



**THE EFFECTIVENESS OF TRAINING AND DEVELOPMENT STRATEGIES
TO IMPROVE EMPLOYEE PERFORMANCE IN THE CONSTRUCTION
INDUSTRY IN ZIMBABWE – A CASE STUDY OF KMP HOLDINGS**

by

TATENDA FREEDOM LIAMBO

Submitted in fulfillment of the requirements for the Degree of

**MASTERS IN MANAGEMENT SCIENCES SPECIALISING IN
HUMAN RESOURCES MANAGEMENT**

in the

Department of Human Resources Management

Faculty of Management Sciences

at

DURBAN UNIVERSITY OF TECHNOLOGY

SUPERVISOR: DR M.E LOURENS

NOVEMBER 2018

ABSTRACT

The overall aim of the study was to investigate the effectiveness of training and development strategies to improve employee performance at KMP Holdings in Zimbabwe. Employee performance plays a critical role in the effectiveness of the business and plays an integral part in developing a competitive advantage. The improvement in employee performance by ensuring training and development strategies for employees will sustain organizational effectiveness and induce long-term success for KMP Holdings. The study was conducted at KMP Holdings, a construction company in Zimbabwe.

The study adopted the quantitative research design and a survey method was employed for all 110 employees at KPM Holdings. A structured closed-ended questionnaire was used to collect data. A significant response rate of 93.58% was obtained using the personal method of data collection. The responses to the questionnaire were captured and analyzed using the Statistical Package for Social Sciences (SPSS) version 24.0 for Windows. Several hypotheses were formulated and tested using the Pearson's chi-square and Spearman's rank order correlation co-efficient.

The findings showed that there were significant relationships between the variables. The findings of the study at KMP Holdings also indicated that training and development strategies provided by the organization were not aligned with technology. The recommendations suggest that top management should ensure that all the equipment and tools used for staff training are aligned with prevailing technology. The recommendations also suggest that management should understand that most employees do not come to their jobs with the total knowledge and experience required for them to perform perfectly. Therefore, at KMP Holdings, employee performance should be enhanced by providing the training needed to the employees to produce the desired outcomes. Relevant literature was also studied on topics related to this research. Recommendation and conclusion form the last part of this paper.

DECLARATION

I Tatenda Freedom Liambo hereby declare that this dissertation submitted for the Degree of Masters in Management Sciences specializing in Human Resources Management in the Faculty of Management Sciences at Durban University of Technology is my own original work and has not previously been submitted at any institution of higher education. All the sources have been acknowledged, accurately cited and referred to in the bibliography list.

Signed...

A black rectangular box redacting the signature of the author.

Date. 15 April 2019

Tatenda Freedom Liambo

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my supervisor Dr M.E Lourens for her support, continuous encouragement and advice she gave me. I am also profoundly thankful to my co-supervisor Professor D.C Jinabhai for the support he offered throughout my studies and thesis. My deepest gratitude is conveyed to Patience Maruni (Managing Director) for granting me permission to conduct this research at KMP Holdings. I would like to acknowledge and thank all the employees at KMP Holdings in Zimbabwe who contributed towards the successful completion of this research. This dissertation is dedicated to my family who supported and encouraged me throughout my studies.

Finally, a special tribute to my mum Dorothy Liambo and thanks to my family and friends for their support, encouragement and patience offered to me in the successful completion of this study.

TABLE OF CONTENTS

CHAPTER 1	Page
BACKGROUND AND OVERVIEW OF THE STUDY	
1.1 Introduction	1
1.2 Problem statement	2
1.3 Terminology	3
1.3.1 Training and Development strategies	3
1.3.2 Training Strategies	3
1.3.3 Employee Performance	4
1.4 Aim of the study	4
1.5 Objectives of the study	4
1.6 Research questions	5
1.7 Significance of the study	5
1.8 Scope of the study	6
1.9 Literature review	6
1.9.1 Training and Development strategies	6
1.9.2 The importance of employee performance	8
1.9.3 Types of training and development strategies	9
1.9.3.1 On-the-job training methods	9
1.9.3.2 Off-the-job training methods	9
1.10 Research methodology and design	10
1.10.1 Primary data	10
1.10.2 Secondary data	11

1.10.3 Research design	11
1.10.4 Description of target population	11
1.10.5 Sampling	12
1.10.6 Survey method	12
1.10.7 Questionnaire construction	13
1.11 Pilot study	13
1.12 Reliability and validity	14
1.13 Data collection methods	14
1.14 Analysis of results	15
1.15 Ethical consideration	15
1.16 Structure of the chapters	15
1.17 Conclusion	16

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction	17
2.2 Importance of training and development strategies	17
2.3 Different types of training and development strategies	19
2.3.1 Coaching and mentoring	19
2.3.2 Job rotation	20
2.3.3 Induction training	21
2.3.4 Apprenticeship training	21
2.3.5 Workshops and conferences	22
2.3.6 Formal training and development courses	23

2.4	Approaches to training and development	23
2.4.1	Reactive approach to training and development	24
2.4.2	Proactive approach to training and development	24
2.4.3	Active approach to training and development	25
2.5	Factors that influence training and development	25
2.5.1	Proper methods and techniques for training	25
2.5.2	Impact of brain drain	26
2.5.3	Perceived benefits of training and development	26
2.5.4	Training needs assessment	27
2.5.5	Training environment	27
2.5.6	Transfer of training	28
2.6	The strategic training and development process	28
2.6.1	Identifying the organization's strategy	29
2.6.1	Strategic training and development initiatives	30
2.6.2	Training and development activities	30
2.6.3	Metrics that show the value of training and development	31
2.7	Effects of training and development on employee performance	31
2.8	Factors affecting employee performance	32
2.8.1	Management and communication between supervisors and employees	33
2.8.2	Workplace environment	33
2.8.3	Reward system	34
2.8.4	Teamwork	35
2.8.5	Employee motivation and leadership style	36
2.8.6	Job stress	37
2.8.7	Organizational culture and employee performance	38

2.8.8	Employee commitment, and engagement on performance	39
2.9	The impact of job design on employee performance	40
2.10	The relationship between training and development strategies and employee performance in the construction industry	41
2.11	Management of employee performance	41
2.12	Employee performance appraisal	42
2.13	Performance management systems and employee performance	43
2.14	Employee performance standards	45
2.15	Conclusion	47

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1	Introduction	48
3.2	Principles research design	48
3.3	Quantitative research design	49
3.4	Primary data collection	50
3.5	Secondary data collection	50
3.6	Description of the target population	51
3.7	Sampling strategy	51
3.7.1	Non-probability sampling and probability sampling	52
3.8	Survey method	53
3.9	Measuring instrument	54
3.9.1	Questionnaire construction and administration	54
3.9.2	Advantages and disadvantages of questionnaires	55
3.9.2.1	Advantages	55

3.9.2.2 Disadvantages	56
3.10 Pilot testing	56
3.11 Validity and reliability of the measuring instrument	57
3.11.1 Validity	58
3.11.2 Reliability	58
3.12 Analysis of data	60
3.13 Hypothesis testing	61
3.14 Ethical considerations	61
3.14.1 Anonymity and confidentiality	62
3.15 Conclusion	62

CHAPTER 4

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction	64
4.1.1 Descriptive analysis of results	65
4.2 Analysis of the demographic data	65
4.2.1 Gender of the respondents	65
4.2.2 Age group of the respondents	66
4.2.3 Length of service of the respondents	67
4.2.4 Qualifications of respondents	68
4.3 Respondents' perceptions of the effectiveness of training and development strategies	69
4.4 Respondents' perceptions on employee performance	73
4.5 Statistical analysis	75
4.5.1 Hypothesis testing	76

4.6	Limitations of the study	89
4.7	Conclusion	89

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1	Introduction	90
5.2	Findings from the primary research	91
5.3	Conclusions	92
5.4	Recommendations	93
5.4.1	Working conditions in the organization	93
5.4.2	The provision of feedback to employees	93
5.4.3	The employer should provide adequate resources	94
5.4.4	Increase training and development strategies programmes	94
5.4.5	Staff training is constantly aligned with technology	95
5.4.6	Effective training and development	95
5.4.7	Provide job-specific training	96
5.4.8	Communicating the training and development strategies	96
5.5	Further research areas	97

BIBLIOGRAPHY	98
---------------------	-----------

LIST OF TABLES

Table 3.1	Reliability outputs of the questionnaire	59
Table 4.1	Cross-tabulation of age and gender	69
Table 4.2	Frequencies of statements on training and development strategies	71
Table 4.3	Frequencies of statements relating to the employee performance	74
Table 4.4	Training and development strategies and employee performance	76
Table 4.5	Training and development strategies and performance appraisal exercise	77
Table 4.6	Improvement of training and development	78
Table 4.7	Identification of key performance areas	79
Table 4.8	Identification of key performance areas	80
Table 4.9	Provision of emotional support	81
Table 4.10	Method used to perform a task	82
Table 4.11	Good working conditions	83
Table 4.12	Getting feedback on performance standards	84
Table 4.13	Management support on training initiatives	85
Table 4.14	Good working conditions and exploration of different methods of doing jobs	86
Table 4.15	Performance appraisal exercise and exploration of different methods of doing jobs	87
Table 4.16	Organisational standardised methods	88

LIST OF FIGURES

Figure 2.1	The strategic approach to training and development	29
Figure 4.1	Gender of the respondents	65
Figure 4.2	Age of the respondents	66
Figure 4.3	Length of service of the respondents	67
Figure 4.4	Qualifications of respondents	68
Figure 4.5	Frequencies of statements relating to the effectiveness of training and development strategies	70
Figure 4.6	Frequencies of statements relating to the employee performance	73

LIST OF ANNEXURES

Annexure A	Covering letter
Annexure B	Questionnaire
Annexure C	Letter of informed consent
Annexure D	Letter of approval

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Grobler (2006:6) states that training utilize comprehensive ways to impart detailed learning, by means of strategies that can be acknowledged as well as defined. Jones and George (2005:10), state that the fundamental aim of training and development strategies are to realize and attain a change in employee performance within the organization. Training is that careful effort to instill specific skills, attitudes and knowledge to attend a definite purpose (Archieve, 2008:102). Training and development strategies are aimed at the acquisition of new manipulative skills, technical knowledge and skills on the job in such a way as to help v in the accomplishment of overall organizational performance (Archieve, 2008:78). This study explores how different training and development strategies help to improve employee performance of KMP Holdings in Zimbabwe. Armstrong and Baron (2015:23) point out that every organization strives for the best, which has led to employee performance being under the spotlight of management. KMP Holdings is one of the construction companies in Zimbabwe, using the modern techniques to carry out exceptional projects. KMP Holdings covers the entire range of construction aspects, from engineering to the performance of works and their future maintenance, as well as the managing of public works concessions, predominantly in the important field of social infrastructure in Zimbabwe.

In this study, a quantitative approach will be used, and a structured questionnaire will be administered to employees at KMP Holdings and data will be analyzed through Statistical Package for Social Sciences (SPSS) version 20 for Windows. This research

examines the effectiveness of training and development strategies at KMP Holdings and how they improve employee performance, by drawing on existing theory and other research studies.

1.2 PROBLEM STATEMENT

The Pan African Research Service, as cited by Shora (2004:23) states that Zimbabwe's construction industry is facing high structural constraints, such as skills shortages. Various types and qualities of skills are important in the construction industry, making investment in training and development crucial. Organisations in the construction industry can attain sustainable growth by generating technical skills in line with construction industry needs. In addition, Ngoc (2009:24) states that most employees are recruited for vacancies without the complete knowledge and experience necessary to perform the job. Moreover, improvements in technology and pressure from the ever-changing micro and macro environments lead to a redundancy of skills in the workforce. As organizational aims and plans change, the knowledge, skills and abilities required of employees correspondingly change (Blanchard, 2010:37). As far as the critical skills required by most construction companies in Zimbabwe, there is a significant shortage of experienced employees, candidate project managers, professional project managers and qualified artisans (Shora, 2004:25). This shortage threatens to obstruct service delivery unless improved delivery systems are instituted. It is the private sector where the challenges are reflected. For instance, the absence of experienced site supervisors is comprehended to be undermining service delivery in terms of anticipated target time, cost and quality requirements.

According to Blanchard (2010:37), an increasing number of projects fail because of the absence of training and development strategies as far as the employees who execute projects in the construction industry. The accomplishment of any business relies upon the nature of its human capital and while it is perceived that training and development

strategies play a vital part, there are still worries as to which sorts of training and skills acquisition bring economic success. Imperatively, such training must be quantifiable. Currently, employees in the organization make numerous errors while performing out their tasks. These missteps can affect the quality of the projects offered and consequently the image of the organization. Therefore, this research seeks to investigate the effectiveness of training and development strategies to improve employee performance at KMP Holdings in Zimbabwe.

1.3 TERMINOLOGY

The terminology used frequently in this study is defined below.

1.3.1 TRAINING AND DEVELOPMENT STRATEGIES

Gibb (2002:5) defines training and development strategies as learning attempted for the development of skills for work and in work, to advance effective performance in an occupation or role. Development aims at changing the person in totality and not only in their knowledge or skills.

1.3.2 TRAINING STRATEGIES

According to Armstrong (2011:249), training strategy “refers to the planned and systematic objectives that specify learning events, programmes, instructions and methods of training that enables individuals to achieve the levels of knowledge, skill and competence to carry out their work effectively”.

1.3.3 EMPLOYEE PERFORMANCE

Employee performance refers to individual output/outcomes in terms of the quantity and quality anticipated from each employee in a specific job (Elaine and Leslie, 2009:15).

1.4 AIM OF THE STUDY

This research seeks to investigate the effectiveness of training and development strategies to improve employee performance at KMP Holdings in Zimbabwe.

1.5 OBJECTIVES OF THE STUDY

In order to meet the above aim, this study addresses the following objectives:

- To determine the contribution of training and development strategies to employee performance at KMP Holdings;
- To investigate the challenges associated with training and development strategies when improving employee performance at KMP Holdings;
- To identify different training and development strategies that can assist to improve employee performance at KMP Holdings;
- To investigate the relationship between training and development strategies and employee performance at KMP Holdings; and
- To conduct a review on the practices that should be followed when implementing training and development strategies for employees to improve performance at KMP Holdings.

1.6 RESEARCH QUESTIONS

In order to meet the above objectives, the following research questions were formulated for the study:

- What is the impact of training and development strategies on employee performance at KMP Holdings?
- What are the challenges associated with training and development strategies at KMP Holdings?
- What are the different training and development strategies that can assist to improve employee performance at KMP Holdings?
- What is the relationship between training and development strategies and employee performance at KMP Holdings?
- What best practices should be followed when implementing training and development strategies to improve employee performance at KMP Holdings?

1.7 SIGNIFICANCE OF THE STUDY

For KMP Holdings, employee performance plays a critical role in the effectiveness of the business and provides an integral part to developing a competitive advantage. According to Omole (2011:16), the improvement of employee performance by ensuring training and development strategies amongst employees will sustain organizational effectiveness and induce long-term success for KMP Holdings. Safferstone (2007:5) states that the effectiveness of training and development strategies will enable stakeholders to embark on the initiative to improve employee performance through sound training and development strategies. According to Armstrong (2011:249), training and development strategies will pinpoint planned and systematic objectives that will

specify learning events, programmes, instructions and methods of training that will enable employees at KMP Holdings in Zimbabwe to accomplish the levels of knowledge, competence and skills to complete their work effectively.

1.8 SCOPE OF THE STUDY

The research will be conducted at KMP Holdings in the construction industry in Zimbabwe. This study is an in-house investigation at KMP Holdings and does not include any other construction companies in Zimbabwe.

1.9 LITERATURE REVIEW

1.9.1 TRAINING AND DEVELOPMENT STRATEGIES

According to Noe (2007:148), training and development strategies are learning-related activities that an organization should take to accomplish its business strategy. The training strategy that a company adopts depends mainly on the business environment, goals, resources and insight regarding the need for competitive advantage in the industry. Shora (2004:26) states that the failure or success of an organization rest on the effectiveness of training and development strategies. Training and development of employees is an essential part of improved employee performance. In Zimbabwe, most organizations see training and development as an important issue in improving employee performance. Blanchard (2010:5) states that training and development is part of an integrated system in which performance is measured against set criteria.

Bhattacharyya (2009:208) affirms that there are two training strategies that a company can adopt, namely on-the-job training and off-the-job training strategies. According to Deb (2009:295), on-the-job training depends on current employees to train newcomers. The trainee is placed on the job and the supervisor or the manager demonstrates to the trainee how to do the job. Khan (2007:12) asserts that training strategies for on-the-job training include the following: apprenticeship training, induction training and job rotation. Deb (2009:296) states that off-the-job training includes discussions, individual tutorials, lectures and other forms of training done outside the work environment. Development may be conducted by an internal training department or outsourced from training specialists. Van Dyke, Nel and Loedolf (2011:89) state that training strategies may be regarded as an enabling strategy as they empower employees to improve on their shortcomings. Training strategies must take long-term goals and objectives into account. Furthermore, Bhattacharyya (2009:208) postulates that “training strategies should develop the workforces’ core competencies through knowledge, skills, abilities and attitude. These core competencies are critical for long-term success such as creative thinking, problem-solving and self-development”.

Training and development strategies are essential to the organisation that seeks to gain a competitive advantage through a highly skilled and flexible workforce. In support, Deb (2009:288) argues that “there is a direct relationship between high employee performance and quality of training and development”. Khan (2007:8) emphasizes that an effective training strategy enables employees to be confident in using new technologies and provides progressive adjustment to change. Furthermore, Khan (2007:8) mentions that “employee performance improvement is the most vital aspect a training strategy should possess”. Continuous training is required to review and update the knowledge and skills of employees as it makes them functionally effective in their performance.

1.9.2 THE IMPORTANCE OF EMPLOYEE PERFORMANCE

Employee performance refers to the individual output in terms of quantity and quality anticipated from each employee in a particular job (Elaine and Leslie, 2009:15). According to Pekuri, Haapasalo, and Herrala (2011:39), performance refers to excellence, and productivity among other non-cost factors such as quality, speed, delivery and flexibility. High performance refers to doing the work in the shortest possible time with the least expenditure on inputs, without sacrificing quality and with minimum wastage of resources. Employee performance has become an everyday watchdog for most organisations. Blanchard (2010:36) affirms that obtaining improved employee performance levels from improved capability are a performance management challenge. Achieving such performance levels in an organisation requires proper training and development strategies. According to Nelson and Quick (2008:195), predicting employee performance has long been a concern for managers. Nelson and Quick (2008:195) emphasise that employee performance must be clearly defined and understood by employees who are expected to perform effectively and efficiently at work.

According to Wright and Geroy (2011:15), employee performance is part of everyday life, especially in the construction industry. At every level, every role in KMP Holdings requires specific standards to be met. Wright (2011:15) also emphasises that for employees to perform higher, training and development strategies should develop effective employees' skills to the point where they show initiative. Herholdt (2012:33) states that one of the employee performance drivers is to develop competencies to identify and grow talent in the organisation. Management must define what is expected from employees and they must stay focused on effective employee performance (Villanova as cited by Björkman and Stahl, 2006:179). Managers must also be able to assess the extent to which employees have achieved the goals that were set.

1.9.3 TYPES OF TRAINING AND DEVELOPMENT STRATEGIES

According to Deb (2009:295), strategies such as simulation exercises, role-playing, distance education, off-the-job training, on-the-job training and case studies may be utilized in the construction industry to generate learning conditions grounded on experience. In this respect, the foremost effective approaches highlighted by most researchers include off-the-job training and on-the-job training (Tabassi, Ramli and Abu Bakar, 2011:511).

1.9.3.1 ON-THE-JOB TRAINING METHODS

Estep (2008:10) points out that on-the-job training is a long-standing technique of training where companies send its trainers to the main site and offer on-the-job training, as well as facilities. According to Khan (2007:12), construction companies utilize several competent bricklayers, carpenters, plumbers, steelworkers and welders. They may employ a unique kind of on-the-job training called apprenticeship training. Nel, Werner, Haasbroek, Poisat, Sono and Schults (2008:465) express that common on-the-job training approaches incorporate understudy assignments and job rotation. Job rotation includes lateral transfers that empower employees to work at different jobs. Both understudy assignments and job rotation can relate to the knowledge/learning of technical skills required in the construction industry.

1.9.3.2 OFF-THE-JOB TRAINING METHODS

Off the job training implies the sort of training that is done outside the employee's work environment (Tabassi, Ramli and Abu Bakar, 2011:511). It may, in any case, happen

on site or far from the work environment, at a conference venue. There are several off the job training techniques which can be utilized by managers for training workers, which include: a case study method, role-playing, the incident method, in-basket training, discussion groups, sabbaticals, videotapes, lectures and continuous education programs at educational institutions (Nel, Werner, Haasbroek, Poisat, Sono and Schultz, 2008:464). Classroom lectures are appropriate for conveying specific knowledge and information. This strategy can be utilized effectively to create specialized\technical and problem-solving abilities. Films can likewise be utilized to clearly demonstrate the technical and vocational skills. Simulation exercises reinforce the real project-life cycles and are utilized to evaluate the required capabilities for successful task execution (Deb, 2009:296).

1.10 RESEARCH METHODOLOGY AND DESIGN

This section addresses how research is conducted and how the data will be gathered and examined. It centres around the research design, data collection, measuring instrument and data analysis.

1.10.1 PRIMARY DATA

Mouton (2006:71) states that primary data is the original information where the data is assembled for the first time by the researcher on variables of concentration for a definite purpose of the study. Therefore, the researcher will conduct the study by means of utilizing the individual strategy to guide the structured closed-ended questionnaires to assemble primary data. Sekaran (2013:236) postulates that an advantage of this method is that the researcher is afforded the opportunity to familiarize the research topic and encourage the respondent to deliver feedback. Shajahan (2004:53) stipulates that

the use of questionnaires, interviews and direct observations is an acknowledged exercise in business as questionnaires are standardized and produce simple judgment.

1.10.2 SECONDARY DATA

Mouton (2006:71) affirms that secondary data is data that was gathered by another person or for a reason other than the present study. Sekaran and Bougie (2013:181) agree with the statement affirming that secondary data for the research can be obtained by studying manuals, textbooks, government publications, internet sources, media articles, journals articles and other dissertations.

1.10.3 RESEARCH DESIGN

Research design refers to the general planning for the collective analysis and measurement of data (Gray 2009:131). Therefore, for this study, a quantitative research design will be undertaken. According to Kothari (2011:60), quantitative research is centred on the measurement of quality or amount, and is relevant to phenomena that can be articulated in terms of quantity. Chen (2011:03) suggests that the quantitative approach is suitable when the variables to be used are clearly well-defined and numerical data is present.

1.10.4 DESCRIPTION OF TARGET POPULATION

O'Leary, as cited by Sookray (2009:98), states that a target population is the total elements of a defined class of people, objects or events. According to Fox (2010:52),

agrees that a target population refers to any group of people, objects or events sharing similar features and demonstrating the whole or sum total of cases involved in the study. Therefore, target population of this study will be employees of KMP Holdings. In this research, the target population equated to 110 employees of KMP Holdings. The list of the target population was attained from the Human Resources Department at KMP Holdings in Zimbabwe.

1.10.5 SAMPLING

According to Fink and Gantz as cited by Neuendorf (2013:83), sampling is the procedure of selecting a subset of units for study from the bigger population. Fox and Bayat (2007:54) assert that the sampling technique involves drawing a representative sample. Every unit in the target populace ought to have an equivalent shot of being incorporated. Cohen, Manion and Morrison (2005:100) attest that the significance of a research study stands not just by the appropriateness of the methodology and instrumentation yet additionally by the appropriateness of the sampling strategy that has been chosen. Sampling techniques can be divided into two major classes, namely; probability and non-probability sampling techniques (Fox and Bayat, 2007:54).

