

**AN INVESTIGATION INTO THE IMPACT OF TRAINING ON HUMAN
RESOURCES PERFORMANCE IN THE GOVERNMENT OF SWAZILAND**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER BUSINESS
ADMINISTRATION MANAGEMENT STRATEGY**

OF

THE UNIVERSITY OF NAMIBIA

BY

SINDI P.TEMBE

201512795

APRIL 2019

SUPERVISOR: DR ALBERT ISAACS (UNAM)

ABSTRACT

Employee training is a fundamental tool for the achievement of an organisation's expected results. Through training, the entire workforce of an organisation is able to be aligned and reaffirmed to the goals and objectives in pursuance of its strategic position. This study assessed the impact of training on human resource performance in the Government of Swaziland. The study adopted a mixed method in nature which was a compliment between qualitative and quantitative research approaches in nature and it involved a population of Human Resource personnel that represented six Ministries namely: Ministry of Economic Planning and Development, Commerce and Trade, Justice and Constitutional Affairs, Home Affairs, Tourism and Environmental Affairs, Foreign Affairs and International Cooperation, as well as the Ministry of Finance. The study sampled 30 participants who were selected using the simple random sampling technique. Data was collected using a structured questionnaire and analysed with Microsoft Excel which gave the findings of the study in the form of bar graphs. The study focused on the assessment of three objectives namely: the exploration of the benefits of training on human resource performance at a work place, the identification of the effectiveness of human resource training methods, as well as the determination of the factors influencing successful human resource training at the work place. The results of the findings indicated that as in the context of the Swaziland Government, source of skill development was the highest variable among the benefits of training that influenced effective employee performance. The study also indicated that mentorship and coaching were the most common forms of on the job training used while vestibule and lecturing or

conference training were the most commonly used off-the-job training tools that brought about higher employee performance at the place of work. The final aspect that was considered in the study was the factors that influence effective employee training and performance at the work place. These were identified as: leadership style as well as modernisation and technological use.

TABLE OF CONTENTS

ABSTRACT.....	i
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
LIST OF ABBREVIATIONS.....	ix
ACKNOWLEDGEMENT.....	x
DECLARATION.....	xi
CHAPTER 1.....	1
INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background.....	1
1.3 Swaziland context.....	2
1.4 Statement of the problem.....	3
1.5 Research Objectives of the study.....	4
1.6 Significance of the study.....	5
1.7 Limitations of the Study.....	5
1.8 Delimitation of the Study.....	6
1.9 Chapter Summary.....	6
CHAPTER 2.....	7
LITERATURE REVIEW.....	7
2.1 Introduction.....	7
2.2 Theories on Human Resource Training.....	7
2.2.1 Reinforcement theory.....	9
2.2.2 Social Learning Theory.....	10
2.2.5 Expectancy Theory.....	12

2.2.6	Needs Theory	13
2.2.7	Adult learning theory	14
2.2.8	Information processing theory	14
2.3	Benefits of Training on Human Resource Performance in A Work Place	17
2.3.1	Source of skills improvement	17
2.3.2	Improves the Levels of Employee Potential	18
2.3.3	Information technology integration	19
2.3.4	Improves Employee Self Confidence	20
2.3.5	Promotes Employee Engagement	21
2.4	Effective Human Resource Training Methods at A Work Place	22
2.4.1	On-The-Job Training Methods	22
2.4.2	Off-the-Job Training Methods	24
2.5	Factors Influencing Successful Human Resource Training at A Place of Work	28
2.5.1	Leadership style	28
2.5.2	Coaching	28
2.5.3	Employee empowerment	29
2.5.4	Employee participation	30
2.5.5	Organisational Culture	30
2.5.6	Modernisation and Technology	31

2.5.7	Change in job assignment	32
2.6	Chapter Summary.....	32
CHAPTER 3		34
RESEARCH METHODS		34
3.1	Introduction	34
3.2	Research Philosophy	34
3.3	Research strategies	35
3.4	Target population	35
3.5	Sampling Design	36
3.6	Data collection instruments.....	38
3.7	Pilot study	40
3.8	Data analysis	40
3.9	Validity and reliability	41
3.9.1	Validity	41
3.9.2	Reliability.....	41
3.10	Ethical considerations	43
3.11	Chapter Summary.....	44
CHAPTER 4		45
RESULTS AND DISCUSSIONS.....		45
4.1	Introduction	45
4.2	Presentation of findings.....	45
4.2.1	Section A: Demographic information.....	45

4.2.2	Section B: Technical information	51
4.3	Chapter Summary	68
CHAPTER 5		69
CONCLUSION AND RECOMMENDATIONS		69
5.1	Introduction	69
5.2	Conclusions	69
5.3	Recommendations	72
5.4	Contribution to knowledge	74
5.5	Limitation of study	75
REFERENCES		76
Appendix 1: Research Permission Letter		83
Appendix 2: Consent Form		84
Appendix 3: Letter to Collect Data		89
Appendix 4: Questionnaire		91
Appendix 5: Editors Confirmation Letter		95

LIST OF TABLES

Item	Page
Table 2.1: Theories of human resource training and performance	8
Table 3.1: Sample Frame	37
Table 3.2: Reliability results	42
Figure 4.1: Selected participating industries	48
Figure 4.2: Sources of skill improvement	50
Figure 4.3: Improvement of employee potential	52
Figure 4.4: Satisfaction of employees' training	54
Figure 4.5: Improvement of employees' performance	56
Figure 4.6: Distribution of employees' organizations	60
Figure 4.7: On-the-job training	62
Figure 4.8: Off-the-job training	64
Figure 4.9: Sources of training program funding	66

LIST OF FIGURES

Figure 4.1: Gender disparity	45
Figure 4.2: Age range	46
Figure 4.3: Academic qualification	47
Figure 4.4: Work experience	48
Figure 4.5: Selected participating ministries	49
Figure 4.6: Source of skill improvement	53
Figure 4.7: Improvement of employee potential	55
Figure 4.8: Integration of information technology	57
Figure 4.9: Improvement of employee self- confidence	59
Figure 4.10: Promotion of employee engagement	61
Figure 4.11: On the job training	64
Figure 4.12: Off the job training	65
Figure 4.13: Factors influencing employee training	67

LIST OF ABBREVIATIONS

GOS	Government of Swaziland
HRD	Human Resource Development
HRM	Human Resource Management
HR	Human Resource
PSMP	Public Service Management Programme
MOPS	Ministry of Public Service

ACKNOWLEDGEMENT

I acknowledge the Principal Secretary-Ministry of Public Service for the opportunity and support afforded to me in pursuit of this master's degree. I would also like to pay gratitude to everyone who have played a part in guiding me throughout my studies.

No part of this thesis may be copied, stored in any retrieval system, or transmitted in any form or by any means (electronic, mechanical, photocopying, recording or otherwise) without the prior permission of the author, or The University of Namibia in that behalf.

I, *Suzi P. Tombe*, grant The University of Namibia the right to reproduce this thesis in whole or in part, in any manner or format, which The University of Namibia may deem fit.

Name of Student	Signature	Date

DECLARATION

I, Sindi P. Tembe, do hereby declare that this thesis is the result of my investigation and research and that this has not been submitted in part or in full for any degree or for any other degree to any other University.

No part of this thesis may be reproduced, stored in any retrieval system, or transmitted in any form, or by means (e.g. electronic, mechanical, photocopying, recording or otherwise) without the prior permission of the author, or The University of Namibia in that behalf.

I, Sindi P. Tembe, grant The University of Namibia the right to reproduce this thesis in whole or in part, in any manner or format, which The University of Namibia may deem fit.

.....

Name of Student	Signature	Date
-----------------	-----------	------

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter provides a background of the study and justification for why this subject is significant and relevant for investigation. In this vein, the area of investigation is narrowed down by defining the actual research problem. The chapter also gives an account of the research objectives, and states the significance of the study.

