

**INVESTIGATING THE EFFECT OF PERCEIVED TRAINING AND
DEVELOPMENT ON EMPLOYEE PERFORMANCE: MODERATING
ROLE OF MOTIVATION**

**A MINI THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE**

OF

**MASTER OF BUSINESS ADMINISTRATION (PUBLIC SECTOR
MANAGEMENT)**

OF

THE UNIVERSITY OF NAMIBIA

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MAY 2022

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ABSTRACT

This study investigates the effect of perceived training and development on employee performance: moderating role of motivation at the City of Windhoek (CoW) in Namibia. The primary objective of this research was to investigate the effect of perceived training and development on employee performance. The specific objectives of the study were to determine the effect of perceived training and development on employee performance at the CoW, to determine the effect of perceived training and development on employee motivation at the CoW, to determine the impact of motivation on employee performance at the CoW and to test the moderating effect of motivation on the relationship between perceived training and development and employee performance at the CoW. Descriptive research design was adopted and case study done on chosen organisation. Convenience sampling technique was used and a total of 762 staff members were chosen from a total population of 2547 staff members. Structured questionnaires were used to gather data from CoW employees. The study revealed that, generally, employees at the City of Windhoek expressed no clear pattern of how they perceive the training and development programmes. Thus, two recommendations are made, firstly, it is recommended that the management at the City of Windhoek undertake a systematic review of the training and development policy, secondly, it is recommended that the City of Windhoek undertakes a comprehensive review of the training and development curriculum.

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LIST OF ACRONYMS

| | |
|----------|---|
| AMOS | Analysis of Moment Structures |
| AVE | Average Variance Extracted |
| CFI | Comparative Fit Index |
| COVID-19 | Coronavirus Disease of 2019 |
| CoW | City of Windhoek |
| CR | Critical Ratios |
| ERG | Existence, Relatedness, and Growth |
| GFI | Goodness of Fit Index |
| HRD | Human Resource Development |
| HRM | Human Resource Management |
| KMO | Kaiser-Meyer-Olkin |
| Mo | Employee Motivation |
| Pe | Employee Performance |
| RMSEA | Root Mean Square Error of Approximation |
| SD | Standard Deviation |
| SEM | Structural equation modelling |
| SPSS | Statistical Package for Social Sciences |
| Td | Training and Development |
| TLI | Tucker-Lewis index |
| TVE | Total Variance Extracted |

ACKNOWLEDGEMENTS

My foremost and utmost appreciation go to the almighty God for granting me the opportunity to carry out this study. It is only by His grace that I made it thus far, and I am eternally indebted for the dignity and privilege He has given me to complete this arduous task.

I am grateful for the supervision and contributions of my supervisor, Prof. C. Makanyeza for his untiring support and guidance throughout this dissertation. The research dissertation would not have seen the light of day without his knowledge and contributions. I would also like to thank the Namibia Business School at the University of Namibia for granting me the opportunity.

My mother, Willy and Nikita, as well as my brothers Andre and Collin, and sister Ruth, deserve special appreciation for their love, spiritual support, care, and encouragement during my research adventure. My heartfelt gratitude also goes out to everyone who has supported, cared about, and invested in the dissertation's success.

DECLARATION

I declare that the work in this dissertation entitled, 'Investigating the effect of perceived training and development on employee performance: Moderating role of motivation' has been carried out by me in the Namibia Business School under the supervision of Prof. Charles Makanyeza. The information derived from the literature has been duly acknowledged in the context, and a list of references is provided. No part of this dissertation was previously presented for another degree or qualification at this or any other institution.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

According to Yahya and Tan (2015), training and development is critical to achieving any organization's goals since it improves both the organization's efficiency, as well as the effectiveness and efficiency of its personnel. This study investigates the effect of perceived training and development on employee performance: moderating role of motivation at the City of Windhoek (CoW) in Namibia. The primary objective of this research was to investigate the effect of perceived training and development on employee performance. Chapter 1 introduces the background of the study, statement of the problem, objectives of the study, hypotheses of the study, significance of the study, limitations of the study, delimitations of the study and finally the chapter summary.

1.2 Background of the study

Employees are required to do particular job tasks in order to assist the business to accomplish its goals and objectives. Regardless of the nature of these aims and objectives, firms must have competent personnel who can do their job responsibilities better, allowing them to be more competitive and successful. Although well-thought-out strategies, proper work design and workforce planning, recruitment and selection, and so on provide an organization with the required employee at first, additional training is usually required to enhance their work-specific capabilities (Erasmus, Schenk, Mulaudzi & Grobler, 2019, p. 429). Thus, training and development in organisations should be emphasized. In this chapter, the focus is on the background of the study, statement the problem, objectives of

the study, hypothesis of the study, significance of the study, limitations of the study and lastly on delimitations of the study at the City of Windhoek (CoW).

The CoW is mandated to provide efficient and effective municipal services to its residents. Therefore, it commits itself to provide the facilities necessary for the training and development of its staff members, with the extension and application of affirmative action to human resources empowerment, training and development (Annual Report, 2017). According to Rodriguez and Walters (2017) there is a general expectation that training and development organize and facilitate learning, development and expedite acquisition of the knowledge, skills and abilities required for the job performance and employee motivation. As a result, according to Erasmus, Schenk, Mulaudzi and Grobler (2019, p.429), suitable HRM and, in particular, human resources development strategies and policies are meant to steer organizations' training and development processes. People management, according to Mello (2011, p.164), becomes the framework of the organization's strategy if this method is followed. Similarly, Wood and Kispal-Vitae (2017) contend that how organizations manage their people gives them a competitive edge. As a result, human resource management is critical to the success of businesses. As a consequence, strategy should serve as the foundation for management action (Erasmus et al. 2019, p.141). HRM strategies are essentially bundles or clusters of processes, procedures, and functions related to human resource management that are aligned with the broader organizational strategy.

Human resource development (HRD) focuses on learning, according to Erasmus et al. (2019), and its major goal is to improve employee capacities for the benefit of both the organization and the person. HRD is a long-term process that focuses on providing

chances for learning, development, and training in order to improve individual, team, and organizational performance. On the other hand, policies take on greater significance in this situation. Policies, according to Pearce and Robinson (2009, p. 305), are empowerment tools that make decision-making easier by empowering operating managers and their subordinates. The overarching purpose of HRM policy development is to help management, as well as other workers and role actors such as trade unions, in aligning HRM practice with the strategic intent and decisions made about work management and the working people in the organization. This is accomplished by building a well-organized set of HRM guiding principles. The rules are intended to provide certain basic parameters for behaviour and HRM practice in order to aid plan implementation and promote fair HRM across the company.

According to Erasmus et al. (2019), suitable HRM and, in particular, human resources development strategies and policies are expected to influence organizations' training and development activities. The training and development process in organizations should begin with an evaluation of training requirements and the design of learning outcomes for anticipated training and development interventions within such a framework. Long-term competitiveness is critical for an organization's growth and survival, and staff motivation, training, and development are vital factors in achieving this goal (Erasmus et al., 2019). Furthermore, it is the obligation of any firm to improve employee performance, and training and development is without a doubt one of the most significant stages toward achieving this goal (Mwangi, 2017).

1.3 Statement of the problem

Despite the existence of training and development policy, the CoW continue to experience a growing number of complaints from the public regarding poor service delivery (Shaningwa, 2017). Furthermore, inadequate skilled manpower were reported as one of the challenges faced by local authorities in Namibia. However, CoW management team were trained on transformational leadership (Annual report, 2017). Several studies on perceived effect of training and development have been conducted in some countries (Nzeru et al, 2015). However, the effect of perceived training and development on employee performance and the moderating role of motivation on this relationship is still under-researched in Namibia.

In people management, training is a critical tool. Despite the fact that no company can enhance its services without ongoing training and retraining of its employees, most Namibian public sector employees may not have received enough training. According to Eze (2012) this is likely to have a negative impact on staff productivity, and it is evident that public needs are not always met. Organizations generally prepare rigorously for their investment in physical and capital resources, according to Aborishade (2016). These plans are scrutinized with great care, but human resources, which activate, run, and coordinate other production resources, are rarely considered. Few companies recognize the need of well-defined and long-term training and development for their employees in order to improve performance.

One of the challenges of successful training programs, according to Aborishade (2016), is determining how to assess the efficacy and efficiency of training and development activities in a systematic manner. It is critical for businesses to give a quantitative

evaluation of how training programs affect employee performance. Furthermore, employee motivation is critical to the transformation of a business. As a result, it is critical for both employers and decision-makers to understand their employees' needs and problems, as well as what motivates them to be more productive (Rodriguez, 2015).

Human resource development (HRD) should be adapted to meet the organization's strategy and structure, according to Erasmus et al. (2019). No firm in South Africa, or anywhere on the continent, can afford to ignore the HRD difficulties we face, and as a result, all organizations should assist in the training and development of their employees.

1.4 Objectives of the study

The primary objective of this research was to investigate the effect of perceived training and development on employee performance. The specific objectives of the study were:

- To determine the effect of perceived training and development on employee performance at the CoW
- To determine the effect of perceived training and development on employee motivation at the CoW
- To determine the effect of motivation on employee performance at the CoW
- To test the moderating effect of motivation on the relationship between perceived training and development and employee performance at the CoW

1.5 Hypotheses of the study

Based on the specific objectives, the following research hypotheses were formulated.

H₀1: Perceived training and development does not influence employee performance at the CoW

H₁1: Perceived training and development positively influences employee performance at the CoW.

H₀2: Perceived training and development does not influence employee motivation at the CoW.

H₁2: Perceived training and development positively influences employee motivation at the CoW.

H₀3: Motivation has no effect on employee performance at the CoW.

H₁3: Motivation has a positive effect on employee performance at the CoW.

H₀4: Motivation does not moderate the relationship between perceived training and development and employee performance at the CoW

H₁4: Motivation moderates the relationship between perceived training and development and employee performance at the CoW.

1.6 Significance of the study

The study is significant to CoW, Local authorities, Ministry of Urban and Rural development and the government of Namibia. The findings of the study can help these stakeholders in implementing effective training to employees. In addition, the research would establish the effects of perceived training and motivation on job performance in the context of Municipality and local authority environment. Theoretically, the study would add to the existing literature on the effect of perceived training and development on employee's performance. Improvement in achieving organizational goals requires effective training and development which is necessary and should be attained by members of the organization. Training and development aids organizations in improving the performance of employees who fall short of needed standards and preparing individuals

for future employment (Gilley & Maycunich, 2000). Furthermore, through retraining personnel, training and development assists employees in preparing for upcoming organizational restructuring or technological changes, as well as ensuring competitiveness in the marketplace (Gilley & Maycunich, 2000). The literature review further revealed that there is a dearth of literature on the effect of training and development on employee performance and the moderating role of motivation. Additionally, the review of empirical literature showed that there is a need for developing a conceptual model that integrates training and motivation as significant determinants of employee's job performance because past research has not used all of the above predictors of employee performance in a single model and empirically tested it in Municipalities and local authorities in Namibia.

Furthermore, this research is significant as it seeks, as one of its objectives, to investigate the effectiveness of perceived training and development on employee performance. The research attempted to know whether training and development effects the moderating effect on the relationship between perceived training and development and employee motivation and performance. Thus, the contribution of this study to knowledge is the examination of the importance of training and development to the entire training process.

These limitations constitute important research gaps in the training and motivation and employees performance literature. To address this gap, this study explores the relationships among perceived training, motivation and employee's job performance with a case study of City of Windhoek, Namibia. In the final analysis, the findings and recommendations of the study would serve as a rich reference material for future researchers who would like to explore more in the study area.

1.7 Limitations of the study

Covid-19 pandemic posed a great challenge to data collection for this study. To counter the situation the researcher did not administer the questionnaires physically. However, the study made use of other data collection methods such as, mailing questionnaires to respondents and delivering questionnaires by hand in a clearly marked box placed at the reception to the building and prearranged with respondents to drop the completed questionnaire into a box while adhering to Covid-19 safety protocols.

1.8 Delimitation of the study

The study was conducted in the CoW, Namibia. The study was conducted over a period of nine months from July 2020 to March 2021. The study falls within the field of public sector administration. CoW was chosen because it plays a critical role in providing municipal services in the local authority council in Namibia.

1.9 Chapter summary

This chapter presented the research background, the problem statement and has established the research gap. Moreover, the chapter stated the research objectives that guided the study and the research questions the study seek to answer throughout the subsequent chapters. The following chapter will present a detailed literature review on the key variables of the study and predicted hypothesis and finally proposed conceptual framework of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The previous chapter introduced the research report. The purpose of the study was to investigate the moderating role of motivation on perceived training and development at the City of Windhoek. This chapter contracts with the review of the related literature of the study. The chapter has been divided into the following sub-headings; definition of training and development, Identification of training needs, theories of motivation, motivation, types of motivation, training, types of training, employee job performance, the influence of training on employees work motivation, relationship between training and employee's job performance and the mediating effects of extrinsic motivation on the relationship between training and employee's job performance.

2.1.1 Training and development

Training and development, according to Tahir et al (2014), is primarily concerned with the acquisition of understanding, know-how, methodologies, and practices. In reality, training and development is one of the most important aspects of human resource management since it may boost individual, team, and organizational performance. According to Erasmus et al. (2015), the deliberate development of information, skills, and capacities to do a specific activity or profession in a vocational environment is referred to as vocational training. Work activities and people who work in organizations both benefit from training (Erasmus et al. 2015).

Employee training, on the other hand, is defined by Erasmus et al (2015) as "job-related learning offered by employers." The primary goal is to develop employees' capacities (skills, knowledge, attitudes, and so on) so that they can perform their current job activities or duties. Employee development, according to Erasmus et al (2019, p. 431), is a larger term that is confined to workers. Employee development include not just training and education, but also much more. Job rotation, coaching and mentoring interventions, as well as numerous sorts of career development and performance management and enhancement, are all examples of employee development. Many tactics, such as job and organizational design, public relations, staffing, incentive, rewards, and training and development, have been employed to boost employee productivity. Training and motivation, however, are the most important variables that inspire individuals to perform at their best (Raja, Furgan & Muhammad, 2011). Through learning, education, teaching, and planned experience, training is a systematic restructuring of behaviour, attitude, and skills.

Training, according to Jackson (2008), is intended to modify or enhance employee behaviour in the workplace in order to increase efficiency. Employers assist employees in developing their own competitive edge by providing training opportunities. Development, on the other hand, focuses on increasing organizational members' knowledge and abilities so that they are ready to take on new tasks and difficulties. According to Raja et al. (2011, p.7), in today's business environment, training is the most significant aspect that promotes the efficiency and effectiveness of both individuals and the company. Sharma and Shirsath (2014) also added that training contributes greatly to employee's motivation and improved performance. On the other hand, Abbah (2014) argues that an effective organization is the

one that effectively motivates its employees to achieve its goals at various levels in an organization. In addition, most studies on training and development focus on the effect or impact of training and development on employee performance only and not on the moderating role of motivation on perceived training and development. On the other hand, the moderating role of motivation on perceived training and development on this relationship is still under-researched in Namibia. The scarcity of the research on this issue in Namibia creates noticeable research gap which needs to be filled. Hence, this research is conducted to explore the moderating role of motivation on perceived training and development at the City of Windhoek.