1.10.6 SURVEY METHOD

A survey is a process of systematically obtaining and recording information about the individuals from a given populace (Zikmund, 2003:175). As indicated by Brannick and Roche (2007:11), the survey technique is systematic as it utilizes information collected from target respondents through a questionnaire. Brannick and Roche (2007:11) additionally express that the survey technique can be utilized to perform exploratory, descriptive and analytic investigations. For the reasons of this study, the whole target

population of 110 employees of KMP Holdings was incorporated into the empirical investigation. Denscombe (2010:21) recommends that to have the capacity to simplify the findings of a survey, the target respondents must be both representative of the populace and of a satisfactory size.

1.10.7 QUESTIONNAIRE CONSTRUCTION

A structured closed-ended questionnaire (Annexure B) will be utilised to collect the data. According to Hennick, Hutter and Bailey (2011:109), questionnaires are research tools through which individuals are requested to respond to a similar arrangement of questions in a pre-determined order. Gray (2014:177) states that questionnaires can be used for a large group of people with little time and cost. Furthermore, questionnaires can be used successfully with a variety of people in different situations and data interpretation can be done using computer software.

1.11 PILOT STUDY

Bazeley (2013:55) defines a pilot study as testing the actual program on a small sample taken from the community in which the research will be conducted. According to Neuman (2000:446), it is fundamental that structured questionnaires be pilot-tested before being used in the primary examination. A pilot test was conducted to make sure that employees at KMP Holdings understood the questionnaire in the same way. The pilot study was conducted by selecting ten random respondents who partook in the pilot study. They were randomly nominated to test the questionnaire. A pilot study allows the researcher to determine whether the design will generate analyzable data that is relevant to the purpose. It is essential because it reduces the incidence of non-

response since it highlights ambiguities and potential drawbacks in the questionnaire (Gray, 2009:359).

1.12 RELIABILITY AND VALIDITY

Major and Savin-Baden (2010:183) define validity as a criterion for judging the soundness of the research. These strategies are established to guarantee that there is some sort of qualifying check to confirm that the research is sound and credible. Welman, Kruger, and Mitchell (2005:142) emphasize validity as the degree to which an instrument estimates what it claims to quantify.

Welman, Kruger, and Mitchell (2005:145) affirm that reliability measures the capacity of the data collection instrument and methods used to find precise and reliable outcomes. Gray (2009:155) accentuates that reliability is concerned with how well the variable is being measured. According to Maree, Creswell, Ebersohn, Ellof, Ferreira, Ivankova, Jansen, Niewenhuis, Pieterse, Clark and van der Westhuizen (2008:145), the reliability of an instrument is when a similar instrument is administered at different times or to different subjects of a similar populace and the responses usually should be consistent.

1.13 DATA COLLECTION METHODS

A covering letter (Annexure A) and a structured questionnaire (Annexure B) will be hand distributed to the target respondents utilising the personal technique of data collection and will be collected after completion within a period of 2 weeks. According to Brannick and Rochie (2007:16), a personal method of data collection guarantees a higher response rate compared to the other methods.

1.14 ANALYSIS OF RESULTS

Boeije (2010:76), postulates that the answers to the closed-ended structured quantitative questionnaire will be captured to form a data set. The data will be examined utilising the Statistical Package for Social Sciences (SPSS) version 20 for Windows (Gaur, 2009:1).

1.15 ETHICAL CONSIDERATIONS

Ethical subjects are critical for any research study as they are required amid the planning phase. According to O’Leary (2009:90), ethics refers to principles of behaviour that act to dictate what is acceptable within a profession. Fox and Bayat (2007:148) highlight three essential ethical principles as the basis for research including human subjects, namely; Respect for people, Beneficence and Justice. Cryer (2006:84) accentuates these ethical codes by recommending that a researcher’s responsibility is to uphold a participant’s well-being and that studies must be grounded on trust between the two parties. The researcher sought access from the organization during the planning, data collection, analysis and reporting phases of the study. A covering letter (Annexure A) ensured that the respondents were well-versed of the nature, purpose and objectives of the research.

1.16 STRUCTURE OF THE CHAPTERS

Chapter 1: This chapter relates to the introduction to the study. It additionally incorporates the problem statement, research objectives and the methodological approach to the study.

Chapter 2: Chapter two described the literature review of the study in detail.

Chapter 3: This chapter explains the research methodology and design.

Chapter 4: Chapter four presents and analyze the results and discusses the findings.

Chapter 5: This chapter presents the conclusion as well as the recommendations arising from the empirical results of the study.

1.17 CONCLUSION

This study seeks to investigate the effectiveness of training and development strategies to improve employee performance at KMP Holdings in Zimbabwe. In this chapter, the problem to be investigated was framed with a brief overview of the study. The aims and objectives were outlined. A list of key definitions used in this research were presented. The scope of the study, the research questions and the research methodology and design were discussed. The research will be conducted in a natural working environment within KMP Holdings. Furthermore, the data will be examined by means of the Statistical Package for Social Sciences (SPSS) version 20 for Windows. A pilot survey is used to establish validity and reliability of the research instrument. A brief literature review of published materials related to the research was also presented.

CHAPTER 2

2.1 INTRODUCTION

Zimbabwe is presently in a process of transformation. Training and development strategies are central, especially for the construction industry in Zimbabwe. According to Hameed and Waheed (2011:11), successful construction companies generally spend more on training and development in relation to others since training and development encourages employees to acquire the information and knowledge of their work in a better way. Training and Development strategies are thought to have an enormous impression on organizational efficiency through improved employee performance (Niazi, 2011:12). In this chapter, the literature review regarding training and development strategies and employee performance is outlined.

2.2 THE IMPORTANCE OF TRAINING AND DEVELOPMENT STRATEGIES IN AN ORGANISATION IN THE CONSTRUCTION INDUSTRY

Training and development is a critical issue in Zimbabwe's construction industry (Perry and Mahoney 2007:78). The government of Zimbabwe has been under pressure to address the infrastructural development needs of the nation since there has been no or poor infrastructure for some time. Therefore, a training and development strategy in the construction sector is necessary in order to comply with the development needs of the construction industry. The government suggested that a comprehensive program of staff development and training should form an important part of a productivity improvement program in the construction industry of Zimbabwe (Tabassi and Bakar, 2009:471).

The construction industry has constantly been regarded as one of the most dangerous industrial sectors. Therefore, training in relation to safety knowledge and safety is very important. In most small construction organisations, the management does not have adequate safety knowledge to implement safety measures and to appreciate the significance of safety. Laberge, MacEachen and Calvet (2014:250) state that supervisors in the construction industry tend to see that their work is monotonous and simple; hence they tend to undervalue safety risks. Therefore, a compulsory safety training and development strategy is considered effective to advance the required safety knowledge and to advance constructive safety attitudes (Sunidijo, 2015:111).

Moreover, according to Rui, Ismail and Hussaini (2014:2940), most development ventures suffer from poor performance in terms of time delays, cost overruns and quality shortcomings. These problems can be solved or minimized in an organization by having well-organized and effective training and development strategies (Soerdi, Soenargo and Wahyudi, 2011:861). In addition, productivity in the construction industry worldwide has been declining over the past 40 years, and employee training and development can only change this trend (Hafez and Aziz, 2013,679). Moreover, training and development strategies are very important to cope with changing construction fashion and technology (Rui, Ismail, and Hussaini 2014:2941).

In addition, Tabassi, Ramli and Baha (2011:510) state that the construction industry is thought to be one of the most dynamic and complex industrial environments. The construction industry is project-based, within which distinct projects are typically custom-built to client specifications and require special and critical skills. Therefore, continuous training and development is crucial (Hedley, 2013:1). According to Aragon, Jimenez and Valle (2013:161), workers who receive training and development have more confidence, are motivated and training also conveys a sentiment of security at the workplace, which in turn decreases labor turnover and absenteeism.

2.3 DIFFERENT TYPES OF TRAINING AND DEVELOPMENT STRATEGIES IN THE CONSTRUCTION INDUSTRY

According to Nazir, Sorensen and Manca (2015:137), training and development strategies are intended to either enhance performance on the present job of the employee; train new skills for new jobs or new positions in the future; and general development for both employees and the organizations so that the organization can meet both its current and future goals. Almeida and Aterido (2011:572) state that training can be done both off the job and on the job. According to Durham (2016:2), on the job training and development involves developing employees within their working environment where they can use the tools and equipment which they use to carry out their specific tasks and activities. On the other hand, Nazir, Sorensen and Manca (2015:139) state that off the job training involves conveying training outside the actual work environment. There are several training and development strategies that an organisation can use. There are distinctive types and designs of training and development strategies to upgrade the knowledge and skill of workers (Asghar and Siddi, 2008:2).

2.3.1 COACHING AND MENTORING

According to Mansor, Rahim and Mohamed (2012:486), employee coaching is a “process to build the relationship which has been set up by management which allows managers to manage employees by coaching and this occurs at all levels within an organization”. Kalkavan and Katrinli (2014:1137) state that the first principle to coaching is to get the right coach to build peer to peer relationships between coach and employees. In addition, Mansor, Rahim and Mohamed (2012:486) explain that the perfect coach must give their employees’ talent, inspiration, knowledge, abilities and skills, holding his/her obligation to perform at their very best and which might lead to the

perfect partnership. According to Grosseck (2014:144), employee coaching is an outstanding way to attain a certain work behaviour that can improve leadership skills, sales, communication, planning and organizing of work activities.

According to Pandey and Chhaila (2013:426), mentoring is a human resource development process in which a more qualified and experienced knowledgeable employee takes the responsibility of developing and empowering a less experienced employee. Lapointe and Vandenberghe (2016:98) postulate that mentoring involves the developmental work relationship in which the mentor supports the personal and professional growth of the employee. Ragins (2016:229) postulates that mentoring relationships grow informally, however others are allocated as part of a formal mentoring program. In addition, mentoring relationships occur within a constellation of relationships that can comprise formal mentors, informal mentors, peer mentors, supervisory mentors and additional developmental relationships within and outside the workplace (Ragins, 2016:229). Mentoring relationships are projected to deliver exceptional results that advance employees, improve their performance and propel their careers (Lapointe and Vandenberghe, 2016:100).

2.3.2 JOB ROTATION

According to Gomathi and Mohan (2015:209), job rotation is a training and development strategy adopted by an organization to advance employees in numerous departments so that they can gain diversified training of job skills for a specific period. Job rotation is a hands-on or practical approach to supplement and expand the job assignments of the employees (Tarus, 2014:139). Mohsan, Nawaz and Khan (2012:7114) state that job rotation involves periodic shifting of employees from one task to another, where each task requires different skills and responsibilities. Furthermore, job rotation decreases the monotony in the work, prepares the employees to manage management challenges, defining more productive positions and improving the level of knowledge and skills in a

specific field. In addition, job rotation practices have a constructive impact on the motivation and development of employees (Saravani and Abbasi, 2013:474).

2.3.3 INDUCTION TRAINING

Rodica, Hurloiu and Gabriel (2014:369) explain that induction training includes activities to acquaint new employees with the organization and its vision, mission, strategy, expectations and plans from employees, as well as the human guidelines of conduct and the work environment. Activities of an organized induction must have a procedural character to fortify the sentiment of belonging to that organization. According to Nandi (2015:29), induction training is a special sort of training designed to assist new employees to learn about their tasks, to be introduced to their colleagues and to settle into their work stations. Salau, Falola and Akinbode (2014:48) state that it is essential for every organization to have an effective induction training program for new employees as it significantly improves their performance and job satisfaction and in turn, the overall performance of the organization as a whole.

2.3.4 APPRENTICESHIP TRAINING

According to Jens and Uschi (2018:12), apprenticeship training is typically perceived as an investment by organizations into the human capital of their apprentices in most theoretical and empirical studies over the last decades. Fuller and Unwin (2010:409) state that an apprenticeship is “a method of employment and on-the-job (usually complemented by off-the-job) training which involves a set of reciprocal rights and duties between an employer and a trainee (usually a young person)”. In addition, Asghar and Siddi (2008:2) contend that apprenticeship training and development refers to a system in which the employer agrees to hire an individual and to train him/her

systematically for a duration that has been fixed in advance and throughout which the apprentice is undoubtedly bound to work in the employer's service.

Afrance and Annokye (2014:131) highlight that in most countries, apprenticeship training operates within the framework of statutory law which defines what apprenticeship is; provides the legal classification of its occupational coverage and the training content; and offers powers for its governance and adaptation. In Zimbabwe, apprenticeship training and development is government by the Apprenticeship Board established by the state. An organization may find it ideal to train apprentices if retaining former trainees as skilled employees after fulfillment of training is more affordable compared to hiring skilled workers from the external labor market (Muhlemann, Wolter and Wuest, 2009:2). Furthermore, Lerman (2014:1) states that organizations can benefit from the apprenticeship training through contributions to production, condensed turnover and training expenses, and more assurance that all workers have the same high levels of expertise.

2.3.5 WORKSHOPS AND CONFERENCES

According to Rodica, Hurloiu and Gabriel (2014:372), training and development conferences and workshops are thought to be a helpful method to educate employees. Likewise, a great part of education coordinated to the organization's problems, ideas, theories, technologies and approaches is directed through such conferences and workshops (Rodica *et al.*, 2014:372). Training workshops can consolidate training, team-building, development activities, communications and breaking down boundaries, motivation and planning all at the same event (Willemse, 2011:27). Furthermore, Willemse (2011:27) states that the participation and involvement of employees in training workshops increases their sense of proprietorship and empowerment and enables the advancement of both the individual and the organization. Training conferences are one to one discussion on the subject matter to be imparted to the

employees. The importance of both conferences and training workshops lies in the fact that they permit two-way communication and simultaneous dissemination of information to a large number of employees (Jahanzeb and Bashir, 2013:245).

2.3.6 FORMAL TRAINING AND DEVELOPMENT COURSES

According to Ghaedi and Nikhoosh (2012:454), training and development courses can cause knowledge and skills to transfer from one individual to another and the purpose of training is to prepare individuals for life and their impending requirements for life. Furthermore, career-oriented formal training and development is grounded on preparing individuals for entering the job market and comprises of specialized courses (Ghaedi and Nikhoosh, 2012:455). Stan, Stancovici and Palos (2013:722) posit that formal training and development courses refer to structured learning situations, with a specific curriculum such as workshops, traditional courses or conferences, by means of which experts deliver information that can be applied at the workplace and lead to certification/qualifications. Furthermore, Radakovic and Antonijevic (2010:60) add that formal training and development courses include courses, classes, workshops, other training or educational events that lead to some certification or validation.

2.4 APPROACHES TO TRAINING AND DEVELOPMENT

According to Niazi (2011:44), there are three unique approaches to training and development, namely the proactive approach, reactive approach and active approach. These training and development approaches can be used to develop and prepare employees for promotions, transfers and changes in their current and future jobs (Haque, 2000:17).

2.4.1 REACTIVE APPROACH TO TRAINING AND DEVELOPMENT

The traditional methods to training can be commonly labelled as reactionary, where training is understood as an event-oriented activity (Niazi, 2011:44). According to Haque (2000:17), the reactive approach to training and development happens when a specific problem has been identified in the organisation. For instance, when an employee performance problem is evident, reactive training and development is used to rectify the problem. The reactive approach to training and development focuses on training needs analysis and when employees lack the skills and knowledge required to effectively and efficiently perform a job, reactive training is given to provide the skills identified in the training needs analysis (Frederick, 2015:2).

2.4.2 PROACTIVE APPROACH TO TRAINING AND DEVELOPMENT

A proactive approach to training and development is strategic and carefully planned without a certain problem as the focal point. In addition, Haberfield and Hassell (2009:12) explain that the proactive approach is used to deliver new skills or to introduce new processes to employees, as well as strengthen their knowledge and skills. According to Buckley and Caple (2009:63) a proactive approach to training and development emphasises on the conception of the training plan, and assessment of the training needs' future human capital requirements. Furthermore, Buckley and Caple (2009:64) state that the proactive approach is used in the development of a strategic plan to develop strategies and tactics that employees require as skills, experience and knowledge in the future.

2.4.3 ACTIVE APPROACH TO TRAINING AND DEVELOPMENT

According to Niazi (2011:45), an active approach to training and development has a lasting outcome on learning since it supports in long-term employee retention and discovering better solutions in the demanding work environment. The active approach to training and development involves an active role by the learner in the process of attaining new knowledge or skills and is linked with the term “learning by doing” (Frederick, 2015:23). Furthermore, Prince (2004:223) states that the active approach involves an instructional technique that involves the employee in the learning process and requires employees to perform meaningful learning activities and consider about what they are doing.

2.5 FACTORS THAT INFLUENCE TRAINING AND DEVELOPMENT IN THE CONSTRUCTION INDUSTRY IN ZIMBABWE

According to Saad, Mat and Awadh (2013:88), theoretical and empirical evidence from the literature suggests that training and development is influenced by various factors such as methods and techniques for training; brain drain; perceived benefits; and the training needs assessment.

2.5.1 PROPER METHODS AND TECHNIQUES FOR TRAINING

The main challenge facing most organizations in the construction industry lies in identifying appropriate training methods, such as training programs and methods for specific needs (on-the-job or off-the job, formal or informal), training and competence development for managerial staff; and validation of informal skills and qualifications (EU

Commission, 2009:52). Stone (2010:11) states that the lack of adequate information influences most employers' decisions on training investment. For example, the lack of knowledge to access the available training program and methods. In addition, the external training available on the market might be unsuited to the size of the organization and the cost is expensive (EU Commission, 2009:53).

2.5.2 IMPACT OF BRAIN DRAIN

According to Beaver and Hutchings (2005:592), labour market pressure has produced more disadvantages for organizations in the construction industry concerning the abilities of recruiting, attracting, retaining and motivating highly qualified human capital. Many construction organizations are not willing to invest in the training and development of their human capital because of brain drain situations (EU Commission, 2009:55). After being training and developed, employees leave organizations for better paid positions and conditions in other countries where their skills are critical which has led to high wage demands and organizations bearing the costs of training (Stone, 2010:10).

2.5.3 PERCEIVED BENEFITS OF TRAINING AND DEVELOPMENT

Gronhang and Stone (2012:261) state that the apparent benefits of training and development comprise three aspects which together increment the rate of participation and completion of training programs specifically the motivation for training; which is the desire to contribute in training programs and the actual desire to learn. The second facet entails that employees be in a quest for career development (for example, promotion). The employees' desire for self-realization and enhanced ability to contribute in extra activities is often alluded to as 'psychosocial development' (Diab and Ajlouni, 2015:119). On the other hand, the third perspective is appropriate to traditional

training and development settings, for instance, a classroom, and it might negatively influence participation and completion of technology improved training programs.

2.5.4 TRAINING NEEDS ASSESSMENT

Chang, Chiang and Kunyi (2012:32) posit that training needs assessment is the underlying drive towards creating a human resources development program. The subsequent training instructions are essentially dependent on the legitimate identification or assessment of the training needs. If the needs assessment is incorrect, employees are most likely to drop out, regardless of how motivated they might be. According to Edralin (2004:2), training needs assessment includes the determination of the types and precise training necessary to enhance the current knowledge, skills and abilities of the workforce. Therefore, it influences training and development.

2.5.5 TRAINING ENVIRONMENT

According to Yanan and Vimala (2011:141), the training and development environment incorporates; site layout, training facilities, hardware environment, classroom climate, sound lighting, and student participation in the soft environment. Therefore, managers and trainers must cooperate to create a healthier learning atmosphere and environment (Ridoatt, Dutneall, Hummel and Smith, 2002:13). The training environment affects training success on human resource practices amongst employees (Yanan and Vimala, 2011:141).

2.5.6 TRANSFER OF TRAINING

The transfer of knowledge and skills gained through training and development is very important in determining the effectiveness of the training program (Saks and Haccoun, 2007:88). Transference of training is generally the use of trained knowledge and aptitudes erudite back on the job. According to Saks and Haccoun (2007:87), express that training transfer is the generalization of knowledge and aptitudes learned in training on the job and the maintenance of attained knowledge and abilities after some time. According to Punia and Kant (2013:156), the transfer of skills and knowledge could be categorized into three stages, which are before, during and after training to facilitate and advance the transfer of training. Top management should lead follow-up or booster sessions following a training and development program. Paulin and Suneson (2012:81) further posit that training is deemed to have failed if employees cannot apply any of the skills and knowledge learned to their work situations.

2.6 THE STRATEGIC TRAINING AND DEVELOPMENT PROCESS

Whenua (2009:39) developed a strategic training and development model. The model begins with a business strategy, trailed by strategic training and development activities that enable the chosen approach to be achieved; training and development activities; and the metrics that show the value of training (Whenua, 2009:40).

Figure 2.1 The strategic approach to training and development



Source: Jayant, I. (2014:1). Adapted.

2.6.1 IDENTIFYING THE ORGANISATION'S STRATEGY

As illustrated in Figure 2.1 above, the first phase of the strategic training and development process is to identify the approach of the organization. According to Masanell and Ricart (2009:2), a business strategy is the choice of a business model that an organization will use to compete in the marketplace. The strategy of an organisation is a set of guiding principles that can be achieved through the vision, mission and goals set by management (Watkins, 2007:1). Sum (2010:6) posits that management in any organization must have a strategy that guides the operations of the organization and the strategy must be integrated with employee training and development. Furthermore, Milhem, Khalil and Maria (2014:13) state that in developing the strategy of the organization, the process also contributes to the development of specific functional

strategies that are required in order to achieve objectives and the human resources approaches required to attract and retain the human capital essential for the acquisition of competitive advantage.

2.6.2 STRATEGIC TRAINING AND DEVELOPMENT INITIATIVES

Figure 2.1 above illustrates that strategic training and development initiatives are second in the process. Jayant (2014:1) states that training and development initiatives are employee training-related actions that an organization should adopt to achieve its selected strategy. Training and development initiatives differ depending on the nature of the organization and the business strategy chosen. As shown in Figure 2.1, these initiatives include improving customer services, diversifying the learning portfolio, improving speed and expanding training and development, as well as capturing and sharing knowledge in the organization.

2.6.3 TRAINING AND DEVELOPMENT ACTIVITIES

Figure 2.1 indicates that selecting the training and development activities is the third phase in the strategic training process. When the training and development initiatives have been selected, the organization needs to develop training and development activities that enable the training initiatives to be attained. As shown in Figure 2.1, for an organization to improve customer services, the organization must increase and improve the amount of customer service training. According to Ekwe and Obi-Anike (2014:69), training and development activities must ensure that the training initiatives, as well as the organizational strategy, is realized.

2.6.4 METRICS THAT SHOW THE VALUE OF TRAINING AND DEVELOPMENT

The last phase in the strategic training and development process is identifying the metrics that show the value of training and development (Figure 2.1). According to Barnett and Mattox (2010:28), when measuring the outcomes of training and development, the organization should introduce a comprehensive plan, especially when resources are limited, and the company's needs are more. Figure 2.1 illustrates that the value of training and development can be indicated by improved employee performance, reduced customer complaints, low turnover rate, and employee satisfaction (Jayant 2014:1). Furthermore, the balanced scorecard can be used to check if training have added value to different organizational metrics, namely customer; internal processes; innovation and learning; and finance (Iveta, 2012:118).

2.7 EFFECTS OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE

As indicated by Appiah (2010:167), training and development have been demonstrated to generate employee performance through the development of employee knowledge, capabilities, skills, behavior, and competencies. Tsaur and Lin (2004:431) state that the design of training and development strategies play a vital role in employee, as well as organizational, performance. In addition, Guest (1997:143) revealed in his examination that a training and development strategy, as one of the indispensable human asset management practices, positively influences the quality of the worker's capabilities, knowledge, and skills and in this manner results in higher employee performance on the job. Thus, the company that aims at gaining a competitive advantage realizes the significance of training in enhancing employee performance (Saleem and Mehwish, 2011:236).