1.2 Background

Training plays a significant role on human resource performance in an organisation. Through its proper mode of delivery, an organisation is able to have a more skilfully developed workforce that should work to the best level of an organisation's efficiency. Quartey (2014) argues that through training, employees are able to gain confidence and competitive skills that would make the operations of an organisation more efficient and results-based. This is based on the notion that organisational performance would not take place without proper training of the employees by enhancing their skills and knowledge.

On a further note, Elnaga and Imran (2013) contend that through training, an organisation is able to achieve a more transformative and knowledge-based formation of the employees, meaning that training to some degree brings about the formation and development of the right employees who would do the right job in the right position within the organisation. Therefore, issues of planning and strategic positioning would come in as the ideal measures of making a productive organisation. It is for this reason

that Khan, Abbasi, Waseem, and Ayaz (2016) argue that every successful organisation must note that well trained employees were a great asset for an organisation because, through them, higher levels of productivity would not only be expected, but attained as well (Al-Mzary, Al-rifai, and Eid Al-Momany, 2015).

1.3 Swaziland context

In 1995 a consultancy study was undertaken for the Ministry of Public Service under the auspices of The Public Sector Management Programme (PSMP). The study was “The Review of the Human Resources Management function in the Swaziland Civil Service”. The study was part of the Government of Swaziland (GoS) efforts to improve the management of human resources within the Swaziland Civil Service. The PSMP report highlighted Human Resource (HR) personnel as key strategic partners in driving all government reforms, but noted that there were challenges concerning lack of required capacity in the officers dealing with human resource issues. The growing complexity of the work environment, the rapid change in organisations and technological advancement necessitates the need for training of employees to meet the challenges. In an attempt to meet the demands of change in the work environment, a consultancy-based approach would be of great help as it would give direction regarding the development of the right approach of interventions through training and capacity building.

The HR cadre is central in driving all service delivery reforms by the GoS; hence, the study is concentrating on the HR cadres and the assessment of their skills and competence to drive the reforms introduced by the Ministry of Public Service, and to

determine whether their performance is improved by exposing them to training. As a response to the report, the Training Policy for the Public Service was then established to define a clear vision and policy framework to guide the introduction and implementation of new policy guidelines, procedures and practices. These were aimed at transforming public service training into a dynamic, needs-based and pro-active instrument, capable of playing an integral and strategic part. In the process, this would result in strengthening individual and institutional capacity within the public service.

Amongst other objectives intended by the Training Policy (2000) was to promote equality of opportunity. It also aimed to improve access for the nominated personnel to meaningful training and development experiences, and to promote positive learning outcomes which would add value to individual and organisational policy. The objectives articulated by the Training Policy above, justify the need for the present study to provide evidence on whether or not the training of the HR personnel adds value to individuals and the organisation.

1.4 Statement of the problem

According to Aslam & Mehmood (2013), human resources play an important role in organisational development in the 21st century. Therefore, in order to remain relevant and achieve their goals, the Government of Swaziland has undertaken various HRM practices including Training and Development. In undertaking this practice (Training & Development), GoS is equipping their employees with relevant skills to keep up with the changes brought by globalisation. In addition, ministries have been compelled to develop HR strategic plans which provide road-maps on how they could achieve their

goals. Among the issues being addressed in their strategic plans is training and development of staff. However, since the GoS has embraced strategic human resource management, in terms of training, no empirical evidence has been provided to investigate whether the training has any impact on the employees.

The Human Resources Department, has since observed that; despite efforts by organisations to pump money in the training of employees, there still remains challenges in determining whether training employees has an effect on their performance. Based on these observations, the researcher identified a need and justification to undertake this research. Fitzgerald (2003) stated that training should be tied to performance; otherwise, it is an event with little returns for the organisation. The GOS has over the years allocated huge monetary resources towards training employees to obtain the required skills to perform better; however, the value to government of the training is unknown, especially on the HR Cadres who are supposed to drive all service delivery reforms. Therefore, there is need to probe whether there is value in training of the HR Cadres. With the above in mind, the purpose of this research was to investigate the impact of training on the Human Resource Cadres' performance in the Government of Swaziland.

1.5 Research Objectives of the study

The study was guided by the following objectives:

- To explore the benefits of training on human resource performance in a workplace within Human Resource practitioners in the Swaziland public service.

- To identify effective human resource training methods in a work-place within the Swaziland public service.
- To explore factors influencing successful human resource training in a work-place within the Swaziland public service.
- To make recommendations on how training improves human resource performance in a work-place within Human Resource practitioners in the Swaziland public service.

1.6 Significance of the study

The study is expected to provide information to the Ministry of Public Service (MoPS), the department responsible for the HR Cadres (practitioners), to enable it to evaluate the benefits of investing in the training of the HR Cadres. It will also contribute to the existing body of knowledge on the impact of training to employees and provide direction for future researchers.

1.7 Limitations of the Study

The possibility that some targeted participants would not respond to the questionnaires distributed, posed as a threat to the expected number of participants to participate in the study. The Performance Appraisal Report Tool does not have enough indicators to correlate directly the relationship between training and employee performance.

1.8 Delimitation of the Study

The study focused only on the impact of training on the Human Resource personnel's performance. Other elements that impact on employees' performance did not form part of the study.

1.9 Chapter Summary

This chapter provided a background of the study through the understanding of the employee training and its implications on human resource productivity in an organisation. The chapter also gave the Swazi context of the same subject matter. Other areas addressed in this chapter include the definition of the problem at the Swaziland Government, as well as the research objectives of this study. The next chapter gives the literature review of the related studies.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter explores the issues that surround the implications of human resource training on employee performance at the work place. The chapter in particular addresses the theoretical framework of employee training and performance. Several theories will be explored based on their assumptions and how they influenced employee performance at the place of work. The benefits of employee training will also be considered in this chapter as well as the exploration of effective human resource training methods in a work-place. The chapter will conclude by considering the factors that influence successful human resource training in a work-place. As literature review for the study, this chapter will use several academic sources that carried out similar studies on the subject matter so as to identify the knowledge gap for the research.

2.2 Theories on Human Resource Training

Several theories can be associated with the concept of human resource training and performance improvement in a work place. Imran and Tanveer (2015) suggested some of the common forms of theories that were associated with human resource training and performance in a work place to include those indicated in table 2.1. Table 2.1 summarises a set of theories namely: reinforcement, social learning, goal setting, goal orientation, expectancy, need, adult learning, and information processing.

The basic understating of the theories is that through them a clearer understanding of the subject matter is given on the basis that the entire study would be guided by the given

assumptions. This would eventually bring about the identification of a more objective set of conclusions that would bring about the improvements in that given body of knowledge (Canto, 2012).

Table 2.1: Theories on human resource training and performance

Theory	Assumptions
Reinforcement (BF Skinner, 1963)	This theory is driven by the assumption that either desirable or undesirable behaviour can be reinforced through several forms of motivators which can also be referred as stimuli.
Social learning (Albert Bandura, 1977)	It is driven by the assumption that the desired form of behaviour is learnt through model building. The learner acquires a set of behaviours through observations and imitation of other forms of behaviours.
Goal setting (Edwin Locke, 1960)	Assumes that through individual goal setting in life, one is able to become receptive to the essence of learning which would eventually lead to improved levels of performance.
Goal orientation (Eison Eison, 1970)	Assumes that learning and good performance was based on an individual's intention rather than on one's level of performance.
Expectancy (Victor Vroom, 1964)	This theory focuses on an individual's level of motivation on the understanding that it is usually driven by three elements namely: the expectancy, the instrumentality and the valence, which is the value that an individual would give to specific outcomes of performance.
Needs theory (Abraham Maslow, 1943)	This theory is driven by the assumption that an individual's performance is driven by the level of value associated with an outcome. Therefore, individual needs vary and can be categories at

	<p>various levels which are in a pyramid form. One would start with satisfying the lower levels, then demand for the upper one. The needs theory believes that since human nature is rational, the levels of satisfying the needs will gradually change with time.</p>
<p>Adult learning (Malcolm Knowles,1980)</p>	<p>This theory is driven by the assumption that adults are motivated to learn only with the view of gaining experiences and applicable to solving prevailing problems. In this manner, the adult learning theory assumes that only the nature of the problem would motivate some to learn an appropriate skill or knowledge with the intention of solving it.</p>
<p>Information processing (Neisser,1967)</p>	<p>This theory argues that the information processing channel inside the human brain is the only determinant of learning. Therefore, learning takes place in systematic observation, acquisition and retention of certain patterns in the human memory. The theory assumes that through observations, encoding, processing and retention of information learning can take place.</p>

Source: Adapted from Imran and Tanveer (2015)

2.2.1 Reinforcement theory

This theory was introduced by behaviourist; BF Skinner (1963) whose views assumed: “people’s behaviour is as a result of the consequences of such, which is also considered as the law of effect”. This is demonstrated by the level of behaviour regarding the positive one which was often repeated and the negative one which on the other hand was not repeated.