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2.1.2 Identification of Training Needs

Prior to beginning staff training and development, it is critical to identify training needs. This is a critical position within the overall structure of employee training and development. Functional training, according to Aborishade (2016), can only be fulfilled if an organization makes it a point of responsibility to identify its training needs before

beginning any training. When problems such as low output, sluggish service, low morale, lack of coordination or collaboration, excessive arguing, and so on are observed among employees, managers and supervisors should determine the training requirements of their personnel. Furthermore, leaders of units or departments should analyze training needs on a regular basis to ensure that suitable training is provided. This, in addition to doing job analyses, establishing performance criteria, and evaluating performance, will highlight areas where training may be beneficial.

2.2 Concept of Training

Manpower training refers to firms' official, continuing attempts to enhance their employees' performance and self-fulfillment through a range of educational approaches and programs. These efforts have a wide range of applications in the modern workplace, ranging from teaching in very specific job skills to long-term professional development. Training has become a recognized profession with different theories and approaches in recent years, as well as a formal business function, a vital component of strategy, and a recognized business function. According to Afsar et al. (2000), an increasing number of businesses of all sizes are adopting "continual learning" and other parts of training and development as a method of promoting the most popular human resource development strategies. Training does not have a common definition. Researchers and academics have defined training in a variety of ways, depending on their perspective and setting. Training is a Human Resources function that aims to bridge the gap between present and desired performance (Elnaga et al, 2013). Training is a term used to describe the methods used to increase the abilities of individuals needed to do a task (Hassan, 2017). Training is the process through which learning formally and methodically alters behavior through

education, teaching, development, and planned experience, according to Armstrong (2009). Training, according to Sahoo and Mishra (2017), is an activity aimed at assisting individuals in improving their work behavior. Kochmanska (2016) has characterized training as a sophisticated, well-organized process for improving employees' credentials, learning new skills, and widening their knowledge.

Employee training is done to widen the knowledge and abilities concerning the filled position, according to Silin et al. (2014). Manpower training and development, according to Harrison (2005), is concerned with organizational settings to provide their best towards the attainment of the organizational objective. Training is a set of planned and systematic actions aimed at improving a person's skills, knowledge, and competency (Nassazi, 2013). Effective trainings provide employees with relevant and helpful information while also developing skills and behaviors that can be applied in the workplace (Amponsah, 2000). Training is described as a method of providing human capital for a certain task (Blanchard & Thacker, 2013). According to Humphrey (2013), the present development of the global economy, as well as rapidly changing technology and innovation, firms must continually train their staff.

2.3 Training Methods

Employees who aren't properly taught end up costing the business more money in the long run (Poulston, 2008). Shamim (2013) used the Hilton in Cyprus as an example to group training approaches based on off- and on-the-job delivery.

2.3.1 On-The-Job Training Methods

Mentoring, coaching, work rotation, apprenticeship, job instructional training, and consultant with supervisor are examples of on-the-job training approaches (Lukasik,

2017). Individuals receive on-the-job training while performing their jobs in the same locations; for example, job rotations and transfers, coaching, and mentoring (Nassazi, 2013). Coaching and mentoring are aimed at building mutually beneficial relationships while also developing specific skills for the task and performance requirements in the workplace (Nassazi, 2013). Job rotation and transfers are aimed at shifting people from one duty to another or from one country to another in order to get experience with a variety of activities (Nassazi, 2013).

2.3.2 Off-The-Job Training Methods

Off-the-job training entails moving people away from their regular jobs so they can focus on the training; examples include conferences and role playing (Nassazi, 2013). Lectures, computer-based approaches, and games and simulations were among the off-the-job methods used (Shamim, 2013). Conferences feature presentations to a group of people on the same or different themes; nevertheless, full comprehension of the contents may not be guaranteed (Nassazi, 2013).

2.4 Importance of Training

Training, Training, according to Kulkarni (2013), is essential in any business. Manpower training and development is a crucial element of the Human Resources Management function that is particularly relevant to the successful utilization of human resources. People have recently argued for the necessity of personnel training and development as a crucial factor in an organization's success. Employees are a valuable yet costly resource. It is critical to acknowledge the contributions of employee manpower training to the purposes and goals of companies in order for them to achieve their objectives of economic growth and successful performance.

Effective training and development, according to Addu-Brobbey (2015), begins with the small business's overall strategy and objectives. The entire training process should be prepared ahead of time to meet specific organizational objectives. Assessing the company's customers and rivals, strengths and weaknesses, and any relevant industry or social trends may be beneficial in establishing a training plan. The next stage is to utilize this information to determine if the organization as a whole or individual workers require training. Conducting an internal audit to identify broad areas that may benefit from training or completing a skills inventory to assess the sorts of abilities workers have and the types they may need in the future may also be beneficial.

The most essential goal of training is to help employees become more dominant and master the information, skills, and behaviors that are stressed in training programs. Employees should be able to use all new skills and information in their present job activities, according to the intended outcome. Employee performance is improved as a result of training, which gives the company a competitive advantage (Ghosh et al., 2011). Employee training, according to Bradley (2011), should help employees to perform successfully at work while also reducing dissatisfaction and anxiety caused by unexpected job responsibilities. Employee training, according to Elnaga and Imran (2013), benefits employees in reducing their anxiety or irritation at work. Employee training is a critical component of Human Resources operations, according to Bapna et al. (2013), since it not only maximizes individual returns, but it may also recruit superior talent to the firm.

Training improves self-efficacy and leads to better job performance (Elnaga & Imran, 2013), by replacing inefficient and ineffective work-related habits with efficient and effective work-related practices (Elnaga & Imran, 2013). Nassazi (2013) concludes that

training: (a) boosts employee morale, confidence, and motivation. (a) It reduces production costs by allowing individuals to reduce waste. (c) It fosters a sense of safety, which decreases employee turnover and absenteeism. (d) It improves employee participation in the change process by equipping them with the skills they need to adapt to new and difficult conditions.

Adu-Brobbey (2015), identified the following as the importance of training and development programs to both employees and organizations;

- Training fosters the rate of proficiency.
- Training ensures increase in productivity
- Training helps the formation of right attitudes
- Training helps to meet Manpower Needs

2.5 Training Theories

2.5.1 Scenistic Methods

According to Paul (2010), significant progress has been made in training and development methodologies, with some of it occurring in the area of scenistic methods, which are a set of approaches or processes that focus on situations, events, case studies, and narratives to provide a specific setting for performance issues, needs, deficiencies, and scripted actions for specific situations. However, because of the social engagement and consolidation practice required, as well as cost and efficacy considerations, the scenographic technique would be more suited to team training rather than solo instruction. Situated learning/cognition, constructivism, experiential learning, transformational learning

theory, and action theory are some of the theoretical and conceptual basis of scientific approach.

a. Situated Learning or Cognition

One of the most significant aspects of the scientific technique is situated learning. The resources we generate or employ, such as cases, theoretically place the trainee in his or her operating environment. The technique begins with this information, which is followed by the identification of topics and problems that the trainee is familiar with and involved in a specific context to some level. Situated learning, according to Anderson et al. (1996), is based on circumstances in which trainees are regularly involved. Trainees are expected to use their situational abilities in comparable settings. Training activities are shared and, to some extent, actively generated in collaboration with other learners identifying and resolving problems.

b. Constructivism and Experiential Learning Theory

A constructivist learning viewpoint emphasizes that knowledge and abilities may be enhanced in a variety of ways, with no single ideal condition in mind (Jonassen, 1991). Because it emphasizes entire real-world functions in organizational contexts, constructivism is particularly suited to situated and scientific techniques. The many parts of performance must be defined, exhibited, and understood in order to mold skills in a given setting (Jonassen, 1994). This will allow individuals and groups to identify performance gaps and shortcomings in a certain skill area.

c. Transformational Learning Theory

When transformational learning is combined with scenographic approaches, trainees are able to actively shape the content and application of learning activities, and many are willing to accept the potential of being empowered and actively participating in decision-making. This form of empower learning also requires personal job satisfaction and dedication (Devanna, 1986; Bryman et al., 1996). The use of discretion, delegation, and involvement in decision-making processes is central to transformative and experiential learning.

d. Action Theory

According to Frese (2007), action theory seeks to explain how learning is regulated and how people may dynamically accomplish objectives in typical and/or unexpected settings by changing their behavior. Furthermore, Salisbury (2008) describes action theory as a systematic instrument for understanding how the focus, sequence, action, and structure components and foundations of the theory interact dynamically to manage knowledge of cognitive processes in a performance context.

e. Human Capital Theory

Since Mincer (1958, 1962), Schultz (1960, 1961), Becker (1962), and Ben-Porath (1967) set the groundwork, human capital theories have evolved quickly. Since training is considered an investment, it is without expenses and benefits that can be calculated using financial metrics like present value and internal rate of return. Furthermore, neo-classical theories of labor markets, education, and economic growth underpin human capital theory. It assumes that employees are productive resources and investigates whether highly trained employees are more productive than other employees (Simon, 2008).

2.5.2 Summary of Theories

Training theories have made a substantial contribution to understanding the training process, based on the foregoing. Since 1992, they have primarily been hypotheses. The scientific technique is one of the most important contributions to increasing the value and effectiveness of corporate training. It is an alternative to team training and has had a significant impact in the workplace. It is vital to determine the sort of training model that is most relevant to the nature of the task being performed based on training theories. Human capital is the most significant kind of capital in companies, according to human capital theory, and it may be improved via training. Human capital theory is concerned with the return on training investment, and there is a lot of data from many nations that shows that more training improves performance.

2.6 Motivation Theories

A theory is a set of assertions or principles developed to explain a set of facts or events, particularly one that has been repeatedly tested or widely accepted and may be used to forecast natural phenomena. The study of motivation is known as motivation theory. It explains why workers behave in particular ways when it comes to their efforts and decisions. Several theorists have proposed motivation theories, including Abraham Maslow, Frederick Herzberg, David McClelland, and Clayton Alderfer. Herzberg's Two-factor theory, Alderfer's ERG theory, Maslow's Need theory, Vroom's Expectancy theory, and MacGregory's theory X and Y are among the theories examined in this study with regards to human motivation. The impact of training and development on employee performance and motivation has received a lot of attention in the literature (Royle & Hall, 2012). The Reinforcement theory and the Need theory (Royle & Hall, 2012) are both

essential ideas in this interaction. The Need theory focuses on learning through observation and modeling. According to the reinforcement theory, an individual's behavior is a result of the consequences of their actions (Gordan & Krishanan, 2014). Training and development, according to certain beliefs, has a beneficial impact on employee performance, which in turn has a favorable impact on profit or revenue (Fey et al., 2000).

2.6.1 Abraham Maslow's Hierarchy of Need Theory

Human needs according to Abraham Maslow, are organized in a hierarchy, going from the lowest to the greatest, and once one set of requirements is met, it no longer serves as a motivator (Armstrong, 2006). Physiological needs, Safety needs, Love needs, Esteem requirements, and Self-Actualization Needs are ordered in a hierarchical sequence from lowest to highest by Maslow. These requirements are ordered in ascending order from the most basic to the most complex. When a significant requirement is met, an individual climbs up the hierarchy (Shah & Shah, 2007).

2.6.2 Physiological Needs

Physiological demands are sometimes known as biological needs or fundamental needs. Physiological requirements, according to Elnaga and Imran (2013), are an individual's fundamental needs. These are critical requirements for human survival. Food, water, sleep, medication, and education are all examples of physiological demands. No other driving elements, according to Maslow, can operate unless these requirements are met to a degree in order to preserve life. Physiological requirements, according to Chintaloo and Mahadeo (2013), are essentially met. Maslow highlighted that a person does not go to the

next level until he or she has met the fundamental, physiological, or biological requirements.

2.6.3 Security or Safety Needs

Once physiological demands are addressed, one's focus shifts to safety and security needs in order to be free from the prospect of physical and mental damage. Living in a secure region, having medical insurance, having a stable career, and having financial reserves may all help meet these demands (Locke & Latham, 2007).

2.6.4 Social Needs

If a person's first two levels of needs are met, according to Hayes (2009), the formation of social needs (a sense of belonging and love) becomes the next goal. A person in this period of life craves the affection of others and wishes to be put in a group or family. According to Mullins (2005), social wants are those that are tied to human connection and include companionship, belonging to a group, and giving and receiving affection. Human beings, according to Abraham Maslow, are social beings who need to belong and be accepted by others. People strive to meet their needs for affection, acceptance, and companionship in many ways. Higher level motivators emerge once lower level physiological and safety demands have been addressed. Social wants are the next level of higher needs that individuals aim to satisfy.

2.6.5 Esteem Needs

According to Maslow, after one's social requirements are met, one's need for power, prestige, status, and self-confidence grows (Shah and Shah, 2007). Internal esteem variables like self-respect, autonomy, and accomplishments are included, as well as external esteem components like status, recognition, and attention. When a person feels

that they "belong" to a group, they feel compelled to rise to a position of prominence. External and internal motivators can be used to meet self-esteem demands. Self-esteem, accomplishment, and self-respect are examples of internally driven esteem demands. Reputation and recognition are examples of external esteem requirements (Locke & Latham, 2007).

2.6.6 Need for Self-Actualization

This, according to Maslow, is the most important need in his hierarchy. It is the desire to accomplish one's full potential, including personal progress, realization of one's potential, and self-fulfillment (Shah and Shah, 2007). Individual variations are dominating at the self-actualization level, according to Hitt (2009), since the formation of these demands is contingent on some past satisfaction of the preceding four. Truth, fairness, knowledge, and meaning are all motivators for self-actualized people. Peak experiences, which are intense periods of deep delight and harmony, occur often among self-actualized people. Only a tiny fraction (10%) of the population, according to Maslow achieves self-actualization (Mullins, 2005).

2.6.7 Clayton Alderfer's ERG Theory

The ERG (Existence, Relatedness, and Growth) hypothesis of Clayton Alderfer is based on Maslow's hierarchy of needs theory. Clayton Alderfer's ERG theory is a variation of Abraham Maslow's five-hierarchy-of-needs hypothesis. The primary human wants, according to Alderfer, should be divided into three categories: existence, relatedness, and growth, rather than five that are placed hierarchically (Omollo, 2015). The name of the theory is derived from the first letter of each requirement. Alderfer describes the ERG as: Existence, Relatedness, and Growth, according to Omollo (2015). People satisfy the

relatedness demand, according to Alderfer, by communicating their thoughts and feelings. This need is similar to Maslow's social/love need and the exterior component of his esteem requirement, according to him. This kind of need, according to Clayton Alderfer, may be met by engaging in tasks that compel someone to apply their talents or create new activities. He also compares Maslow's esteem and self-actualization demands to the development needs. Human needs, according to Alderfer, should be organized hierarchically yet vary in degrees and strength (Omollo, 2015).