On the other hand, Swart (2005:32) expounds on training and development as a method of dealing with skill shortages and performance gaps and as a way of enhancing employee performance. Moreover, as indicated by Wright and Geroy (2011:53), employee competencies can also change through effective training and development strategies. Obisi (2001:64) reported that developing employees through training enhances their skills and attitude, and hence results in satisfactory performance. Moreover, training and development shapes employees' job-related conduct and facilitates them in participating for the ongoing success of the organization (Elnaga and Imran, 2013:138). Aguinis (2009:643) affirms that when the organization provide their employees with required training and development opportunities, the organization can be perceived as the organization that cares for its employees.

Thang and Drik (2008:65) postulates that the achievement and accomplishment of the organization are dictated by its exceptional human resources and exceedingly endorses a rise in the organization's investment in training in order to offer knowledge, greater expertise, and features relating. According to Olaniyan and Lucas (2013:78), states that training and development strategies improve employees' ability to contribute to the optimal performance standards of the organization. As a result, training and development of the employees in the organization have an immediate contribution to the high accomplishments of the organizations, which indicates better performance (Raza, 2014:67).

2.8 FACTORS AFFECTING EMPLOYEE PERFORMANCE

According to Markova and Ford (2011:817), mention that the genuine success of organizations begins from employees' willingness to utilize their inventiveness, and abilities and the organizations' task is to encourage and nourish performance. Hence, different types of factors that affect the performance of employees within an organization are explained in detail below:

2.8.1 MANAGEMENT AND COMMUNICATION BETWEEN SUPERVISORS AND EMPLOYEES

Barzegar and Shahroz (2011:1946) states that the most critical effect of training of employees on organization performance is to enhance the quantity and quality of the organization's output. Therefore, employee performance is usually higher satisfied, upbeat and happy workers and in most cases, management finds it simple to rouse and motivate high performers to achieve firm targets (Kinicki and Kreitner, 2007:121). According to Muda, Rafiki, and Harahap, (2013:75), effective management and communication enables the organization to have good co-ordination amongst the teams. However, poor communication and expecting more from employees than they were contracted for or than their background has equipped them for, can diminish employee performance (Barzegar and Shahroz, 2011:1946).

2.8.2 WORKPLACE ENVIRONMENT

According to Al-Anzi (2009:232), postulates that the nature of the workplace environment is related to the level of employee motivation, which subsequently leads to better performance. According to Farooq and Khan (2011:743), management must try their level best to build and develop employees' capabilities and this ultimately help create a good working environment for better employee performance. In support, a proper workplace environment helps in reducing the number of absenteeism and increases the employee performance (Naharuddin and Sadegi, 2013:66). Farooq and Khan (2011:743) postulate that identifying the role of training practices empowers top management to create a better working environment that eventually enhances the motivational level, and in addition the performance, of employees. However, in most organizations employee performance can also be affected by some environmental factors such as the organizational structure, corporate culture, performance appraisal

systems, job design, power, and politics dominant in the organization and the group dynamics (Elnaga and Imran, 2013:140).

Chandrasekar (2011:21), states that the aspects of workplace environment generate an incredible effect towards the progressions of employees' lifestyles, work-life stability and performance at work. Consequently, this will lead to a concept of 'workplace performance' (Delarue, Hootegeem, and Burrige, 2012:127). Clements-Croome (2006:241) states that workplace performance implies the components of the workplace environment that are being given by the employer to their employees which could bolster employee performance at work. According to Kingsley (2012:190), conducted an examination on the effect of office ergonomics on employee performance in Ghana National Petroleum Corporation (GNPC) and found that the workplace environment had a significant influence on employee performance in the organisation. In addition, organisations must be aware of the impact of working conditions on employee performance in order to take advantage on and increase productivity (Nduku, Mwenda and Wachira, 2015:14176).

2.8.3 REWARD SYSTEM

According to Njanja, Maina, Kibet and Njagi (2013:41), state that rewards comprise of programs, systems and practices that impact the activities of employees within the organisation. Sajuyigbe, Olaoye and Adeyemi (2013:143) affirm that employee rewards are vital instruments in employee performance and well compensated employees feel that they are appreciated by the company. According to Torrington, Hall and Stephan (2012:231), reward programs should be legitimately designed in the organization to strengthen positive conduct, which prompts to improved employee performance. San, Theen and Heng (2012:112) state that reward systems affect performance and both financial and non-financial rewards have a bearing on employee performance. Therefore, financing in this kind of reward structure can cultivate high-performance work

individuals and teams as well as help to accomplish administrative goals and objectives (Hall-Ellis, 2014:66).

According Murphy (2015:25), employees expect remuneration and benefits as ordinary parts of their rewards for working. However, high performance levels can be improved by adding to these common rewards with the acknowledgement of achievements. Moreover, the total reward structure should be well organized and structured, fit in strategically with organisational goals and be intended to boost employee performance (Rowland and Hall, 2014:248). Furthermore, the purpose of reward systems is to provide a systematic way to perform and to provide positive results for contributions to anticipated performance (Murphy, 2015:5). Hence, rewards are utilized to improve employee performance by setting realistic targets in connection to the work given (Njanja, Maina, Kibet and Njagi, 2013:44).

Sarvadi (2010:781) postulates that to increase employee performance, almost every organization's reward system should mainly focus on most important areas like recognition, compensation, benefits and appreciation. In support, Payam, Akram, Majid and Seyed (2013:83) state that rewarding employees has been one of the focal organizational rules which increases the performance of staff and increases the organizational outputs. Njanja, Maina, Kibet and Njagi (2013:47) state that no reward system is faultless because motivation is usually personal and what motivates one employee in most cases could be quite unlike from what motivates the next employee.

2.8.4 TEAMWORK

Teamwork within the organization is a significant factor that allows smooth functioning of an organization and it enhances employees' skills, knowledge and performance (Froebel and Marchington, 2015:257). Teamwork is one of the important aspects that enables common people to accomplish uncommon outcomes and teams permit people

to empower themselves and increase benefits from co-operative work engaged in groups (Judeh, 2011:204). According to Bacon and Blyton (2006:63), stated that there are two significant factors, which are interpersonal team skills and self-management team skills. Therefore, interpersonal team skills and self-management team improve the communication as well as interpersonal relationship between team members within the organization which eventually help to boost employee performances.

Tharenou, Alan and Celia (2007:255) state that the fundamental goal of teamwork is to improve the organization's efficiency and effectiveness. Teamwork influences employee performance and the way employees act within the organization (Tharenou, Alan and Celia, 2007:257). Judeh (2011:204) states that the effectiveness of the team depends on the degree to which team outputs meet organizational requirements in terms of quality, quantity and timeliness of performance. Consequently, King (2011:672) postulates that initiating teamwork throughout the company and focusing on fundamental tasks on a small scale helps individuals to develop along with the entire career chain, which will help contribute positively to employee execution.

2.8.5 EMPLOYEE MOTIVATION AND LEADERSHIP STYLE

Berman, Bowman, West and Wart (2010:784) state that one of the most significant and essential aspects for employee achievement is employee motivation, and ultimately enables employees in meeting organizational targets and goals According to Delarue, Hootegeem and Burrridge (2012:128), state that greater understanding, acceptance and commitment to execution and performance within the organization is highly accomplished through a well-motivated workforce. An essential component of effective organizational operations is employee motivation, high motivation concurs with job satisfaction, a sense of pride in one's work and an ultimate commitment to the organization, which increases high performance levels (Linz, Good and Huddleston, 2006:420).

Furthermore, leadership is referred as a process by which an executive can guide, direct and impact the behavior and work of others with the organization towards the achievement of detailed objectives and goals (Iqba, Anwar and Haider, 2015:156). Dubrin (2014:43) states that leadership style is combination of behavior and attitude of a leader, which eventually prompts to certain patterns in dealing with followers. According to Armstrong (2012:76), most leadership styles within an organization frequently has a bearing on encouraging or preventing an employee's performance. As elaborated by Myron Rush and Cole cited by Dubrin (2014:43), the participative style of leadership is characterized by a greater positive result on employee performance because of participation and involvement in the process.

2.8.6 JOB STRESS

Kakkos, Trivellas, and Fillipou (2010:2219) state that the employees' performance heavily relies on several factors such as motivation, satisfaction and the job stress. Rose (2012:503), highlighted that most employees have a tendency towards abnormal state of pressure with respect to time, working for longer hours which decreases employees desire for performing better. Most job stress are resulting from situations of the job environment that normally poses a threat to employees and disrupts employees physically and psychologically (Mizuno, Yamada, Ishii and Tanaka, 2013:45). In support, job stress is referred as a chronic disease normally caused by unfavorable conditions in the workplace that end up negatively affecting an employee's performance and overall well-being of the body and mind (Kotteeswari and Sharief, 2014:21). Hence, training and development strategies play a significant part in human resource development to accomplish both the objectives of the employee and the reduction of employee job stress (Dubrin, 2014:43). Therefore, training and development is said to have important effect on employee's performance, as well as on organizational performance (Salah, 2016:47). However, the ultimate performance pressure imposed

on employee due to ever-changing technology in construction industries influences their job stress in the workplace (Chan, Lai, Ko, and Boey, 2011:116).

Rose (2012:503) states that management support helps in dropping stress levels in employees, and organizational assistance and management support work as a cushion which acts positively in reducing job stress in employees to perform well. Some organizations believe that placing a sensible measure of pressure on employees can improve employee performance. In any case, these pressures can likewise end up demotivating employees and therefore causing dissatisfaction and poor employee performance (Trivellas, 2013:720). As a result, job pressure not only influences employee performance but, in some cases, can also be the origin of a lot of negative outcomes such as high employee turnover; fatigue; less encouragement towards the job; absenteeism; and punctuality problems (Glazer and Beehr, 2015:455).

2.8.7 ORGANISATIONAL CULTURE AND EMPLOYEE PERFORMANCE

According to Wambugu (2014:80), organizational culture encompasses the unwritten traditions, beliefs and behaviors that regulate the "rules of the game" for power, decision-making and structure. Bulach, Lunenburg and Potter (2012:17) state that organizational culture is the mentality of individuals that differentiates them from one another. In effect, culture dictates the way employees perform the work and the organizational survival strategies that enable assimilation, employee performance and individual achievement (Dave and Ulrich, 2011:67). A solid organizational culture develops the organization's employee performance and supports adaptation by motivating employees toward a common goal and objective.

Magee (2002:142) argues that most organizational culture is intrinsically associated to organizational practices, which in turn impact employee performance. Thus, employees in the construction industry require a supportive and steady organizational culture to

achieve their individual objectives and increase their performance (Daft, 2010:653). In support, a solid culture in the organization is extremely useful to improve the performance of the employees, which prompts to the goal achievement and expands the overall performance of the organization (Schein, 2011:13). Thus, employee performance is one of the most significant factors influencing the general company performance and productivity. Nelson and Quick (2011:53) state that a good and great organizational culture performs four fundamental functions which are: it reinforces organizational values; it gives employees a sense of identity; increases employee commitment; and serves as a control mechanism for shaping the performance behaviors of employees.

2.8.8 EMPLOYEE COMMITMENT, AND ENGAGEMENT ON PERFORMANCE

Akintayo (2010:3) defines employee commitment as the degree to which an employee feels loyalty to his or her organization. In this sense, employee commitment reflects the attitude of an employee towards an organization and its performance (Zhen, 2010:12). Klan, Ziauddin, Jam and Ramay (2010:295) identify three kinds of employee commitment, namely affective commitment, continuance commitment and normative commitment. Furthermore, a number of variables associated with these types of employee commitment and engagement are attachment to the team, eagerness to make positive changes and positive perceptions of the team (Klan, 2010:76673). Employee commitment is the consistency between the goals of the individual and the organization, whereby the individual relates to and extends effort on behalf of the overall goals of the organization (Ekienabor, 2016:126). Commitment refers to offering a competitive rate of pay and benefits package and assisting in paying employee's advanced education costs to encourage them to perform to set standards (Armstrong, Duncan and Reilly, 2011:109). According to Kotteeswari and Sharief (2014:20), employees who feel that the organization has made a fundamental commitment to their achievements tend to perform well and increase productivity. However, Armstrong,

Duncan and Reilly (2011:109), state that engagement exists where employees comprehend fully the nature of their title role and where it fits into the greater picture, as well as where they believe they are intrinsically driven through a sense of belonging and performance.

2.9 THE IMPACT OF JOB DESIGN ON EMPLOYEE PERFORMANCE IN THE CONSTRUCTION INDUSTRY

According to Love and Edwards (2005:74), states that job design comprises of supposed job control, work demands and social support that eventually lead to higher output. According to Kotteeswari and Sharief (2014:29), indicated that the obligation and imminent bond of job and goal setting in the organization helps to improve performance and the design of a job eventually increase employee performance. In addition, one of the most important components in the organization for employee performance is job design (Love and Edwards, 2005:74). As indicated by Ali and Zia-ur-Rehma (2014:71), most companies and company managers are continuously searching for opportunities and alternatives, which can expand employee satisfaction since the performance of workers within the organization relies on the level of satisfaction in the organization. Therefore, job satisfaction influences the level of employee performance within the organization. In support, good job design and sound training and development create a learning organization, bringing about quantifiable performance and enhanced organizational performance (Niazi, 2011:2167). Moreover, most HR experts have found that there is solid effect of job design on employee performance and the job satisfaction of employees (Ali and Zia-ur-Rehma (2014:74). However, to avoid these issues, Kotteeswari and Sharief (2014:30) state that it is possible to search for alternative procedures and ways on job design, which consist of quality of work life, job enrichment, job engineering and the job characteristics approach.

2.10 THE RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT STRATEGIES AND EMPLOYEE PERFORMANCE IN THE CONSTRUCTION INDUSTRY

According to Asfaw, Argaw and Bayissa (2015:190), the fundamental aim of training and development is to enhance employee capabilities with the goal that organizations can expand The proficiency, efficiency and effectiveness of their human assets. These competencies include better skills and knowledge to perform well within a dynamic ever-changing environment. According to Armstrong (2013:215), the primary goal of training and development strategies is to help the employees within the organization to enhance their performance, productivity and to enable individuals develop within the organization for the organization to meet its impending human resource needs. Neelam and Tahir (2014:743) state that the overall goal of the company's training and development strategies should be executed since, these advantages won't be for the organization only, but also the individuals making up that entire organization. For instance, organization, training and development leads the organization to enhanced profitability while developing more and more optimistic attitudes towards employee performance (Neelam and Tahir, 2014:743). In addition, training and development strategies help to progress the employee's job knowledge while at the same time serving in identifying with the objectives of the organization and modifying ways of performing different tasks (Armstrong, 2013:254).

2.11 MANAGEMENT OF EMPLOYEE PERFORMANCE

Armstrong (2012:421) states that performance management is a systematic process for enhancing organizational performance through developing and building the performance of individuals and teams within the organization. The management of employee performance is utilized to guarantee that most of the employee's activities

and outcomes are consistent with the organization's goals and objectives by concentrating on imminent performance planning and dealing with performance appraisal (De Cieri and Kramar, 2008:61). Deb (2009:21) argues that managing employee performance is a progression including performance appraisal, performance planning, performance management, performance rewards and performance development. According to Armstrong (2012:172), states that performance appraisal is the assessment and rating of individuals by their managers. Regarded as one of the tools of human resources performance management, is a formal employee performance appraisal (Kateřina, Andrea and Gabriela, 2013:20). In addition, performance appraisal system two important functions are to make available input for reward decisions and to help managers to manage employee performance (Nelson and Quick, 2008:132).

2.12 EMPLOYEE PERFORMANCE APPRAISAL

Lillian, Mathooko, and Sitati (2011:328) state that performance appraisals provide a foundation for organizational recruitment and selection process; training and development of existing staff; and sustaining a quality human function through precise and appropriate remunerating of performance. According to Messah and Kamencu (2011:319), postulate that with regards to employee performance appraisal, the most important and common thing is defining, setting goals and standards and feedback. Armstrong (2013:74) postulates that the fundamental role of the performance appraisal is a tool within the organization for anticipating to what should be accomplished by employees in the organization to achieve the objective and purpose of the job and to encounter new challenges. According to Kateřina, Andrea and Gabriela (2013:20), state that there are two important forms of employee performance appraisal that is, informal (non-systematic) and formal (systematic) appraisal.

Giangreco, Carugati, Sabastino and Al-Tamini (2012:165) state that a formal organizational process of employee appraisal is conducted on a systematic basis with

the end goal which enable a contrast between the actual performance and expected individual. Additionally, such employee appraisals accomplish four fundamental objectives which includes development and training of individual's planning, job rotation, assisting in promotions and salary reviews (Obisi, 2011:96). According to Daoanis (2012:56), states that employee performance appraisals also help establish individual training needs and empower the organization to distinguish training needs analysis and planning. Obisi (2011:98) posits that employee performance appraisals are elements of the performance management process which involve different measurements within the organization. Consequently, these elements help organizations to identify training needs, improving on the present performance of employees and improving communication between employees. Prowse and Prowse (2009:69) state that however, employee performance appraisals usually cannot be performed successfully without the person conducting them or line manager has the aptitudes or interpersonal skills to deliver feedback to the individuals being appraised. According to Kondrasuk (2011:64), formal employee performance appraisals are defined as:

- A mode that assesses the work performance of an employee;
- An interview in the span of which an employee's work performance is assessed;
- A structure of deciding an employee's work prospects and work performance through performance appraisal; and
- A part of employee performance management.

2.13 PERFORMANCE MANAGEMENT SYSTEMS AND EMPLOYEE PERFORMANCE

According to Mone and London (2010:227), state that performance management systems bring into line and oversee all the organizations resources to accomplish the

most noteworthy conceivable performance from employees. In addition, the performance management system is referred as the procedure that firmly encompasses assurance and involvement of employees within the organization and therefore regulates the organizational results (Iqbal, Ahmad, Haider and Batool, 2013:39). According to Armstrong and Baron (2003:12), remarked that these days, most of the performance management systems have totally shifted the emphasis towards continuous staff development, employee performance and self-evaluation. Buchner (2007:23) affirms that most contemporary difficulties facing construction companies have driven many them to refocus their attention on the performance management systems and investigate approaches to enhance performance of their employees. The general importance of performance management systems is on consistently enhancing the organizational performance, which is usually accomplished through appropriate and enhanced individual employee performance (Aguinis, 2009:341). Daoanis (2012:56) argues that performance management frameworks in the organization should pay more attention to the performance of the group of employees to be more effective.

Mone and London (2010:227) for instance, recommend that the designing of an improved performance management process can encourage employee engagement in the organization, which eventually will lead the organization to higher levels of performance. Welch and Jackson (2007:185) state that performance appraisal systems help employees to discover their strengths and weaknesses in terms of performance. According to Gruman and Saks (2011:123), warn that one of the critical approaches to upgrade the performance management process is to concentrate much on employee engagement as a driver of increased performance in the organization. Welch and Jackson (2007:185), state that the fundamental objectives of a performance management system consist of eliminating individuals who are poor performers; encouraging performance; building a performance culture in the organization; helping individuals develop their skills; and determining who should be promoted. In addition, one of the most crucial element of an effective organizational performance appraisal system is said to be employee development. Agbesi Gadzedzo (2009:11) confirms that performance appraisal systems provide organizations with valuable information to assist

in planning, employee performance and the development of organizational strategies. Moreover, according to Aguinis and Gottfredson (2011:505), the main important reason of the performance management system is to guarantee that:

- The work performed by employees achieves the work of the organization;
- Employees have a reasonable comprehension of the quality and quantity of work anticipated from them;
- Employees obtain continuous information about how effectively they are performing in relation to expectations;
- Awards and pay increments dependent on employee performance are distributed accordingly;
- Opportunities for employee development are identified; and
- Employee performance that does not meet expectations is addressed.

2.14 EMPLOYEE PERFORMANCE STANDARDS

According to Agbesi Gadzedzo (2009:17), states that performance standards offer the employee with detailed performance expectations for each major responsibility performed. In addition, performance benchmarks are the statements that specify what constitutes good work. Aguinis and Gottfredson (2011:505) affirm that employee performance benchmarks must be chosen in regard to the nature of work and quantity of output with reference to the time taken, quantity of output and costs involved in performing jobs. Hence, the establishment of performance standards is the first step in the performance appraisal process (Aguinis and Gottfredson, 2011:507). In addition,

these performance benchmarks characterize the performance or expectations that must be met for each component in order to accomplish a specific level of employee performance. However, performance benchmarks comprise of two basic types of information to benefit both the supervisor and their employees, namely what could possibly be done and how well it is to be done (Agbesi Gadzedzo, 2009:18). In support, standards must focus on results and include credible measures. Agbesi Gadzedzo (2009:19) identifies four types of employee performance standards and measures, which includes the following:

- **Quality:** Quality standards indicate how well employees are required to perform the work and the accuracy, practicality, appearance, or effectiveness of the ultimate product (Lunenburg, 2012:7). For the example, the measures that can be utilized incorporate customer satisfaction rates determined through a customer's feedback.
- **Quantity:** Lunenburg (2012:8) postulates that the quantity standard shows how much work an employee is required to produce for the organization. In addition, the measures are communicated as the anticipated number of accomplished projects or products.
- **Timeliness:** Timeliness standards address the time dispensed within which the employee is anticipated to deliver or finish the work.
- **Cost-Effectiveness:** Lunenburg (2012:8) states that the cost-effectiveness standard addresses cash savings and explicit resource levels or limitations (cash and time) that can be utilized on a certain project. This can be measured by reducing unit costs and reducing the time it takes to complete a project, without wasting resources.

2.15 CONCLUSION

The purpose of this chapter was to present the literature relevant to training and development strategies, as well as employee performance. In addition, factors which affect employee performance and types of training and development strategies in a construction industry were also explored in this chapter. The performance management system is the process that strongly involves assurance and participation of employees within the organization and that determines organizational results. Many variables, like physical abilities of employees, their qualifications, experience, training and development, culture of the organization, reward systems, co-worker's behavior, workload and structure of organizations influence the performance of employees.

Furthermore, involvement and participation enable employees to have a clearly understanding of their roles and responsibilities and the level of performance that is required of them. As a result, performance appraisal plays a key role in measuring employee performance and helps the organization to check progress towards the desired goals and objectives (Aguinis and Gottfredson, 2011:76). In the next chapter, the research methodology and design of the study will be presented.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

Olsen (2012:3) states that research is mainly directed at collecting data and offers new and exciting interpretations to current data. Kothari (2011:8) states that research methodology encompasses techniques that systematically resolve a research problem. According to Alasuutari, Bickman and Brannen (2008:9) postulate that social research responds and impacts social change in different societies, communities and the population at large. In addition, sociological research involves a continuous interplay between explanation and observation, data collection and the improvement of explanations (Daniel 2012:9). The objectives of research include recognizing relationships and patterns; testing and refinement of theories; evolving new theories; and interpreting a phenomenon. This section addresses how research is directed and how the data will be gathered and analysed. It focuses on the research design, data collection, measuring instrument and data analysis.

3.2 PRINCIPLES OF RESEARCH DESIGN

The overall plan or strategy which is intended at achieving the objectives of the study is referred to as the research design (Stausberg and Engler, 2011:69). Denzin and Lincoln (2011:41) posit that research design is also known as strategies of inquiry which entail the type of inquiry in qualitative, quantitative and mixed method approaches that provides a specific direction for research procedures. Cohen, Manion and Morrison

(2005:73) state that research design is governed by the notion of fitness of purpose. Furthermore, according to Wrenn, Stevens and Loudon (2007:33), there are three types of research designs, namely exploratory, descriptive and causal research. Exploratory research provides insights and information on previous occurrences or what is currently happening through a variety of sources. Exploratory research generates ideas, hypotheses and clarifies particular concepts. Descriptive research is highly structured, rigid, explains concepts and seeks to achieve particular objectives. Furthermore, descriptive research is effective and efficient in gathering quantitative data. However, it is vital to note that testing for causality is risky, expensive and time-consuming. For this study, the researcher adopted a descriptive research. The functions of the descriptive research design include:

- Conceptualising the operational plan through various procedures; and
- Ensuring the adequacy of procedures to obtain valid, objective and accurate answers to research questions.