However, the challenge is that this theory does not consider the internal state of being of an individual in terms of the inner feelings and emotions that triggered that given form of behaviour, but it only focuses on what an individual does when action is taken, hence making the analysis externally driven. Therefore, Skinner's suggestions are based on the understanding that the external environment must be in such a way as to bring about either motivation (Positive trends), and or demotivation (negative trends) respectively (Noe, 2008; & Armstrong, 2009).

2.2.2 Social Learning Theory

The social learning theory was advocated by Albert Bandura (1977) who believed that humans learnt best through conditioning which is either classical or operant in nature. Bandura also pointed out that behaviour was learnt through observations of the environment. In this regard, Bandura's views were based on the understanding that through social interactions, humans are given enough opportunity to learn desirable values and norms. This is based on the understanding that human beings were social beings and through interactions and observations, adaptability was achievable. Therefore, in the context of employee training and motivation, employees were social beings with the privilege to learn from the benefits given to other employees as a result of meeting the firm's expectations. This is as a result of the fact that other employees had the privilege to assimilate and imitate desired behaviour from others (Bandura 1977).

On the contrary, the social learning theory does not take into consideration what the observer does with the outcome behaviour. The theory is silent on the physical and mental challenges a person undergoes during the process of observation, imitation or

modelling. It does not explicitly explain all individual behaviour and does not distinguish between positive or negative implications of human behaviour (Muro & Jeffrey, 2008).

2.2.3 Goal Setting Theory

This theory was advocated by Edwin Locke (1960) who argued that if there was ideal feedback, both specific and challenging goals, contributed a lot to better task performance in an organisation. He believed that task performance was composed of three elements, namely: objective specifications, interventions of challenges, and the feedback which was more on the evaluation perspective.

The relevance of this theory with regards to management is that it gives clear direction on what an institution wants to achieve, both in the shorter and longer periods. This gives the management clear guidelines on how the task is to be achieved in the provision of limited resources. In this manner, organisations are able to design an incentive model that would motivate employees to work harder and productively. Hence monitoring and determining the right incentive becomes ideal when using the goal setting theory at a place of work.

However, some of the limitations of the theory include the existence of conflict between organisational goals with those of management; this can bring about poor decision-making processes and general allocation of resources. The theory tends to emphasise much on meeting targets which might at times bring about the formation of more-risky behaviour, especially if the firm has limited resources such as limited skills and competencies among the employees (Locke & Latham, 2002).

2.2.4 Goal Orientation Theory

This theory was advocated by psychologist Eison (1970) who believed that people were motivated by certain triggers to perform effectively at their respective places of work or any situations. Therefore, the theory focuses on achievement of a given goal. This explains its alternative name, called: goal achievement theory. This theory seeks to find meaning on how people get motivated in overcoming challenges while others could not withstand them by either giving up or through avoidance. The theory focuses on the meaning of goals and how they influence behaviour change in a workplace. The theory uses both self-validation alongside learning goals (Newstrom, 2011).

On the contrary, some of the challenges associated with this theory is that while it acknowledges the relevance of individual human perceptions and definition of self-goals, it does not take into consideration various behaviours that would determine the human reactive actions towards perceived goals (Glyn, 2013).

2.2.5 Expectancy Theory

This theory was supported by Victor Vroom (1964) who argued that employee motivation is a collective concept that borrows various ideologies and philosophies which influences the cognitive antecedents that bring about various motivational factors and how they relate to each other. This is expressed in the nature of the theory as having three elements namely: expectancy which focuses on human conviction that effort will bring about the desired reward; instrumentality which focuses on performance and its nature in the achievement of the desired reward; and valence which focuses on the value of performance (Vroom, 1964).

This theory focuses on various cognitive processes on the assumption that humans always believe that there is a connection between the input effort/input, and the performance / outcome. This outcome is considered as the reward. The expectancy theory explains the level of human expectation of the effort one puts regarding a given task at work; meaning more effort or input will always bring about positive or good performance and eventually the desired reward (De Simone, 2013).

However, this theory does not address or provide specific suggestions regarding the nature and types of motivation for the employees at the workplace, instead it places emphasis only on the achievement of the perceived reward through an improved level of input of human effort in the accomplishment of a given task.

2.2.6 Needs Theory

This theory was advocated by Abraham Maslow (1943) who believed that humans were motivated to be productive on the basis that their categorical needs were met; starting with the most basic to the top most ones which were more on the self-definition aspects of an employee at a place of work. Therefore, the upward trend of the pyramid from the bottom addresses the following stages, namely: physiological, safety, belonging, self-esteem and self-actualisation needs. According to the theory, in motivating employees at a place of work, several needs would demand to be met first before the realisation full performance level for an employee through self-actualisation.

On the contrary, this theory has faced challenges regarding the methodology used in the analysis of the needs of individuals since the original concept was built on biographic analysis which was highly subjective and qualitative. This would then limit the analysis

and generalisation of the theory using quantitative methods which are more scientific and quantitative in nature (Basset-Jones, & Lloyd, 2005).

2.2.7 Adult learning theory

This theory was supported by Malcolm Knowles (1980) as he popularised the theme of adult education with a technical term of andragogy which focused on finding the right approach in helping adults acquire knowledge. The assumption of this theory was that as humans grow and eventually become adults, their level of self-directedness of learning what was desired became clearer and broader. This was influenced by the level of life experience and aspiration one wanted to achieve in a life time. Therefore, learning for adults is based on both external and internal factors that influence one's social life such problem solving and other issues that influence internal human life (McKay & Schaetzel, 2008).

On the contrary, the theory of adult learning does not distinguish between formal and informal learning on the basis that adults perceive learning as a solution to problem solving and other experiences which in this case were considered as being universal. In this manner, the theory does not have a more contextual approach that addresses adults' motives to learning and to what extent learning was expected to have taken place (Brookfield, 2003).

2.2.8 Information processing theory

This theory was developed and motivated by Neisser (1967) who believed that learning occurs through human cognitive mechanisms of encoding, structuring, storing, retrieving, as well as use of learnt knowledge. This theory however, states that there are other

external and internal factors that influence the cognitive learning process and have the potential to influence the human behaviour, some of these variables include the environment in which an individual was placed. This theory argues that the mind is the key determinant of human behaviour in the sense that: just like a computer which encodes, processes, and produces the desired results, human behaviour is as a result of the stimuli which people respond to.

On the contrary, this theory does not pay much attention to the nature and reason for human behaviour as compared to the determination of the human cognitive process. The theory also does not recognise the rationality of humans based on perceived environmental factors which might work against the perceived and analysed nature of an individual (Freiberg, 2002).

Based on the summarised set of theories in both table 2.1 and the expanded literature, this study is guided by the social learning theory. This is a theory that was discovered and advocated by Albert Bandura (1971). The notion behind this theory was that human models were the best instruments for the enhancement of certain behaviour in a human being. Ahmad, Jehanzeb, and Alkelabi (2012) stated that through this theory, it is possible for a given organisation to model and nurture a behaviour of an individual or employee. In the manner, elements of nurturing human emotions and attitudes need to be in line with the actual organisational culture or norms, thereby demanding an understanding of how the social learning theory works.

