agreement scoring observed. The statement “My organisation measures the impact of every training and development intervention” had only 59% respondents who agree and strongly disagree combined. Also, another striking factor observed, this item had a significant number (23,0%) of respondents who scored as indifferent to the statement. (17,5%) who disagreed and disagreed combined. This is an absolute area of attention to note. However, it is of good noting that in spite of any observed differences in views no matter whether significant or not, overall, training programmes given to the employees of FLM seem to have produces positive outcomes.

† **The fifth set of questions evaluated the organisational strategic alignment to training and development.** This set of questions were aimed at achieving the objective, “assessing if training and development at Food Lover’s Market achieves desired results.” Most of the respondents scoring revealed a relatively lower levels of agreement when compared to all other categories scorings in all other items. This shows that respondents do not understand what the strategic goals of the organisation are, as per the strategic plan, and how they are linked to the training and development processes. The collected and analysis of evidence demonstrates that the respondents were unaware of the policies on training and development.

This calls for serious attention on the management side of Food Lover's Market. This implies that training and development policies, if available, are not effectively communicated within the organisation.

- † Respondents were also given a chance to answer a question in the measuring instrument, intended to "to assess the challenges encountered by management when providing training & development to employees" research objective. Among the respondents who are supervisors and managers, there were challenges identified, the following were the scoring of the respondents, Department budget was 11,8%; time constraints regarding sending staff for training was accounted for 19,3%, while geographical distance/ Location was scored for 8,7% and few responses of 6,2% identified the Illiteracy issues. The rest of the respondents indicated none or not applicable to me.

### **5.3 RECOMMENDATIONS**

The researcher makes the following recommendations after analysing the empirical data acquired and considering the ramifications of this study:

- † There is an identified issue of "the application of what is learnt from training and development initiatives to employee actual jobs"; in tackling this issue, the researcher suggests that proper alignment of training and employee job description, career advancement, be looked or reviewed. This can be achieved through a proper performance management system in place and a continuous more effective, periodic performance reviews implementation process. These can be conducted, for example, on a quarterly basis, etc.
- † It is also advisable that the organisation considers training and development programmes that are unit standard aligned, so as to create more value and employees obtain credits on those programmes which are NQF aligned. These kind of programmes produces certificates that have more value in the light of the

Competence status of the learners. In turn that result yield to more employee motivation, which has direct link to employee performance.

- † The general unawareness about the organisation measuring the impact of every training and development intervention, this can be addressed through a proper system in place and its effective implementation. In that way every employee will be aware of the system, and it will gear individual employees toward continuous performance improvement.
  
- † The organisational strategic alignment to training and development is one crucial element to be reviewed by the Food Lover's Market. As stated by (Senge:2005), People who don't share the same goal might not give the organisation as much as they could. Employees perform duties because they wish to rather than because they are instructed to do so as a result of having the same vision. It alters the partnership with the business and transforms its performances into a teaching resource. Below are the Food Lover's Market objectives.

**The Food Lover's Market's strategic objectives are:**

1. Aiming to be the largest privately owned food retail group in Africa
2. Accelerate innovation in the retailer
3. Develop social media solutions to increase profitability and retailers' processes
4. Achieving good employee relations and morals

For Food Lover's Market to achieve its strategic objectives, with more focus on objective, 2 & 4, the following is advised by the researcher:

- Communication on training and development policies must be reviewed,
- Strategic alignment of the organisation strategic objectives to training and development and effective communication to all staff thereof.

† It is also advised that FLM review the Challenges (as stated under findings in Chapter 4 of this study) that are faced by management, (in this regard supervisors were also counted in the analysis), regarding training and development, in an attempt to come up with a win-win solution.