3.3 QUANTITATIVE RESEARCH

Kothari (2011:3) states that a quantitative research is grounded on the measurement of quantity and is relevant to a phenomenon that can be conveyed in terms of quantity. This implies that it entails a numeric or statistical approach to research design. Quantitative research originated mainly in psychology and consists of experimental and non-experimental designs. Experimental research entails determining the extent to which a specific treatment influences an outcome, whilst non-experimental research provides numeric descriptions of trends, attitudes or opinions of a respondent (Creswell, 2014:42). The main aim of quantitative research is to create meaning through objectivity. Blaxter, Hughes and Tight (2010:65) concur that quantitative research is

objective, outcome-oriented, generalizable and particularistic. The three key perspectives that are used when examining the research design of a quantitative study are:

- The number of contacts with the target population;
- The reference period of the inquiry; and
- The nature of the investigation.

3.4 PRIMARY DATA

Sekaran and Bougie (2013:113) state that primary data refers to data that the researcher collects and utilises during the research study. According to Farquhar (2012:68), primary data refers to sources from which the researcher can gain data through direct, detached observation or the measurement of a phenomenon in the real world. Mouton (2006:71) concurs that primary data is original information where the data is collected for the first time by the researcher on variables of concentration for a definite purpose of the study. The researcher employed the personal method to direct the structured closed-ended questionnaires to gather primary data.

3.5 SECONDARY DATA

According to Walliman (2011:367), secondary data entails information sources that have been subject to interpretation by others, usually in the form of publications. Dan (2012:122) postulate that there are various sources of secondary data which include internal sources, open access sources and published sources. Furthermore, Dan (2012:127) highlight the following:

Advantages of secondary data are:

- Accessibility;
- Cost savings; and
- Time saving.

Disadvantages of secondary data are:

- Unavailability;
- Irrelevance; and
- Insufficiency.

3.6 DESCRIPTION OF THE TARGET POPULATION

Daniel (2012:9) highlights that a target population is a set of elements that are applied to the findings of the study. Gray (2014:209) concurs that a target population entails the entire set (universe) of individuals to which the findings of the research study will be extrapolated. Furthermore, Walliman (2011:185) states that a target population may include objects, people or events. For the purpose of this study, the target population is the total number of employees at KMP Holdings; (i.e. N = 110). This was obtained from the Human Resources Department at KMP Holdings in Zimbabwe.

3.7 SAMPLING STRATEGY

Sampling involves selecting a subset of a population for inclusion in the research study (Sekaran and Bougie, 2013:207). A representative sample will allow the researcher to generalize the results to the entire target population. Cohen, Manion and Morrison

(2005:100) emphasize that the importance of a research study stands not only by the appropriateness of the methodology and instrumentation, but also by the appropriateness of the sampling strategy that has been selected. The main objective of sampling is to obtain a sample that mirrors the target population it is designed to represent. Furthermore, sampling is cost-effective and reproduces the features of interest in a large collection of cases (Olsen, 2012:24). Sampling techniques can be divided into two major categories, namely: probability and non-probability sampling techniques (de Vaus, 2004:67).

3.7.1 NON-PROBABILITY SAMPLING AND PROBABILITY SAMPLING

Babbie (2017:195) states that non-probability sampling is implemented when probability sampling is inappropriate and also when large scale social surveys are included. According to Blaxter, Hughes and Tight (2010:165), during the selection process there are no definite probabilities that are attached to elements. In addition, the findings of non-probability sampling cannot be assertively generalised. Sekaran and Bougie (2013:276) state that non-probability sampling is inexpensive, provides detailed useful information on the population involved and is fast. There are four kinds of non-probability sampling, which includes:

- Snowball sampling;
- Dimensional sampling;
- Purposive sampling; and
- Convenience sampling.

Probability sampling involves the use of mathematical probabilities and the selection of a random sample where every member of the entire populace has an equal, non-zero and calculable chance of being selected (Sirakaya-Turk, Uysal, Hammitt and Vaske, 2011:95). According to Babbie (2011:195), probability sampling is one of the most used

primary technique in choosing large and representative samples for social research. Probability samples are usually truthful in obtaining samples that are representative of the target population (de Vaus, 2004:67). According to Gray (2014:209), contends that there are five kinds of probability sampling methods, namely:

- Simple random sampling;
- Systematic sampling;
- Stratified sampling;
- Cluster sampling; and
- Stage sampling.

Furthermore, there are other kinds of sampling, which include time and event sampling (Blaxter, Hughes and Tight, 2010:163). In this study, the survey or census method was adopted by the researcher because the target populace was only 110 employees and there was no need to select a sample.

3.8 SURVEY METHOD

Survey is regarded as a study of an entire populace, as opposed to selection by means of a sampling technique (Fox and Bayat 2007:86). Furthermore, census encompasses the selection of all the individuals in a populace for measurement. The method take account of covering the whole target populace (Levy and Lemeshow 2008:10). According to Davies (2007:71), the material that is produced by a survey will be a valid, accurate and reliable reflection of the reality it describes. In this study, the entire group of target respondents of 110 employees of KMP Holdings were involved for the empirical investigation. The target populace at KPM Holdings was too small to warrant the selection of a sample. The summary statistics of the study may not be extrapolated since all the employees of KMP Holdings participated in the research study.

3.9 MEASURING INSTRUMENT

This study explores how different training and development strategies help to improve employee performance at KMP Holdings in Zimbabwe. The measuring instrument seeks to quantify the phenomenon under study through collecting information significant to the attainment of the research objectives (Curtis and Drennan 2013:285). Data can be collected by the researcher through questionnaires, interviews, observations and other instruments.

For this study purposes, a closed-ended structured questionnaire (Annexure B) was developed by the researcher as the instrument for collecting primary data. According to Payne and Payne (2004:187), state that a questionnaire is a structured schedule printed as sets of questions to be answered by respondents through self-completion or face-to-face interviews. Questionnaires look for respondents to answer the same set of questions in a pre-determined order (Gray 2014:362). Additionally, Cohen, Manion and Morrison (2005:237) contends that questionnaires are the most utilized primary data collection tool that are given to respondents. The researcher adopted a closed-ended questionnaire (Annexure B) that allowed respondents to indicate an answer that fits the established categories.

3.9.1 QUESTIONNAIRE CONSTRUCTION AND ADMINISTRATION

The construction of the questionnaire is vital to the success of the research study as it allows the researcher to ensure that the questionnaire is free from error prior to administration (Neuman, 2000:313). Gray (2014:354) concurs that poor questionnaire construction results in bias and a low response rate. In this study the questionnaire was made up of three sections, namely Section A, Section B and Section C. Section A consists of biographical questions which focus on the respondent's gender, length of

service, age and education levels. Section B and section C pertains to questions regarding training and development and employee performance respectively. The Likert-scale questions are measured on a five-point ordinal scale, varying from strongly disagree to strongly agree. Henn, Weinstein and Foard (2009:164) affirm that Likert scales measure an individual's position on an attitude continuum.

3.9.2 ADVANTAGES AND DISADVANTAGES OF QUESTIONNAIRES

According to Olsen (2012:122), a questionnaire is a useful and helpful way of gathering information. Sekaran and Bougie (2013:212) concur that questionnaires have both weaknesses and strengths and they highlight the disadvantages and advantages of a structured questionnaire, namely:

3.9.2.1 ADVANTAGES

- Data analysis of closed questions is relatively simple, and the questions can be coded quickly.
- They are low-cost in terms of both time and money. In contrast to interviews, questionnaires can be sent to hundreds of respondents at relatively little cost.
- Respondents can complete the questionnaire at a time and place that suits them.

3.9.2.2 DISADVANTAGES

Gray (2014:353) notes that using a questionnaire has its drawbacks, namely:

- People may read differently into each question and therefore reply based on their own interpretation of the question. Therefore, there is a level of subjectivity that is not acknowledged.
- There is no way to tell if the respondent is truthful or not.
- The response rate can be very low, especially if the questionnaire is too long.

3.10 PILOT TESTING

Pilot study is a small-scale study conducted before the main study Gray (2014:256). Questionnaire-based research, this stage of conducting a pilot survey should never be omitted (Chapman and McNeill 2005:45). If there are any problems with the wording of the draft questionnaire, then it should be identified at this stage and can be rectified before the real investigation begins. Denscombe (2010:124) states that pilot study concludes whether the research instrument is effectively designed.

Prior to the empirical study, a pilot study was directed with a random homogenous group of 10 respondents at KMP Holdings. These 10 respondents do not form part of the target population of 110 respondents. According Bazeley (2013:45), contends that pilot testing permits the researcher to evaluate the study with a few respondents so that changes can be made before the main study, thus saving money and time. Neuman (2000:302) states that a pilot study is fundamentally carried out to improve the

questions so that there will be no complications in the interpretation of the questions during the actual empirical research undertaken.

According to Gray (2014:372), the purposes of a pilot study include the following:

- Developing and testing the competence of research instruments;
- Evaluating the feasibility of a (full-scale) study/survey;
- Evaluating whether the research protocol is workable and realistic;
- Establishing whether the sampling frame and techniques are effective;
- Evaluating the likely success of projected recruitment approaches; and
- Detecting logistical problems which might transpire utilising the proposed methods.

3.11 VALIDITY AND RELIABILITY OF THE MEASURING INSTRUMENT

Gaur (2009:31) argue that the two most significant aspects of precision in terms of questionnaire design are validity and reliability. Henn, Wenstein and Foard (2009:207) state that reliability suggests that the same thing is repeated or recurs under similar conditions, while validity implies the truthfulness of the research instrument.

3.11.1 VALIDITY

According to Neuman (2000:211), the validity of a quantitative study refers to the truthfulness of the findings and the conclusions of the study. In quantitative studies there are many types of design validity. According to Gray (2014:151), validity takes the following different forms, namely:

- Face Validity: is often useful for certifying the co-operation of people who are to participate in the empirical investigation, i.e. the research study;
- Content Validity: is the extent to which a measuring instrument is a representative sample of the content area (situation or domain) being measured;
- Criterion Validity: includes multiple measurements and is established by comparing scores on an instrument with an external criterion known or believed to measure the concept, trait or behaviour under study; and
- Construct Validity: is the extent to which an instrument measures a characteristic that cannot be directly observed but must be inferred from patterns in participant behaviour.

3.11.2 RELIABILITY

According to Welman, Kruger and Mitchell (2005:142), state that validity is the degree to which the research findings correctly represent what is really happening in the circumstances and reliability is computed by taking numerous measurements on the same subjects. The results of the reliability and validity tests of the measuring instrument utilized in the pilot study are presented in Table 3.1 below. The reliability

outputs as presented in Table 3.1 below are for the positively aligned statements in the research questionnaire.

TABLE 3.1 RELIABILITY OUTPUTS OF THE QUESTIONNAIRE

Section	Number of Items	Cronbach's Alpha
Training and Development	11 of 14	0.621
Employee Performance	7 of 14	0.282
Overall	28	

McMillan and Schumacher (2010:101) postulate that reliability refers to the instrument, such as a questionnaire, and the consistency of scores in such an instrument. Denscombe (2010:73) further concurs that reliability of the measurement refers to the extent to which the measurement procedure is free from random errors. In order to assess the reliability of the measuring instrument, the questionnaire, it was necessary to conduct a Cronbach's Alpha test. Cronbach's Alpha is an significant measure of the reliability of a psychometric instrument (Maree, *et/* 2008:32). According to Gray (2014:154), Cronbach's Alpha measures how well a set of objects (or variables) measures a single uni-dimensional latent construct. Muijs, (2011:221) states that a reliability coefficient of 0.70 or greater is considered as acceptable and reliable.

Neuman (2000:2018) further highlights that reliability takes different forms in different situations or settings, namely:

- Interpreter reliability: the degree to which two or more individuals assess the same statement, product or performance and give same judgments;
- Internal reliability: the degree to which all items within a single instrument yield similar result;
- Equivalent forms reliability: the degree to which two different versions of the same instrument yield comparable results; and
- Test-retest reliability: the degree to which the same instrument yields the same result on two different cases.

3.12 ANALYSIS OF DATA

The analysis of data comprises the separation of things into their component parts (Denscombe 2010:114). In this study, questionnaires were collected and counted to confirm that all respondents had responded and completed the questions. The responses to the questionnaires were initially captured to form a data set and from then on, questionnaires were analysed statistically utilizing the latest version of the Statistical Package for Social Sciences (SPSS) version 24 for Windows. According to Best (2012:121), statistical analyses are the principal tools for highlighting, extracting and organizing information for developing theories; testing hypothesis; and drawing conclusions from current investigations. The researcher solicited the services of a statistician to analyse the data collected from the fieldwork. The descriptive statistics were analysed, summarised and presented in tables and graphs. The responses to the

open-ended questions were coded and the results were analysed according to themes and then presented in tables, cross tabulations and bar charts.

3.13 HYPOTHESIS TESTING

Good hypothesis must have the character of a logical relationship (Cohen, Mannion and Morrison 2005:16). According to Willemse (2011:189) further contends that the hypothesis is utilized to statistically test for connotation between two variables, the independent variable and the dependent variable, in order to draw conclusions. Hypotheses were formulated in order to statistically evaluate the level of significance and to interpret the key results of the findings. The hypothesis will be further explained in the next chapter (Chapter 4).

3.14 ETHICAL CONSIDERATIONS

Ethics is defined as moral principles that are put in place by an individual or a group of people and were established and offered rules and behavioural expectations about correct conduct (De Vos, Strydom, Fouché and Delport 2007: 57). Furthermore, ethics act as a basis upon which researchers should assess their conduct throughout the research work. In this study a covering letter (Annexure D) ensured that respondents were knowledgeable of the purpose, goals and nature of the research. The procedures which would be followed during the research and these would be explained to all the respondents by the researcher. One other ethical consideration of great significance was that of getting permission to right to use the company for research purposes (Neuman 2000:112). The letter of informed consent (Annexure A) was obtained from KMP Holdings.

3.14.2 ANONYMITY AND CONFIDENTIALITY

Brink, Van der Walt and Van Rensburg (2006:35) states that confidentiality refers to the accountability of the researcher not to make the participants' data accessible to any other individual. Confidentiality means that participants' information is safely guarded by ensuring privacy and anonymity with regard to the participants' identities and other individual details. It is important for researchers to take any precautions that are essential to safeguard the identity of the individuals who take part in the research (Henn, Weistein and Foard 2009:95). A covering letter (Annexure A) also assured respondents that all responses would be treated with the utmost confidentiality and anonymity. This encouraged the willingness of the employees at KMP Holdings to participate in the study. Privacy refers to the element of personal privacy, while confidentiality implies the handling of information in a confidential manner and anonymity ensures the privacy of the subjects (De Vos, Strydom, Fouché and Delport 2007:61).

The letter of informed consent is utilized to guarantee that the intended respondents are protected from harm through the principle of voluntary participation (Brink, Van der Walt and Van Rensburg 2006: 35). The letter clearly explain the kind of information required from the respondents and stated that the subject has a right to indicate whether or not to participate. In this study, a letter of informed consent (Annexure C) was obtained from the management of KMP holdings

3.15 CONCLUSION

This research chapter delivered an account of the quantitative research methodology adopted in this empirical study. As reference the methodology section of this study various authors in the field were utilized. Questionnaires were used to obtain the data

from the target respondents and the survey method was also employed. In order to generalize findings from the target populace, to obtain the primary data a structured questionnaire was utilized. Procedures on how the questionnaires were administered were effectively explained. Quality assurance standards for the research instrument which include validity and reliability as well as the ethical considerations, were clarified. The analysis of the results for each examined response category followed by a discussion of the crucial findings of the empirical component of the study are provided in the next chapter.

CHAPTER 4

ANALYSIS OF DATA AND DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION

This chapter contains a comprehensive analysis of the results and reviews of the findings from the data analysis. The chapter comprises of descriptive statistics which utilized frequency tables and display charts to deliver information on key demographic variables in the study. The target population for this study was 110 employees from KMP Holdings in Mutare, Zimbabwe. A total of 110 respondents received structured questionnaires which were distributed by the researcher using the personal method. Twenty questionnaires were removed since the majority of statements were left unanswered. Hence this equated to 90 responses therefore 82% response rate was obtained. Biographical information of the respondents was presented in Section A of the questionnaire; Section B consisted of statements relating to training and development; and Section C comprised statements relating to employee performance.

The research design was quantitative in nature. The analysis of collected data from respondents was performed utilising the Statistical Package for the Social Sciences (SPSS) version 24.0 for Windows. The analysis of the preliminary data was conducted using descriptive statistics that consisted of graphs, tables and numeric analyses. The hypotheses were statistically analysed utilising non-parametric tests in the form of the Spearman correlations tests and Pearson Chi-square tests.

4.1.1 DESCRIPTIVE ANALYSIS OF THE RESULTS

According to Treiman (2009:114), descriptive statistics relates to the summarised presentation of quantitative data. Descriptive statistical techniques yield statistical results through data evaluation and analysis. Initially, Excel was utilised to analyse the biographical information prior to implementing descriptive statistics. For this study, the results of the data for Section A were analysed in the form of tables, pie charts and bar graphs. The frequency tables that indicate Likert scale responses in percentages for Section B were statistically analysed in descriptive form according to the respective themes.

4.2 SECTION A ANALYSIS OF THE DEMOGRAPHIC DATA

FIGURE 4.1 GENDER OF RESPONDENTS (n=90)

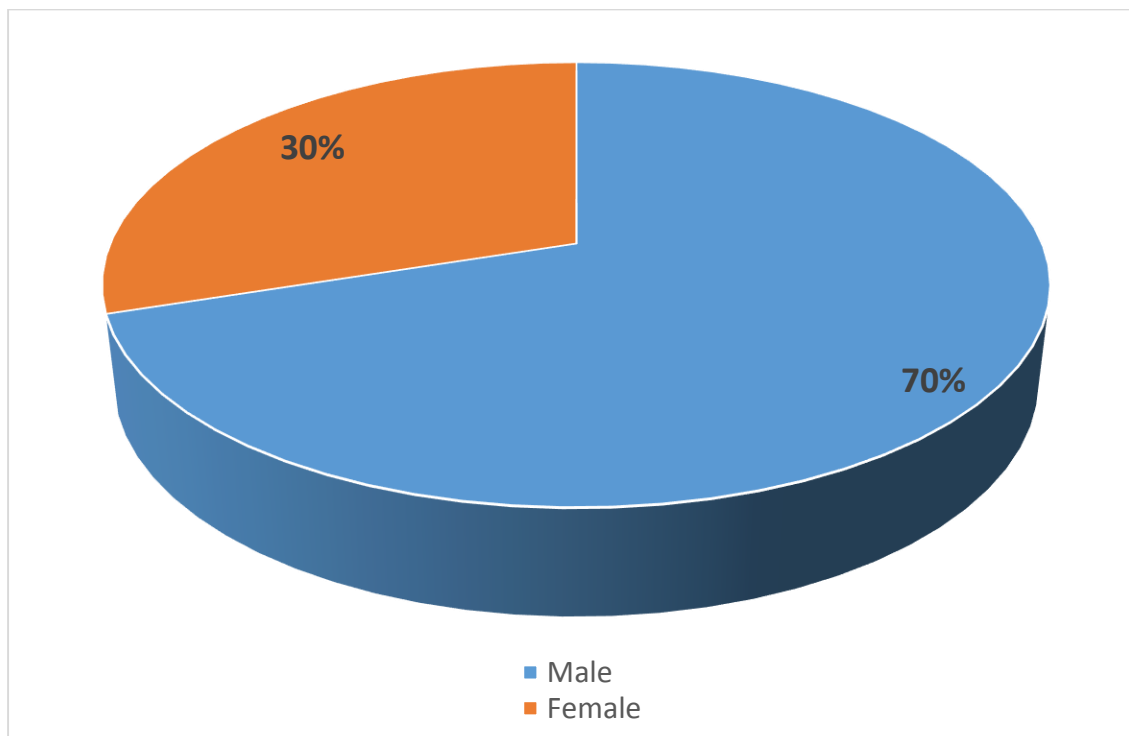
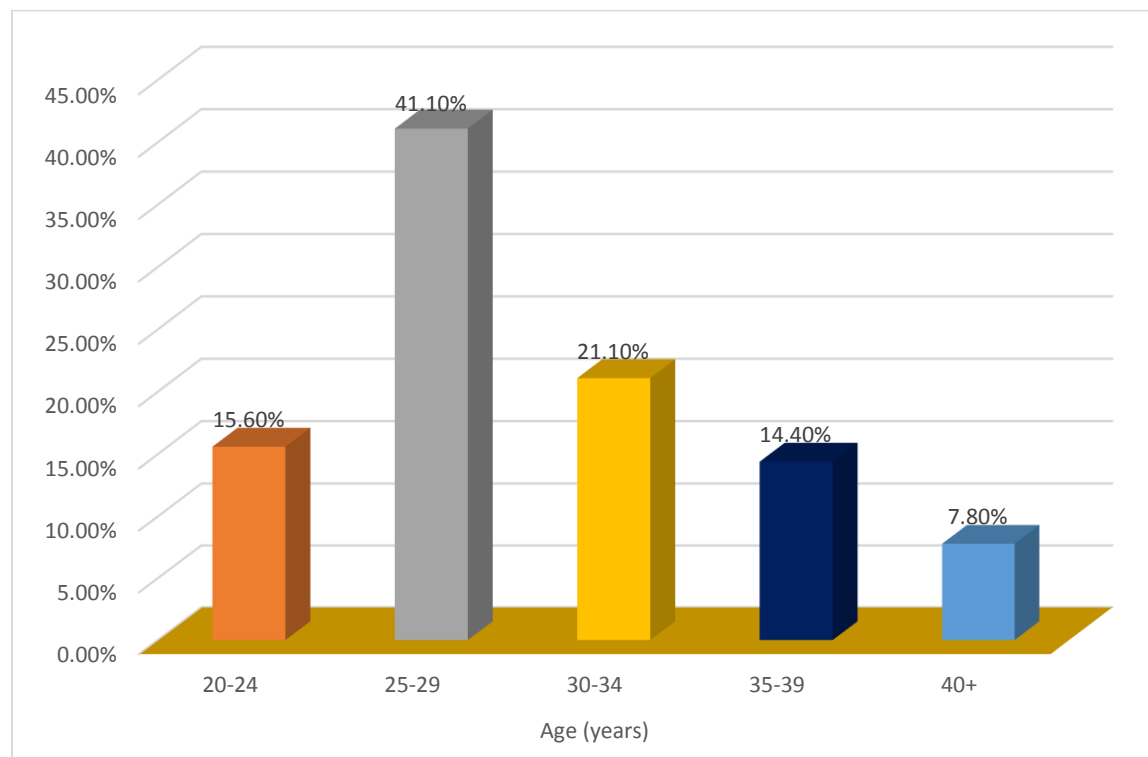


Figure 4.1 above depicts the gender of respondents (males and females) who participated in this study. The analysis showed that the majority of respondents that comprised 70 % male employees, whilst female employees constituted only 30% of the respondents from KMP Holdings. A report titled: Understanding Equality in Zimbabwe: Women and Men Report 2016 produced by the Zimbabwe National Statistics Agency (Zimstat) highlights the increasing role of males in the country's construction industry. According to Zimstat (2016:48), in Zimbabwe, men are dominant in mining (89,2 percent), public administration and defence (73,6 percent); manufacturing (77,5 percent); finance and insurance (65 percent); transport and storage (91,2 percent); as well as the construction industry which is dominated by men (96,5 percent).

FIGURE 4.2 AGE OF THE RESPONDENTS (n=90)



The bar graph in Figure 4.2 above illustrates the ages of respondents that ranged from 20 years to older than 50 years. The analysis indicated that the majority of respondents

(41.10%) who participated in the study were in the age group of 25-29 years. The minority margin of 7.80% were respondents from 40 years and above, whilst 21.10% of the respondents were between the ages of 30-34 years old. A total of 15.60% of respondents were between 20-24 years old, while 14.40% were between 35-39 years old. The analysis revealed that the majority of the respondents 62.2% (41.10%+21.10%) were between 25-34 years of age.