Additionally, Cherry (2012) pointed out that through social learning, an organisation is able to master the kind of behaviourism that prevailed and influence an employee to have adopted a given form of behaviour. This would then be achieved through employee

training; performance appraisals and any other related form of behaviour that can either motivate or discourage an employee from performing the best in an organisation. In this manner through the social learning theory, management of any given organisation is given a privilege to develop frameworks or models that would be used to align the employees at the work place according to the organisational policies. Hence for new employees, this would be a form of transforming the character to the desired one, and for the old or existing employees, this model, would help management to understand the rationality of employees in a work-place.

Through the social learning theory, it is possible for management to have a needs-based approach that would enable the entire organisation to understand the prevailing gap in the transformation of the entire workforce at a place of work, but it would also serve as an efficient tool for transforming and motivating the formation of a transformative workforce that is more results-based in nature (Burdick, 2014).

Furthermore, as a concept of role modelling, Burdick (2014) argues that social learning theory also serves as an instrument for enhancing the employee-employer relationship. This would then enable the employer to monitor and evaluate the nature of employee behaviour at the workplace. In other words, this model plays a critical role in defining and determining the levels of organisational efficiency and effectiveness through what can be termed as strategic human resource development which in particular terms would include training and performance as two measurable but related variables. However, supervision becomes more attainable in the sense that employees would have developed a more realistic nature of addressing the demands of the organisation in the same way as their supervisors would address them. This would eventually bring about the

development of a more objective form of organisational transformation and performance at the same time (Imran & Tanveer, 2015).

2.3 Benefits of Training on Human Resource Performance in A Work Place

Employee training in a work place serves one of the key determinants for organisational strategic transformation. However, in critical terms, the following are some of the benefits of training of human resources in a work place: Source of skills improvement, Improves the levels of employee potential, Information technology integration, Improves employee self-confidence, and promotion of employee engagement (Kulkarni, 2013).

2.3.1 Source of skills improvement

Skills improvement and facilitation is one of the common benefits associated with employee training in a work place. Jehanzeb and Bashir (2013) were of the view that since organisations exist and operate on a more competitive level, employee training and transformation plays a fundamental role in general because these employees would have been specially trained to do the right job that would give the right results, hence making the entire organisation more competitive in nature.

Under the improvement of the human resource skills, the organisation is able through the understanding of the social learning theory, to establish a modelling-based approach where the employees would be nurtured in such a way that would make them develop a more patriotic nature of defending the values and norms of an organisation. Therefore, the employees of an organisation would have been strategically developed to meet the demands of an organisation as they were also considered as fundamental tools for organisational performance (Ganesh & Indradevi, 2015).

In a more precise manner, Jehanzeb and Bashir (2013) contend that employee training gives an organisation a more results-based nature of an organisation as this would bring about the development of skilfully developed employees who would improve the levels of both efficiency and effectiveness of an organisation. This would in turn result in making the entire organisation a more attractive and competitive form of entity. In particular, Kulkarni (2013) argues that employee training exposes the employees to a more positive form of looking at the entire organisation's functionality since every employee might have developed a more positive attitude towards work that was supported by the levels of confidence for maximum levels of output.

2.3.2 Improves the Levels of Employee Potential

The improvement of employee potential through training can serve as a form of investment in the levels of improving the nature of the employee performance. The basic nature of understanding this concept is on the concept of continuous improvement process as advocated by Elnaga and Imran (2013:137) who pointed out that through training, an organisation can be privileged to have invested in its workforce that would become part of the entire culture of an organisation. This would also give an employee higher levels of potential for exploring other endowed talents that would make the entire organisation more objective and results-based.

Through employee training and skills monitoring, an organisation is able to develop a more stable form of organisational management that would involve the activities of planning, investment, as well as developing a more situational based form of

organisation that would be prepared to embrace any form of uncertainty at the work place (Elnaga & Imran, 2013).

This then brings the next factor which is competitive advantage. Elnaga and Imran (2013:137) believed that if the companies were to gain the competitive advantage in their respective industries, then it was vital that they consider establishing a sound workforce that would realise the strategic objectives of the firm. However, this must be done through a consistent training mechanism. Ganesh and Indradevi (2015) believe that industries are becoming challenging to the existing firms and for this matter, the work environment must address the demands of the targeted clientele.

2.3.3 Information technology integration

Since most organisations have embraced technological transformation, organisations have equally prepared themselves through the training of the employees towards the transitional nature of information technology. Ganesh and Indradevi (2015) were of the view that since technology has taken the entire operations of the 21st century firms, employees at any level of management and administration must be capacitated enough to embrace the changes that come through technology. In this manner, technological training would become a key issue since it would improve the levels of human skills and knowledge in the management of technological operational stations in the workplace (Mulang, 2015).

The more technologically trained the employees in a workplace, the more they would become highly productive and taking the levels of operational costs of an organisation to most manageable levels. This would eventually lead to a more objective form of

transformation that would create both employee confidence and improve the levels of efficiency. This would mean that using technology, an organisation should be able to develop better working models that would bring about the improvement in the levels of performance in an organisation (Hafeez & Akbar, 2015).

2.3.4 Improves Employee Self Confidence

Knowledge enhancement and skills development are some of the urgent techniques in which training of employees would become relevant in an organisation. Elnaga and Imran (2013) avers the fact that through training, it is possible for employees to have achieved more transformative and knowledge enhancement levels. This is based on the notion that in normal levels, the competencies of employees have the ability to change once they are properly trained to handle a given set of tasks. The employees would have **an improved level of knowledge and skill** that would make the employees to have developed higher degrees of confidence that would then be considered as fundamental elements towards the achievement of an organisation's level of efficiency. This would eventually not only bring about the improvement of employee performance, but the levels of organisational efficiency would also improve (Rama, Janaki, & Vaishnavi, 2012).

Khawaja *et al.*, (2013) avers that employee training, would become one of the key issues to consider on the basis that the results of trained employees would bring about the development of a satisfied nature of employees who would work out of motivation and achievement as compared to those who worked for results only. Hence job satisfaction

becomes one of the key issues to consider during the period of employee training and skills development.

Since training and employee capacitation plays one of the fundamental aspects in the entire process of organisational development, Kulkarni (2013) believes that both the employees and the management of an organisation would have developed a more confidential aspect towards the nature of the job. This would also bring about the development of a more results-based monitoring system that would indicate the levels of employee output and what would be done in addressing it. Therefore, through training, the levels of employee monitoring would then become valid in the entire process of organisational transformation.

2.3.5 Promotes Employee Engagement

Employee engagement is one of the key factors that promote the development of human resources in a workplace. Qudah, Abdullah, and Qudah (2014) argue that through the development of an effective system of employee engagement in the entire affairs of an organisation, an organisation would easily understand the gaps that would need to be addressed through training. Therefore, the manner of employee behaviour and how they make decisions gives any organisation a regarding the right manner of training that is needed as to bring about the right nature of employees in a work place.

Through engagement, the senior managers are able to understand the levels of competence employees have and how they should be addressed. Therefore, the more an organisation engages employees in the execution of the day to day activities of its

operations, the more the management would identify the gaps that would be addressed in a more efficient and effective manner (Rama, Janaki, & Vaishnavi, 2012).

2.4 Effective Human Resource Training Methods at A Work Place

The following are some of the common training methods that were used by most organisations for the aim of attaining the desired results. However, Raheja (2015) categorises these methods of training into two categories namely: the on the job training as well as well as the off the job training.

2.4.1 On-The-Job Training Methods

On the job training involves most of the following activities: coaching; mentorship; job rotation; apprenticeship; and understudy.

2.4.1.1 Coaching

This technique enables the organisation to quickly identify weak areas and develop interventions that would address them. This approach is also used to transform theory into practice. Rama *et al.*, (2012) argues that through coaching, the new employees are able to become part of the organisational culture through skills development since most of it entails one engaging in the development of practical abilities.

2.4.1.2 Mentoring

This task enables an individual to develop a given form of attitude towards a situation. It is usually applicable in managerial situations where employees were given a more results-based approach towards a situation. However, a senior manager is responsible for imparting the knowledge or skills to junior staff. It is usually done on a one-to-one basis

where knowledge, skills and employee-employer relationship is cultivated (Michael, 2014).