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24 June 2022

**Thembisile Goodness Sithole (218056476)**  
Grad School of Bus & Leadership  
Westville Campus

Dear TG Sithole,

Protocol reference number: HSSREC/00004249/2022  
Project title: The effects of training and development on employee performance in the Gauteng Province. A case study of Food Lovers Market  
Degree: Masters

**Approval Notification – Expedited Application**

This letter serves to notify you that your application received on 27 May 2022 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. **PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 24 June 2023.  
To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



**Professor Dipane Hlalele (Chair)**

/dd

**Humanities and Social Sciences Research Ethics Committee**

Postal Address: Private Bag X54001, Durban, 4000, South Africa  
Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

**INSPIRING GREATNESS**

## APPENDIX B



**THE BEST IN FRESH GUARANTEED!**

**Food Lovers Holdings (Pty) Ltd.**

t +27 (0)21 140 9600 f +27 (0)21 982 1892  
a 20 London Circle, Brackengate Business Park, Brackenfell, 7560  
PO Box 1823, Brackenfell, 7561

22 February 2022

Ms Thembisile Sithole (Student No. 218056476)  
Graduate School of Business & Leadership  
College of Law and Management Studies  
University of Kwa-Zulu Natal  
E-Mail: [REDACTED]

Dear Sir/Madam

**RE: Gatekeeper's letter for a Master's Research project**

Thembisile Sithole is a student (Student No. 218056476) at the University of Kwa-Zulu Natal. She has proposed a research project towards her Master's thesis project on: *"The effects of training and development on employee performance in the Gauteng Province. A case study of Food Lovers Market."* Gatekeeper's permission has been granted for her to conduct research at the Food Lovers Market, within Gauteng towards her Master's degree.

It is noted that she will constitute her sampling by handing out questionnaires and holding interviews with employees of Food Lovers Market employees ranging from the executives, middle management, skilled, semi-skilled and illiterate employees. This research will be conducted within the premises of Food Lovers Market.

It is further my understanding that all information collected from individuals/employees of Food Lovers Market will be done with duly informed consent from the participating individuals. The participant can refuse participation with no negative consequences and any input cannot be traced back to participants. All required personnel information from current actors will be provided to the researcher in a manner which ensures confidentiality of all participants.

I support the conduct of this research in this organisation.

Yours sincerely

Anthony Brown  
Learning & Development Lead  
Food Lover's Market Holdings (Pty) Ltd

**FOOD LOVER'S MARKET**

FOODLOVERSMARKET.CO.ZA

Reg no: 2015/385671/07 | Directors: BA Coppin, MN Coppin, Y Louw, DR Cooke, MM McCollum, D Millson, NK Meinjies, SG Gastaldi

## APPENDIX C

### THE QUESTIONNAIRE TO BE ANSWERED BY FOOD LOVERS MARKET EMPLOYEES

**NB. The information provided in this questionnaire will remain anonymous and confidential.**

The questionnaire seeks to determine the effects of training and development on employee performance at Food Lovers Market. Please respond to the questionnaire from question 1 Section A to question 27 in Section B, by inserting an X in the appropriate box.

#### SECTION A

1. What is your age?

20-29 years	
30- 39 years	
Over 40 years	

2. What is your Gender?

Male	
Female	

3. What is your highest qualification?

Below Matric	
Matric	
Certificate	
Diploma	
Undergraduate	
Postgraduate	
Other	

4. How long have you been working for Food Lovers Market?

Below 5 years	
5-10 years	
Over 10 years	

5. What is your position in the organisation?

Regional Manager	
Store Manager	
Department manager	
Supervisor	
General Assistant	
Merchandisers	
Other	

## SECTION B

6. Training and development programs have helped me improve my work performance.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

7. I am of the opinion that training, and development has greatly improved the quality of my work.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

8. Training and development has empowered me to work independently with no supervision.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

9. I believe training and development has made me more confident when doing my work.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

10. I believe training has helped me improve my overall skills to do my job.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

11. I am given a chance to try out the training learned on the job immediately.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

12. I can easily apply the learnings from training to my work.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

13. The quality of training programs I participated in was very high.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

14. I believe the frequency of training provided by my organisation has an impact on my job.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

15. Training and development is intended to develop better skills and knowledge.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

--	--	--	--	--

16. Training and development will enable me to gain on career advancement opportunities.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

17. I believe that training and development is intended at motivating employees at work.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

18. Training and development assist employees to achieve maximum required performance and beyond.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

19. I am of the opinion that training, and development will assist me in making good business decisions.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

20. My organisation links training and development to my performance improvement.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

21. Training needs must be identified through a formal performance appraisal mechanism.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

- Are these systems in place in your organisation?