FIGURE 4.3 LENGTH OF SERVICE OF RESPONDENTS (n=90)

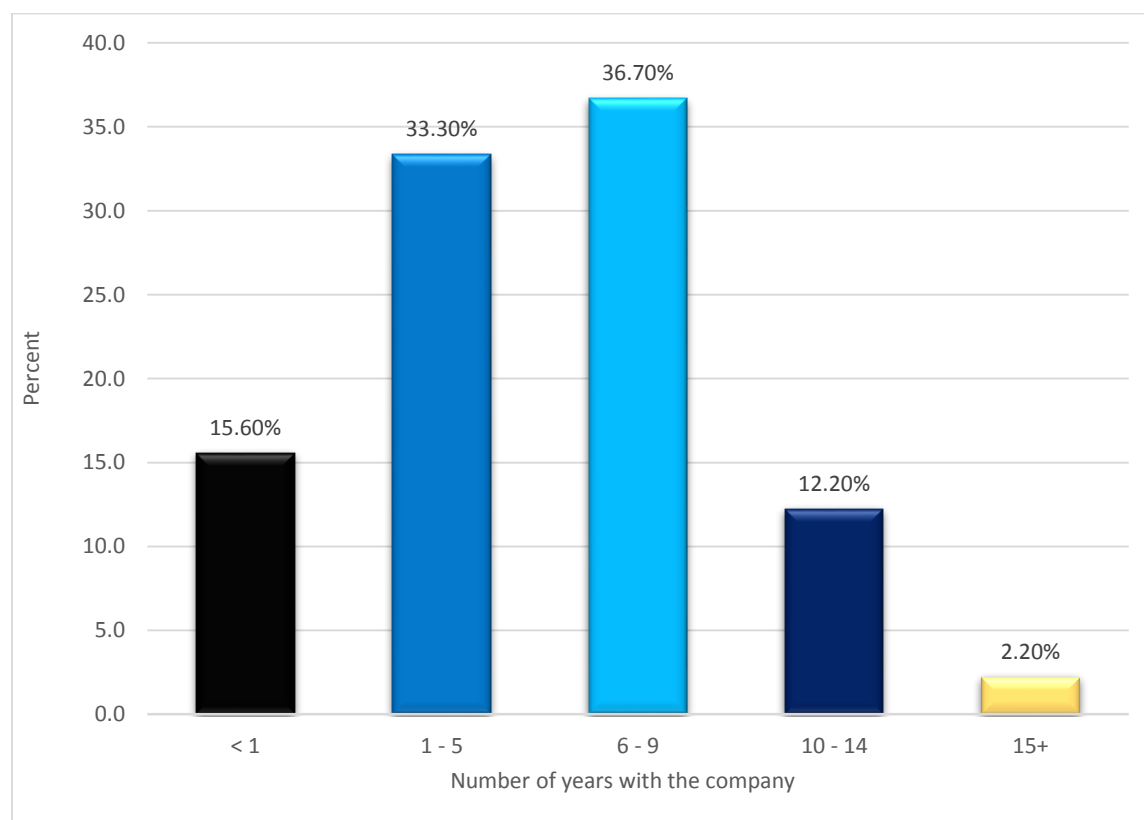
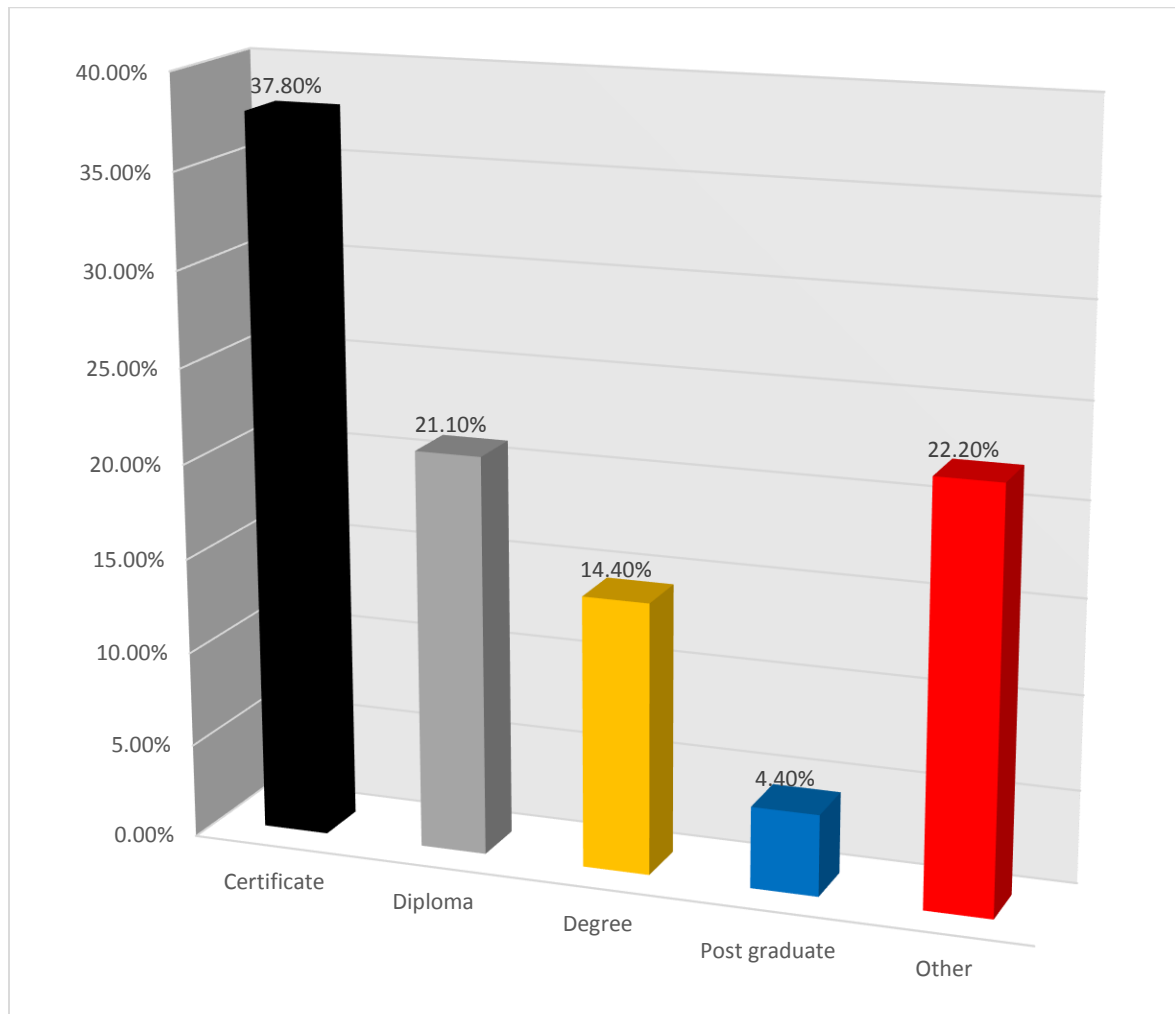


Figure 4.3 above indicates the length of service of the respondents at KPM Holdings. The analysis indicated that (36.70%) respondents had 6-9 years working experience with KPM Holdings. A total of 33.30% of the respondents had 1-5 years of service. Meanwhile, 15.60% had less than 1 year of service; and 12.20% of respondents fell

between 10-14 years of service. A meagre 2.20% of the respondents had 15 years and above of service at KMP Holdings.

FIGURE 4.4 **QUALIFICATIONS OF RESPONDENTS (n=90)**



The bar graph in Figure 4.4 above indicates the qualifications of the respondents who participated in the study. A total of 37.80% had a certificate as their highest qualification while 21.10% were in possession of a Diploma. A total of 4.40% of respondents had a post-graduate qualification, whilst 22.20% had other qualifications.

TABLE 4.1 CROSS-TABULATION OF AGE AND GENDER (n=90)

Age and Gender Cross-tabulation					
			Gender		Total
			Male	Female	
Age	Younger than 25 years	Count	10	4	14
		% of Total	11.1%	4.4%	15.6%
	25 years to 29 years	Count	25	12	37
		% of Total	27.8%	13.3%	41.1%
	30 years to 34 years	Count	13	6	19
		% of Total	14.4%	6.7%	21.1%
	35 years to 39 years	Count	9	4	13
		% of Total	10.0%	4.4%	14.4%
	40 years & older	Count	6	1	7
		% of Total	6.7%	1.1%	7.8%
Total		Count	63	27	90
		% of Total	70.0%	30.0%	100.0%

Table 4.1 above indicates the cross-tabulation of gender and age of the respondents who participated in the study. A total of 52.20% (27.80%+14.40%+10%) were males between the age of 25 - 39 years. A total of 24.40% (13.30%+6.70%+4.40%) of the respondents were females between 25 - 39 years of age.

4.3 SECTION B RESPONDENTS' PERCEPTIONS OF THE EFFECTIVENESS OF TRAINING AND DEVELOPMENT STRATEGIES

FIGURE 4.5 FREQUENCIES OF STATEMENTS RELATING TO THE EFFECTIVNESS OF TRAINING AND DEVELOPMENT STRATEGIES (n=90)

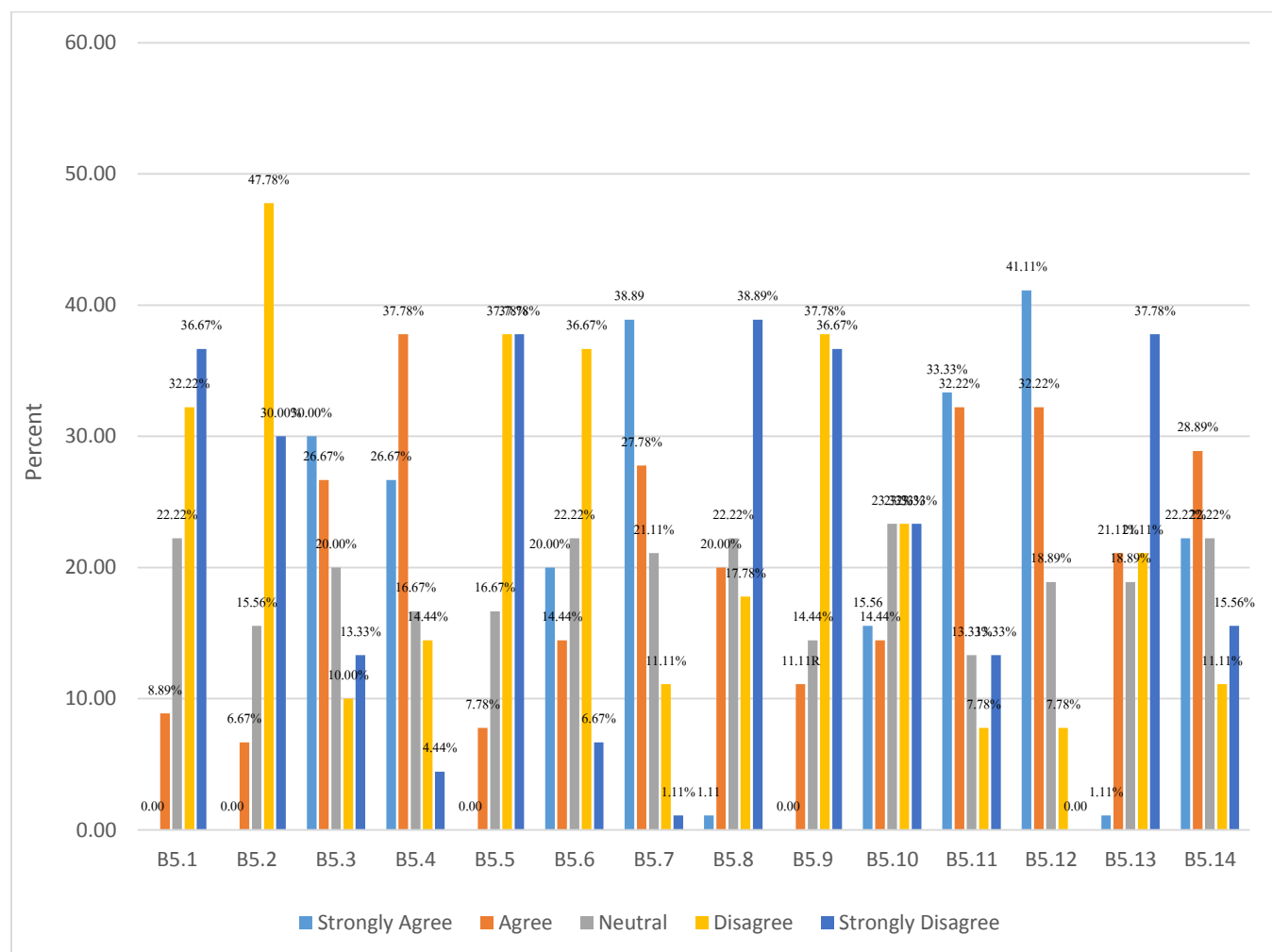


Figure 4.5 above indicates the frequencies of statements linked to training and development. For further elaboration, frequencies of the statements were tabled in Table 4.2 according to the Likert scale response options; Strongly Disagree; Disagree; Neutral; Agree; and Strongly Agree.

TABLE 4.2 FREQUENCIES OF STATEMENTS ON TRAINING AND DEVELOPMENT STRATEGIES (n=90)

Statement	Responses	Response options					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
5.1 The company provides the training that I need to do my job well.	Count	33	30	21	6	-	90
	Percentage	36.67%	32.22%	22.22%	8.85%	-	100 %
5.2 The training meets my needs for my current job.	Count	27	43	14	6	-	90
	Percentage	30%	47.78%	15.60%	6.67%	-	100 %
5.3 All training and development initiatives had been made aware to me.	Count	12	9	18	27	24	90
	Percentage	13.30%	10.00%	20.0%	30.0%	26.70%	100 %
5.4 The organisation provided me with the necessary resources to use my newly acquired skills.	Count	4	13	15	24	34	90
	Percentage	4.40%	14.40%	16.70%	26.70 %	37.80%	100 %
5.5 Management provides the emotional support I need to impact the newly acquired skills.	Count	34	34	15	7	-	90
	Percentage	37.78%	37.78%	16.67%	7.78%	-	100 %
5.6 The Training and development strategies are allocated with adequate time and budget for all its activities.	Count	6	33	20	18	13	90
	Percentage	6.70%	36.70%	22.20%	20.00 %	14.40%	100 %
5.7 The organisation gives me an opportunity to suggest ways to improve my skills.	Count	1	10	19	35	25	90
	Percentage	1.10%	11.10%	21.10%	38.90 %	27.80%	100 %
5.8 Training and development strategies are conducted successfully on the job.	Count	35	16	20	18	1	90
	Percentage	38.89%	17.78%	22.22%	20.00 %	1.11%	100 %
5.9 The Training and development provided improved my job performance.	Count	34	33	14	9	-	90
	Percentage	37.78%	36.67%	14.44%	11.11 %	-	100 %
5.10 I know what is expected of me at work.	Count	21	21	21	14	13	90
	Percentage	23.30%	23.30%	23.30%	15.60 %	14.40%	100 %
5.11 The training and development strategies that are provided in my workplace equip me with knowledge and skills to be able to perform effectively.	Count	12	7	12	30	29	90
	Percentage	13.30%	7.80%	13.30%	33.30 %	32.20%	100 %
5.12 The exploration of different methods of doing jobs helped me improve my time management skills.	Count	-	7	17	37	29	90
	Percentage		7.80%	18.90%	41.10 %	32.20%	100 %
5.13 I am able to transfer the knowledge and skills that I acquired through training and development strategies back to my job situation.	Count	34	19	17	19	1	90
	Percentage	37.78%	21.11%	18.89%	21.11 %	1.11%	100 %
5.14 Each method of carrying out a task has acceptable time limits.	Count	14	10	20	20	26	90
	Percentage	15.60%	11.10%	22.20%	22.20 %	28.90%	100 %

With reference to Figure 4.5 and Table 4.2 above, a significant majority of the respondents (74.45%) felt that the training and development they were receiving was not enough to improve their job performance (Statement 5.9). Elnaga and Imran (2013:137) postulate that continuous training is required to review and update the knowledge and skills of employees as it makes them functionally effective in their performance. Training assists individuals' performance to impact positively on organisational productivity, both in the short-term and in the future.

Figure 4.5 and Table 4.2 above, revealed that a significant majority of the respondents (68.89%) indicated that the training they were receiving was not meeting the needs of their current jobs (Statement 5.1). Diab and Ajlouni (2015:117) posit that training and development strategies that meet the job needs are essential to the organisation that seeks to gain a competitive advantage through a highly skilled and flexible workforce. A total of 73.33% of the respondents indicated that the training was carried out successfully on the job (Statement 5.8). Shora (2004:26) contends that the success or failure of an organization depends on their success in delivering quality training and development strategies.

A significant majority of the respondents (75.56%) indicated that their management was not providing them with emotional support to transfer their newly acquired skills (Statement 5.5). Management has to give considerable emotional support when employees are transferring skills acquired to their respective workstations, as well as defining what is expected from the employees (Villanova as cited by Björkman and Stahl, 2006:179). Armstrong (2013:45) states that these intellectual intangibles can be translated into an organizational resource through the people that acquire and utilize such towards the achievement of organization-wide training and development.

On Statement 5.8, 56.67% of the respondents indicated that training and development strategies were not conducted successfully in the organisation. Wright (2011:15) also emphasised that for employees to perform better and more efficiently, training and development strategies should develop effective employees' skills to the point where

they show initiative. For individuals, training and development improves job knowledge while also helping in identifying with the goals of the organization.

4.4 SECTION C RESPONDENTS' PERCEPTIONS OF EMPLOYEE PERFORMANCE

FIGURE 4.6 FREQUENCIES OF STATEMENTS RELATING TO EMPLOYEE PERFORMANCE (n=90)

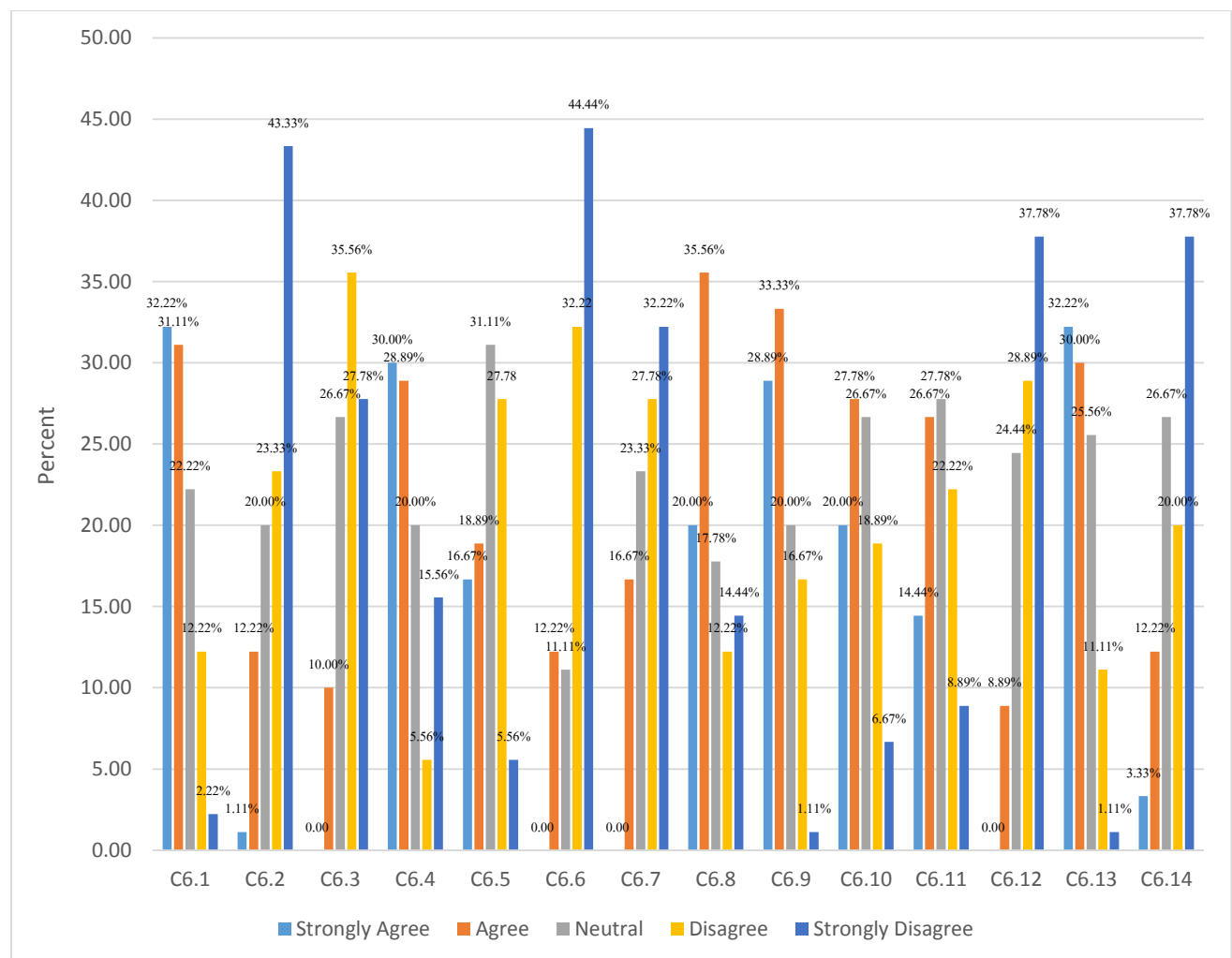


Figure 4.6 above indicates the frequencies of statements linked to employee performance. For further elaboration, frequencies of the statements were tabled in Table 4.3 according to the Likert scale responses.

TABLE 4.3 FREQUENCIES OF STATEMENTS RELATING TO EMPLOYEE PERFORMANCE (n=90)

Statement	Responses	Response options					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
6.1 My performance is determined by the methods that I use to perform a task.	Count	2	11	20	29	28	90
	Percentage	2.20%	12.20%	22.20%	32.20%	31.100%	100%
6.2 Organisational standardised methods maintain overall organisational performance.	Count	39	21	18	11	1	90
	Percentage	43.33%	23.33%	20%	12.22%	1.11%	100%
6.3 There is a clear link between my skills and training provided.	Count	25	32	24	9	-	90
	Percentage	27.78%	35.56%	26.67%	10.00%	-	100%
6.4 Clear training and development identifies key performance areas (KPAs).	Count	14	5	18	27	26	90
	Percentage	15.60%	5.60%	20.0%	30.0%	28.90%	100%
6.5 Management development programmes improved my decision making skills.	Count	5	25	28	15	17	90
	Percentage	5.60%	27.80%	31.10%	16.70%	18.90%	100%
6.6 Management support on training initiatives improves individual and employee performance.	Count	40	29	10	11	-	90
	Percentage	44.44%	32.22%	11.11%	12.22%	-	100%
6.7 The work environment supports me to perform to the best of my abilities.	Count	29	25	21	15	-	90
	Percentage	32.22%	27.78%	23.33%	16.67%	-	100%
6.8 My performance is improving due to the training and development provided.	Count	13	11	16	18	32	90
	Percentage	14.40%	12.20%	17.80%	20.0%	35.60%	100%
6.9 I feel comfortable when performing my duties.	Count	1	15	18	26	30	90
	Percentage	1.10%	16.70%	20.0%	28.90%	33.30%	100%
6.10 Clear methods of performing tasks lead to my efficiency and effectiveness.	Count	6	17	24	18	25	90
	Percentage	6.7%	18.90%	26.70%	20.0%	27.80%	100%
6.11 Different methods of carrying out a task affect performance.	Count	8	20	25	13	24	90
	Percentage	8.90%	22.20%	27.80%	14.40%	26.70%	100%
6.12 I get feedback on my performance standards.	Count	33	27	22	8	-	90
	Percentage	37.78%	28.89%	24.44%	8.89%	-	100%
6.13 The company undertakes performance appraisal exercises.	Count	1	10	23	29	27	90
	Percentage	1.10%	11.10%	25.60%	32.20%	30.0%	100%
6.14 The working conditions permit me to perform well.	Count	4	10	17	29	30	90
	Percentage	4.40%	11.10%	18.90%	32.20%	33.30%	100%

As illustrated in Figure 4.6 and Table 4.3 above, a significant majority of the respondents (66.66%) disagreed that their organisation had standardised methods that maintain the overall performance of the organisation (Statement 6.2). Mondy and Premeaux (1995: 269) mention that by having standardised methods within the organisation, overall performance of the work is easily measured and scrutinised. All employees need standardised methods training, whether it was to equip them to better their present jobs or to prepare them for the future. In response to Statement 6.3, 63.34% of the respondents reported that their performance was not determined by the methods they were using to perform the task.