2.6.8 Frederick Herzberg's Two Factor Theory

When Frederick Herzberg researched what individuals' desire from their employment in 1966, he discovered several elements that contribute to excessive satisfaction (motivators) and extreme discontent (hygiene) in employees and proposed the two-factor hypothesis (NetMBA.com, 2010). Intrinsic factors are those that lead to satisfaction, such as achievement, recognition, responsibility, the work itself, advancement, and growth, as cited by Herzberg (1966) in NetMBA.com (2010), whereas extrinsic factors are those that lead to dissatisfaction when absent, such as company policy and administration, supervision, interpersonal relations, and working conditions.

Salary, job security, working environment, organizational policies, and technical quality of supervision are all examples of hygiene variables, according to Gachuru (2009). Although these characteristics may not encourage employees, their absence might lead to discontent. People can be less unsatisfied with these parts of their employment by doing something as basic as playing music in the workplace or enforcing a no-smoking policy. According to Herzberg, there are two types of human needs: physiological requirements that may be met with money, such as buying food and shelter, and psychological wants to

accomplish and develop, which can be met with activities that lead one to grow (NetMBA.com, 2010).

2.6.9 McClelland's Theory of Needs

Human are driven by three sorts of motivational requirements, according to Fischer (2009): the need for power, the need for affiliation, and the need for success. In addition, unlike Maslow, McClelland did not organize his driving requirements in a hierarchical fashion. All three categories have an impact on employees. The theory states that people who have a strong desire for power are more likely to use influence and control. Employees that are driven primarily by power will perform better when given opportunity to exert control and influence over others, and they are more likely to be vocal (Fischer, 2009).

As Gachuru (2009) points out, the desire for power is the desire to cause people to behave in ways they would not have otherwise. They have a demanding disposition, assertive demeanors, and high aspirations in life. If they are given crucial or powerful roles, they might be driven to perform (Cole, 2006). People who are social in nature, according to Cole (2006), have a desire for connection and want to attach themselves with persons and groups. They are motivated by religion and love. They like creating a welcoming environment for themselves. They are motivated by social recognition and identification with others.

Employees that have a strong desire to succeed are motivated by both the challenge of succeeding and the dread of failing (Cole, 2006). They have a modest need for accomplishment and set somewhat demanding goals for themselves. They have a methodical approach to life and take measured risks. People are driven to perform when

they believe they have a possibility of succeeding. The urge for accomplishment, according to Gachuru (2009), is the desire to succeed. McClelland noted that as one rose through the ranks, the desire for power and success, rather than allegiance, grew. He also saw that those at the top eventually stopped being driven by these urges (Cole, 2006).

2.6.10 Victor Vroom's Expectancy Theory

Victor Vroom's Expectancy Theory, first proposed in 1964, appears to be one of the most commonly accepted motivation theories. Expectancy theory is a popular name for this idea. According to Cole (2006), an employee might be encouraged to work better if they believe that their improved performance will result in a positive performance assessment, which will lead to the achievement of a personal objective in the form of a reward. To put it another way, the theory claims that the intensity of a desire to act will be followed by a certain result, and that this outcome will be appealing to the individual. To put it simply, the Expectancy Theory focuses on three things: the likelihood that a particular action will be followed by a certain consequence; and the attractiveness of that outcome to the individual. The Expectancy Theory focuses on three things: the link between efforts and performance, performance and reward, and rewards and personal goals (Cole, 2006).

2.6.11 Douglas McGregor's Theory X and Y

Theory X and Y are two sets of behavioral assumptions. In his book *The Human Side of Enterprise*, published in 1960, McGregor said that employees may be handled in two ways. The first is essentially negative and belongs to the category X, whereas the second is essentially positive and belongs to the category Y. (Appiah, 2011). Employees, according to Theory X, are essentially lazy, require compulsion and control, and despise labor to the point of avoiding any responsibility. All they want is security, and they must

be paid, frightened, and punished in order to perform any job (Gachuru, 2009). Any success or creative activity becomes impossible as a result. According to Cole (2006), an organization that operates on theory X principles is likely to be authoritarian.

The theory 'Y' employees, according to Appiah (2011), are in stark contrast to theory 'Employees.' These employees, according to McGregor, desire to learn, and work is their natural activity in the sense that it allows them to acquire self-discipline and self-development. At work, these people embrace and seek responsibility, and they use their ideas and resourcefulness. They consider their reward as the freedom to accomplish difficult, demanding work on their own, rather than in monetary compensation (Gachuru, 2009). After observing the manager's interactions with workers, McGregor came to the conclusion that a manager's perception of human nature is founded on a set of assumptions, and that he or she tends to mold his or her conduct toward subordinates based on these beliefs (Appiah, 2011). Individuals can best achieve their own goals by directing their efforts towards the success of the organization; individuals can achieve their own goals by directing their efforts towards the success of the organization. Theory Y organizations are described as participative, where the organization's goals and the goals of the individuals in it are integrated (Cole, 2006).

2.7 Concept of Motivation

One of the most critical aspects that businesses require in order to achieve their goals and objectives is motivation (Chintallo & Mahadeo, 2013). One of the most essential ideas in human management is motivation, which is critical for managers who want to guide their subordinates' development toward meaningful goals (Adnan, 2005). Motivation is described as an internal or external state that motivates and leads behavior toward a certain

goal (Asiedu, 2017). Motivation, according to Armstrong, is a goal-oriented behavior. This indicates that individuals are driven when they can see how a certain course of action will help them reach their goal. This might be a professional advancement or a raise in compensation (Armstrong, 2007).

Motivation, according to Sedarmayanti (2012), is defined as the readiness to put up a high degree of effort toward organizational goals in exchange for the effort's capacity to fulfill individual needs. Employee motivation can be generated by external (extrinsic) or internal (intrinsic) causes, according to Asiedu (2017). Motivation has a good influence on employees' dedication, performance, and morale on the job, as well as satisfaction and timely service delivery, according to Asiedu (2017). Physiological, Security, Social Choice, Esteem Needs, and Self Actualization are the five components of job motivation identified by Abraham Maslow in Hasibuan (2011). Motivation, according to Tho and Trang (2015), helps people build and increase the quality of their cognitive engagement, which leads to success.

2.8 Types of motivation

Extrinsic motivation, according to Yang (2009), consists of financial rewards (salary, bonus, etc.) while intrinsic motivation consists of non-financial rewards such as recognition, security, title, promotion, appreciation, praise, decision-making involvement, flexible working hours, workplace comfort ability, feedback, work design, social rights, and so on. Employee motivation can be influenced by external (extrinsic) or internal (intrinsic) factors (Asiedu, 2017).

2.8.1. Intrinsic Motivation

Intrinsic motivation is motivated by a personal interest or satisfaction in the activity at hand, rather than being influenced by external factors (Adjei, Odom & Opoku, 2016). Work motivation is measured using both intrinsic and extrinsic motivation, according to Herzberg (1959). Intrinsic motivation includes (1) progress, (2) recognition, (3) responsibility, while extrinsic motivation includes (4) supervision, (5) salary, (6) business policy, and (7) work situation. Intrinsic motivation, according to Kim (2018), is described as doing something for its intrinsic pleasures rather than for some tangential benefit, as well as doing something because it is fundamentally intriguing.

2.8.2 Extrinsic Motivation

Pay, bonuses, fringe perks, transportation, medical facilities, health measurable consequence, according to (Kim, 2018) and life insurance benefits, and vacation with pay are all examples of extrinsic motivation (Saira et al., 2014). Extrinsic motivation is motivation that comes from somewhere other than the employee. As a result, concrete rewards such as income and fringe benefits, security, promotion, contract of service, work environment, and conditions of service are examples of extrinsic motivation.

2.9 Employee's Performance

Employee performance is critical in every business, according to Meyer and Peng (2006), both for the firm's success and for the advancement of individual individuals. According to the job, employee performance is described as a variable with numerous dimensions and unique components and aspects (Qatmeemalmarhoon et al., 2017). Employee performance, according to Aliya et al (2015), is defined as the manner in which work activities are completed in accordance with the job description. Performance is the skill

of completing a job within predetermined parameters. Furthermore, employee performance is described as an individual's outcome in terms of process, outcomes, relevance, and success (Nassazi, 2013).

2.10 Influence of Training and Development on Employee Performance

According to Motlokoa et al. (2018), who studied the influence of training on employee performance in the banking industry in Lesotho, training not only improved employee performance but also improved employee motivation. Lukasik (2017), for example, did research on the influence of training on employee motivation in SME organizations, and the study revealed that there is a significant correlation between internal training in the assessed companies and employee willingness to work. According to Motlokoa (2018) many empirical studies have been conducted in both developed and developing countries around the world to investigate the relationship between training and employee performance. For example Sendawula et al. (2018) investigated the impact of training on employee performance at the Uganda Communication Commission (UCC). The findings revealed that training improves employee performance at UCC. Similarly, according to Motlokoa (2018) in a related study, Nassazi (2013) examined the effects of training on employee performance at telecommunications industry in Uganda namely; Telephone Network (MNT), Warid and Uganda TeleCom (UTL). The analysis of the results revealed that training has a positive impact on the performance of employees. Therefore, it is hypothesized that;

H1: Perceived training and development positively influences employee performance at the CoW

2.11 Influence of Training and Development on employee motivation

Training and development programs, according to Gullu (2016), are required to improve employee performance and motivation. Employees' performance and motivation levels improve as a result of training. As a consequence, companies' performance will be optimized, allowing them to fulfill their objectives more successfully. Gullu (2016) also claimed that when employees receive training, their motivation and performance improve, and they work harder to attain personal and organizational goals. Therefore, it is hypothesized that;

H2: Perceived training and development positively influences employee motivation at the CoW

2.12 Influence on employee motivation on employee performance

Motivation, according to Omollo (2015), is the cornerstone to a successful organization's ability to sustain work continuity in a powerful manner and assist companies survive. Furthermore, motivation is defined as a force that propels individuals toward achieving an organization's stated goals and objectives. Employees who are satisfied, according to Mehmod (2013), are more likely to engage in the job and complete the work that leads to positive results. Furthermore, according to Nadeem (2014), motivated employees are more productive than non-motivated employees. Therefore, it is hypothesized that;

H3: Motivation has a positive effect on employee performance at the CoW

2.13 Influence of employee motivation on the relationship between Training and Development and employee performance

Employee motivation impacts the link between training and work performance, according to research on the mediating effect of motivation on the relationship between training and employee performance. Rodriguez (2015) discovered that employee motivation is critical to an organization's transformation. As a result, it is critical for both employers and decision-makers to understand their employees' needs and problems, as well as what motivates them to be more productive. Therefore, it is hypothesized that;

H4: Motivation moderates the relationship between perceived training and development and employee performance at the CoW

2.14 Conceptual Framework

Based on the foregoing research hypotheses, the following conceptual framework is proposed as shown in Figure 2.1

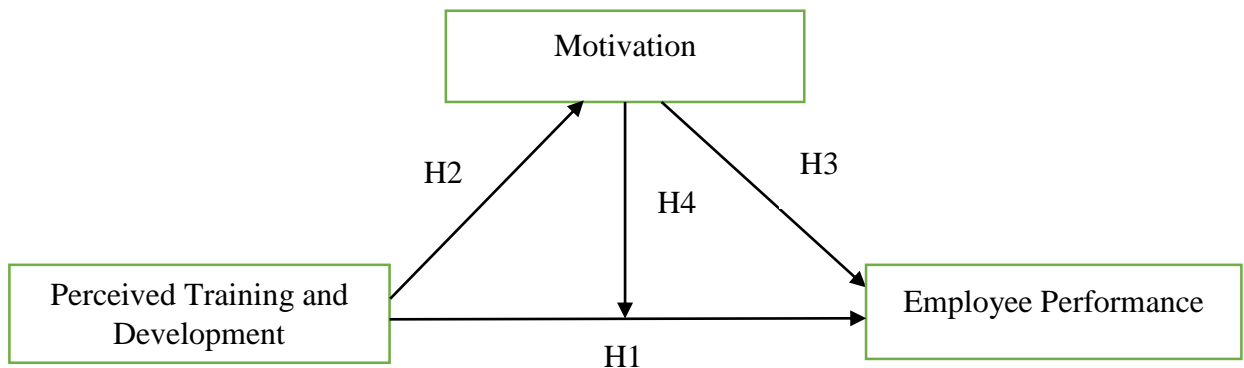


Figure 2.1. Conceptual framework

2.15 Chapter Summary

The chapter two focused on the review of the related literature to the study. The key concepts such as theories of motivation, training, motivation and employee's performance were reviewed. Moreover, this chapter provided a detailed pragmatic review on the moderating role of motivation on perceived training and development. Nonetheless, the following chapter will outline the research design and methodology and data collection instruments and data analysis strategies used for the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter defined the strategies or procedures used in data collection and analysis in order to come up with answers to the research questions. The chapter focused on the research design, population, sample, research instrument, procedure, data analysis, budget and finally research ethics.

3.2 Research Design

This study adopts a cross-sectional survey design and it is quantitative. According to Fouche, Strydom, and Roestenburg (2021, p.162) cross-sectional survey design is probably the most widely used design in the social science research , especially because survey can be used for exploratory, descriptive, explanatory and evaluative studies. The cross-sectional design is often referred to as a design of data collection because the design enables the collection of quantitative data in mostly, although not exclusively, non-experimental studies. Yet, it is not a standalone designs it has to be associated with other designs such as the descriptive design, comparative design or correlated design. Thus, the aim of the study may indicate a correlational design, but the data collection is by means of a cross-sectional survey. The cross-sectional design is essentially a methodological vehicle for collecting data that is relevant to other designs (Fouche et al. 2021, p.162). According to Fouche et al. (2021) surveys share certain characteristics. First, they collect data from large samples of participants, and this is where the term cross-section plays a role. The use of electronic data collection platforms enables you to reach greater numbers of participants. For example, if you want to target all employees in an organisation by

means of an electronic survey, all you need is a list of email addresses of the population of that organisation and include them all in the sampling. Second, all surveys present participants with a series of questions to be answered by means of a five or seven point Likert scale. These questions may tap matters of fact, attitudes, beliefs, prejudices, preferences or opinions. The questions may be simple single item measures or complex multi item scales. (Monette et al., 2014, p.161). According to Polit and Beck (2014) cross sectional surveys are used frequently in social science research to collect data on the prevalence of disease, behaviours, intentions, knowledge, attitudes and responded opinions.