2.4.1.3 Job Rotation

Job rotation is a training technique that involves the changing of employee functions either on the same job or different job. This gives enough exposure to an individual to various forms of jobs at the same time avoids boredom. Through the job rotation approach, an employee is able to become more creative and innovative as they might be exposed to more challenging situations. This would then enable the entire workforce to develop a more logical manner of doing things (Rama *et al.*, 2012).

2.4.1.4 Apprenticeship

This form of training takes the form of induction in which an individual is inducted in a form of trade or skill over a considerable period of time. This gives an employee enough time to perfect a given skill and bring about high value proficiency. It enables the trainees to work under the direct supervision of the supervisor. It also involves close monitoring of performance. Susomrith and Coetzer (2013) argue that this form of training gives the organisation a more results-based approach since it builds the employees or trainees in a given set of craftiness. However, the method can be expensive to administer and, in most cases, it does not give the trained worker credit to have worked in a given organisation (Michael, 2014).

2.4.1.5 Understudy

This technique of training enables the trainee who is also a subordinate to the senior officer to learn a given set of skills or acquire knowledge through observations and experiences by taking part in the handling of day to day operations of the firm which might also involve the art of problem solving. This form of training eventually prepares an individual to fully master the art of solving and administering the organisational performances.

2.4.2 Off-the-Job Training Methods

Off-the-job training is a form of training technique that involves the imparting of knowledge or skills without being present at the place of work (McCarthy and Milner, 2013). The following are some of the common techniques used in the off-the-job training: lecturing and conferencing; vestibule training; simulation exercises; sensitivity training; and the transactional Training (Rama *et al.*, 2012).

2.4.2.1 Lectures and Conferences

The lecture and conference training method are a form of direct imparting knowledge and skills to the learners by verbal and oral presentation of a given set of knowledge. It usually takes place to larger audiences. The presenters in most cases delivery the content of the subject matter through theoretical perspective which gives it a much more detailed approach in nature. There is less practical content delivery approach taking place during this manner of training, but gives the learners a broader basis for conceptualizing and understanding the subject matter at hand.

2.4.2.2 Vestibule Training

The vestibule training technique involves the imparting of knowledge based on the notion of near the job training. This takes place in the situation where the participants access some new forms of learning. Susomrith and Coetzer (2013) points out that through this technique, the trainees are exposed to a much similar environment or mode of training which can also be termed as prototype of the specific job. In this manner, the trainees are exposed to a more similar working condition as to the actual one which makes the employees apply the acquired skills in the actual situations without many challenges (Rama *et al.*, 2012).

2.4.2.3 Simulation Exercises

The simulation training technique involves the delivery of content knowledge which was similar to the actual one, but they take the form of artificial models. This technique involves the development of models which would place the trainee in a situation that is same as the one in which they were exposed to. Some common forms of simulation involve: Management game, case studying technique, role play, as well as in basket training (McCarthy & Milner, 2013).

- **Management games**

Management game approach which involves the development of games that were focused on imparting critical thinking techniques for managers, as well as logical reasoning that would be ideal for both team-building and the entire information and communication flow of the entire organisation. This form of technique prepares trainees to become more result and proficient managers of a given firm (Raheja, 2015).

- **Case studying technique**

This technique involves the analysis of a given situation as a means of gaining a critical understanding of a given problem. Through case studying, the trainees are able to gain knowledge based on the historical cases about a subject matter. In this manner, the trainees are able to contextualize a theoretical concept into practical manner. Hence through case studying, a trainee is able to bring together both theory and practice in solving managerial problems. It also allows active learning where practices would become the central position in solving a problem (Raheja, 2015).

- **Role play**

This training technique gives the trainees a privilege of studying and understanding the experiences of human life, skill, and knowledge over a given situation. This might take the form of either single or multiple role play activities depending on the objective of the exercise by the management. Through role play, the real-world situation can be understood in a more practical manner. Hence, through this technique, the employees are able to understand the implications of complexity in solving issues at hand. Therefore, through role play technique, the employees or trainees are able to learn beyond skill and theory in the sense that it would expose the learner to a more logical form of defining the objectives, the selection of the context and certain roles, introduction of exercises, as well as trainee preparation which would give a meaningful position of the role-play before the establishment of the conclusions and assessment in particular (Raheja, 2015).

- **In-basket training**

This form of technical training involves the delivery of knowledge that helps the participant or trainee to have the right skills in managing the communication nature of an organisation. This involves the exposure and management of various communication forms of an organisation such as the e-mails, reports, memo, and other forms of communication. This manner of training exposes the learner to a more practical and administrative manner of training where the decision-making process is to be employed for effective results (Raheja, 2015).

2.4.2.4 Sensitivity Training

The sensitivity form of training is a kind of activity that involves the delivery of knowledge about oneself and the environment in which they operated from. This enables the trainees become sensitive to the emotions of other participants and the entire workforce. Key issues that are addressed under this form of training might involve issues such as gender sensitivity, emotional intelligence and the like. The key reasoning behind this form of training is the preparation of individuals to situations that might need the studying and understanding of certain group dynamics in a given context or work place.

2.4.2.5 Transactional Training

The transactional training involves the imparting of skills and knowledge to trainees on the basis of understanding the behaviour of others. This form of training studies the outcomes and dynamics of social interaction and how the employees can be motivated to build meaningful relations among them. The objective of this form training is to build a

more transactional approach to human relations in an organisation such as team building and personality development (Raheja, 2015).

2.5 Factors Influencing Successful Human Resource Training at A Place of Work

The following are some of the factors that either positively or negatively affect employee performance namely: leadership style, coaching, empowerment, levels of participation, and organisational culture.

2.5.1 Leadership style

Leadership determines the level of authority and the manner in which the organisation operates. Through leadership, it is practical to point out that the level of individual influence can be determined in an organisation. This would mean that leadership style either being autocratic, democratic and laissez-faire or the combination of them would determine the level of employee performance at the work place. This is because various leadership styles bring about a certain manner of doing things in an organisation which can eventually motivate or demotivate the entire workforce (Silva, 2015).

The bottom line under leadership is that depending on the nature of leadership practice, training might either be considered a vital or less important activity. For example, a transactional and charismatic leader might wish to transform the entire workforce into what might have been considered as ideal to him or her and training would be the best alternative in achieving this while a laissez-faire approach would not mind not transforming the workforce into what he/she might have perceived as ideal (Raheja, 2015).

2.5.2 Coaching

Since coaching is some form of relational training technique where the subordinate develops a certain form of relationship with a senior officer, this would turn out to have taken a given form of relationship depending on the nature of the job being focused on. Coaching therefore, would either bring about good results if the relationship between the employee and the employer who was also the senior officer was good, but this would turn out to have been a worse situation if the level of relationship between the two was not good. However, through coaching, a certain behaviour in an organisation can be achieved and eventually improve a particular mode of skill or knowledge of an individual. In this manner, the superior would determine the level of coaching that would be necessary to bring about the right employee performance at the place of work (Asiedu, 2015).

2.5.3 Employee empowerment

Employee empowerment plays a key role in the determination of employee performance. The level of employee empowerment at a place of work would influence the level and nature of training respectively. The more empowered the employees were, the less training they would need in a workplace and vice versa. The understanding to this notion is based on the element that training was necessary in the event of employee poor skills or lack of a given set of skills. Therefore, this would mean that the employees were not as empowered as they were supposed to be. Therefore, through employee empowerment practices, individuals would be better placed to understand their respective role performances, the vision and levels of organisational success, as well as the sharing of the common skills and experiences as members of a given organisation (Safiullah, 2015).

2.5.4 Employee participation

The level of employee participation works as one of the key elements in promoting employee training in a workplace. This means that the level of employee participation would determine the nature of training necessary for the achievement of organisational goals. For example, if the employees were highly engaged in participative activities, then it would be ideal to expect higher results and less training would be needed in this regard and vice versa (Ganta, 2014).