Figure 4.6 and Table 4.3 above reflects that the majority of respondents (66.67%) indicated that they are not getting feedback on their performance standards (Statement 6.12). Nelson and Quick (2008:195) emphasise that employees should be given feedback on how they are performing in order to motivate them to perform effectively and efficiently at work. As reflected in Figure 4.6 and Table 4.3 above, 76.66% of the respondents disagreed that management support on training initiatives improved their job performance (Statement 6.6). Ridoatt, Dutneall, Hummel and Smith (2012:13) advise that Managers must provide significant support of training to create a conducive learning atmosphere.

4.5 STATISTICAL ANALYSIS

The analysis of the statistical relationship between variables was carried out utilising Pearson's chi-square and Spearman's correlation tests. Levine, Ramsey and Smidt (2010:2) state that parametric statistics and non-parametric statistics are the two major types of statistics used for analysing data. The researcher utilised the non-parametric tests to test the hypotheses due to the ordinal nature of the data (Sharma, 2010:2).

4.5.1 HYPOTHESES TESTING

According to Wilson (2010:237), hypothesis testing denotes an analysis of questionnaire responses in order to generate statistical values. For hypothesis testing, the study employed Pearson's Chi-square tests and Spearman's Correlation tests utilising the Statistical Package for the Social Sciences (SPSS) version 24 for Windows. Willemse (2011:209) highlights that a test statistic relationship generates p-values and a significant result is shown with $p < 0.05$. For all ten hypotheses formulated, Pearson's Chi-square test and Spearman's correlation test were conducted to determine whether there was a statistically significant relationship between the variables.

Hypothesis 1: There is a significant relationship between training and development strategies and employee performance at KPM Holdings.

TABLE 4.4 TRAINING AND DEVELOPMENT STRATEGIES AND EMPLOYEE PERFORMANCE (n=90)

Statement 5.1 and 6.10	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	53.434 ^a	1	0.000	0.000		
Likelihood Ratio	0.785	4	0.003	0.003		
Fisher's Exact Test	0.690			0.980		
Linear-by-Linear Association	.175 ^b	1	0.675	0.717	0.373	0.067
N of Valid Cases	90					

Table 4.4 depicts that the Pearson's Chi-Square value of 53.434 exceeds the minimum χ^2 cut-off value of 26.296. Pearson's Chi-Square ($p < 0.000$) is highly significant. The results indicate a significant relationship between training and employee performance. The training and development of employees is an integral part of improved employee performance (Barzegar and Shahroz, 2011:1946). Shora (2004:26) contends that the success or failure of an organization depends on the quality of training and development strategies. The most important impact of training on employees and organizational performance is to improve the quality and quantity of an organization's output.

Hypothesis 2: There is a significant correlation between training and development strategies and performance appraisal exercises at KPM Holdings.

TABLE 4.5 TRAINING AND DEVELOPMENT STRATEGIES AND PERFORMANCE APPRAISAL EXERCISE (n=90)

Statement 5.1 and 6.13	Value	Df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)	
Pearson Chi-Square	62.433	1.00	0.000	0.000		
Likelihood Ratio	1.21	4.00	0.88	0.95		
Fisher's Exact Test	1.05			0.96		
Linear-by-Linear Association	.004 ^b	1.00	0.95	1.00	0.51	0.09
N of Valid Cases	90.00					

Table 4.5 depicts that the Pearson's Chi-Square value of 62.433 is greater than the χ^2 cut-off value of 26.296 and the Pearson's Chi-Square test result is $p < 0.000$. The

statistical test results showed that there is a high significance between training and development strategies and performance appraisal exercises. Training and development strategies are one of the imperatives of human resource management as it can help to improve performance appraisal exercises. For the individual, training and development improves job knowledge whilst also helping in identifying with the goals of the organization.

Hypothesis 3: There is a significant relationship between an improvement of training and development and addressing the current job needs at KPM Holdings.

TABLE 4.6 IMPROVEMENT OF TRAINING AND DEVELOPMENT AND ADDRESSING THE CURRENT JOB NEEDS (n=90)

Statement 5.2 and 6.8	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	72.768 ^a	16	0.098	. ^b	
Likelihood Ratio	26.441	16	0.048	0.068	
Fisher's Exact Test	23.593			0.038	
Linear-by-Linear Association	4.629	1	0.031	. ^b	. ^b
N of Valid Cases	90				

Table 4.6 reveals that the Pearson's Chi-Square value of 72.768 is above the minimum χ^2 cut-off value of 26.296. Pearson's Chi-Square is $p < 0.05$. Therefore, there is no significant relationship. There is no significant relationship between the improvement of

training and addressing the current job needs of employees. Al-Anzi (2009:232) postulates that employees perceive that training has improved when their current job skill needs are addressed.

Hypothesis 4: There is a significant relationship between the identification of key performance areas (KPA's) and training and development initiatives at KPM Holdings.

TABLE 4.7 IDENTIFICATION OF KEY PERFORMANCE AREAS AND TRAINING AND DEVELOPMENT INITIATIVES (n=90)

Statement 5.3 and 6.4	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	18.023 ^a	16	0.323	. ^b	
Likelihood Ratio	20.319	16	0.206	0.324	
Fisher's Exact Test	18.942			0.193	
Linear-by-Linear Association	3.070	1	0.080	. ^b	. ^b
N of Valid Cases	90				

- Pearson's Chi-Square $p < 0.000$. Cut-off parameter: Pearson's Significance ($p < 0.05$). $df = 16$.

In table 4.7 above, the Pearson's Chi-Square test indicated a negative relationship ($p < 0.03$) as the Pearson's Chi-Square test result is $p < 0.05$. The statistical test results showed a negative significant relationship between the identification of key performance areas (KPA's) and training and development initiatives. Chang, Chiang and Kunyi

(2012:32) state that once key performance areas are identified, training is provided in line with those areas in order to focus on essential areas.

Hypothesis 5: There is a significant correlation between the improvement of training and development strategies and the provision of the necessary resources to use newly acquired skills at KPM Holdings.

TABLE 4.8 IDENTIFICATION OF KEY PERFORMANCE AREAS AND PROVISION OF NECESSARY RESOURCES TO USE NEWLY ACQUIRED SKILLS (n=90)

	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	27.631 ^a	16	0.035	. ^b	
Likelihood Ratio	25.483	16	0.062	0.111	
Fisher's Exact Test	23.840			0.040	
Linear-by-Linear Association	7.106	1	0.008	. ^b	. ^b
N of Valid Cases	90				

- Pearson's Chi-Square value = 27.631, Cut-off value: Chi-Square ($X^2 > 26.296$); df = 16, $p < 0.03$, Cut-off parameter: Pearson's Significance ($p < 0.05$)

As illustrated in Table 4.8 above, the Pearson's Chi-Square value of 27.631 is greater than the χ^2 cut-off value of 26.296. For this hypothesis, the Pearson's Chi-Square test showed a highly positive correlation ($p < 0.035$). Pearson's Chi-Square test result is $p < 0.05$. There is a significant correlation between the improvement of training and development strategies and the provision of the necessary resources to use newly acquired skills. According to Barnett and Mattox (2010:28), when measuring the

outcomes of training and development, the organization should ensure that adequate resources are provided in order to get an objective outcome.

Hypothesis 6: There is a significant relationship between the provision of emotional support that impacts on newly acquired skills and clear methods of performing tasks that lead to efficiency and effectiveness at KPM Holdings.

TABLE 4.9 PROVISION OF EMOTIONAL SUPPORT THAT IMPACT ON NEWLY ACQUIRED SKILLS AND CLEAR METHODS OF PERFORMING TASKS LEAD TO EMPLOYEE EFFICIENCY AND EFFECTIVENESS (n=90)

Statement 5.5 and 6.10	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	28.101 ^a	16	0.013	. ^b	
Likelihood Ratio	24.143	16	0.086	0.156	
Fisher's Exact Test	20.380			0.144	
Linear-by-Linear Association	7.196	1	0.007	. ^b	. ^b
N of Valid Cases	90				

Table 4.9 above indicates that the Pearson's Chi-Square value of 27.631 is greater than the χ^2 cut-off value of 26.296. For this hypothesis, the Pearson's Chi-Square test showed a highly positive relationship ($p < 0.013$). Pearson's Chi-Square test result is $p < 0.05$. There is a significant relationship between the provision of emotional support that

impact on newly acquired skills and clear methods of performing tasks that lead to efficiency and effectiveness. Management must provide support for knowledge acquired during training and avoid ambiguous ways of performing for the job protégés.

Hypothesis 7: There is a significant relationship between methods used to perform a task and allocation of adequate time and budget for training and development strategies at KPM Holdings.

TABLE 4.10 METHOD USED TO PERFORM A TASK AND ALLOCATION OF ADEQUATE TIME AND BUDGET FOR TRAINING AND DEVELOPMENT STRATEGIES (n=90)

Statement 5.6 and 6.1	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	31.023 ^a	16	0.013	. ^b	
Likelihood Ratio	36.611	16	0.002	. ^b	
Fisher's Exact Test	. ^b			. ^b	
Linear-by-Linear Association	5.123	1	0.024	. ^b	. ^b
N of Valid Cases	90				

Table 4.10 above reveals a Pearson's Chi-Square value of 31.023 which surpasses the minimum χ^2 cut-off value of 26.296. Table 4.10 shows that Pearson's Chi-Square test result ($p < 0.05$) is highly significant. There is a highly significant relationship between the methods used to perform a task and the allocation of adequate time and budget for

training and development strategies. Iveta (2012:118) contends that it is of paramount importance for management to allocate enough budget and time for different training methods so as to move in tandem with current workplace methods to perform the job.

Hypothesis 8: There is a significant relationship between good working conditions and success in conducting training and development strategies at KPM Holdings.

TABLE 4.11 GOOD WORKING CONDITIONS AND SUCCESS IN CONDUCTING TRAINING AND DEVELOPMENT STRATEGIES (n=90)

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	59.779 ^a	16	0.000	0.000 ^b		
Likelihood Ratio	25.572	16	0.060	0.087		
Fisher's Exact Test	22.060			0.056		
Linear-by-Linear Association	10.140 ^c	1	0.001	0.001	0.001	0.000
N of Valid Cases	90					

As shown in Table 4.11 above, the Pearson's Chi-Square value of 59.779 is more than the χ^2 cut-off value of 26.296. The Pearson's Chi-Square test indicated a positive relationship ($p < 0.05$). The statistical test results showed a highly significant result. There is a significant relationship between good working conditions and success in conducting training and development. Yanan and Vimala (2011:141) state that the training environment has an effect on training effectiveness and on success in conducting training at the workplace. Therefore, managers and trainers should work

together to create a better learning atmosphere and environment (Ridoatt, Dutneall, Hummel and Smith, 2002:13).

Hypothesis 9: There is a significant relationship between getting feedback on performance standards and expectations of work at KPM Holdings.

TABLE 4.12 GETTING FEEDBACK ON PERFORMANCE STANDARDS AND EXPECTATIONS OF WORK (n=90)

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	38.196 ^a	16	0.000	. ^b	
Likelihood Ratio	23.130	16	0.110	. ^b	
Fisher's Exact Test	19.811			0.191	
Linear-by-Linear Association	10.327	1	0.001	. ^b	. ^b
N of Valid Cases	90				

As shown in Table 4.12 above, the Pearson's Chi-Square value of 38.196 is more than the χ^2 cut-off value of 26.296. The Pearson's Chi-square test result ($p < 0.000$) is highly significant. The results showed a highly significant correlation between getting feedback on performance standards and expectations of work. Feedback on performance standards helps employees to determine work expectations (Barzegar and Shahroz, 2011:1942).

Hypothesis 10: There is a significant relationship between management support of training initiatives and being equipped with knowledge and skills for effective performance at KPM Holdings.

TABLE 4.13 MANAGEMENT SUPPORT OF TRAINING INITIATIVES AND BEING EQUIPPED WITH KNOWLEDGE AND SKILLS FOR EFFECTIVE PERFORMANCE (n=90)

Statement 5.11 and 6.6	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	33.113 ^a	16	0.007	. ^b		
Likelihood Ratio	26.977	16	0.042	0.061		
Fisher's Exact Test	23.123			0.037		
Linear-by-Linear Association	2.393 ^c	1	0.122	0.129	0.068	0.009
N of Valid Cases	90					

As shown in Table 4.13 above, the Pearson's Chi-Square value of 33.116 is more than the χ^2 cut-off value of 26.296. The Pearson's Chi-square test result ($p < 0.05$) is highly significant. The results showed a highly significant correlation between management support of training initiatives and being equipped with knowledge and skills for effective performance. According to Ekwe and Obi-Anike (2014:69), training and development activities must ensure that the training initiatives are well-organised to bring valid and necessary skills needed by employees.

Hypothesis 11: There is a significant correlation between good working conditions and the exploration of different methods of doing jobs that improve time management skills at KPM Holdings.

TABLE 4.14 GOOD WORKING CONDITIONS AND THE EXPLORATION OF DIFFERENT METHODS OF DOING JOBS IMPROVE TIME MANAGEMENT SKILLS (n=90)

Statement 5.12 and 6.14	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)	Point Probability
Pearson Chi-Square	60.702 ^a	12	0.000	0.000 ^b		
Likelihood Ratio	17.126	12	0.145	0.216		
Fisher's Exact Test	14.011			0.224		
Linear-by-Linear Association	3.125 ^c	1	0.077	0.078	0.044	0.009
N of Valid Cases	90					

Table 4.14 above shows that the Pearson's Chi-Square value of 62.601 surpasses the minimum χ^2 cut-off value of 26.296. The Pearson's Chi-Square test result ($p < 0.05$) is highly significant, implying that there is a highly significant relationship between good working conditions and the exploration of different methods of training that improve time management skills. Blanchard (2010:36) affirms that methods that improve time management skills are realised when the organisation offers good working conditions both to the trainers and trainees.

Hypothesis 12: There is a significant relationship between performance appraisal exercises and the exploration of different methods of doing jobs that improve time management skills at KPM Holdings.

TABLE 4.15 PERFORMANCE APPRAISAL EXERCISES AND THE EXPLORATION OF DIFFERENT METHODS OF DOING JOBS THAT IMPROVE TIME MANAGEMENT SKILLS (n=90)

Statement 5.12 and 6.13	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	40.222 ^a	16	0.002	0.002		
Likelihood Ratio	19.125	16	0.086	0.089		
Fisher's Exact Test	17.774			0.077		
Linear-by-Linear Association	6.458 ^b	1	0.011	0.011	0.006	0.002
N of Valid Cases	90					

As illustrated in Table 4.15, the Pearson's Chi-Square value of 40.222 surpasses the minimum χ^2 cut-off value of 26.296. The Pearson's Chi-Square test result ($p < 0.002$) is highly significant. There is a significant relationship between the performance appraisal exercise and the exploration of different methods of doing the job. According to Muda, Rafiki and Harahap (2013:75), different methods of doing the job demand different performance appraisal exercises to maintain adequate performance.

Hypothesis 13: There is a significant relationship between organisational standardised methods that maintains overall organisational performance and the assurance of acceptable time limits for each method at KPM Holdings.

TABLE 4.16 ORGANISATIONAL STANDARDISED METHODS THAT MAINTAIN OVERALL ORGANISATIONAL PERFORMANCE AND THE ASSURANCE OF ACCEPTABLE TIME LIMITS FOR EACH METHOD (n=90)

Statement 5.14 and 6.2	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	28.090 ^a	16	0.031	. ^b		
Likelihood Ratio	27.849	16	0.033	. ^b		
Fisher's Exact Test	. ^b			. ^b		
Linear-by-Linear Association	3.309 ^c	1	0.069	0.070	0.039	0.007
N of Valid Cases	90					

Table 4.16 above reveals a Pearson's Chi-Square value of 28.090 surpasses which the minimum the χ^2 cut-off value of 26.296. The Pearson's Chi-Square test result ($p < 0.031$) is highly significant. Pearson's Chi-Square test result is $p < 0.05$. There is a significant relationship between organisational standardised methods and the assurance of acceptable time limits for each method. In addition, organisations ought to be aware of the influence of working conditions on employee performance in order to capitalise and increase productivity (Nduku, Mwenda and Wachira, 2015:176).

4.6 LIMITATIONS OF THE STUDY

The research undertaken had certain limitations, namely:

- There was limited present-day literature that focused specifically on training and development strategies and employee performance in the construction industry. Hence, use was made of accredited authors who were highly knowledgeable in this field.
- The data gathered was from a specific construction company in the Manicaland region in Zimbabwe. As a result, this study highlights the findings and results specific to KMP Holdings in Manicaland Province, Zimbabwe. Thus, the results cannot be generalized to other construction companies as situational factors may differ.

4.7 CONCLUSION

The chapter reviewed the data analysis obtained from the coded responses. The results were depicted in the form of graphs, charts and tables. The results indicated eleven significant relationships of the variables in the study. All hypotheses were statistically tested utilising Pearson's Correlation test and Pearson's Chi-square test. The study was carried out in-house at KPM Holdings. Hence the results of the study can be generalised to employees within this company only. The Chapter 5 that follows presents the study's conclusion, recommendations from the data analysis as well as directions for future research.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter introduced the analysis, interpretations and discussions of the study outcomes. This section of the study highlights the conclusion and makes recommendations emerging from the experiential analysis of the outcomes, as well as demonstrating guidelines for forthcoming study. The purpose of the study was focused on the effectiveness of training and development strategies to improve employee performance at KMP Holdings in the Construction Industry in Zimbabwe – a Case Study. Therefore, because the study was an in-house examination, the recommendations of this study were generalized to KMP Holdings in the Construction Industry in Zimbabwe only. However, they may prove to be beneficial to other researchers investigating in the same fields of study. The conclusions of this investigation are in accordance with the research objectives and they respond to the key aim of the study.

The researcher provided an overview of training and development strategies and the impact these may have on employee performance. The theoretical framework was built by reviewing various secondary sources. The study adopted a quantitative research design and a structured closed-ended questionnaire (Annexure B) was used to collect primary data. The personal technique of data collection was utilized and a 90% response rate was obtained. The data was analysed by means of the most recent version of the Statistical Package for Social Sciences (SPSS) version 24.0 for Windows. The descriptive figures relating to the variables were analysed and the hypotheses were tested, presented and discussed.

5.2 FINDINGS FROM THE PRIMARY RESEARCH

The outcomes of this study revealed that participants agreed that training and development provided within the organization goes hand in hand with most of the business objectives. Most participants concurred that there are clear guidelines provided throughout the training. In addition, they concurred that training and development strategies enhance employee performance within the organization. However, only some participants concurred that the working conditions in the organization are favorable to permitting the transference of learning.

The investigation likewise uncovered that management is constantly accessible to provide support after employee training and development. There were an insignificant number of participants who concurred that feedback is delivered after training. In addition, only a few participants concurred that a shortage of resources affects training, which essentially means that most participants consider that training and development is not affected by a lack or shortages of resources. Henceforth, the findings of the study revealed that training and development strategies enhance employee performance. Only some participants concurred that employees gain new knowledge and understanding after training and development, even though most participants concurred that training and development strategies raise employee confidence while performing their tasks after the training.

The findings of the study revealed that training and development strategies help to enhance employee morale and most participants concurred that training and development strategies influence employees to improve their performance. Participants also concurred that training and development strategies assist employees in the organization to adapt to new developments. The findings of the study also reveal that respondents believed that training helps to enhance the quality of products produced by the employees and therefore they are committing less errors after going through training and development. On the other hand, only a small number of participants expressed

that, especially after training, employees require minimal supervision. Most participants concurred that training and development helps to reduce most errors as well as defects in products. Additionally, the findings discovered that respondents felt that training and development strategies help to reduce the expense of recruitment and the training of new staff members within the organization. Subsequently, when training and development strategies are effectively provided in the organization, there will be staff turnover reduction. Most participants concurred that training and development raises organizational productivity through employee performance. The findings of the study also uncover that respondents consider that training and development help expand prospects for career development.

5.3 CONCLUSIONS

Most construction companies whose venture viewpoint is mainly on human resource management understand and see training and development strategies as a chance to improve a long-term employee performance and productivity in the organization. The study findings reported upon recommend that training and development strategies have an influence on employee performance with respect to their jobs. Financing training and development programs is important for any organization, which will certainly recognize and gain a return on its investment in training and developing strategies for its workers. Employees are fundamentally the best assets to an organization in the construction industry and most importantly, they ought to be treated as human capital.

The more organizations invest in them, the more can be anticipated from them regarding performance behavior, which can automatically give the organization its economic advantage. After training and development strategies, the appraisal process that follows is very significant as there may be deficiencies in the training programme. Consequently, feedback is important if management is to address matters that may have to be reviewed or improved. Compelling employee training and development

strategies prompts an increase in quality because of possibly less mistakes. In addition, successful development programmes permit the organization to keep a workforce that can sufficiently replace employees who may leave the organization or move to other regions. On the other hand, employees must carry out self-assessment on an individual level, where he/she is anticipated to recognize his/her opportunities and requests for improvement.

5.4 RECOMMENDATIONS

In terms of the study findings, the following recommendations are made:

5.4.1 Working conditions in the organization should be enriched

It is also recommended that the management at KMP Holdings in Zimbabwe ensures that working conditions within the organization are conducive. The findings revealed that working conditions influenced the emotional attachment of employees. Individuals who regard their working conditions as unfavorable will be less committed to the organization and will have intentions to leave the organization.

5.4.2 The provision of feedback to employees after training is recommended for employees to become aware of areas where they can improve their performance

Training and development strategies improve employee performance in the organization. When employees are involved in organizational training and development

of matters which are directly connected to their jobs, they will always try to take initiatives to eliminate any problems that will arise. Involving employees in the official tasks in the organization directly impacts employee performance. Employee effort is an intervening relationship of training and performance. Therefore, training and development strategies are consequently a key component to KMP Holdings in Zimbabwe. It helps to merge the gap between what should occur and what is happening between anticipated targets and the actual levels of work execution.

5.4.3 The employer should provide adequate resources for training and development in order to improve the training programmes provided

At KMP Holdings, employee performance should be boosted by providing the required training that will enable employees to produce the expected outcomes. Management should always comprehend that most employees in the organization do not come to their jobs with the complete experience and knowledge essential for them to perform effectively. Henceforth management is required to select suitable training and development strategies and opportunities so that employees may progress to an anticipated level of performance while at KMP Holdings.

5.4.4 The employer should increase training and development strategies and programmes so that employees can be empowered with new knowledge during training

Empowered employees take firm charge of their employment future by engaging in self-initiated study and professional development. A positive attitude, coupled with distinctive ability within the workplace, produces the kind of employee that every employer wants to have working for them. A recommendation is therefore made for employees to

advance their knowledge base, qualifications and also utilize every workplace opportunity that may be delivered or is accessible, to their benefit.

5.4.5 Staff training is constantly aligned with technology

The study findings at KMP Holdings indicated that training and development strategies offered by the organization were not aligned with leading technological advancements. Therefore, management's obligation should be to ensure that all the tools and equipment utilized for staff training are aligned with the latest leading technology. Employees usually feel satisfied when their skills and abilities are kept in line with the latest technologies. According to Davidson (2010:498), there is polarization of skills levels within organizations, with latest technology killing many jobs yet also creating highly trained individuals.