With regards to quantitative data analysis, Fouche et al. (2021) stated that, although quantitative data analysis is a diverse and complex process, it has become relatively easy with clear step-by-step processes and the aid of computerised data analysis software. There are different types of questionnaires. This study made use of mailed questionnaires, hand-delivered questionnaires, self-administered questionnaires and group-administered questionnaires. According to Fouche et al. (2021) mailed questionnaires is the traditional collection strategy which requires mailing of a questionnaire to the respondents. It requires a name list of respondents mail addresses, envelopes, a paper questionnaire with instructions for the completion of the questionnaire, and return mail envelope, the costs of which are carried by the sender. The mailed questionnaire is completed in the respondent's own setting and at their own pace, and is returned hopefully within the required time. Hand-delivering questionnaires to respondents allows for them to be completed in the respondents own time. Since the questionnaire then needs to be collected again, this method may unduly pressurise participants to complete the questionnaire. Self-

administered questionnaires is an effective way of getting paper questions completed by hand delivery to the respondent while he or is at work and sits in a room where the questionnaire can be completed during a dedicated time. With group-administered questionnaires, respondents may be invited to attend a data collection session where different respondents are in a single venue, each completing the questionnaire individually (Fouche et al., 2021).

3.3 Population

The target population comprises of employees of the CoW. The CoW has a total population of 2547 employees. Below table presents the number of employees in each of the divisions at the CoW. According to Fouche et al. (2021), the population is the totality of persons, events, organisational units, case units or other sampling units in which the research problem is concerned. Similarly, Cosby (2009, p.136) defines the population as being composed of all the individuals you are interested in for your study. According to Saunders et al. (2003), population refers to the entire group of objects/people from which the sample should be collected, whereas target population refers to the specific group of objects/people from which the sample should be obtained.

Table 3.1. Employees in each department

| Name of the division | Number of employees |
|--|----------------------------|
| Electricity | 132 |
| IT | 35 |
| Housing, property and human settlement | 65 |
| Office of the CEO | 47 |

| | |
|--|-------------|
| Finance and customer services | 251 |
| City police | 424 |
| Human resources | 74 |
| Infrastructure, water & technical services | 1090 |
| Urban & transport planning | 143 |
| Economic development & community services | 286 |
| Total | 2547 |

Source: CoW Annual Financial Report 2020

3.4 Sampling

Sampling implies taking a portion or smaller number of units of a population as representative or having particular characteristics of the total population (Sarantakos, 2013, p.167 & Stangor, 2015, p.112). Sarantakos (2013, p. 344) also states that the major reason for sampling is feasibility and representativeness. According to Babbie (2016), a representative sample is important when generalising from the sample to the larger population, meaning that the sample should have approximately the same distribution characteristics as that of the population from which it is selected.

The sample size was determined by using the general rule of 10% - 30% of the population to ensure the representativeness of the sample. The rule states that a sample size of 30% is used for smaller populations, and larger populations, a sample size of 10% is used (Nardi, 2003; Neuman, 2007; Suskie, 1996). In this regard, 30% of the target population of 2547 was calculated to give a sample size of 762. This sample size was also substantiated by empirical evidence. Evidence from previous studies shows that sample

sizes for studies of this nature ranged between 150 and 1191 (Afroz, 2018; Fletcher et al., 2015).

Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. In stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics such as income or educational attainment. The study employed stratified random sampling as, according to Sekaran and Bougie (2009), it is the most efficient among all probability designs. According to Leary (2012), to ensure that a sample is as representative as possible, random sampling is the only technique available that will ensure an optimal chance of drawing a sample that is representative of the population from which it was drawn. This ensures accurate and unbiased estimates of the population and gaining accurate differences from the data. Therefore, this study thus employed a random sampling technique based on these ideas.

3.5 Research Instruments

A structured questionnaire was used to collect data. Fouche, Strydom & Roestenburg (2021, p. 211) defines a questionnaire as simply a document containing questions and other types of items, such as statements designed to solicit information to be used for analysis. Fouche et al (2021) further stated that questionnaires aim to draw both factual and opinion information about the phenomenon of study from people who are informed on the particular issue and able to answer those questions.

3.6 Procedure

Questionnaires were mailed and hand delivered to the respondents. Questionnaires were hand delivered to respondents a week prior to collection. Questionnaires were collected

after a week from respondents. As usual, hand-delivered questionnaires, like any other data collection method, may return low response rates. All questionnaires were checked for completeness to ensure there was no missing data. Questionnaires with missing information were returned to the respondents to have them provide the missing information. Therefore, not all questionnaires were complete hence, researcher had to go back to respondents two weeks after and employ the method of self-administered questionnaires, whereby questionnaires were hand delivered to respondents while at work. Respondents had to sit in their respective offices and duty stations to complete the questionnaire during a dedicated time. The researcher was available to answer questions and solve problems experienced by respondents.

3.7 Data Analysis

Descriptive statistical methods such as frequencies, and means and standard deviations was conducted in SPSS. Structural equation modelling (SEM) was performed in AMOS to test the research hypotheses. SEM is a modern method used to test research hypotheses and is more powerful than the regression method in this study, analysis involves quantitative methods. According to Fan et al. (2016) SEM is a powerful, multivariate technique found increasingly in scientific investigations to test and evaluate multivariate causal relationships.

3.8 Reliability and validity

To determine reliability of the data, Cronbach's alpha (α) coefficient was used. To ensure validity of the data, a thorough literature review was done in the development of the research instrument. Guidance was also sought from the Supervisor who is a specialist in the field.

3.9 Research Ethics

The researcher ensured data collection and interpretation were done in a transparent manner. Privacy was obeyed and data collection shall remain confidential. According to Saunders et al. (2016), ethical consideration of research is standards of behaviour that guide the researchers conduct in relation to the rights of those who are subjects of the study or affected by it. Therefore, the research seek informed consent while ensuring that the COVID-19 prevention protocols are adhered to. The researcher ensured that the respondent answered the questionnaires themselves and not on their behalf. The researcher also refrained from interfering or influencing respondent's answers. The data is will be stored for 5 years and will be destroyed thereafter. The data will be destroyed by shredding, as paper records should be disposed of in a manner that leaves no possibility for the reconstruction of information. Shredding is deemed as one of the appropriate methods of destroying/disposing of paper records.

3.10 Chapter Summary

This chapter presented the research methodology used in the study to collect data. The chapter discussed the research design and methods used to collect data. The next chapter focuses on results and discussion.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

The previous chapter was a presentation and justification of the research methodology employed in the study. In this Chapter, study findings are presented and discussed guided by the research objectives, namely to determine the effect of perceived training and development on employee performance at the City of Windhoek (CoW), to determine the effect of perceived training and development on employee motivation at the CoW, to determine the effect of motivation on employee performance at the CoW and to test the moderating effect of motivation on the relationship between perceived training and development and employee performance at the City of Windhoek.

The quantitative data obtained through the questionnaire, descriptive statistics (mean and standard deviations) on the study constructs, exploratory factor analysis, reliability, validity and testing of the hypothesis which underpinned the study were conducted. The descriptive statistics conducted on the study constructs were on the following: (i) perceptions on training and development; (ii) motivation; and (iii) employee performance. Covered under the exploratory factor analysis are (a) KMO and Bartlett's Sphericity; (b) construct, items and factor loadings; (c) reliability and validity; and (d) constructs, items, standardised factor loadings, critical ratios and Cronbach's alpha reliability. The combination of these various quantitative analysis methods allowed for achievement of comprehensive understanding of the findings through utilization of different but complementary ways of analysing the datasets.

The focal sections of the chapter include response rate analysis, study participants' information, presentation and discussion of the study findings. The study participants' information includes sex orientation, age, workplace department, employment status, employee rank, work experience and highest level of education. Each one of these categories of study findings has specific aspects covered. The concepts of logical, systematic and methodical guided the organisation, presentation and discussion of the study findings. It should also be pointed out that interaction research findings with literature was employed in the discussion in order to relay this current study outcomes with the body of knowledge available in the subject matter studied. Interaction of research findings with literature is crucially important to assist readers or consumers of the research output to judge the level of novelty of the knowledge produced by the current study (Mudavanhu, 2017). The interpretations of the various statistics produced in the analysis procedures conducted were also interfaced with the relevant literature.

4.2 Response rate

The questionnaire was administered to a total of 762 respondents and those who responded and returned completed questionnaires were 544 which means that the response rate is 71.4%. According to De Vaus (2014), a response rate of between 50% and 92% is suitable for surveys of this nature. In other words, a high response rate like the one evident in this study of 71.4% implies that the research results would be of a satisfactory level of credibility.

4.3 Profile of the respondents

Seven categories of information were collected from the study respondents, namely sex orientation, age, employee's department, employee's rank, employee's highest level of

education, employee's status and employee's work experience. Each category is presented and briefly discussed in turn in the sections that follow.

4.3.1 Gender

Figure 4.1 below shows the sexual orientation of the employees at the City of Windhoek who participated in the study.

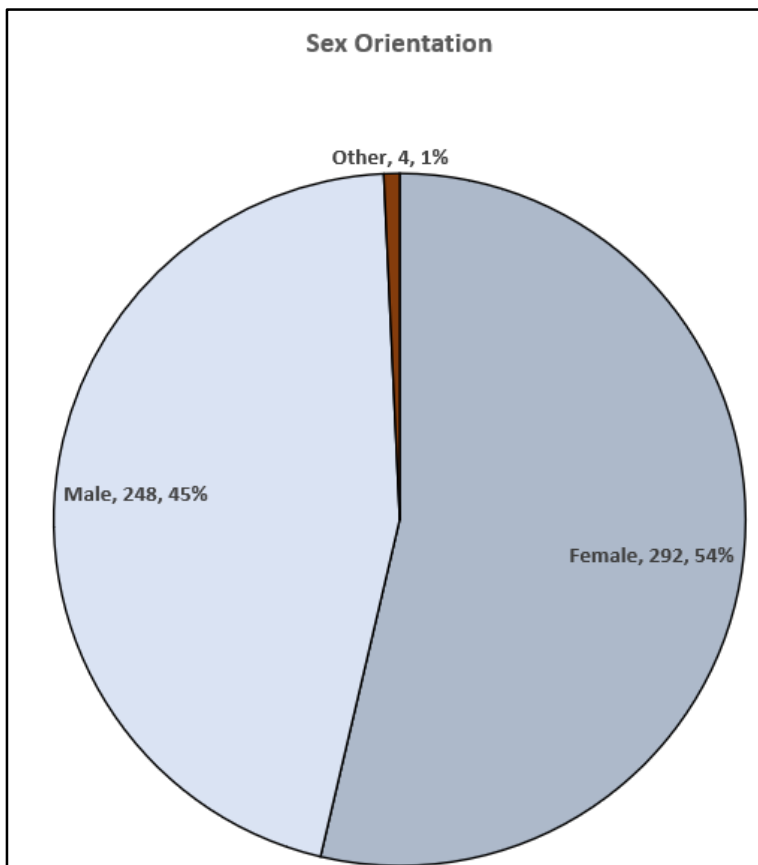


Figure 4.1: Gender of respondents

The data in Figure 4.1 show that 292 (54%) respondents were male, 248 (45%) were female while 4 (1%) were the other gender. This suggests that the gender distribution of employees in the City of Windhoek is slightly skewed towards the male category. This distribution of study participants is in line with The Namibia Labour Force Survey report

of 2018 which indicated that there were more male members of the society (50.9%) compared to female members (49.1%) who were employed in Namibia's urban areas (Namibia Statics Agency, 2019). Generally, the sample frame is gender balanced which suggests that the views expressed on the influence training and development perceptions and motivations on employee performance at the CoW are quite representative.

4.3.2 Respondents' age groups

The respondents were asked to provide their age groups, by the time they completed the questionnaires for this study. As will be discussed later in this section, information on the age groups of study participants provided insights about how the age ranges were representative of the labour profile in Namibia. In addition, it also indicated the age distribution of employees at the City of Windhoek. Figure 4.2 below outlines the distribution of age among the respondents

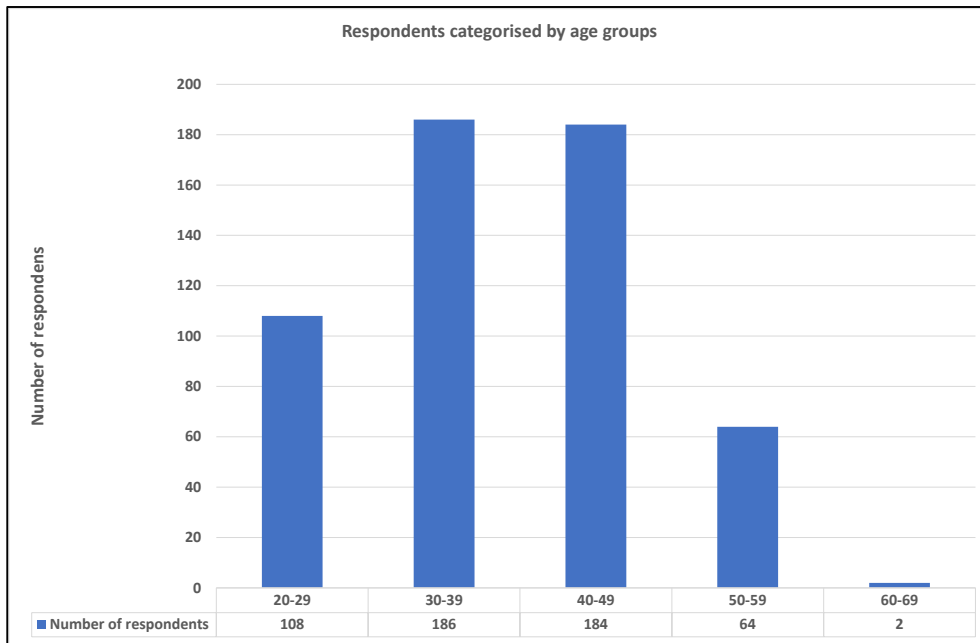


Figure 4.2: Respondents and their age groups

The Figure 4.2 above reveals that the CoW employees who participated in the study were classified into five age range categories with youngest employees in the 20 – 29 age group while the oldest employees are 60 - 69 age group. As can be seen, the number of employees who took part in the study across the age groups form a normal distribution curve with the majority (370 = 68.01%) in the age range 30 – 39 followed by 108 (19.9%) in the 20 – 29 age group. Figure 4.2 further shows that 64 respondents (11.8%) were aged between 40 – 49 and two respondents (0.003%) between 60 and 69. This respondents' information on their ages suggests that the majority of the respondents (81.29%) were aged at least 30 years. The Namibia Labour Force Survey Report of 2018 reported that the majority of the labour force in Namibia is aged between 25 and 44 years (Namibia Statistics Agency, 2019). This reveals that the selection of the study participants aligns quite well with the national age distribution of employees in the country. In addition, it can also be inferred that the employees in the older age groups had a better understanding

and importance of research and this motivated them to respond to the questionnaire than those in the younger age groups. This is indicated by the fact that 372 (68.4%) of the 544 respondents were in the age groups of 30 years and above. It is also noted that the age groups presented in Figure 4.2 above show that the City of Windhoek comprised mature employees at the time of this study.