The key objective that might have been achieved under the level of participation brings to light the relevance of higher employee commitment which might reduce the levels of employee turnover which was an effective approach in establishing a more sustainable and resilient organisation. However, training becomes necessary when the levels of participation are not as expected so that the entire workforce would be channelled towards the realisation of a certain manner of employee performance (Safiullah, 2015).

2.5.5 Organisational Culture

The other factor that might influence the level of employee training is the organisational culture. By definition organisational culture is understood by Jiony, Tanakinjal, Gom, Siganul (2015) as the 'glue' that brings together all the activities of an organisation. Through organisational culture, it is possible for an organisation to maintain a given set of behaviour that would turn out to have been a uniform for effective organisational performance.

However, on the contrary, training would become necessary in the event that an organisation was undergoing a disorientated form of management. In other words, organisational culture can influence the induction of employee training in a given form activate the level of the employee performance and organisational output. This would eventually bring about a successful achievement of certain goals (Jiony *et al.*, 2015).

Through training, an organisation is able to achieve and implement a set value that defines the nature of an organisation to the employees, hence making the entire organisation as an effective entity since every employee might be channelled towards the achievement of a common form of output (Mbabazize, Mucunguzi, & Daniel, 2014). This would mean that a strong organisational culture would support the formation of an effective workforce through consistent transfer of relevant skills and knowledge from one generation to the other. In this manner, employees would have a more realistic form of shared goals and values in general, hence through coaching, mentorship or any form of training an organisation can bring about the development of a focused organisation that would be result orientated in nature (Punia & Kant, 2013).

2.5.6 Modernisation and Technology

The level of organisational modernisation and technology plays a critical role in the determination of training in a work place. Chand (2012) avers that the more modernised an organisation was, the more it would need training so as to equip the employees with the new skills required. This would improve both the levels of confidence of the trainees as well as the level of effective output in the sense that the employees would

have acquired the right skills that would be used to meet the challenges and nature of the operation of the organisation in general.

Furthermore, the concept of Chand (2012) implicates that things like technology advancement would bring about the development of the necessary skills that would meet the expectations of both an employee and the superior in a work place. The understanding to this notion is based on the concept that since technology was always changing, then it would be one of the key functions to ensure that the right skills were developed as to bring about the right skills that would embrace the entire form of technology in a work place.

2.5.7 Change in job assignment

Since one of the common forms of hands on training is that of job rotation, the change in job assignment plays a vital role in the entire influence of training on human resources. Therefore, the more jobs are changed, the more training would be needed in a working place and vice versa. The main reasoning behind this form technique is that training would prepare the employee for the new task that they might encounter in the new job. This process of preparation therefore enables both the organisation and the employee to gain much confidence in ensuring that effective output was maintained in an organisation.

2.6 Chapter Summary

This chapter has explored issues that surround the implications of human resource training on employee performance at the work place. The chapter in particular addressed the theoretical framework which assumes that training is an element of social learning. This theory is called social learning theory. However, several theories have been explored as giving a generic overview of the entire framework in an organisation. The benefits of employee training were also considered in this chapter as well as the exploration of effective human resource training methods in a work-place. The final aspect of consideration in this chapter was the factors that influence successful human resource training in a work place. The next chapter presents the Research Methods applied in the research.

CHAPTER 3

RESEARCH METHODS

3.1 Introduction

This chapter presents the research methodology that was used in this study. The critical areas of consideration that guided the execution of the methodology include: the research philosophy, strategies used, the target population, sampling technique, data collection instruments, pilot study, collection and analysis of data, issues of validity and reliability, and ethical considerations.

3.2 Research Philosophy

This study was guided by a mixed research philosophy that was made as a form of complement between qualitative and quantitative research techniques. However, a research philosophy is defined by Ihuah and Eaton (2013:935) as a form of perception framework that guides the researcher's views and an interpretation of the phenomenon being researched about. This gives the researcher a clear understanding and a logical guide regarding the right research methods to be used. Therefore, the researcher can either take the positivism (quantitative) or interpretivism (qualitative) research philosophical approach. This study adopted the positivism philosophy which was quantitative in nature. Creswell (2009:4-5) argues that among the three research methodologies namely: qualitative, quantitative, and mixed research respectively, the quantitative is more numerical in nature and was used to analyse the proposition of a given subject.

3.3 Research strategies

This study used a case study as a research strategy which was descriptive in nature. This was because it focused on the Government of Swaziland as a complete entity. The descriptive aspect of the study involved describing the nature of the human resource training activities that were taking place in the country and how they influenced the level of employees' performance. Hyett, Kenny & Dickson-Swift (2014) contends that using a case study was more relevant in the quantitative research as it involved the analysis of a given set of characteristics which can either be in form of a singular or multiple case. This study however focused on the determination of the influence of human resource training with regards to performance of human resource employees within the Government of the Swaziland.

3.4 Target population

A research's target population is defined by Cox (2010) as a general collection of variables where the sample would be selected from. Anthony and Were (2014) pointed out that through the target population of a given study, an entire group of variables about a given study are represented. The research population for this study was composed of all human resource personnel in selected ministries that were trained in the period 2012 to 2016 as per the Ministry of Public Service's five-year report. The report stated that, 35 human resource personnel were trained in that period.

3.5 Sampling Design

Sampling is defined by Singh and Masuku (2014:3) as an activity that involves the selection of variables from the population as representatives. The aim of sampling is to generalise the features and characteristics of the entire population. There are basically two types of sampling, namely the probability and non-probability sampling of which Mathieson (2014) distinguishes the two by stating that probability sampling involves the engagement of techniques that were more arithmetical in nature in the selection of variables while the non-probability sampling involves the selection of variables from a qualitative or judgmental perspective.

This study used a probability sampling technique called simple random sampling. This is because as Singh and Masuku (2014) states that it focuses on analysing the influence of training on human resource performance at the place of work. Therefore, for the sake of promoting validity and reliability of the study, this form of sampling technique was used before the collection of data from the participants. The validity of the study focused on the effectiveness of the research instrument. It repeatedly brought out similar outcomes after using several forms of validity such as face and content validity. These findings were cross-examined with the literature review as secondary sources (Burton and Mazerolle, 2011:28).

Slovene's formula was used to determine the sampling size.

n =Sample size

N =Population

$(1+N(e^2)) = \text{Margin of error (5\%)}$

Human Resources Practitioners Calculation

$$n = N/(1+N(e^2))$$

$$35/((35*1.0025)+1)$$

$$35/(0.16+1)$$

$$35/1.16 = 30.2 \text{ respondents}$$

In total the study sampled a total of 30 human resource practitioners from various ministries of the Government of Swaziland. Each selected ministry had an equal number of human resource practitioners who were randomly selected to participate. Table 3.1 shows the number of human resource practitioners per ministry that took part in the study.

Table 3.1: Sample Frame

Name of ministry	Number of sampled participants
Ministry of Economic Planning and Development	4
Ministry of Commerce and Trade	4
Ministry of Justice and Constitutional Affairs	4
Ministry of Home Affairs	4
Ministry of Tourism and Environmental Affairs	4
Ministry of Foreign Affairs and International Cooperation	5
Ministry of Finance	5
Total number of participants	30

Source: Researcher's illustration, 2017

The researcher used the process of identification of relevant personnel in each ministry and prepared codes that would be randomly shaken then picked four chances and five in Ministry of Foreign Affairs and Ministry of Finance. This gave a balanced outcome as given in table 3.1

3.6 Data collection instruments

The data collection instrument used in this study was both a structured questionnaire and face to face interviews with key informants from three ministries.

3.6.1 Questionnaire

Cohen, Marion, and Marisson (2007) state that a questionnaire is a common instrument used in quantitative research as it is very effective, cheap and easy to administer. The researcher administered the questionnaire to the participants and in the case where it was not possible due to commitments, the researcher left the questionnaires with the participants and on a later agreed time, they were all collected for analysis. The questionnaire was created on a Likert scale basis so as to enable more elaborative nature of the respondents in quantitative studies. Barua (2013:35) avers that using a Likert scale in questionnaire construction gives the participants enough room to exercise their experiences regarding a given subject matter being investigated.