<b>No</b>	<b>SYSTEM</b>	<b>TICK</b>
-----------	---------------	-------------

1.	Performance management system, to measure employee performance	
2.	Informal employee performance assessment management, to measure employee performance	
3.	Response from customer complaints	
4.	Disciplinary processes against poor performance	
5.	Any other – specify:	

22. I think my organisation must have a training program in place for new entrants for each department.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

23. I am aware of the organisation's training and development strategic objectives?

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

24. What kind of challenges, if any, do you face with regard to training and development?

CHALLENGE	TICK
Department Budget	
Time Constraints with regards to sending staff to training	
Geographical Distance/ location	
Illiteracy issues	
OTHER – Specify:	
None	
Not Applicable to me	

25. My organisation has a training and development policy applicable to all employees and I fully understand it.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

26. My organisation links training and development with our company business strategy and I am aware of where I fit in.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

27. My organisation measures the impact of every training and development intervention.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

**The End.**

***Thank you for your time and co-operation.***

## APPENDIX D

### LETTER OF CONSENT



Master of Commerce in Leadership Studies

Research Project

Researcher: Thembisile Sithole

Supervisor: Dr Bibi Chummun ([chummunb@ukzn.ac.za](mailto:chummunb@ukzn.ac.za))

Dear Participant,

My name is Thembisile a Master of Commerce in Leadership Studies student at the University of KwaZulu Natal, Graduate School of Business and Leadership. You are being invited to consider participating in a study that involves research about “**The effects of training and development on employee performance at Food Lover’s Market in Gauteng**”. The aim and purpose of this study is to review the available literature on how Food Lover’s Market can ensure that its employees are trained in such a way that they are sufficiently equipped with necessary knowledge, skills and attitudes to do their work successfully. It shall also assess the link between training & development and employee performance at Food Lover’s Market. The study shall go further and investigate the available processes for training and development in the organisation, explore the views of management regarding training and development and the challenges they face in order to provide recommendations to the organisation. The objectives of the study are:

The study objectives can be listed as follows:

- 1) To determine the effect of training and development on employee performance.

- 2) To discuss the current processes available for training and development that are supposed to contribute to the development of employees' skills and performance.
- 3) To evaluate the challenges encountered by management when providing training & development to employees.
- 4) To assess how management and employees perceive training and development initiatives implementation.
- 5) To assess if training and development at Food Lover's Market achieves desired results and provide recommendations.

The study is expected to enrol 170 participants in total from Food Lover's Market 3 corporate stores based in the Gauteng Province. The participants will complete a survey questionnaire, and they will be selected randomly from each store. The criteria for the participants to be involved in the study is employees from ages 18 and above employed by FLM corporate stores full time for any period and in any educational level. The criteria also include all categories of staff members from the admin staff, general assistants including cashiers, merchandisers, to supervisors, department managers, store managers and regional managers.

The study is not funded and the turnaround period for the completion of the questionnaire is five days.

Participation involves minimal risk, discomfort and/or inconveniences that are no more than risks that people encounter in their daily living. I hope that the study will benefit you and the organisation to determine whether the strategic positioning of training and development directly promote organisational business goals and objectives, and thereby improving employee performance. Your contribution towards this will result in appropriate recommendations as to whether training and development in your organisation achieves desired results. The assessment shall be in relation to the overall strategic objectives of the organisation that are linked to training and development.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number \_\_\_\_\_). In the event of any problems or concerns/questions you may contact the researcher at [REDACTED] or email [REDACTED] or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

## HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Your participation in this research is voluntary and there is no penalty for non-participation. You are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

There will be no payment or incentive given for participating in this study. Your participation is entirely voluntary.