4.3.3 Employee's department

As Figure 4.3 on the next page shows, the employees who participated in the study represented 10 departments at the City of Windhoek.

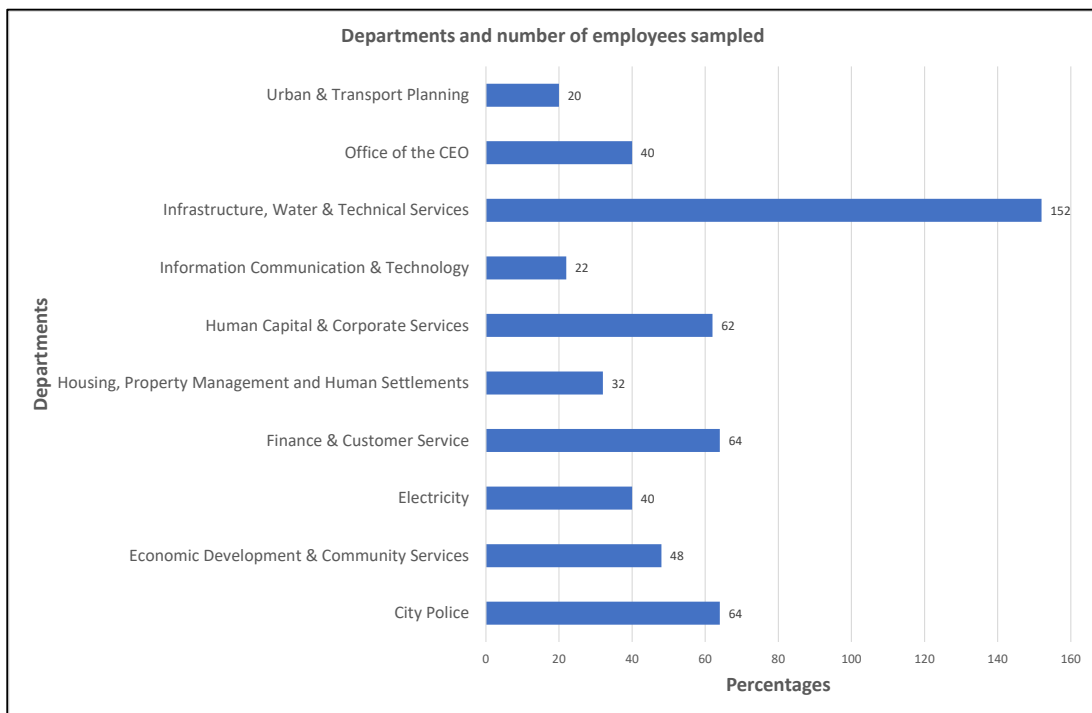


Figure 4.3: Employees' departments who participated in the study

As seen in Figure 4.3 above, the majority of the employees (152 = 27.9%) were in the department of Infrastructure, Water and Technical Services at the CoW followed by Finance & Customer Service and Human Capital & Corporate Services with 64 (11.8%) and 62 (11.4%) respectively. The departments with a small number of employees, less

than 30, who participated in the study are Information Communication Technology and Urban & Transport Planning with 22 (4.0%) and 20 (3,7%) respectively. Generally, it can be observed that the staff complement is largely skewed towards those in the Infrastructure, Water and Technical Services. This is not uncommon because infrastructure development, maintenance of public infrastructure, public water and technical services provision are among the key responsibilities of local authorities (Africa Development Bank, 2021; Pietila, 2005). In other words, a department of Infrastructure, Water and Technical Services caters for essential service provision for all citizens in the local authority while the other departments' focus may not be a daily essentiality for citizens but perhaps just administrative or operational in nature.

4.3.4 Employees rank

The analysis revealed four ranks of employees who participated in the study as shown in Figure 4.4 below.

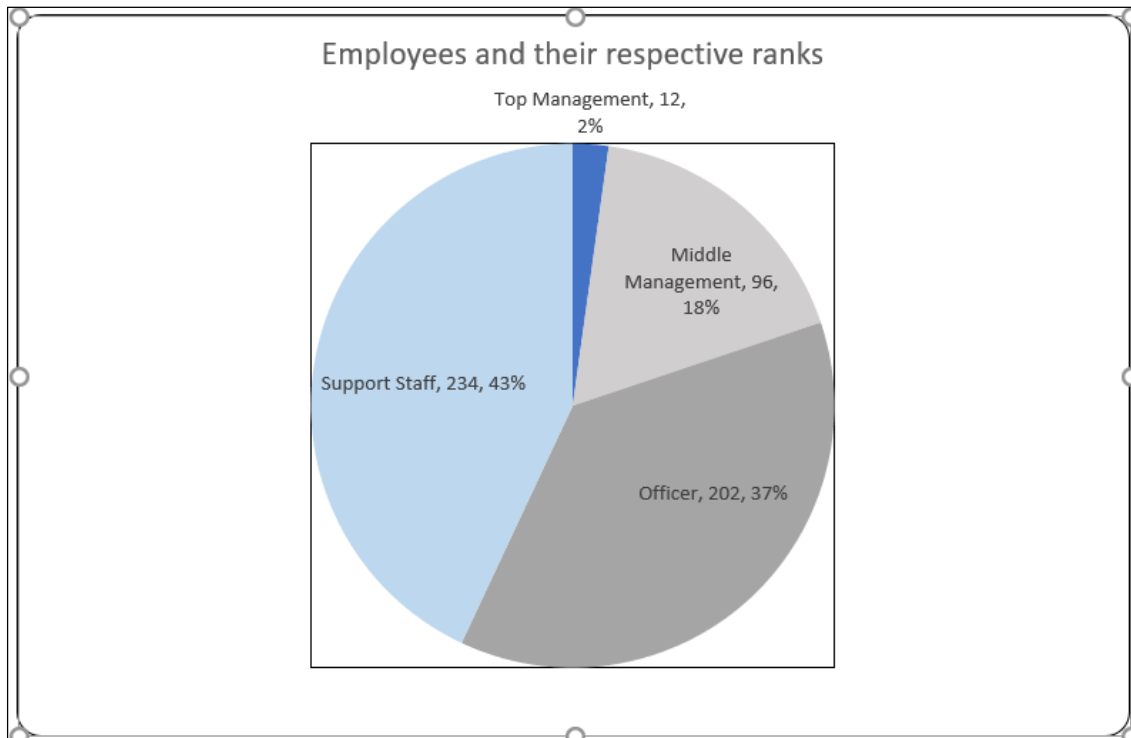


Figure 4.4: Respondents' ranks

As the Figure 4.4 above indicates, the majority of the study participants (234 = 43%) were support staff followed by 202 (37%) who were officers. Middle and top management comprised 96 (18%) and 12 (2%) employees respectively. The distribution of the employees evident in this study is in line with the typical organisational structures and management practice (Selase & Kombate, 2018).

4.3.5 Highest level of education

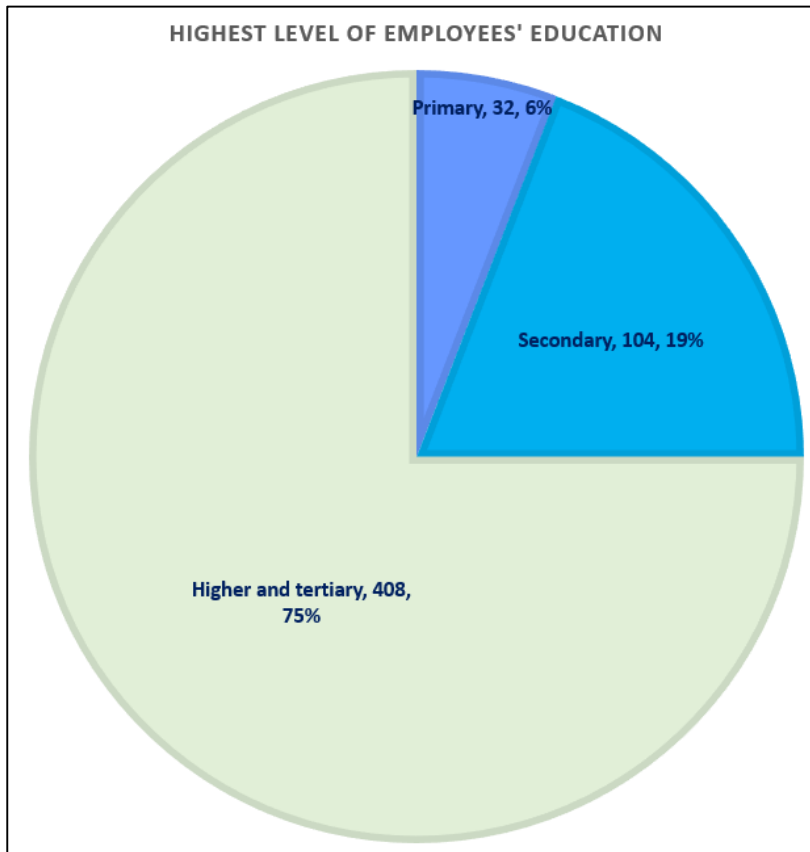


Figure 4.5: Employee's highest level of education

4.3.6 Employment status

Three employment status classifications were apparent among the City of Windhoek's employees that participated in the study as outlined in Figure 4.6 below.

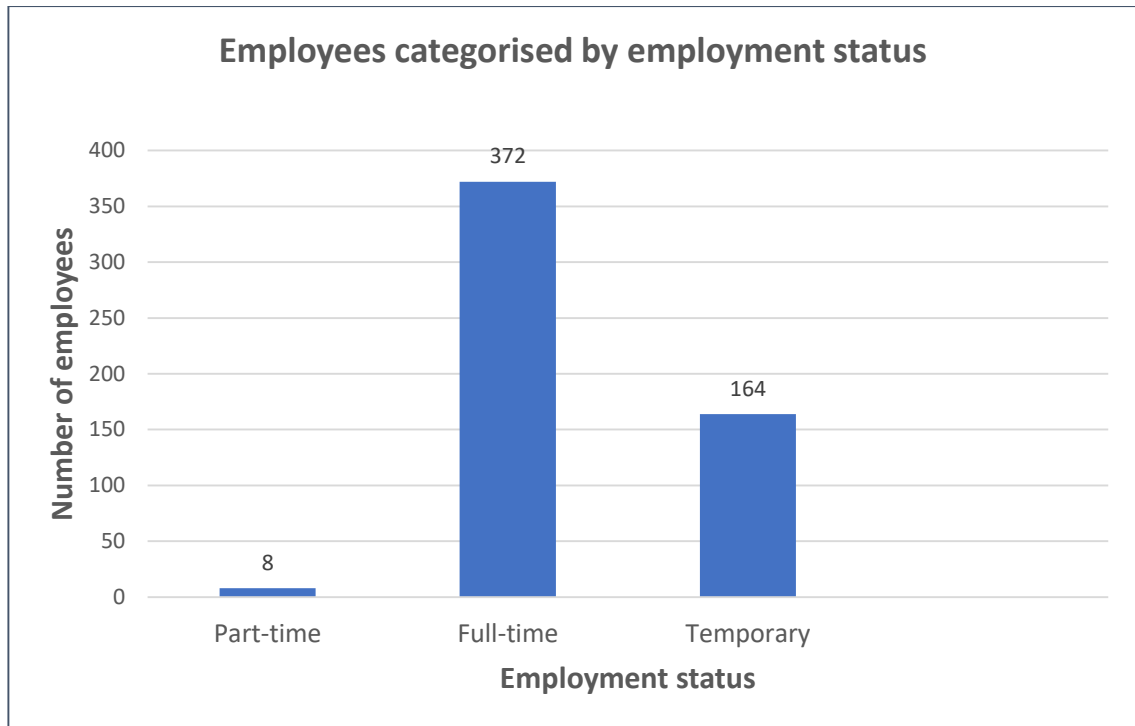


Figure 4.6: Employees' status

As Figure 4.6 shows, the majority of the employees (372 = 68.4%) had full-time employment followed by temporary employment status with 164 (30.15%) employees. The employment status with the smallest proportion of employees at CoW is the part-time with 8 (0.15%). This profile of employment status where the large proportion is the full-time employees is quite characteristic of the public sector institutions in most countries because of their centrality in the provision of basic services to the citizens. Longevity-based experience and institutional continuity is key in the provision of quality services in local authorities like the City of Windhoek.

4.3.7 Work experience

Given the technical nature of the subject matter studied, insights about the work experience of the respondents became important and hence the information was collected.

The work experience of the CoW's employees who participated in the study was determined through the number of years in continuous employment by the time of the study. This ranged from less than one year to 10 years and above as shown in Table 4.7 below.