The questionnaire was constructed by the researcher and had two sections. In section A, demographic information about the participants was collected which include the

following: the gender of the participants, age, academic qualification, the period of work experience and the name of the respective ministry.

In section B, various information was collected based on the research questions as given in Chapter one of the study. These were based on the following thematic areas namely: the benefits of training to employee performance, effective training methods for the employees, and factors that influenced effective training of employees at a work place (see appendix 4 for further details).

The data for the study was collected within a period of two weeks. The researcher made appointments with the participants before the collection of the questionnaires as it was indicated before by the participants that due to most of their busy schedules at work, the researcher needed to make appointments as to when the instruments would be collected.

3.6.2 Face to face interviews

Face to face interviews were conducted with key informants from three ministries namely; the ministry of Economic planning, home affairs, trade and commerce respectively. The study targeted the human resources officers since they were believed to have been well exposed with the manner of training in both their respective ministries and government at large. The interview section was conducted after the permission was granted by the officers in charge of the ministry who were the Principal Secretaries. Each interview session took not more than twenty (20) minutes and these interviews were conducted during the free period so that there were no disruptions with the normal working condition at the place of work. The researcher tap recorded the responses for

the sake of validating the findings of the study. Where there was need for clarity, the researcher made fresh arrangements and data was collected accordingly.

3.7 Pilot study

Before the engagement of the main study, a pilot study was conducted as a means of checking the effectiveness of the data collection tool which was the questionnaire. This test was done on a different Ministry which was not later included in the main sampling frame. Several changes were done regarding the nature by which some of the questions were asked in the questionnaire. Other changes that were implemented were the time taken to complete the questionnaire by the participant; this was reduced to about 5 to 7 minutes, since most of the participants indicated that they had busy schedules. However, the total number of individual participants was 6 which was also 20% of the sampled group.

3.8 Data analysis

Data for the study was analysed using Microsoft Excel. Data was collected and coded before being put in the computer for tabulation and analysis. The findings of the study were then shown in the form of bar charts that represented the level of frequencies of each variable that was being assessed in this study. After the data analysis process, the formulated figures were then exported to Microsoft Word for discussion in comparison with the secondary data sources that were given in Chapter two of this study.

3.9 Validity and reliability

3.9.1 Validity

Validity according to Creswell (2009:190) is a quality assurance technique used to determine the meaningfulness of a study. In this study, content validity technique was used as an instrument to determine the level of quality of the study. Therefore, the researcher determined the level of consistence of the respondents for the study. This was done though the monitoring and analysis of frequencies in the form of bar charts after the analysis of data. This enabled the researcher to determine the applicability of the study in the context of Swaziland and government in particular. The findings of the study in Chapter four presented a more acceptable level of validity of the study as most of the measured variables were also applicable in the context of the Swaziland Government.

3.9.2 Reliability

Creswell (2009:191) defines reliability as a quality assurance instrument that examines the stability of the responses from the participants or the instrument in general. In this case, the reliability of the study enabled the researcher to determine if the study was measuring what it was intended for in terms of determining the internal consistency of responses. A cross examination among responses from the participants was done and where it was not clear, the researcher re-collected the data so as to establish a generic trend regarding the research questions as given in Chapter one of this study. However, the findings of the study indicate that it was highly reliable in the sense that despite having been in different Ministries, the participants gave almost similar responses and expectations on each variable being analysed.

Regarding reliability of the study, the study employed the following techniques as recommended by Lincoln & Guba (1985) as cited in Chowdhury (2015:148). It focused on the following elements namely: credibility which focused on the level of accuracy of the research findings in both primary and secondary sources. For this matter, the researcher engaged in prolonged face to face interviews with the participants especially the key informants such as the human resource managers so as to ensure the study reaching a point of saturation.

Transferability was also measured so as to ensure the findings of the study were applicable to other similar contexts, hence the usage of simple random sampling as it focused on giving each participant an equal opportunity to participate in the study.

Still under reliability of the study, regarding dependability the research instrument was tested to establish the research findings with factual findings. The researcher used other experienced researchers in the auditing and designing of the research instrument. These peer researchers gave much of the expert advice which made this study a successful one.

The final consideration which made this study more reliable was the conformability aspect of it. Anney (2014:279) argued that through comparing the findings with other studies, much reliability of the study would have been established. This study employed an in-depth analysis of the secondary sources especially the case studies that were more focused on the impact of the human resource performance in an organisation.

The quantitative illustrations for the reliability of the study are given in table 3.2 where the degree of responses per Ministry was ascertained alongside the average of the study. Furthermore, the thematic areas as given in Chapter 4 in the following sections show a

higher level of consistency namely: 4.6; 4.7; 4.8; 4.10; 4.11; and 4.12 as they demonstrate higher degree of positivity on each thematic area being analysed.

Table 3.2: Reliability results

Ministry	Percentage of response
Economic Planning and Development	12
Commerce and Trade	14
Justice and Constitutional Affairs	20
Home Affairs	12
Tourism and Environmental Affairs	15
Foreign Affairs and International Cooperation	10
Finance	17
Average	14

Source, Researcher's illustration, 2017

3.10 Ethical considerations

The following ethical considerations were considered during the execution of this study: ensuring that there was no harm to participants during the study period; confidentiality of information and anonymity about the participant's identity.

- **Protection from physical and emotional damage**

With regards to the avoidance of harm to the participants during the data collection process, the researcher ensured that data was collected in an ideal environment which was safe from both physical and emotional disturbances. Therefore, before the beginning of the data collection process, the researcher made sure that the environment was well assessed.

- **Confidentiality and Anonymity**

Individual identity and information given was kept confidential during the data collection process. Therefore, codes were used so as to hide the participant's identity and for the sake of confidential information, data was saved in a computer with a password while the hard copies were kept in a lockable drawer until the finalization and approval of the study.

- **Ensuring that Permission Is Obtained**

The researcher also ensured that the permission to collect data was sought from the relevant authorities. A letter of request was written as indicated in appendices two and three respectively.

3.11 Chapter Summary

The research methodology for this study has presented the following key elements namely the: research philosophy, case study as the research strategy, target population, sampling frame which involved the use of simple random sampling, data collection instrument which was the questionnaire, the pilot study showing the procedure of developing the research instrument, the data for the study was analysed using the Microsoft excel and issues of validity and reliability were also presented before the ethical consideration which included: the avoidance of any form of harm, protection of participants identity and confidentiality of the information, as well as the obtaining of information from the relevant authorities. The next chapter presents the primary research findings.

CHAPTER 4

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study in terms of demographic information as well as the technical information which gives a descriptive analysis of the research findings according to the research objectives given in Chapter one of this study. The other part of the chapter presents interpretation and discussion of the study based on both primary and secondary sources. This study engaged a total of 30 participants who were human resource practitioners working in the various Government Ministries in Swaziland. Data was collected using a self-administered questionnaire and analysed using descriptive statistics with Microsoft Excel. Simple random sampling was used selecting respondents as per the research methodology given in Chapter three of this paper.

4.2 Presentation of findings

The presentation of the findings is focused on both the demographic and technical data for the study.

4.2.1 Section A: Demographic information

The demographic information for the study takes into consideration the status of gender, age range, level of qualification, duration of working with the relevant Government Ministry, and the nature of the Government Ministry that participated in the study.

4.2.1.1 Gender distribution

Both male and female participants were invited to take part in the study as shown in table 4.1. All the selected Ministries had an equal form of participation where both sexes were invited to take part in the study on a voluntary basis.