Your name will not be recorded anywhere, and no one will be able to connect you to the answers you give.

Your answers may be reviewed by people responsible for making sure that research is done properly, including an external data analyst specialist, and members of the Research Ethics Committee.

Hard copies of your answers will be stored by the researcher for a period of 5 years in a locked cupboard/filing cabinet in the study room for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After 5 year period the information will be shredded and incinerated.

The results of this study might be published in a scientific journal and/or presented at scientific meetings with the consent of the Executive Director or the organisation, but again without revealing the identity of any research participant.

Thank you for considering participating. Should you have any questions, or should you wish to obtain a copy of the results of the study, please contact me on [REDACTED] or email at [REDACTED]@[REDACTED]. My supervisor's name and email are: Dr Bibi Chummun – [chummunb@ukza.ac.za](mailto:chummunb@ukza.ac.za)

This page is to be retained by the participant.

UNIVERSITY OF KWAZULU-NATAL  
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Master of Commerce in Leadership Studies

Research Project

Researcher: Thembisile Sithole

Supervisor: Dr Bibi Chummun ([chummunb@ukza.ac.za](mailto:chummunb@ukza.ac.za))



UNIVERSITY OF  
KWAZULU-NATAL  
INYUVESI  
YAKWAZULU-NATALI

CONSENT

I ..... (Full names of participant) have been informed about the study entitled “**The effects of training and development on employee performance at Food Lover’s Market in Gauteng**” by Ms. Thembisile Sithole.

I understand the purpose and procedures of the study and the Questionnaire I must complete voluntarily.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without any negative consequence.

I have been informed about non-available compensation or medical treatment if injury occurs to me as a result of study-related procedures

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at Ms. Thembisile Sithole or email her at [REDACTED].

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Additional consent, where applicable

I hereby provide consent to:

Complete the study Questionnaire

YES/NO

\_\_\_\_\_

Signature of Participant

\_\_\_\_\_

Date

\_\_\_\_\_

Signature of Witness

(If applicable)

\_\_\_\_\_

Date

\_\_\_\_\_

Signature of Translator

(If applicable)

\_\_\_\_\_

Date

This page is to be retained by the researcher.

## APPENDIX E

### LIKERT-SCALE – FLM STUDY

Variables		Section B	Agreement scale				
			Items/ statements				
			1	2	3	4	5
			SD	D	I	A	SA
<b>B(i) Employee performance (EP)</b>	EP1	Training and development programs have helped me improve my work performance					
	EP2	I am of the opinion that training and development has greatly improved the quality of my work					
	EP3	Training and development has empowered me to work independently with no supervision					
	EP4	I believe training and development has made me more confident when doing my work					
	EP5	I believe training has helped me improve my overall skills to do my job					
	EP6	I am given a chance to try out the training learned on the job immediately					
	EP7	I can easily apply the learnings from training to my work					
	EP8	Training and development assist employees to achieve maximum required performance and beyond					
<b>B(ii) Training and development Needs Assessment (TNA)</b>	TNA1	Training needs must be identified through a formal performance appraisal mechanism					
	TNA2	I think my organisation have a training program in place for new entrants for each department					
<b>B(iii) Training and development programmes (TD)</b>	TD1	The quality of training programs I participated in was very high					
	TD2	I believe the frequency of training provided by my organisation has an impact on my job					
	TD3	Training and development is intended to develop better skills and knowledge					
	TD4	Training and development will enable me to gain on career advancement opportunities					
	TD5	I believe that training and development is intended at motivating employees at work.					
	TD6	I am of the opinion that training, and development will assist me in making good business decisions					

<b>B(iv)</b> Training and performance Evaluation process (TE)	TE1	My organisation links training and development to my performance improvement					
	TE2	My organisation measures the impact of every training and development intervention					
<b>B(v)</b> Training and development strategic alignment (STD)	STD1	My organisation has a training and development policy applicable to all employees and I fully understand it					
	STD2	My organisation links training and development with our company business strategy and I am aware of where I fit in					
	STD3	I am aware of the organisation's training and development strategic objectives					