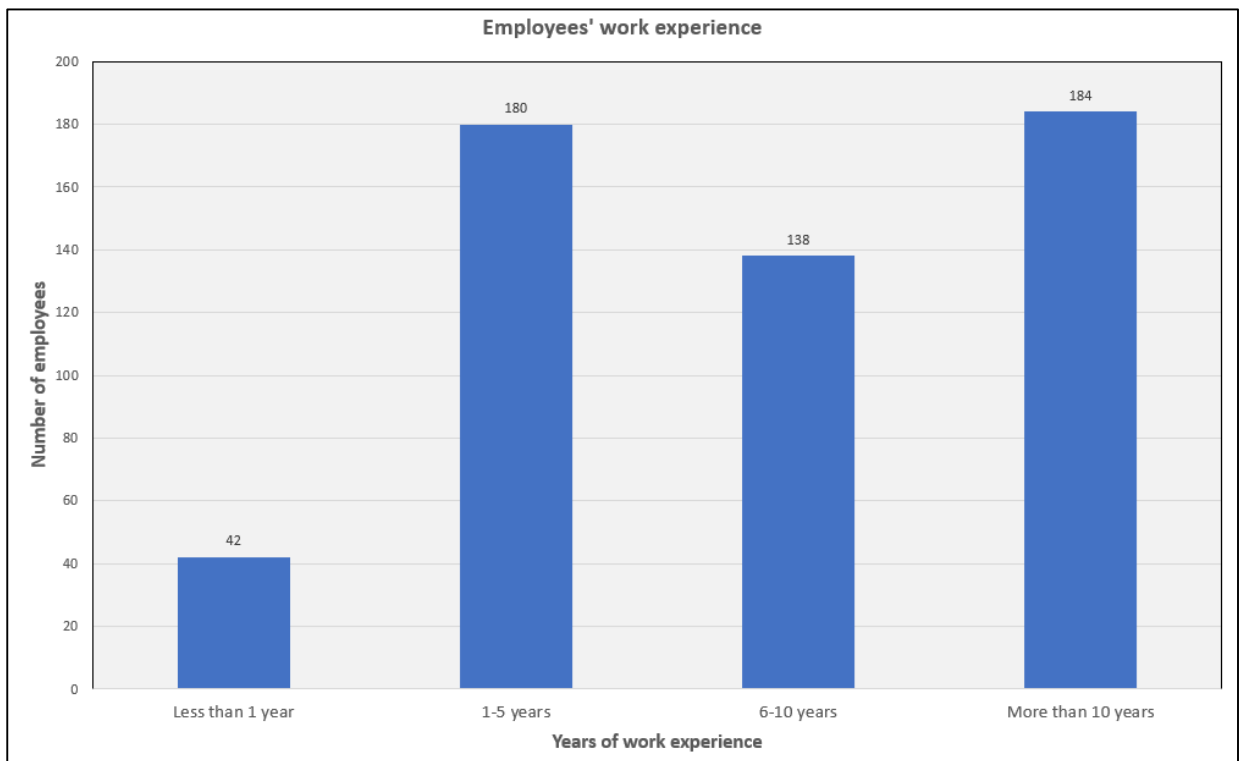


Figure 4.7: Work experience

The Figure 4.7 above illustrates that the majority (184 = 33.82%) of the employees had been at the City of Windhoek for more than 10 years and this is followed closely by those whose employment was between one and five years (180 = 33.08%). The employees in the 6 – 10 years of work experience at CoW were 138 (25.37%). A general observation is that most of the employees (322 = 59.2%) had continuous employment at the City of Windhoek for at least 6 years. The work experience of the respondents was crucial in this

study to ascertain if there was a significant number of respondents who had a fair understanding of the management operations of the City of Windhoek and this set of work experience was quite satisfactory.

4.4 Descriptive Statistics for the Study Constructs

The descriptive statistics were carried out on the data obtained about the City of Windhoek's employees' perceptions on training and development, their motivation and performance. The standard deviation (SD) explains the extent to which the distribution of responses varies with the mean. In other words, it was important in this study to use standard deviation analysis together with the mean to gain insight on how spread the responses were within each variable measured. The choice for these descriptive statistics (mean and standard deviations) was informed by the fact that there is an improved understanding of the findings if mean and standard deviation are used together. Furthermore, descriptive statistics summarises data better to a level where one can easily deduce patterns and meaning in line with the focus of the study. The Likert scale used in the study had the following response points: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5=Strongly Agree. The number of questions under each construct investigated ranged from five to eight questions and this enabled adequacy variables for analysis for each type of analysis method employed. The analysis results are presented and discussed in the sections that follow.

4.4.1 Descriptive statistics for Perceived Training and Development

Table 4.1 below outlines the descriptive statistics on how the employees at the City of Windhoek perceived the training and development programmes to which they participate.

Table 4.1: Mean and standard deviation for Perceived Training and Development

| Statements to establish employees' perceptions on training and development | | N | Mean | Std. Deviation |
|---|---|-----------|-------------|-----------------------|
| | | Statistic | Statistic | Statistic |
| Td1 | I have been inducted when I started working in department | 544 | 3.78 | 1.414 |
| Td2 | I have received on-the-job training and development | 544 | 3.36 | 1.408 |
| Td3 | I am encouraged to develop new skills in this organisation | 544 | 3.39 | 1.317 |
| Td4 | The training and development I received in this organisation is effective | 544 | 3.26 | 1.311 |
| Td5 | I have received | 544 | 3.08 | 1.324 |
| Td6 | I have received satisfactory mentorship in this organisation | 544 | 3.15 | 1.322 |
| Td7 | This organisation takes employee training and development seriously | 544 | 2.89 | 1.359 |
| Td8 | I have many opportunities for training and development | 544 | 3.03 | 1.293 |
| Overall Mean and Std. Deviation | | | 3.24 | 1.344 |

Table 4.1 above shows means and standard deviations on eight statements that were designed in the study to establish the level of perceptions of the employees studied on the training and development programmes at the City of Windhoek. As can be seen, the

results that the highest mean score is 3.78 on Td1 and the lowest mean score 2.89 on Td7. This highest mean score (3.78) reveals that the respondents agreed that they were inducted when they started working in their respective departments at the City of Windhoek. As for the lowest mean score (2.89), it denotes that the respondents were undecided to point out if CoW takes employee training and development seriously. It is also noted in the Table 4.1 above the overall mean and standard deviation are 3.24 and 1.344 respectively. The overall mean implies that, generally from the 544 study participants, there is no clear pattern of how employees perceive the training and development at the City of Windhoek. The average standard deviation of 1.344, which is greater than 1, indicates that the responses from the study participants on the eight statements varied slightly significantly from the average mean of 3.24 (Neutral). A close look at the means tabulated in Table 4.1 shows that, generally, the respondents were undecided to express their perceptions on the training and development programmes at the City of Windhoek with scores that ranged from 2.89 to 3.78.

The statistics above seem to slightly deviate from what is generally understood that training and development is often perceived positively by employees in organisations because it normally enhance employee performance (Jayakumar & Sulthan, 2014; Ongori & Nzonzo, 2011). A possible explanation for this pattern could be that the majority of the employees, as presented in section 4.3.7 earlier, have been in the City of Windhoek for a prolonged period which implies that training and development no longer has value to them because of the experiences they gained over the years.

4.4.2 Descriptive statistics for Motivation

To determine the motivation level of employees at the City of Windhoek, seven statements were administered to the respondents and the descriptive results are profiled in Table 4.2 below.

Table 4.2: Mean and standard deviation for Motivation

| Statements designed to determine employees' motivation at the City of Windhoek | | N | Mean | Std. Deviation |
|--|---|-----------|-------------|----------------|
| | | Statistic | Statistic | Statistic |
| Mo1 | I am motivated to do my job | 544 | 3.86 | 1.115 |
| Mo2 | Overall, I am pleased with my work | 544 | 4.06 | .986 |
| Mo3 | I am self-motivated and external controls are not a threat to my needs | 544 | 4.16 | .910 |
| Mo4 | The recognition I receive from my direct supervisor motivates me to do my best | 544 | 3.64 | 1.245 |
| Mo5 | I feel less anxious at work after attending training | 544 | 3.25 | 1.320 |
| Mo6 | I feel a sense of satisfaction when I do my job well and it motivates me to do better | 544 | 4.17 | .980 |
| Mo7 | I have a positive attitude towards my job | 544 | 4.29 | .880 |
| Overall Mean and Std. Deviation | | | 3.92 | 1.062 |

From the seven statements shown in Table 4.2 above that were designed to gauge the employees' level of motivation at the CoW, the highest mean score is 4.29 on Mo7 and the lowest mean score (3.25) on Mo5. The highest mean score (4.29) indicates that the

respondents agreed that they have a positive attitude towards their work at the City of Windhoek in the respective departments. With regard to the lowest mean score of 3.25, it shows that the respondents were undecided to express if they felt less anxious at work after attending any training designed and provided to them by the City of Windhoek. As can also be seen in the descriptive statistics in Table 4.2 above, the overall mean and standard deviation are 3.92 and 1.062 respectively. The overall mean denotes that, generally from the 544 respondents agreed that they were motivated at the City of Windhoek in their respective jobs. The overall standard deviation of 1.062, which is greater than 1, indicates that the responses from the study participants on the seven statements varied slightly significantly from the average mean of 3.92 (agreed). A close examination reveals that in six of the seven statements (Mo1, Mo2, Mo3, Mo4, Mo6 and Mo7), the respondents agreed while only on Mo5 they were indecisive. This statistically explains the resultant overall mean of 3.92 (agreed) as already discussed.

A close examination of the statistics presented above reveals that the employees, generally, could not take a position on if they were motivated or not motivated with regard to work in their respective departments. This indicates the complex nature of motivation where a variety of aspects has to be considered or explored to understand motivation factors in a given context (Joseph, 2014; Sinha & Sinha, 2017).

4.4.3 Descriptive statistics for Employee Performance

Eight statements numbered Pe1 to Pe8 were designed in the questionnaire which was administered to the respondents as shown in Table 4.3 below with the resultant descriptive statistics of means and standard deviations.

Table 4.3: Mean and standard deviation for Employee Performance

| Statements designed in the study to determine employees' performance at the City of Windhoek | | N | Mean | Std. Deviation |
|--|---|-----------|-------------|----------------|
| | | Statistic | Statistic | Statistic |
| Pe1 | My work performance has improved since I joined the organisation | 544 | 3.87 | 1.015 |
| Pe2 | My knowledge, understanding and skills have improved since I received training and development in this organisation | 544 | 3.49 | 1.238 |
| Pe3 | Professional training has enhanced my job performance | 544 | 3.17 | 1.292 |
| Pe4 | I became more responsible at work as a result of training and development | 544 | 3.15 | 1.286 |
| Pe5 | I provide efficient and effective work as a result of training and development at the City of Windhoek | 544 | 3.22 | 1.372 |
| Pe6 | I became competent in my job as a result of training and development | 544 | 3.27 | 1.329 |
| Pe7 | I always deliver expected results | 544 | 4.06 | .896 |
| Pe8 | I always meet deadlines set by my department | 544 | 4.09 | .904 |
| Overall Mean and Std. Deviation | | | 3.54 | 1.167 |

As shown in Table 4.3 above, the highest and lowest mean scores of the eight statements that were developed to determine how employees at the City of Windhoek felt about their

work performance are 4.09 (Pe8) and 3.15 (Pe4) respectively. These results mean that the employees agreed (4.09) that they always met deadlines set by their respective departments while they were undecided (3.15) that training and development made them responsible at work. This finding confirms the earlier result in Table 4.1 where the overall mean of 3.24 which revealed that, generally, the employees were undecided to point out if they perceived the training and development at the City of Windhoek positively or negatively. It can also be seen in the Table 4.3 above that that the overall mean and standard deviation are 3.54 and 1.167 respectively. The overall mean indicates that, generally, the respondents agreed that they were performing at the expected level at the City of Windhoek in their respective departments. The overall standard deviation of 1.167, which is greater than 1, indicates that the responses from the study participants on the eight performance statements varied slightly significantly from the average mean of 3.54 (agreed). If one looks closely at the means outlined in Table 4.3, it is clear that the respondents agreed on only two statements, these being that they always delivered expected results (Pe7 = 4.06) and that they always met the deadlines set by their departments (Pe8 = 4.09).

The results are perhaps expected because of the self-evaluation nature of the statements where it is less likely for one to negatively appraise self (Igbal et al., 2013). In addition, self-rating on work performance largely depends on the individual's perception on how the results will be used (Khan, 2013). This suggests that self-evaluation on work performance is a fluid and highly contested phenomenon as extensively discussed in Khan et al., 2013) and Muriuki (2016).

4.5 Exploratory Factor Analysis

Exploratory Factor Analysis (EFA) was executed in SPSS Version 26. The aim of conducting EFA was to determine the data structure and also to understand the items that explained the variance underlying the study constructs in the questionnaire. The results of EFA are explained below.

4.5.1 KMO and Bartlett's Test of Sphericity

As shown in Table 4.4, the sample size was adequate, it permitted EFA to be executed. The Kaiser Meyer Olkin Measure of Sampling Adequacy (KMO) was found to be 0.943. This implication of this is that the sample was adequate. Results in Table 4.4 also show that the Bartlett's Test of Sphericity allowed EFA to be conducted (Approx. Chi-square = 10767.173, Degrees of freedom = 253; $p < 0.001$) (Babin & Zikmund, 2016).

Table 4.4: KMO and Bartlett's Test of Sphericity

| KMO and Bartlett's Test | | |
|--|--------------------|-----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .943 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 10767.173 |
| | Df | 253 |
| | Sig. | .000 |

4.5.2 Total variance explained

The Principal Component Analysis was used as the extraction method because the aim was to extract the main factors underlying the data (Field et al., 2012). Table 4.5 below presents results on the total variance extracted (TVE). Results show that three components

extracted from the data explained 68.518% of the variance. This is acceptable given that Atalay et al. (2013) suggest that a TVE of at least 60% is sufficient.

Table 4.5: Total Variance Explained

| Total Variance Explained | | | | | | | | | |
|---------------------------------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|-----------------------------------|---------------|--------------|
| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| | 1 | 11.885 | 51.672 | 51.672 | 11.885 | 51.672 | 51.672 | 8.666 | 37.680 |
| 2 | 2.691 | 11.701 | 63.373 | 2.691 | 11.701 | 63.373 | 5.070 | 22.043 | 59.723 |
| 3 | 1.183 | 5.144 | 68.518 | 1.183 | 5.144 | 68.518 | 2.023 | 8.795 | 68.518 |
| 4 | .825 | 3.586 | 72.104 | | | | | | |
| 5 | .749 | 3.254 | 75.359 | | | | | | |
| 6 | .624 | 2.712 | 78.070 | | | | | | |
| 7 | .548 | 2.382 | 80.453 | | | | | | |
| 8 | .499 | 2.169 | 82.621 | | | | | | |
| 9 | .457 | 1.986 | 84.608 | | | | | | |
| 10 | .420 | 1.825 | 86.433 | | | | | | |
| 11 | .400 | 1.740 | 88.172 | | | | | | |
| 12 | .365 | 1.587 | 89.759 | | | | | | |

| | | | | | | | | | |
|----|------|-------|---------|--|--|--|--|--|--|
| 13 | .348 | 1.512 | 91.271 | | | | | | |
| 14 | .342 | 1.488 | 92.760 | | | | | | |
| 15 | .278 | 1.209 | 93.969 | | | | | | |
| 16 | .261 | 1.137 | 95.105 | | | | | | |
| 17 | .226 | .984 | 96.090 | | | | | | |
| 18 | .215 | .934 | 97.023 | | | | | | |
| 19 | .202 | .878 | 97.901 | | | | | | |
| 20 | .157 | .681 | 98.582 | | | | | | |
| 21 | .133 | .579 | 99.161 | | | | | | |
| 22 | .113 | .492 | 99.653 | | | | | | |
| 23 | .080 | .347 | 100.000 | | | | | | |

Extraction Method: Principal Component Analysis.

4.5.3 Rotated Component Matrix

Table 4.6 below presents results on the factor rotation. Factor rotation was used in order to maximise the variance shared among the measurement items. The Varimax with Kaiser Normalization method was used to rotate the factors. The Varimax method is commonly used because it simplifies data structure and makes it easier to understand the items loading onto a factor. The rotation converged in six iterations. The default maximum number of iterations for convergence is 25. Therefore, six iterations are acceptable and show that data are of acceptable quality. Loadings less than 0.4 were also suppressed because any score that is at least 0.4 is considered stable when conducting EFA. Suppressing small loadings also simplifies data analysis (Field et al., 2012).