5.4.6 Employees should be provided with effective training and development to reduce the time spent by managers on supervising employees

Training and development is essential to meet corporate goals and objectives at any organizational level. This comprises training and development strategies being identified continually to accomplish organizational goals. In accordance with the above mentioned, Lane and Robinson (2009:23) state that training and development strategies impart a positive and effective environment for optimum performance to achieve the goals and objectives of the organization.

5.4.7 Provide job-specific training to improve employee performance

In the construction industry, top management have a duty to make available job-specific training and development strategies to curb employee flexibility. Organizations should offer employees training and development that has techniques and procedures which cannot be conveyed easily to other organizations. This can fulfill those employees with needs of internal career expansion. Therefore, employees can only be satisfied if they realize a direct link between staff training and development strategies and employee performance. Employee flexibility proposes that training and development opportunities that increase employees' general skills may also reduce turnover. Allen (2013:72) postulate that one way to increase employees' skills and abilities without increasing their external flexibility is to offer job-specific training and development strategies.

5.4.8 Communicating the training and development strategies and goals of the organization

It is recommended that KMP Holdings' top administration plainly conveys and transfers the training and development goals and objectives of the organization to all employees. Effective communication with employees clearly highlights the organization's expectations, thereby making goals visible and reachable. A two-way communication engagement from top management allows employees to become more confident in the leadership, as well as in engaging in positive practices. A two-way communication is essential in improving motivation and co-ordinating employees towards the fulfillment of organizational goals. In addition, it is fundamental for KMP Holdings' top management to look for the thoughts and opinions of employees in the organization when making decisions. Organizations require not just the traditional communication approaches but also the use of a plethora of social media communication platforms especially in a globalized world.

5.5 FURTHER RESEARCH AREAS

This research study was limited to KMP Holdings in Zimbabwe, additional studies should be possible in different organizations around the nation in order to find out whether other areas need related responsiveness. To look at the effect of training and development strategies on employee performance, a qualitative research study could be conducted. Qualitative approaches would allow the scholar to use interviews to assemble data from the respondents, as comprehensive interviews provide more information as compared to questionnaires.

BIBLIOGRAPHY

Afrance, S.K. and Annokye, P.A. (2014). Apprenticeship Training System In Ghana: Processes, Institutional Dynamics And Challenges. *Journal of Education and Practice*, 5(7): 130-141.

Agbesi Gadzedzo, W., (2009). *Performance appraisal as a tool for organizational productivity and growth at Ghana Ports and Harbours Authority (GPHA)–Port of Tema* (Doctoral dissertation).

Aguinis, H. (2009). *Performance management*. 2nd Edition. Upper Saddle River, NJ: Pearson Prentice Hall.

Aguinis, H. (2009). *Performance Management*. 2nd Edition. Upper Saddle River: Pearson Education Inc.

Aguinis, H., Joo, H. and Gottfredson, R.K. (2011). Why we hate performance management and why we should love it. *Business Horizons*, 54(6): 503-507.

Akintayo, D.I (2010). "Work-Family Role Conflict and Organisational Commitment among Industrial Workers in Nigeria". *Journal of Psychology and Counselling*, 2(1): 1-8.

Alasuutari, P., Bickman, L. and Brannen, J. (2008). *The SAGE Handbook of Social Sciences Methods*. Berkshire: McGraw-Hill Education.

Al-Anzi, N. M. (2009). *Workplace environment and its impact on employee performance*. A Thesis submitted in partial fulfilment of the Requirement of Open University of Malaysia for the degree of Masters of Business Administration. Bahrain: open University of Malaysia.

Ali, N. and Zia-ur-Rehman, M. (2014). Impact of Job Design on Employee Performance, Mediating Role of Job Satisfaction: A Study of FMCG's Sector in Pakistan. *International Journal of Business and Management*, 9(2): 70-79.

Allen, D.G. and Bryant, P. (2013). *Managing employee turnover: dispelling myths and fostering evidence-based retention strategies*. New York: Business Expert Press.

Almeida, R.K. and Aterido, R. (2011). On-the-job training and rigidity of employment protection in the developing world: Evidence from differential enforcement. *Labour Economics*, 18 (1): 571-582.

Aragon, B. Jimenez, D. and Valle, R.S. (2013). Training and performance: The mediating role of organizational learning. *BRQ Business Research Quarterly*, 2(17): 161-173.

Archieve, B. (2008). *Effect of Training and Manpower Development on Productivity of Workers*. New York: Harper and Row Publishers.

Armstrong, M. and Baron, A. (2003). *Performance management. The new realities*. Wiltshire: The Cromwell press.

Armstrong, M and Baron, A. (2015). *Managing performance: Performance management in action*. New York: Mc Graw Hill Book Co.

Armstrong, M. (2011). *Strategic Human Resource Management: A Guide to Action*. Kogan Page: London.

Armstrong, M. (2012). *Armstrong's Handbook of Human Resource Management Practice*. London: Kogan Page.

Armstrong, M. (2013). *Blending formal and informal approaches to management learning*. New York: Mc Graw Hill Book Co.

Armstrong, M., Duncan, B. and Reilly, P. (2011) 'Increasing the effectiveness of reward management: an evidence-based approach', *Employee Relations*, 33(2): 106-120.

Asfaw, A.M., Argaw, M.D. and Bayissa, L. (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. 3: 188-202.

Asghar, W. and Siddi, S.H. (2008). Apprenticeship Training in Pakistan: A Comparative Study of Apprenticeship Practices in Punjab and European Countries. *International Journal of Training Research*, 6(2): 1-19.

Appiah, B., (2010). *The impact of training on employee performance: a case study of HFC Bank (Ghana) Limited* (Doctoral dissertation).

Babbie, E. (2011). *The basics of social research*. 5th Edition. California: Thomson Wadsworth.

Bacon, N. and Blyton, P., (2006). Union Co-operation in a Context of Job Insecurity: Negotiated Outcomes from Team working. *British Journal of Industrial Relations*, 44(2), pp.215-237.

Barnett, K. and Mattox, J.R. (2010). Measuring success and Roi in corporate training. *Journal of Asynchronous Learning Networks*, 14 (2): 28-44.

Barzegar, N. and Shahroz, F. (2011). A Study on the Impact of on the job training Courses on the Staff Performance (A Case Study). *Social and Behavioral Sciences*, 29: 1942-1949.

Bazeley P. (2013). *Qualitative data analysis. Practical strategies*. London: Sage publications limited.

Beaver, G. and Hutchings, K., (2005). Training and developing an age diverse workforce in SMEs: The need for a strategic approach. *Education & Training*, 47(9): 592-101.

Berman, E.M., Bowman, J.S., West, J.P. and Wart, M.R.V. (2010). Motivation: Possible, Probable or Impossible? *Human Resource Management in Public Service: Paradoxes, Processes and Problems*. California: SAGE Publications, Inc.

Best, S. (2012). *Understanding and doing successful research: Data collection and analysis for social sciences*. Essex: Pearson Education Limited.

Bhattacharrya, D. (2009). *Human resources management*. 2nd Edition. New Delhi: Pearson education Inc.

Blaxter, L., Hughes, C. and Tight, M. (2010). *How to research*. 4th Edition. New York: McGraw-Hill Education.

Boeije, H. (2010). *Analysis in qualitative research*. London: Sage.

Blanchard, P. and James, W. (2010). *Effective training systems, strategies and practices*. New Jersey: Pearson education Inc.

Brannick, T. and Roche, K. (2007). *Business Research Methods*. Mumbai: Jaico Publishing House.

Brink, H., Van der Walt, C. and Van Rensburg, G., (2006). *Fundamentals of research methodology for health care professionals*. Juta and Company Ltd.

Björkman, I. and Stahl, G.K., (2006). 1 International human resource management research: an introduction to the field. *Handbook of research in international human resource management*, p.1.

Buchner, T.W. (2007). Performance management theory: A look from the performer's perspective with implications for HRD. *Human Resource Development International*, 10, 59-73.

Buckley, R. and Caple, J. (2009). *The theory and practice of training*. 6th Edition. London: Kogan Page.

Bulach, C., Lunenburg, F.C. and Potter, L. (2012). *Creating a culture for high-performing schools: A comprehensive approach to school reform*. 2nd Edition. Lanham, MD: Rowman and Littlefield.

Chan, K.B., Lai, G., Ko, Y.C. and Boey, K.W. (2011). "Work stress among six professional groups: The Singapore experience". *Social Science Medicine*, 50(10): 1415-1432.

Chandrasekar, K. (2011). Workplace environment and its impact on organisational performance in public sector organizations. *International Journal of Enterprise Computing and Business System*, 1(1): 1-20.

Chang, J. Chiang, T. and Kunyi, C. (2012). The Systematic Construction and Influential Factors of Training Needs Assessment. *International Journal of Business and Social Science*, 3(24): 31-41.

Chapman, S., McNeill, P. and McNeill, P., (2005). *Research methods*. Routledge.

Chen, C. (2011). Quantitative methodology: Appropriate use in research for blind baseball ergonomics and safety design. *The journal of human resources and adult learning*. 7(1): 1-6

Clements-Croome, D. (2006). *Creating the Productive Workplace*. 2nd Edition. Oxford, Taylor and Francis.

Creswell, J.W., (2014). *A concise introduction to mixed methods research*. Sage Publications.

Cryer, P. (2006). *The research students guide to success*. 3rd Edition. Berkshire: Open University Press.

Cohen, L., Manion, L. and Morrison, K. (2005). *Research methods in education*. 5th Edition. New York: RoutledgeFalmer.

Curtis, E. and Drennan, J. (2013). *Quantitative health research: Issues and methods*. Berkshire: McGraw Education.

Daft, R.L. (2010). *Organization Theory and Design*. Singapore: Info Access and Distribution Ltd.

Dan, R. (2012). *Field methods for academic research-interviews, focus groups and questionnaires in Business Studies*. 2nd Edition. London: Academic publishing international limited.

Daniel, J. (2012). *Sampling Essentials: Practical Guidelines for Making Sampling Choices*. Los Angeles: Sage.

Daoanis, L.E. (2012). Performance Appraisal System: It is Implication to Employee Performance. *International Journal of Economics and Management Sciences*. 2(3): 55-62.

Dave, H. and Urich, J. (2011). *The Effect of Culture on Performance SPI Research*. London: Sage Publication Ltd.

Davidson, C.G.M., Timo, N. and Wang, Y. (2010). How much does labour turnover cost? A case study of Australian four and five star Hotels. *International Journal of Contemporary Hospitality Management*, 22(4): 498-516.

Davies, M.B. (2007). *Doing a successful research project: using qualitative or quantitative methods*. New York: Palgrave Macmillan.

De Cieri, H. and Kramar, R. (2008). *Human resource management in Australia: Strategy people performance*. 3rd Edition. Sydney: McGraw Hill Australia Pty Limited.

Deb, T. (2009). *Performance Appraisal and Management: concept, antecedents and implications*. New Delhi: Excel Book.

Delarue, A., Hootehem G.V., Procter S. and Burrige M. (2012). "Teamwork and Organisational Performance: A Review of Survey-based Research". *International Journal of Management Reviews*, 3(2): 231-275.

Denscombe, M. (2010). *The good research guide for small-scale social research projects*. 4th Edition. Berkshire: McGraw-Hill Education.

Denzin, N.K. and Lincoln, Y.S. eds., (2011). *The Sage handbook of qualitative research*. London: Sage Publications Limited.

De Vaus, D.A., (2004). Research design. *The Sage encyclopedia of social science research methods*, 3.

De Vos, A.S., Strydom, H., Fouche, C.B. and Delport, C. (2007). *Research at grass roots*. 3rd Edition. Pretoria: Van Schaick Publishers.

Diab, M.S. and Ajlouni, M.T. (2015). The Influence of Training on Employee's Performance, Organizational Commitment, and Quality of Medical Services at Jordanian Private Hospitals. *International Journal of Business and Management*, 10(2): 117-127.

DuBrin, A. (2014). *Leadership: Research findings, practice and skills*. New York: Houghton Mifflin.

Durham, J. (2016). *On the Job Training - Pros and Cons*. (Online). Available at <http://www.exploreadultlearning.co.uk/jobtraining-pros-cons.html>. Date accessed: 5 November 2017.

Edralin, D.M. (2004). *Training: A strategic HRM function*. (Online). Available from: <http://www.dlsu.edu.ph/research/centers/cberd/pdf/business/vol7/vol7no4.pdf>. Date accessed: 19 November 2017.

Ekienabor, E.E. (2016). Impact of job stress on employees' productivity and commitment. *International Journal for Research in Business, Management and Accounting*, 2(5): 124-133.

Ekwe, M. and Obi-Anike, H. (2014). Impact of Training and Development on Organizational Effectiveness: Evidence from Selected Public Sector Organizations in Nigeria. *European Journal of Business and Management*, 6(29): 66-75.

Elaine, W. and Leslie D.C. (2009). Service Employee Performance: *Journal of Relationship Marketing*. 8(2): 82-102.

Elnaga, A. and Imran, A. (2013). The Effect of Training on Employee Performance. *European Journal of Business and Management*, 5(4): 137-147.

Estep, T. (2008). *The Evolution of the Training Profession*. ASTD Handbook for Workplace Learning Professionals. New York: ASTD Press.

Farooq, M. and Khan, M.A., (2011). Impact of training and feedback on employee performance. *Far east journal of psychology and business*, 5(1), pp.23-33.

Farquhar, J.D. (2012). *Case study: Research for business*. London: Sage Publications Limited.

Frederick, C.C. (2015). *Proactive vs. reactive leaders Use challenges as positive learning opportunities, rather than being driven by emotions*. (Online). Available from: http://www.autotraining.net/articles/2015.11Proactive_Vs_Reactive_Leaders.pdf.
Date accessed: 3 November 2017.

Froebel, P. and Marchington, M. (2015). Teamwork structures and worker perception: a cross national study in pharmaceuticals, *International Journal of Human Resource Management*. 16(2): 256-276.

Fox, W. (2010). *A guide to managing research*. Cape Town: Juta.

Fox, W. and Bayat, M.S., (2007). *A Guide to Managing Research*; Cape Town: Juta and Co.

Fuller, A. and Unwin, L. (2010). Learning as Apprentices in the Contemporary UK Workplace: creating and managing expansive and restrictive participation. *Journal of Education and Work*, 16(4): 407-426.

Gaur, A.S. (2009). *Statistical methods for practice and research: a guide to data analysis using SPSS*. Los Angeles: Response.

Ghaedi, H. and Nikhoosh, N. (2012). Formal architectural education and training professional technicians (case study: Iran). *Procedia - Social and Behavioral Sciences*, 51(1): 454-458.

Giangreco, A., Carugati, A., Sabastino, A. and Al-Tamini, H. (2012). War outside, ceasefire inside: An analysis of the performance appraisal system of a public hospital in a zone of conflict. *Evaluation and Program Planning*, 35(1): 161-170.

Gibb, S. (2002). *Learning and Development: Processes, Practices, and Perspectives at Work*. London: Palgrave Macmillan.

Glazer, S. and Beehr, T. A. (2015). Consistency of implications of three role stressors across. *Journal of Organizational Behavior*, 16(2): 467-487.

Gomathi, S. and Mohan, K. (2015). The Effects of Job Rotation Practices on Employee Development: An Empirical Study on Nurses in the Hospitals of Vellore District. *Mediterranean Journal of Social Sciences*, 6(1): 209-214.

Gray, E.D. (2009). *Doing research in the real world*. 2rd Edition. London: Sage.

Gray E.D (2014). *Doing research in the real world*. 3nd Edition. London: Sage.

Grobler, P., Warnich, S., Carrell, M.R., Elbert, N.F. and Hatfield, R.D. (2006). *Human Resource Management in South Africa*. 3rd Edition. London: Thompson Learning.

Gronhaug, K. and Stone, R., 2012. The learning organization: An historical perspective, the learning process, and its influence on competitiveness. *Competitiveness Review. International Business Journal*, 22(3): 261-275.

Grosseck, M. (2014). Teaching, coaching, training – crosswords for someone, keywords in higher education for others. *Procedia – Social and Behavioral Sciences*, 116(2014): 1243-1247.

Gruman, J.A. and Saks, A.M., (2011). Performance management and employee engagement. *Human Resource Management Review*, 21(2), pp.123-136.

Guest, D. (1997), “Human resource management and performance: a review and research agenda”, *International Journal of Human Resource Management*, 8(3): 263-76.

Haberfield, M.R. and Hassell, A.V. (2009). Proper proactive training to terrorist presence and operations in friendly urban environments. *Procedia - Social and Behavioral Sciences*, 3(5): 4-19.

Hafez, S.M and Aziz, F.R. (2013). Applying lean thinking in construction and performance improvement. *Alexandria Journal of Engineering Sciences*, 57(2): 679-695.

Hall-Ellis, D.S. (2014) ‘Reward systems promote high-performance work teams achieving library mission’, *The Bottom Line Journal for Managing library finances*, 27(2): 66- 69.

Hameed, A. and Waheed, A., (2011). Employee development and its effect on employee performance a conceptual framework. *International journal of business and social science*, 2(13).

Haque, M.S., (2000). Significance of accountability under the new approach to public governance. *International Review of Administrative Sciences*, 66(4), pp.599-617.

Hedley, G. (2013). *Too Busy to Train?* (Online). Available from: <http://www.forconstructionpros.com/article/11191472/the-importance-of-continual-training-for-your-construction-business-employees>. Date accessed: 27 June 2017.

Herdoldt, J. (2012). *Managing performance in organisations articles from the human capital*. Randburg: Knowres publishing (Pty) Ltd.

Henn, M., Weinstein, M. and Foard, N. (2009). *A critical introduction to Social Research*. 2nd Edition. Thousand Oaks: Sage Publications Inc.

Hennick, M. Hutter, I. and Bailey, A. (2011). *Qualitative research methods*. London: Sage.

Iqbal, N., Ahmad, N., Haider, Z. and Batool, Y. (2013). Impact of performance appraisal on employee's performance involving the Moderating Role of Motivation. *Arabian Journal of Business and Management Review*, 3(1): 38-56.

Iqbal, N., Anwar, S. and Haider, N. (2015). Effect of Leadership Style on Employee Performance. *Arabian Journal of Business Management Review*, 5(2): 146.

Iveta, S. (2012). Human Resources Key Performance Indicators. *Journal of Competitiveness*, 4(1): 117-128.

Jahanzeb, K. and Bashir, N.A. (2013). Training and Development Program and its Benefits to Employee and Organization: A Conceptual Study. *European Journal of Business and Management*, 5(2): 243-252.

Jayant, I. (2014). *Training strategy*. (Online). Available from: <http://www.slideshare.net/jayantisaac/2.training.strategy>. Date accessed: 18 November 2017.

Jens, M. and Uschi, B. (2008). Apprenticeship Training – What for? Investment in Human Capital or Substitution of Cheap Labour? *Journal of training and development*, 1(2): 1-13.

Jones, G.R., and George, J.M. (2005). *Contemporary Management*. New York: Irwin and McGraw Hills.

Judeh, M. (2011). “An Examination of the Effect of Employee Involvement on Teamwork Effectiveness: An Empirical Study”. *International Journal of Business and Management*, 6(9): 202-209.

Kakkos, N., Trivellas, P. and Fillipou, K. (2010). Exploring the link between job motivation, work stress and job satisfaction. Evidence from the banking industry. 7th *International Conference on Enterprise Systems, Accounting and Logistics*, 5(6): 2211-2230.

Kalkavan, S. and Katrinli, A. (2014). The Effects of Managerial Coaching Behaviors On the Employees’ Perception of Job Satisfaction, Organizational Commitment, And Job Performance: Case Study On Insurance Industry in Turkey. *Procedia - Social and Behavioral Sciences*, 150(1): 1137-1147.

Kateřina, V., Andrea, S. and Gabriela, K. (2013). Identification of Employee Performance Appraisal Methods in Agricultural Organizations. *Journal of Competitiveness*, 5(2): 20-36.

Khan, A. (2007). Performance Appraisal’s Relation with Productivity and Job Satisfaction *Journal of Managerial Sciences*, 1(2): 99-114.

King, A.S. (2011) 'The crescendo effect in career motivation', *Career Development International*, 2(6): 293-301.

Kingsley, A. (2012). *The impact of office ergonomics on employee performance; a case study of the Ghana National Petroleum Corporation (GNPC)*. A Thesis submitted to the Institute of Distance Learning, Kwame Nkrumah University of Science and Technology in Partial fulfilment of the requirements for the degree of Master of Business Administration. Ghana.

Kinicki, A. and Kreitner, R. (2007). *Organizational Behavior*, New York, NY: McGraw-Hill.

Klan, M.R., Ziauddin Jam, E.A. and Ramay. M.I. (2010). "The Impacts of Organisational Commitment on Employee Job Performance". *European Journal of Social Sciences*, 15(3): 292-298.

Kondrasuk, J.N. (2011). The ideal performance appraisal is a format, not a form. *Allied Academies International Conference*, 10(1): 61-75.

Kothari, C.R. (2011). *Research methodology: methods and techniques, Quantitative Research*. 2nd Edition. New Delhi: New Age International Limited.

Kotteeswari, M. and Sharief, T. (2014). Job stress and its impact on employees' performance a study with reference to employees working in BPOS. *International Journal of Business and Administration Research Review*, 2(4): 19-29.

Laberge, M., MacEachen, E. and Calvet, B. (2014). Why are occupational health and safety training approaches not effective? Understanding young worker learning processes using an ergonomic lens. *Safety Sciences*, 68(3): 250-257.

Lapointe, E. and Vandenberghe, C. (2016). Supervisory mentoring and employee affective commitment and turnover: The critical role of contextual factors. *Journal of Vocational Behaviour*, 98(1): 98-107.

Lane, M.B. and Robinson, C.J., (2009). Institutional complexity and environmental management: the challenge of integration and the promise of large-scale collaboration. *Australasian Journal of Environmental Management*, 16(1), pp.16-24.

Lerman, R. (2014). *Do firms benefit from apprenticeship investments? Why spending on occupational skills can yield economic returns to employers.* (Online). Available on <http://www.sole-jole.org/Lerman.pdf>. Date accessed: 20 October 2017.

Levine, D.M., Ramsey, P.P. and Smidt, R.K. (2010). *Applied statistics for engineers and scientists: using Microsoft excel and minitab*. London: Pearson's prentice hall.

Levy, P.S. and Lemeshow, S. (2008). *Sampling of Populations: Methods and Applications*. 4th Edition. Hoboken: John Wiley and Sons.

Linz, S.J., Good, L.K. and Huddleston, P. (2006). Worker morale in Russia: an exploratory study. *Journal of Managerial Psychology*, 21(5): 415-437.

Lillian, G.O., Mathooko, P. and Sitati, N., (2011). The Effects of Performance Appraisal System on Civil Servants Job Performance and Motivation in Kenya: A Case Study of Ministry of State for Public Service. In *proceedings of 2011 Kabarak University 1st annual international research conference* (p. 370).

Love, P. E. D., & Edwards, D. J. (2005). Taking the pulse of UK construction project managers' health: *influence of job demands, job control and social support on psychological well-being*. *Engineering, Construction, and Architectural Management*, 12 (1), 88 –101.

Lunenburg, F.C., (2012). Performance appraisal: methods and rating errors. *International journal of scholarly academic intellectual diversity*, 14(1), pp.1-9.

Magee, K.C. (2002). *The impact of organizational culture on the implementation of performance management*. Available from Dissertations and Theses database (UMI No. 3047909).

Major, C.J and Savin-Baden, M. (2010). *An introduction to qualitative research synthesis. Managing the information explosion in social science research*. New York: Rontledge.

Mansor, A. Rahim, S. and Mohamed, A. (2012). Determinates of Coaching Culture Development: A Case Study. *Procedia - Social and Behavioral Sciences*, 40 (1): 485 – 489.