## APPENDIX F

### ORDINAL REGRESSION

#### TRANSFORMING VARIABLES

#### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
EP	161	100.0%	0	0.0%	161	100.0%
TD	161	100.0%	0	0.0%	161	100.0%
TNA	161	100.0%	0	0.0%	161	100.0%
TE	161	100.0%	0	0.0%	161	100.0%
STD	161	100.0%	0	0.0%	161	100.0%

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EP	.185	161	<,001	.898	161	<,001
TD	.167	161	<,001	.913	161	<,001
TNA	.263	161	<,001	.901	161	<,001
TE	.205	161	<,001	.924	161	<,001
STD	.216	161	<,001	.916	161	<,001

a. Lilliefors Significance Correction

Variables not normally distributed, do a log<sub>10</sub> Log<sub>10</sub>

### Case Processing Summary

	N	Valid Percent	Cases Missing		Total	
			N	Percent	N	Percent
log_EP	161	100.0%	0	0.0%	161	100.0%
log_TD	161	100.0%	0	0.0%	161	100.0%
log_TNA	161	100.0%	0	0.0%	161	100.0%
log_TE	161	100.0%	0	0.0%	161	100.0%
log_STD	161	100.0%	0	0.0%	161	100.0%

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
log_EP	.233	161	<,001	.801	161	<,001
log_TD	.212	161	<,001	.831	161	<,001
log_TNA	.280	161	<,001	.850	161	<,001
log_TE	.221	161	<,001	.845	161	<,001
log_STD	.222	161	<,001	.801	161	<,001

a. Lilliefors Significance Correction

Variables still not normally distributed. Then have to do Non-parametric tests. And perform Ordinal Regression. Sig value <0,05.

### ORDINAL REGRESSION ANALYSIS

#### Case Processing Summary

		N	Marginal Percentage
EP	1.38	1	0.6%
	1.50	1	0.6%
	2.00	3	1.9%
	2.25	4	2.5%

	2.38	1	0.6%
	2.50	1	0.6%
	2.63	1	0.6%
	2.75	3	1.9%
	2.88	2	1.2%
	3.00	6	3.7%
	3.13	2	1.2%
	3.25	1	0.6%
	3.38	3	1.9%
	3.50	3	1.9%
	3.63	3	1.9%
	3.75	10	6.2%
	3.88	11	6.8%
	4.00	33	20.5%
	4.13	10	6.2%
	4.25	11	6.8%
	4.38	14	8.7%
	4.50	10	6.2%
	4.63	7	4.3%
	4.75	9	5.6%
	4.88	3	1.9%
	5.00	8	5.0%
Challenges_1	Department Budget	19	11.8%
	Time Constraints	31	19.3%
	Geographical Distance/ location	14	8.7%
	Illiteracy issues	10	6.2%
	None	21	13.0%
	Not Applicable to me	66	41.0%
Valid		161	100.0%

Missing	0
Total	161

Which provides the N for each variable summary and this is where we can see there are no missing values.

#### Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	884.874			
Final	666.057	184.817	4	<,001

Link function: Logit.

In the Model fitting information table above shows how well the model fits the information. The Sig. (P-value) is < than 0,05 which is a good finding in determining how well the model fits the data. Th The Sig value that is <0,05 means the model fits the data very well.

#### Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	18214.051	3071	.061
Deviance	633.264	3071	1.000

Link function: Logit.

#### Pseudo R-Square

Cox and Snell	.706
Nagelkerke	.708
McFadden	.217

Link function: Logit.