Table 4.6: Rotated Component Matrix

| Rotated Component Matrix^a | | | |
|---|-----------|------|------|
| | Component | | |
| | 1 | 2 | 3 |
| Td1 | .592 | | |
| Td2 | .785 | | |
| Td3 | .532 | | .554 |
| Td4 | .826 | | |
| Td5 | .860 | | |
| Td6 | .664 | | .417 |
| Td7 | .813 | | |
| Td8 | .648 | | |
| Pe1 | .458 | .544 | |

| | | | |
|--|------|------|------|
| Pe2 | .805 | | |
| Pe3 | .824 | | |
| Pe4 | .829 | | |
| Pe5 | .841 | | |
| Pe6 | .801 | | |
| Pe7 | | .742 | |
| Pe8 | | .751 | |
| Mo1 | | .471 | .602 |
| Mo2 | | .777 | |
| Mo3 | | .794 | |
| Mo4 | | .404 | .665 |
| Mo5 | .736 | | |
| Mo6 | | .776 | |
| Mo7 | | .813 | |
| Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 6 iterations. Loadings less than 0.4 were suppressed. | | | |

As expected, the rotated component matrix in Table 4.5 above show that three components were extracted from the data, namely 1 (Perceived Training and Development), 2 (Motivation) and 3 (Employee Performance). Item Td1 was deleted because of poor factor loading i.e., loading less than 0.6 (Bagozzi & Yi, 1988). Items Td3, Td6, Pe1, Pe7, Pe8, Mo1 and Mo4 were deleted because of double loading (Field et al., 2012). Item Mo5 was

deleted due to cross loading (Field et al., 2012). Therefore, items Td1, Td3, Td6, Pe1, Pe7, Pe8, Mo1, Mo4 and Mo5 are going to be excluded from further analysis in this chapter.

4.6 Reliability and Validity

Reliability and validity results are presented in this section. To determine reliability and convergent validity, Cronbach's α , measurement model fit indices, standardized factor loadings (λ), critical ratios (CRs) and Cronbach's α were employed using SPSS Version 26. The measurement model fit indices, standardized factor loadings and critical ratios were computed and executed through use of Analysis of Moment Structures. (AMOS) Version 26. The Maximum Likelihood Estimation method was used to execute the measurement model. This was done to get more robust parameter estimates and this approach is recommended by Hair et al. (2014). The measurement model fit indices are presented in Table 4.6 below. Results in Table 4.x show that there was convergent validity as indicated by acceptable measurement model fit indices: Chi Square/Degrees of freedom (χ^2/df) = 2.976, goodness of fit index (GFI) = 0.942, Tucker-Lewis index (TLI) = 0.962, comparative fit index (CFI) = 0.974, and root mean square error of approximation (RMSEA) = 0.047 (Hair et al., 2014).

Table 4.7: Final Measurement model fit indices

| χ^2/df | GFI | TLI | CFI | RMSEA |
|-------------|-------|-------|-------|-------|
| 2.976 | 0.942 | 0.962 | 0.974 | 0.047 |

Table 4.8 below presents results on constructs, items, standardized factor loadings (λ), critical ratios (CRs) and Cronbach's α reliability.

Table 4.8: Constructs, Items, Standardised factor loadings, critical ratios and Cronbach's α reliability

| Constructs | Items | Standardized factor loadings (λ) | Critical ratios (CRs) | Cronbach's α |
|---|-------|--|-----------------------|---------------------|
| Perceived Training and Development (Td) | Td2 | 0.787 | - | 0.913 |
| | Td4 | 0.897 | 23.390*** | |
| | Td5 | 0.896 | 23.703*** | |
| | Td7 | 0.820 | 21.188*** | |
| | Td8 | 0.671 | 16.143*** | |
| Motivation (Mo) | Mo2 | 0.843 | - | 0.879 |
| | Mo3 | 0.760 | 18.978*** | |
| | Mo6 | 0.850 | 13.658*** | |
| | Mo7 | 0.811 | 13.822*** | |
| Employee Performance (Pe) | Pe2 | 0.841 | - | 0.947 |
| | Pe3 | 0.905 | 27.269*** | |
| | Pe4 | 0.895 | 26.419*** | |
| | Pe5 | 0.957 | 25.214*** | |
| | Pe6 | 0.925 | 24.604*** | |
| Notes: | | | | |
| – CR is fixed | | | | |
| *** p < 0.001 | | | | |

As shown in Table 4.8 above, conditions for reliability and convergent validity were satisfied. The scales used to measure the study constructs were all reliable as indicated by Cronbach's α coefficients greater than 0.6 (Bagozzi & Yi, 1988). Similarly, all factor loadings were greater than minimum cut off point of 0.6 recommended by Bagozzi and Yi (1988). All critical ratios were also large enough, that is, greater than 2 and significant ($p < 0.001$). The average variance extracted (AVE) was greater than 0.5 for the three constructs (see Table 4.x below). This further confirms that the presence of convergent validity (Fornell & Larcker, 1981).

To assess discriminant validity, AVEs were compared against squared inter-construct correlations (SICCs) (Henseler et al., 2014). Results are presented in Table 4.9 below. As shown in Table 4.9 below, discriminant validity was achieved within the data because all AVEs were bigger than their corresponding SICCs (Fornell & Larcker, 1981).

Table 4.x

Table 9: Average variance extracted and squared inter-construct correlations

| Construct | Td | Mo | Pe |
|---|--------------|--------------|--------------|
| Td | <i>0.670</i> | | |
| Mo | 0.509 | <i>0.667</i> | |
| Pe | 0.909 | 0.909 | <i>0.820</i> |
| Note: Diagonal elements in italics represent AVE | | | |

4.7 Testing research hypotheses H1, H2 and H3: Structural equation modelling

This section presents results on hypotheses testing. The following research hypotheses were tested.

H₀₁: Perceived training and development does not influence employee performance at the CoW

H₁₁: Perceived training and development positively influences employee performance at the CoW.

H₀₂: Perceived training and development does not influence employee motivation at the CoW.

H₁₂: Perceived training and development positively influences employee motivation at the CoW.

H₀₃: Motivation has no effect on employee performance at the CoW.

H₁₃: Motivation has a positive effect on employee performance at the CoW.

Structural equation modelling in AMOS version 26 was used to test the research hypotheses. The Maximum Likelihood Estimation method was used to execute the structural model in order to get more robust parameter estimates as recommended by Hair et al. (2014). Measurement model fit indices are shown in Table 4.10 below. As shown in Table 4.10, the measurement model fit indices were acceptable ($\chi^2/df = 2.793$, GFI = 0.947, TLI = 0.964, CFI = 0.977, and RMSEA = 0.046).

Table 10: Structural model fit indices

| χ^2/df | GFI | TLI | CFI | RMSEA |
|-------------|-------|-------|-------|-------|
| 3.793 | 0.947 | 0.964 | 0.977 | 0.046 |

Table 4.11 below presents a summary of the results on hypotheses testing (H1, H2 and H3).

Table 11: Hypotheses testing results: H1, H2 and H3

| Hypothesis | Hypothesized Relationship | SRW | CR | Remark |
|------------------------------------|----------------------------------|------------|-----------|------------------|
| Hypothesis 1 | Td → Pe | .873 | 18.521*** | Supported |
| Hypothesis 2 | Td → Mo | .505 | 10.354*** | Supported |
| Hypothesis 3 | Mo → Pe | .073 | 2.776** | Supported |
| Notes: | | | | |
| SRW standardized regression weight | | | | |
| CR critical ratio | | | | |
| *** significant at p < 0.001 | | | | |
| ** significant at p < 0.01 | | | | |

Results in Table 4.11 above show that perceived training and development (Td) positively influences employee performance (Pe) at the CoW. Therefore, H1 is supported. This confirms the existing literature that employees' training and development in organisations contributes positively to individuals' performance (Iqbal, 2013; Muriuki, 2016). According to Tahir et al (2014) training and development basically deals with the acquisition of understanding, know-how techniques and practices. In fact, training and development is one of the imperatives of human resource management as it can improve performance at individual, collegial and organizational levels. This was noted earlier by Bradley (2011) who observed that employee training enables employees to perform well in their work, as well as lessen frustration and over anxiety created due to unfamiliar work

hassle. According to Elnaga and Imran (2013), employee training assists individuals in decreasing their anxiety or frustration encountered in the workplace. According to Bapna et al, (2013), employee training is a vital component of Human Resources activities, because it not only maximizes returns of individuals, but it may also attract better talent to the organization. Training develops self-efficacy and results in superior performance on the job (Elnaga & Imran, 2013), by replacing the traditional weak practices by efficient and effective work-related practices (Elnaga & Imran, 2013).

Organizations have also become competitive; hence, service delivery is of paramount importance and this is why continuous capacity development is imperative in organisations. Moreover, training and development leads to improved employee morale about their workforce and it helps them inculcate the organizational vision, mission, values and goals (Amponsah, 2013, p. 23). Nassazi (2013) comes to conclusion that training; (a) increases employees' morale, confidence, and motivations. (b) It lowers production costs because individuals are able to reduce waste. (c) It promotes a sense of security which in turn reduces turnover and absenteeism. (d) It increases employees' involvement in the change process by providing the competencies necessary to adjust to new and challenging situations.

Also, training can be seen as a process or set of activities aimed at supporting persons to acquire knowledge skills and attitude for vocational purpose. Development, on the other hand, is viewed as a systematic development of the individuals' career so that their interests and abilities, educational, formal and informal training, and work responsibilities which are related to achieving full potentials. (Aborishade, 2016, p. 11). Many strategies have been implemented to increase the productivity of employees, such as job and

organizational design, public relations, staffing, motivation, rewards and training and development. However, among these, training and motivation are the most significant factors that influence employees to perform their very best (Raja, Furgan & Muhammad, 2011). Training is a systematic restructuring of behaviour, attitude and skills through learning, education, instruction and planned experience.

According to Jackson (2008) training is designed to change or improve the behaviour of employees in the work place so as to stimulate efficiency. By offering the training opportunities, employers help employees develop their own competitive advantage development on the other hand focuses on building the knowledge and skills of organisational members so that they will be prepared to take on new responsibilities and challenges. The finding that motivation has a positive effect on employee performance at CoW confirms most of the previous studies that provide evidence of the positive association between these two variables. Sasidaran et al. (2018), state that effective and regular training of employees enhances the performance of employees. In addition, Hajjar and Alkhanaizi (2018), agree that training is an essential element to increase competence and productivity of employees' so as to keep the business going. According to Motlokoa et al (2018) on the impact of training on employees' performance on a case of the banking sector in Lesotho, the study findings revealed that training not only increases employee's performance but also positively affects employees motivation. Similar to the recent findings of Lukasik (2017) conducted research on the "impact of training on employee's motivation in SME companies and the analysis showed existence of a strong linkage between internal training in the surveyed companies and the motivation of employees to the work.

The results in Table 4.11 above also show that perceived training and development positively (Td) influence motivation (Mo) at the CoW. Therefore, H2 was supported. This finding suggests that when employees positively perceive training and development provided to them, there is a high likelihood that they will perform better and sustain the performance in the organisation. Conversely, if the employees negatively perceive the training and development they receive, they will tend to also perform below the expected level. Research on the mediating effect of motivation on the relationship between training and employees' performance has shown that employee motivation influence linkage between training and employees' job performance. On the other hand, more researchers suggest mediation effect of motivation in the relationship between training and employee work performance (Cetin et al, 2018).

Cetin and Askun (2018) conducted a study on the effect of occupational self-efficacy on work performance through intrinsic work motivation using 76 employees from diverse organizations operating in an organized industrial region in Turkey and the results of multilevel analyses confirmed that intrinsic motivation serves as a partial mediator in this relationship. Essentially, training serves to improve the performance of employees, which, in turn provides a competitive edge to the organization (Ghosh et al., 2011).

Furthermore, the results in Table 4.11 above also show that motivation (Mo) positively influences employee performance (Pe) at the CoW. Therefore, H3 was supported. According to Raja et al. (2011, p.7) training is the most important factor that increases the efficiency and the effectiveness of both employees and the organization in the business world today. Furthermore, Elnaga and Imran (2013, p.6) emphasised that employees need effective and regular training to develop the required knowledge, skills and abilities to

perform well on the job and influence their motivation and commitment. Similarly, Falola et al (2014) posit that for any organization to achieve its goals and objective in this world, adequate and relevant training of staff cannot be over-emphasized.

Sharma and Shirsath (2014) also added that training contributes greatly to employee's motivation and improved performance. On the other hand, Abbah (2014) argues that an effective organization is the one that effectively motivates its employees to achieve its goals at various levels in an organization. Sahinidis and Bouris (2008) notes that directly the role of training programs is seen as a measure of improving employee capabilities. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. While indirectly they highlight that training can lead to high levels of motivation and commitment by the employees, who actually see the opportunity they are given hence the appreciation of the investment their organization is making in them and is shown in their hard work and their contentment in being a member of such an organization. Training programmes are an effective way of directly transferring the organisational goals and values to a whole group of people simultaneously.

In addition, most studies on training and development focus on the effect or impact of training and development on employee performance only and not on the moderating role of motivation on perceived training and development. On the other hand, the moderating role of motivation on perceived training and development on this relationship is still under-researched in Namibia. The scarcity of the research on this issue in Namibia creates noticeable research gap which needs to be filled. Hence, this research is conducted to

explore the moderating role of motivation on perceived training and development at the City of Windhoek.

4.8 Testing research hypothesis H4: Moderated regression analysis

This section presents results on hypothesis testing. The following research hypotheses was tested.

H₀4: Motivation does not moderate the relationship between perceived training and development and employee performance at the CoW

H₁4: Motivation moderates the relationship between perceived training and development and employee performance at the CoW.

Moderated regression analysis was used to test the research hypotheses in AMOS version 26. Results are presented in Table 4.x, Table 4.x and Table 4.x below.

Table 4.12 below shows that the predictors Td, Mo and the interaction term Td × Mo explained about 75% of changes in the dependent variable Pe (R Square = 0.752).

Table 12: Model summary

| Model Summary | | | | |
|--|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .867 ^a | .752 | .751 | .592 |
| a. Predictors: (Constant), Td × Mo, Td, Mo | | | | |

Results in Table 4.12 below show that the moderated regression model is reliable and its results can be trusted (F = 545.985, p<0.001).

Table 4.x ANOVA

| ANOVA ^a | | | | | | |
|--|------------|----------------|-----|-------------|---------|-------------------|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 573.087 | 3 | 191.029 | 545.985 | .000 ^b |
| | Residual | 188.935 | 540 | .350 | | |
| | Total | 762.022 | 543 | | | |
| a. Dependent Variable: Pe | | | | | | |
| b. Predictors: (Constant), Td × Mo, Td, Mo | | | | | | |

Table 4.13 below presents coefficients of the results for the regression model.