Maree, K., Creswell, J.W., Ebersohn, L., Ellof, R., Ferreira, R., Ivankova, N.V., Jansen, J.D., Niewenhuis, J., Pieterse, J., Plano Clark, V.L. and van der Westhuizen, C. (2008). *First Steps in Research*. Pretoria: Van Schaik Publishers.

Markova, G. and Ford C. (2011). Is money the panacea? Rewards for knowledge workers. *International Journal of Productivity and Performance Management*, 60(8): 813-823.

Masanell, R.C. and Ricart, J.E. (2009). From Strategy to Business Models and to Tactics. *Journal of Business Strategy*, 1(4): 1-43.

McMillan, J.H. and Schumacher, S., (2010). *Research in Education: Evidence-Based Inquiry*, My Education Lab Series. Pearson.

Messah, O.B and Kamencu, S.M, (2011), The Effect of Performance Appraisal Systems on Employees in Kenya Tea Development Agency: *Research Journal of Finance and Accounting*; 2, (3): 2222-2847.

Milhem, W. Khalil, A. and Maria, N. (2014). Training Strategies, Theories and Types. *Journal of Accounting – Business and Management*, 21(1): 12-26.

Mizuno, M., Yamada, Y., Ishii, A., and Tanaka, S. (2013). A human resource management approach to motivation and job stress in paramedics. *International Congress Series*. 167-170.

Mohsan, F. Nawaz, M. and Khan, M. (2012). Impact of job rotation on employee motivation, commitment and job involvement in banking sector of Pakistan. *African Journal of Business Management*, 6(24): 7114-7119.

Mondy, R.W. and Premeaux, S.R., (1995). Management Concepts. *Practices and Skills*, 7th Edition, Prantice Hall Inc., New Jersey, USA, p.161.

Mone, E.M. and London, M. (2010). *Employee engagement through effective performance management: A practical guide for managers*. New York: Routledge.

Muda, I, Rafiki, A, Harahap, M.R. (2013). Factors Influencing Employees' Performance: A Study on the Islamic Banks in Indonesia. *International Journal of Business and Social Science*, 5(2): 73-80.

Muhlemann, S., Wolter, C. and Wuest, A. (2009). Apprenticeship Training and the Business Cycle. *Human Resources Management Journal*, 2(5): 1-15.

Muijs D. (2011). *Doing quantitative research in education with SPSS*. Online. California: Sage publications Ltd. Available: <http://dx.doi.org/10.4135/9781849203241.ni>. Date accessed: 9 April 2017.

Murphy, B. (2015). *The impact of reward systems on employee performance*. Unpublished Master's Thesis. Dublin Business School in association with Liverpool John Moore's University. Masters of Business Administration in Business Management. Dublin Business School. University Press.

Mouton, J. (2006). *How to succeed in your master's and doctoral studies: A South African guide and resource book*. Pretoria: Van Schaik Publishers.

Naharuddin, N. and Sadegi, M., (2013). Factors of workplace environment that affect employee's performance: a case study of Miyazu Malaysia.

Nandi, R. (2015). Effective induction for employee's performance and satisfaction. *International Journal of English language, Literature and Humanities*, 3(4): 28 - 41.

Nazir, S., Sorensen, J. and Manca, D. (2015). Impact of training methods on Distributed Situation Awareness of industrial operators. *Safety Science*, 73(6): 136-145.

Nduku, S.S., Mwenda, L. and Wachira, A. (2015). Effects of working conditions on performance of employees of kenya commercial bank head office. *International Journal of Current Research*. 7(3): 14174-14180.

Neelam and Tahir and Others (2014). " The Impact of Training and Development on Employees Performance and Productivity: A case study of United Bank Limited Peshawar City, KPK, Pakistan". *International Journal of Academic Research in Business and Social Sciences April 2014*. 4(4): 86-98.

Nel, P.S., Werner A., Haasbroek, G.D., Poisat, P., Sono, T., Schultz, H.B. (2008). *Human Resources Management*. 7th edition. Cape Town: Oxford University Press

Nelson, D.L. and Quick, J.C. (2008). *Understanding Organizational Behavior*. London: Thomson South Western.

Nelson, D.L. and Quick, J.C. (2011). *Understanding Organizational behavior*. Belmont, CA: Cengage South Western.

Neuendorf, K.A. (2013). *The content analysis guidebook*. California: Sage publications Inc.

Neuman, W.L. (2000). *Social Research Methods: Qualitative and Quantitative approaches*. 4th Edition. Boston: Allyn and Bacon.

Ngoc, T.N. (2009). *Intelligent Systems for Knowledge Management*. Berlin: Springer-Verlag

Niazi, A.S. (2011). Training and Development Strategy and Its Role in Organizational Performance. *Journal of Public Administration and Governance*, 1(2): 42-57.

Njanja, W.L., Maina, R.N., Kibet, L.K. and Njagi, K. (2013) 'Effect of Reward on Employee Performance: A Case of Kenya power and Lighting Company Ltd.'. *International Journal of Business and Management*, 8(3): 106-121.

Noe, R.A. (2007). *Employee training and development*. 3rd Edition. New York: The McGraw-Hill Companies, Inc.

Obisi, C. (2001), Employee development, Issues and dimensions, *Unocal Journal of public Administrator*. 1.

Obisi, C. (2011). Employee performance appraisal and its implication for individual and organizational growth. *Australian Journal of Business and Management Research*, 1(9): 92-97.

Olaniyan, D.A. and Lucus O.B. (2013). Staff Training and Development: A Vital Tool for Organizational Effectiveness. *European Journal of Scientific Research*, 24(3): 326-331.

O'Leary, R. and Bingham, L.B. eds., (2009). *The collaborative public manager: New ideas for the twenty-first century*. Georgetown University Press.

Olsen, B., (2012). *Archaeology: the discipline of things*. University of California Press.

Omole, M.A.L. (2011). Training and Re-Training: A Variable of Technological Development. *Journal of Industrial Education*, 14 (2): 76-85.

Pandey, S. and Chhaila, T. (2013). A study of trends in mentoring relationships existing in the Indian IT industry. *Procedia - Social and Behavioral Sciences*, 133 (1): 425 – 437.

Paulin, D. and Suneson, K. (2012). "Knowledge Transfer, Knowledge Sharing and Knowledge Barriers – Three Blurry Terms in KM". *The Electronic Journal of Knowledge Management*, 10(1): 81-91.

Payam G., Akram A., Majid B.B and Seyed J.H. (2013). *The relationship between rewards and employee performance*. (Online). Available at: <http://journalarchieves.webs.com/543-570>. Date accessed: 20 November 2016.

Payne, G. and Payne, J. (2004). *Key concepts in social research*. London: Sage Publications Limited.

Pekuri, A., Haapasalo, H. and Herrala M. (2011). Productivity and performance management – managerial practices in the construction industry. *International Journal of Performance Measurement*, 1 (1), 39-58

Perry, D. and Mahoney, A. (2007). In plant communication and employee morale. *Personnel psychology*, 8(3): 339-346.

Prince, M. (2004). Does Active Learning Work? A Review of the Research. *Journal of Engineering Education*, 93(3): 223-231.

Prowse, P. and Prowse, J. (2009). The dilemma of performance appraisal. *Measuring Business Excellence*, 13(4): 69-77.

Punia, B.K. and Kant, S. (2013). A Review of Factors Affecting Training Effectiveness vis-à-vis Managerial Implications and Future Research Directions. *International Journal of Advanced Research in Management and Social Sciences*, 2(1): 151-164.

Radakovic, M. and Antonijevic, S. (2010). Balance between formal and informal learning -experience and challenges of civil servants training in Serbia. *Journal of Education and Practice*, 5(10): 55-70.

Ragins, B.R. (2016). From the ordinary to the extraordinary: High-quality mentoring Relationships at work. *Organizational dynamics*, 16(14): 228-244.

Raza, H. (2014). Training and Development impact on Organizational Performance: Empirical Evidence from Oil and Gas Sector of Pakistan. *Journal of Business and Management*, 16(1): 67-72.

Ridoatt, L. Dutneall, R., Hummel, K. and Smith, C.S. (2002). *Factors influencing the implementation of training and learning in the workplace*. Leabrook: Sage Publications Limited.

Rodica, D. Hurloiu, I. and Gabriel, G. (2014). Induction Staff Training. *Procedia Economics and Finance*, 16 (1): 368-373.

Rose M. (2012). Good Deal, Bad Deal? Job Satisfaction in Occupations. *Work Employment Society*, 17(2): 502-503.

Rowland C. and Hall, R. (2014) 'Management learning, performance and reward: theory and practice revisited', *Journal of Management Development*, 33(4): 342-356.

Rui, L.M., Ismail, S. and Hussaini, M. (2014). Professional development of project management for contractor in the construction project: a review. *Procedia - Social and Behavioral Sciences*, 174 (15): 2940 – 2945.

Saad, M., Mat, N. and Awadh, A. (2013). review of theory of human resources development training (learning) participation. *International Academic Conference*, 14(16): 84-93.

Safferstone, M.J. (2007). Organizational Leadership: Classic Works and Contemporary Perspectives. *Academic Leadership the Online Journal*, 5(1): 56-89

Sajuyigbe, A.S., Olaoye, B.O. and Adeyemi, M.A. (2013). Impact of Reward on Employees Performance in a Selected Manufacturing Companies in Ibadan, Oyo State, Nigeria. *International Journal of Arts and Commerce*, 2(2): 27-32.

Saks, A. and Haccoun, R. (2007). *Managing Performance through Training and Development*. Toronto: Nelson and Thompson Ltd.

Salah, M.R.A. (2016). The Impact of Training and Development on Employees Performance and Productivity "A case Study of Jordanian Private Sector transportation companies located in the Southern region of Jordan. A particular reference is made to the Govern ate of Moan". *International Journal of Management Sciences and Business Research*, 5(7): 36-70.

Salau, O., Falola, H. and Akinbode, J.O. (2014). Induction and Staff Attitude towards Retention and Organizational Effectiveness. *Journal of Business and Management*, 16(4): 47-52.

Saleem, Q., Shahid, M. and Naseem, A. (2011). Degree of influence of training and development on employee's behavior. *International Journal of Computing and Business Research*, 2(3): 2229-6166.

San, O.T., Theen, Y.M, and Heng, T.B. (2012). 'The Reward Strategy and Performance Measurement (Evidence form Malaysian Insurance Companies)', *International Journal of Business, Humanities and Technology*, 2(1): 211-223.

Saravani, S.R. and Abbasi, B. (2013). Investigating the influence of job rotation on performance by considering skill variation and job satisfaction of bank employees. *Technical Gazette*, 3(1): 473-478.

Sarvadi, P. (2010). *The Best Ways to Reward Employees*. Entrepreneur Magazine. New York: Wiley.

Schein, E.H. (2011). *Leadership and organizational culture*. New York: Wiley.

Sekaran, U. and Bougie, R. (2013). *Research methods for business: A skill building approach*. 6th Edition. Chichister: John Wiley and Sons Limited.

Shajahan, S. (2004). *Research methods for management*. 2nd Edition. Mumbai: Jaico Publishing House.

Sharma, N.K. (2010). *Research methodology*. London: Price and Pride publishers.

Shora, R. M. (2004). *Training and Development*. Harare: Z.O.U.

Sirakaya-Turk, E., Uysal, M., Hammitt, W.E. and Vaske, J.J. (2011). *Research methods for leisure, recreation and tourism*. Cambridge: CAB International.

Soerdi, B. Soenargo, I. and Wahyudi, E. (2011). The Role and Function of Mandor in Construction Project Organization in Indonesia. *Procedia Engineering*, 14(1): 859–864.

Sookray, P. (2009). *Employee perceptions of the impact of training and development on product quality*. Cape Town: Pearson education Inc.

Stan, S.A. Stancovici, V. and Palos, R. (2013). Teacher`s attitude towards continuous professional training. *Procedia - Social and Behavioral Sciences*, 84(1): 1722 – 1726.

Stausberg, M. and Engler, S. (2011). *The Routledge Handbook of Research Methods in the research study of religion*. New York: Routledge.

Stone, I. (2010). *Encouraging small firms to invest in training: learning from Overseas*. London: UK Commission for Employment and Skills.

Sunindijo, R.Y., (2015). Project manager skills for improving project performance. *International Journal of Business Performance Management*, 16(1), pp.67-83.

Sum, V. (2010). Integrating training in business strategies means greater impact of training on the firm's competitiveness. *Research in Business and Economics Journal*, 3(2): 1-19.

Swart, J., Mann, C., Brown, S. and Price, A. (2005). *Human Resource Development: Strategy and Tactics*. Oxford: Elsevier Butterworth-Heinemann Publications.

Tabassi, A.A. and Bakar, A.A., (2009). Training, motivation, and performance: The case of human resource management in construction projects in Mashhad, Iran. *International journal of project management*, 27(5), pp.471-480.

Tabassi, A., Ramli, M. and Baha, A. (2011). training and development of workforces in construction industry. *International journal of academic research*, 3(4): 509-515.

Tarus, B.K. (2014). Effects of Job Rotation Strategy on High Performance Workplace, in Lake Victoria North Water Services Board, Kenya. *International Journal of Business and Management*, 9(11): 139-146.

Thang, N.N., Drink, D. (2008). Working paper training, organizational strategy, and firm performance. *Economics and International Business Research Conference*. 5(2): 1-31.

Tharenou, P., Saks, A.M., Moore, C. (2007). A review and critique of research on training and organizational level outcomes. *Human Resource Management Review*, 17(5): 251-273.

Treiman, D. J. (2009). *Quantitative analysis: Doing social research to test ideas*. San Fransco: John Wiley and Jons Inc.

Trivellas, P. (2013). The effect of job related stress on employees' satisfaction: A survey in Health Care. *Procedia - Social and Behavioral Sciences*, 73(6): 718-726.

Tsaur, S.H. and Lin, Y.C., (2004). Promoting service quality in tourist hotels: the role of HRM practices and service behavior. *Tourism Management*, 25(4), pp.471-481.

Torrington, D., Hall, L. and Stephen, T. (2012). *Human Resource Management*. 7th Edition. Edinburg: Pearson Education Limited.

Van Dyke, P., Nel, P., Leodolff, Z., Van, P. and Haasbroek, T. (2010). *Training management*. 3rd Edition. New York: Oxford University press.

Walliman, N. (2011). *Your research project: Designing and planning your work*. 3rd Edition. New York: Sage Publications Limited.

Wambugu, L.W., (2014). Effects of Organizational Culture on Employee Performance (Case Study of Wartsila-Kipevu II Power Plant). *European Journal of Business and Management*, 6(32).

Watkins, M.D. (2007). *Demystifying Strategy: The What, Who, How, and Why*. (Online). Available from: <https://hbr.org/2007/09/demystifying-strategy-the-what>. Date accessed: 10 November 2016.

Welch, M. and Jackson, P.R. (2007). Rethinking internal communication: A stakeholder approach. Corporate Communications. *An International Journal*, 12(2): 177-198.

Welman, J.C., Kruger, S.J. and Mitchell, B. (2005). *Research Methodology*. 3rd Edition. Cape Town: Oxford University Press.

Whenua, A. (2009). *Employee training and development*. London: Sage.

Willemse, A.V. (2011). *Leveraging training skills development in SME's*. (online). Available from: <https://www.oecd.org/cfe/leed/49180408.pdf>. Date accessed: 20 October 2016.

Wilson, J. (2010). *Essentials of Business Research*. California: Sage Publication Inc.

Wrenn, B., Stevens, R.E. and Loudon, D.L., (2007). *Marketing research: Text and cases*. Psychology Press.

Wright, P. and Geroy, D.G. (2011), "Changing the mindset: the training myth and the need for word-class performance". *International Journal of Human Resource Management*, 12(4): 586-600.

Yanan, H. and Vimala, S. (2011). A Study on Training Factors and Its Impact on Training Effectiveness in Kedah State Development Corporation, Kedah, Malaysia. *International Journal of Human Resource Studies*, 1(2): 136-156.

Zhen, W., Sharan, K. and Wei, J. (2010). "New Development of Organisational Commitment: A Critical Review (1960-2009)". *African Journal of Business Management*, 4(1): 12-20.

Zikmund, W.G. (2003). *Business Research Methods*. 7th Edition. Ohio: Thomson Learning.

ANNEXURE A

Cell: +27 835 339 937
Email: michael.freedom3@gmail.com

300 Alpine Road
Over port
Durban
4000

21 September 2015

Hello Respondent


ASSISTANCE: QUESTIONNAIRE COMPLETION – RESEARCH DISSERTATION

I am a registered student at the Durban University of Technology in the Department of Human Resources Management. My Topic is entitled: **The effectiveness of training and development strategies to improve employee performance in the Construction Industry in Zimbabwe – a case study of KMP Holding**. My Supervisor is Prof. D C Jinabhai who is based in the Department of HR Management. May I please request your co-operation in completing the attached questionnaire (data collection tool), as you are identified as one the respondents selected from the target population.

The questionnaire will take about 15 minutes to complete and only requires you to circle or tick the relevant precoded responses in an objective and honest manner. Please answer all questions. From an ethical perspective, please be assured that your responses will be treated with utmost confidentiality and will not be given to any other party. Further your name should not be mentioned on the questionnaire and will remain anonymous. Your participation is merely voluntary and there is no coercion or undue influence in completing this questionnaire. Moreover, you are at liberty to withdraw at any time from this study and a response in writing will be most appreciated.

I shall personally collect the questionnaire once completed. If there are any queries, please do not hesitate to contact me at the above contact details. I take this opportunity of again thanking you in advance in order to enable me to complete this research. Many thanks and kind regards.

Sincerely


FREEDOM T. LIAMBO
STUDENT NUMBER 21143505
M.TECH (DUT) IN PROGRESS

ANNEXURE B

QUESTIONNAIRE

Instructions:

- ✓ Please tick one response only on block for each pre-coded question.
- ✓ Please answer all questions.

SECTION A: Biographical Information.

1. Please indicate your gender.

	Gender	Tick
1.1	Male	1
1.2	Female	2

2. Please indicate your age category.

	Age Category	Tick
2.1	20 years to 24 years	1
2.2	25 years to 29 years	2
2.3	30 years to 34 years	3
2.4	35 years to 39	4
2.5	40 and above	5

3. How long have you been with this Company?

	Length of Service	Tick
3.1	Less than 1 year	1
3.2	1-5 years	2

3.3	6-9 years	3
3.4	10-14 years	4
3.5	More than 15 years	5

4. What is your highest Qualification?

	Qualification Type	Tick
4.1	Certificate	1
4.2	Diploma	2
4.3	Degree	3
4.4	Post Graduate Degree	4
4.5	Others	5

SECTION B

5. In relation to training and development, which of the following statements best describes your response?

	Statement	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
5.1	The company provides the training that I need to do my job well.	1	2	3	4	5
5.2	The training meets my needs for my current job.	1	2	3	4	5
5.3	All training and development initiatives had been made aware to me.	1	2	3	4	5

5.4	The organisation provided me with necessary resources to use my newly acquired skills.	1	2	3	4	5
5.5	Management provides the emotional support I need to impact the newly acquired skills.	1	2	3	4	5
5.6	The training and development strategies are allocated with adequate time and budget for all its activities.	1	2	3	4	5
5.7	The organisation gives me an opportunity to suggest ways to improve my skills shortcoming.	1	2	3	4	5
5.8	Training and development strategies are conducted successfully on the job.	1	2	3	4	5
5.9	Training and development provided improved my job performance.	1	2	3	4	5
5.10	I know what is expected of me at work.	1	2	3	4	5
5.11	The training and development strategies that are provided in my workplace equip me with knowledge and skills to be able to perform effectively.	1	2	3	4	5
5.12	The exploration of different methods of doing jobs helped me improve time management skills.	1	2	3	4	5
5.13	I am able to transfer the knowledge and skills that I	1	2	3	4	5

	acquired through training and development strategies back to my job situation.					
5.14	Each method of carrying out a task has acceptable time limits.	1	2	3	4	5

SECTION C

6. In relation to employee performance, which of the following statements best describes your response?

Statement		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
6.1	My performance is determined by the methods that I use to perform a task.	1	2	3	4	5
6.2	Organisational standardised methods maintain the overall organisational performance.	1	2	3	4	5
6.3	There is a clear link between my skill shortcoming and training provided.	1	2	3	4	5
6.4	Clear training and development identify key performance areas (KPAs).	1	2	3	4	5
6.5	Management development programme improved my decision making skills.	1	2	3	4	5

6.6	Management support on training initiatives improves the individual and employee performance.	1	2	3	4	5
6.7	The work environment supports me to perform the best out of my abilities.	1	2	3	4	5
6.8	My performance is improving due to training and development provided.	1	2	3	4	5
6.9	I feel comfortable when performing my duties.	1	2	3	4	5
6.10	Clear methods of performing tasks lead to my efficiency and effectiveness.	1	2	3	4	5
6.11	Different methods of carrying out a task affect the performance.	1	2	3	4	5
6.12	I get feedback on my performance standards.	1	2	3	4	5
6.13	The company undertakes performance appraisal exercise.	1	2	3	4	5
6.14	The working conditions permit me to perform well.	1	2	3	4	5

THANK YOU FOR COMPLETING THE QUESTIONNAIRE

ANNEXURE C

300 Alpine Road
Overport
Durban
South Africa
4000

10 August 2015

The Human Resources Director
KMP Holdings
Suite 7, 1st Floor, Towers Building
Mutare
Zimbabwe
Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a student at Durban University of Technology currently studying towards my Master's degree in Human Resource Management. I am conducting a research entitled: **The effectiveness of training and development strategies to improve employee performance in the Construction Industry in Zimbabwe – a case study of KMP Holding.** To achieve the objectives of my study, I am kindly requesting your permission to administer a structured questionnaire to the employees and Departmental managers of KMP Holdings.

In addition, participation will be voluntary and no participant will be forced or coerced to be part of the research study. In addition, the completion of the questionnaire will take approximately 15 – 20 minutes. The researcher will personally distribute and collect the questionnaires within ten working days. It is envisaged that the findings of the study may assist KMP HOLDINGS in improving employee performance.

You can contact me at michael.freedom3@gmail.com, +27 835339937 or contact my supervisor Professor D.C Jinabhai at jinabhai@dut.ac.za or 002731 373 6798.

Your cooperation is greatly appreciated.

Yours faithfully



Mr Freedom Liambo



HOLDINGS (Pvt) Ltd

Suite 7, 1st Floor, Towers Building
Mutare
Tel: +263 -20-62582
Cell: +263 772 233 460
E-mail: info.kmpholding@gmail.com

12 August 2015

To Whom It May Concern

**CONFIRMATION FOR PERMISSION GRANTED TO CARRY OUT RESEARCH FOR
ACADEMIC PURPOSE AT KMP HOLDINGS (Pvt) Ltd**

This letter serves to confirm that Tatenda Freedom Liambo has been granted permission to carry out research for academic purpose at KMP HOLDINGS (Pvt) Ltd. I am aware that he will be registered for a Master's Degree in Human Resources Management at the Durban University of Technology and his proposed topic is **THE EFFECTIVENESS OF TRAINING AND DEVELOPMENT STRATEGIES TO IMPROVE EMPLOYEE PERFORMANCE AT KMP HOLDINGS (Pvt) Ltd IN THE CONSTRUCTION INDUSTRY IN ZIMBABWE – A CASE STUDY**

With respect to an application to carry out research for academic purpose at KMP HOLDINGS (Pvt) Ltd, we undertake/confirm the following:

- We confirm that the above named student will be allowed to conduct interviews and administer questionnaires to the staff of this company.
- We encourage and support this research findings will be beneficial to both staff and management.
- We request that the findings be made available and discussed with the management of KMP HOLDINGS (Pvt) Ltd and that the researcher follows protocol when visiting our sites.

For any further information, please do not hesitate to contact the undersigned.

[Redacted Signature]
T. M. Mungapasi
Administration
020-62582 / 0771 921 580