## ORDINAL REGRESSION COEFFICIENTS

		Parameter Estimates					95% Confidence Interval	
		Estimate	Std. Error	Wald	df	Sig.	Lower Bound	Upper Bound
Thresh old	[EP = 1,38]	7.364	1.478	24.834	1	<,001	4.468	10.260
	[EP = 1,50]	8.393	1.325	40.104	1	<,001	5.796	10.991
	[EP = 2,00]	10.142	1.323	58.798	1	<,001	7.550	12.734
	[EP = 2,25]	11.669	1.390	70.496	1	<,001	8.945	14.393
	[EP = 2,38]	11.944	1.401	72.714	1	<,001	9.198	14.689
	[EP = 2,50]	12.214	1.412	74.868	1	<,001	9.447	14.981
	[EP = 2,63]	12.478	1.423	76.936	1	<,001	9.690	15.266
	[EP = 2,75]	13.086	1.450	81.472	1	<,001	10.244	15.927
	[EP = 2,88]	13.428	1.466	83.916	1	<,001	10.555	16.301
	[EP = 3,00]	14.283	1.510	89.530	1	<,001	11.325	17.242
	[EP = 3,13]	14.527	1.522	91.129	1	<,001	11.545	17.510
	[EP = 3,25]	14.640	1.527	91.866	1	<,001	11.646	17.633
	[EP = 3,38]	14.941	1.542	93.826	1	<,001	11.918	17.964
	[EP = 3,50]	15.239	1.557	95.776	1	<,001	12.187	18.291
[EP = 3,63]	15.527	1.571	97.678	1	<,001	12.448	18.607	
[EP = 3,75]	16.260	1.605	102.577	1	<,001	13.114	19.407	
[EP = 3,88]	16.879	1.632	106.923	1	<,001	13.680	20.078	
[EP = 4,00]	18.307	1.695	116.656	1	<,001	14.985	21.629	
[EP = 4,13]	18.713	1.712	119.403	1	<,001	15.356	22.069	
[EP = 4,25]	19.189	1.734	122.468	1	<,001	15.790	22.588	
[EP = 4,38]	19.925	1.769	126.882	1	<,001	16.458	23.392	
[EP = 4,50]	20.621	1.803	130.852	1	<,001	17.088	24.154	
[EP = 4,63]	21.199	1.831	134.017	1	<,001	17.610	24.788	
[EP = 4,75]	22.164	1.881	138.876	1	<,001	18.478	25.850	
[EP = 4,88]	22.633	1.905	141.147	1	<,001	18.899	26.367	
Location	TD	3.656	.398	84.307	1	<,001	2.876	4.436
	TNA	.062	.252	.060	1	.807	-.432	.556
	TE	.629	.291	4.659	1	.031	.058	1.200

STD	.150	.266	.316	1	.574	-.372	.672
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Link function: Logit.

**Test of Parallel Lines<sup>a</sup>**

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	666.057			
General	600.755 <sup>b</sup>	65.301 <sup>c</sup>	96	.993

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories. a. Link function: Logit.

b. The log-likelihood value cannot be further increased after maximum number of step-halving.

c. The Chi-Square statistic is computed based on the log-likelihood value of the last iteration of the general model. Validity of the test is uncertain.

**APPENDIX G**

**CORRELATION**

**SPEARMAN'S CORRELATION ANALYSIS**

**Correlations**

			EP	TD	TNA	TE	STD
Spearman's rho	EP	Correlation Coefficient	1.000	.772**	.335**	.569**	.481**
		Sig. (2-tailed)	.	<,001	<,001	<,001	<,001
		N	161	161	161	161	161
	TD	Correlation Coefficient	.772**	1.000	.408**	.630**	.496**
		Sig. (2-tailed)	<,001	.	<,001	<,001	<,001
		N	161	161	161	161	161
	TNA	Correlation Coefficient	.335**	.408**	1.000	.301**	.201*
		Sig. (2-tailed)	<,001	<,001	.	<,001	.010
		N	161	161	161	161	161
TE	Correlation Coefficient	.569**	.630**	.301**	1.000	.748**	
	Sig. (2-tailed)	<,001	<,001	<,001	.	<,001	
	N	161	161	161	161	161	
STD	Correlation Coefficient	.481**	.496**	.201*	.748**	1.000	
	Sig. (2-tailed)	<,001	<,001	.010	<,001	.	

N	161	161	161	161	161
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\*\* . Correlation is significant at the 0.01 level (2-tailed). \*.

Correlation is significant at the 0.05 level (2-tailed).