Table 13: Coefficients

| Coefficients ^a | | | | | | |
|---------------------------|------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | -.173 | .159 | | -1.088 | .277 |
| | Td | .821 | .025 | .799 | 32.404 | .000 |
| | Mo | .204 | .041 | .139 | 4.931 | .000 |
| | Td × Mo | .039 | .027 | .037 | 1.458 | .145 |
| a. Dependent Variable: Pe | | | | | | |

Results in Table 4.13 above show that the coefficient for the interaction term $Td \times Mo$ is insignificant. This suggests that motivation does not moderate the relationship between perceived training and development (Td) and employee performance (Pe) (Beta = 0.037, $p = 0.145$). Therefore, H4 is not supported. Thus, there is no evidence that motivation moderates the influence of perceived training and development on employee performance. This is in line with the literature where it has been established that motivation has a little or, in some cases, no moderation effect on how employees perceive training and development and their performance in an organisation (Kuranchie-Mensah¹ and Amponsah-Tawiah, 2016). This also shows the paramount importance to identify training needs before embarking on staff training and development so that already the employees have some level of motivation. Capacity needs assessment is a very important human capital development which feeds into the whole framework of staff training and development. As stated in Aborishade (2016), functional training can only be realized if an organisation makes it a point of duty to identify its training needs before embarking on any training and employees are highly likely to be motivated to participate, perceive the training and development programme in positive manner and to enhance their performance. Therefore, managers and supervisors should discern the training needs of their employees when conditions such as low production, slow service, poor morale, lack of coordination or cooperation, excessive bickering, etc. are noticed among staff. Furthermore, regular analysis of training needs by heads of units or departments will ensure that appropriate training is offered. This, in addition to carrying out job analysis, setting standards of performance, and the evaluation of performance, will point out areas where training will help. Kulkarni (2013) views training as an organisational development tool that plays a vital role in every institution. In fact, one of the major areas of the Human

Resources Management function of particular relevance to the effective use of human resources is manpower training and development. In recent times, people argue for the importance of human capital training and development as a major influence on the performance and success of an organisation. Employees are a crucial, but expensive resource. For organisations to accomplish its aim of economic growth and effective performance, it is important to recognize the contributions of human capital training of employees to the aims and goals of the organizations.

The centrality of human capital development is buttressed by Addu-Brobbe (2015) who posits that effective training and development begins with the overall strategy and objectives of the institution. The author argues that the entire training process should be planned in advance with specific company goals in mind. In developing a training strategy, it may be helpful to assess the company's customers and competitors, strengths and weaknesses, and any relevant industry or societal trends. The next step is to use this information to identify where training is needed by the organization as a whole or by individual employees. It is also suggested that it might be helpful to conduct an internal audit to find general areas that might benefit from training, or to complete a skills inventory to determine the types of skills employees possess and the types they may need in the future.

4.9 Chapter Summary

This chapter presented the research results and discussion. The next chapter focuses on conclusions and recommendations.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

Following the previous chapter which focused on the analysis, presentation and discussion of the research findings, this chapter focuses on the study's conclusions, implications and suggestions for future studies. The primary objective of this research was to investigate the effect of perceived training and development on employee performance. The specific objectives of the study were to determine the effect of perceived training and development on employee performance at the CoW, to determine the effect of perceived training and development on employee motivation at the CoW, to determine the effect of motivation on employee performance at the CoW and to test the moderating effect of motivation on the relationship between perceived training and development and employee performance at the CoW.

5.2. Conclusions

The study's first objective sought to determine the effect of perceived training and development on employee performance at the City of Windhoek (CoW). The study revealed that, generally, the 544 employees at the City of Windhoek expressed no clear pattern of how they perceive the training and development programmes. It was also established that the employees' perceptions on their training and development programmes had a positive influence on their performance at the CoW.

The second objective sought to determine the effect of perceived training and development on employee motivation at the CoW. The study revealed that perceived training and

development positively influence motivation at the CoW. This finding suggests that when employees positively perceive training and development provided to them, there is a high likelihood that they will perform better and sustain the performance in the organisation.

The third objective sought to determine the effect of motivation on employee performance at the CoW. The study findings showed that motivation positively influences employee performance at the CoW. In other words, when the employees' motivation is high, it is likely that their performance levels will also be relatively high. Conversely, when the employees' motivation is low, it most likely that they will perform below the standard.

The fourth objective focused on testing the moderating effect of motivation on the relationship between perceived training and development and employee performance at the City of Windhoek. The study found that employees' motivation at CoW does not moderate the relationship between perceived training and development and employee performance. Thus, there is no evidence that motivation moderates the influence of perceived training and development on employee performance. The findings suggest that motivation is not a pre-condition for employees' perceptions on training and development. In other words, motivation is not a joint factor with the perceptions on training and development for the employees' performance levels at the City of Windhoek.

5.3. Recommendations

The foregoing conclusions study indicate that the study makes a contribution to both academic discourse and practice in Namibia. Thus, the study's implications on theory and practice are discussed in the sections that follow.

5.3.1. Implications for theory

An examination on the first objective whose intention was to determine the employees' perceptions on the training and development programmes at the City of Windhoek, it can be deduced that the study made some contributions to literature. In comparison with previous literature, most of the findings concur with extant literature that employees tend to value training and development if it addresses their capacity gaps directly linked to their respective jobs.

With regards to the final objective which sought to establish if motivation moderates employees' perceptions on training and development programmes at CoW, the study has contributed to theory that motivation is not always a precursor to training experience. This implies that motivation is a fluid concept which should be understood within a specific context. All other findings confirm what is available in the existing literature.

5.3.2 Implications on policy and practice

A close look at the study findings reveals two key aspects that have a bearing on the policy and practice at the City of Windhoek. These are the training and development and employee motivation aspect. Training and development policy, may need a review with a focus on strengthening capacity needs assessment of employees so that the trainings do not just become routine and employee motivation should be well understood and strategies (re)designed and implemented to sustain the desired levels of motivation among the employees. Most importantly, employees' performance is directly linked to the responsiveness of citizen's needs and quality of public service delivery in the Windhoek local authority.

Based on the conclusions and implications discussed in the preceding sections, two recommendations are made as follows:

As the study found that the employees were undecided to express how they viewed the training and development programmes provided, it is recommended that the management at the City of Windhoek undertake a systematic review of the training and development policy. The review will, among other things, focus on a determination of the policy relevance, extent of awareness and understanding of the policy among the employees.

As revealed in the study the employees were not quite clear on the position about how they perceive the training and development programmes, this suggests that perhaps the training curricula are no longer responsive to their capacity needs. Therefore, it is recommended that the City of Windhoek undertakes a comprehensive review of the training and development curriculum.

5.4. Limitations and suggestions for future research

The study was based only on one urban local authority in Namibia. This may be problematic when it comes generalisability of the study's findings in the local authorities in the country. Therefore, it is recommended that similar studies be conducted in other local authorities in Namibia in order to have more general understanding of the phenomenon.

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List of Appendices

Questionnaire on Perceived Training and Development

Dear Respondent, my name is Dolly Tuyoleni. I am conducting a study on training and development at the City of Windhoek. I have identified you from the City of Windhoek employee database as a potential respondent. In this regard, I am kindly requesting you to partake in this study by completing this questionnaire. Your participation in this project is voluntary. All your responses will be used specifically for academic purposes and will be treated in privacy and confidence. You are not required to write your name on this questionnaire. Please return the completed questionnaire by end of day 25 June 2021 to Dolly.Tuyoleni@windhoekcc.org.na

Describe yourself in terms of the characteristics listed below. Please mark (✓ or ✗) in the boxes provided.

Gender

| | |
|----------------|--|
| Female | |
| Male | |
| Other, specify | |

Age

| | |
|--------------------|--|
| 18-19 years | |
| 20-29 years | |
| 30-39 years | |
| 40-49 years | |
| 50-59 years | |
| 60 years and above | |

Department

| | |
|--|--|
| City Police | |
| Economic Development & Community Services | |
| Electricity | |
| Finance & Customer Service | |
| Housing, Property Management and Human Settlements | |
| Human Capital & Corporate Services | |
| Information Communication & Technology | |
| Infrastructure, Water & Technical Services | |
| Office of the CEO | |
| Urban & Transport Planning | |

Rank

| | |
|-------------------|--|
| Top Management | |
| Middle Management | |
| Officer | |

| | |
|-----------------------------------|--|
| Support Staff | |
| Highest level of education | |
| Primary | |
| Secondary | |
| Tertiary | |

State of employment

| | |
|----------------------|--|
| Employed (part-time) | |
| Employed (full-time) | |
| Employed (temporary) | |

How long have you worked for the organization?

| | |
|--------------------|--|
| Less than 1 year | |
| 1 - 5 years | |
| 6 -10 years | |
| More than 10 years | |

Please mark (✓ or ✗) in the box that indicates your opinion. The response categories are: 1-Strongly Disagree; 2-Disagree; 3- Neither Agree nor Disagree; 4-Agree; 5-Strongly Agree

| | Perceived Training and Development | 1 | 2 | 3 | 4 | 5 |
|-----|---|----------|----------|----------|----------|----------|
| Td1 | I have been inducted when I started working in my department | | | | | |
| Td2 | I have received on-the-job training and development | | | | | |
| Td3 | I am encouraged to develop new skills in this organisation | | | | | |
| Td4 | The training and development I received in this organisation is effective | | | | | |
| Td5 | I have received quality training and development | | | | | |
| Td6 | I have received satisfactory mentorship in this organisation | | | | | |
| Td7 | This organisation takes employee training and development seriously | | | | | |
| Td8 | I have many opportunities for training and development | | | | | |
| | Employee Performance | 1 | 2 | 3 | 4 | 5 |
| Pe1 | My work performance has improved since I joined the organization | | | | | |
| Pe2 | My knowledge, understanding and skills have improved since I received training and development in this organization | | | | | |
| Pe3 | Professional training has enhanced my job performance | | | | | |
| Pe4 | I became more responsible at work as a result of training and development | | | | | |
| Pe5 | I provide efficient and effective work as a result of training and development | | | | | |
| Pe6 | I became competent in my job as a result of training and development | | | | | |

| | | | | | | |
|-----|---|----------|----------|----------|----------|----------|
| Pe7 | I always deliver expected results | | | | | |
| Pe8 | I always meet deadlines set by my department | | | | | |
| | Employee Motivation | 1 | 2 | 3 | 4 | 5 |
| Mo1 | I am motivated to do my job | | | | | |
| Mo2 | Overall, I am pleased with my work | | | | | |
| Mo3 | I am self-motivated and external controls are not a threat to my needs | | | | | |
| Mo4 | The recognition I receive from my direct supervisor motivates me to do my best | | | | | |
| Mo5 | I feel less anxious at work after attending training | | | | | |
| Mo6 | I feel a sense of satisfaction when I do my job well and it motivates me to do better | | | | | |
| Mo7 | I have a positive attitude towards my job | | | | | |
| Mo8 | My job is exciting | | | | | |
| Mo9 | My job allows me to grow and develop new skills | | | | | |

End of Questionnaire. Thank You for Your Participation

Authorisation letter



22 April 2021

TO WHOM IT MAY CONCERN

Re: MBA Public Sector Management Student – Ms. Dolly Tuyoleni Student Number-201200225

As part of our Masters Programme, students are expected to submit a research report after completion of their course-work. They need to explore in detail, some concepts and issues pertaining management strategies. To do that effectively, they need to conduct interviews and obtain practical examples.

Ms. Tuyoleni has chosen your organization to approach for information. It is against this background that I wish to kindly request you to assist Ms. Tuyoleni with the information she requires. Accept our assurance that the data will be used for academic purposes only. A copy of the completed document will be available at the Namibia Business School for perusal. Her research synopsis indicates that her topic touches on "Investigating the moderating role on perceived training and development at the City of Windhoek".

Your kind assistance is highly appreciated.

Yours sincerely,

J.W. Camm

Research Co-Ordinator

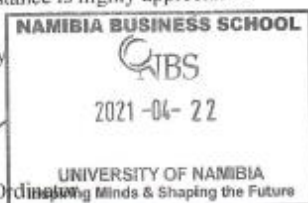
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Ouriginal Report

FW: [Ouriginal] 19% similarity - dtuyoleni@yahoo.com
Yahoo/Inbox

DR Greenfield Mwakipesile <mwakipg@nbs.edu.na>

To: dtuyoleni@yahoo.com

Wed, 27 Oct at 17:02

Hi Dolly

Please find attached the revised report. All is now in order. Next should be the language editing.

With Kind Regards

The Rev. Dr. Greenfield Mwakipesile

Senior Research Coordinator/Head of Research

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29 October 2021

Certificate of Editorial Review Report for Dolly N. Tuyoleni Dissertation

This editorial review report is made to Dolly NdedilongaTuyoleni's dissertation for submission to the Namibia Business School of the University of Namibia entitled "*Investing the effect of perceived training and development on employee performance: Moderating role of motivation*". The editorial work was conducted in line with the University of Namibia's requirement that a student's dissertation be subjected to an independent academic editorial scrutiny. Thus, the objective of this report is to certify and highlight the aspects edited and shared with the student for her consideration towards finalization of the dissertation for submission to Namibia Business School.

The following are the key aspects that were edited:

a) Sentence construction and academic writing

This included to check if the sentences were complete, clear, active in form, use of transitions to connect ideas and not too long. The general compliance to academic writing was also checked.

b) Citations and referencing

To check if sources cited in the dissertation were listed in the references. In addition, correct and consistent use of the required APA referencing style was checked.

c) Captions of tables and figures

The captions of tables and figures were checked for compliance with the APA referencing style.

d) Paragraphing and Phrasing of headings

Correct paragraphing in terms of ideas that formed paragraphs, length of paragraphs and logical sequence of the paragraphs were checked. Clarity or self-explanatory nature of headings was checked so that there were no instances of detachment between the heading and the narrative that followed.

e) Section introductions

For every section in the dissertation, introductory statements were checked for appropriateness, adequacy and logical.

f) Font style, line spacing and font size

Consistency in the use of font style, font size and line spacing was checked.

g) Crafting of a chapter summary

Except for Chapter 5, chapter summaries were checked to ensure consistency of chapter summary provision for the first four chapters of the dissertation.

Hope you find the observations I have made in your dissertation useful for enhancement of the quality of your research for submission to the University of Namibia.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Pindai M. Sithole', is written over a large, faint watermark of the eDRE International Africa logo.

Dr. Pindai M. Sithole, PhD

Allan Tsapayi (Director) | Ganyani Khosa (Director) | Dr. Pindai Sithole (Director) | Victor Chapfiwa (Director)