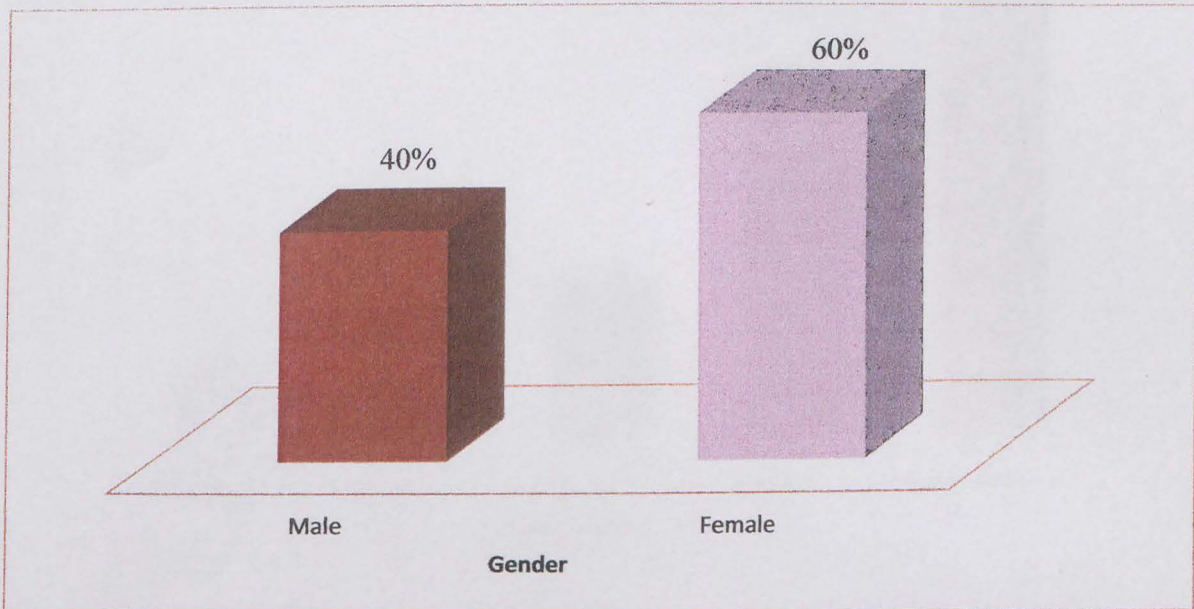


Figure 4.1: Gender disparity

Source: Researcher, 2017

The gender distribution for the study indicates that most of the participants were female, accounting for 60% of the participants as compared to male participants who accounted for the difference of 40%. Generally, the staff of the participating Ministries has a higher level of female as compared to male employees. Nevertheless, the study was conducted on a free will basis and in this case female participants were more willing to participate in this study as compared to their male counterparts.

4.2.1.2 Age range

The age range of participants varied from 18 years to above 38 years as indicated in figure 4.2

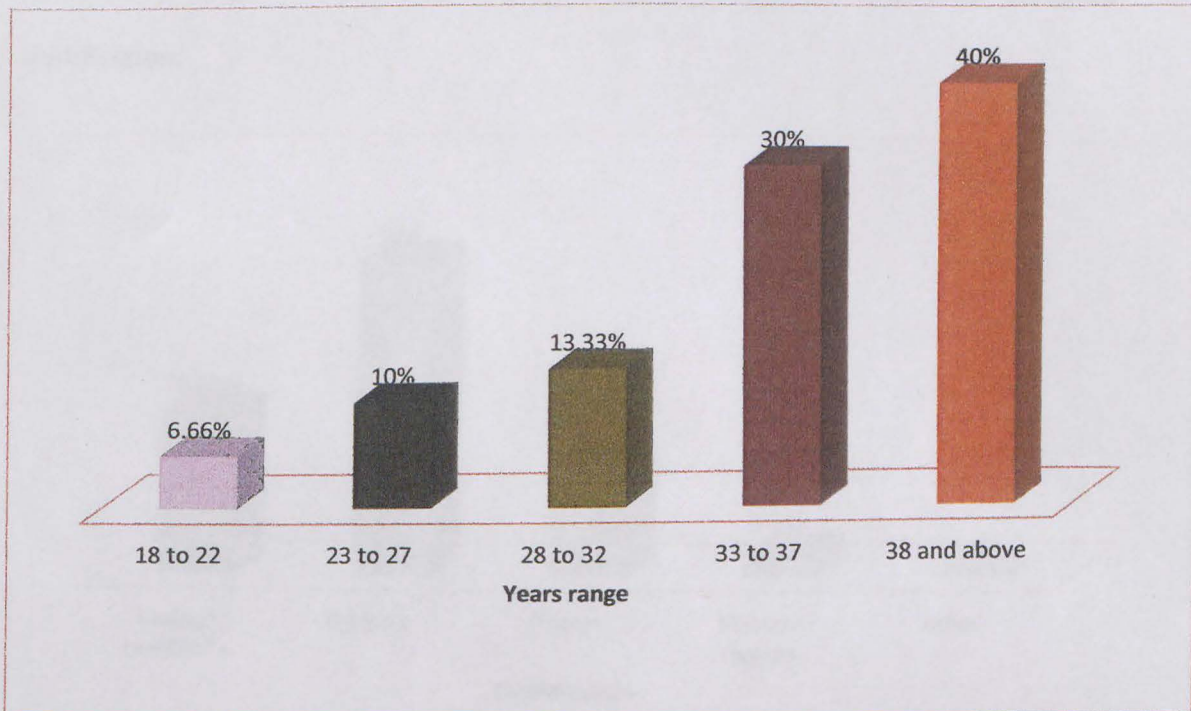


Figure 4.2: Age range
Source: Researcher, 2017

The findings of the study depict that the lowest percentage of participants was 6.66% with the range between 18 and 22 years while the highest percentage was 40% with an average range of years for the participants being above 38 years. The general findings of the study indicate that most of the participants were above 33 years. The findings of the study regarding age ranges suggested that since most of the human resource employees were permanently employed by government, they stayed in their work positions longer.

4.2.1.3 Academic qualification

Academic qualifications for the participants were also considered in this study with the aim of understanding the levels of employees' perception regarding the training and performance. Figure 4.3 displays the findings of the study regarding academic qualification.

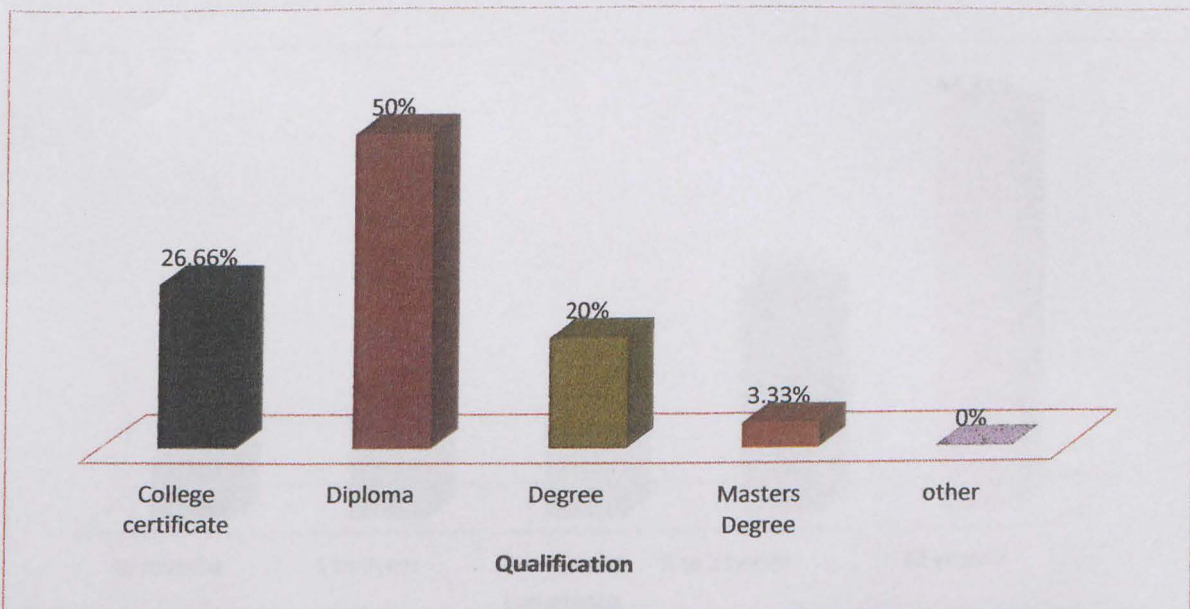


Figure 4.3: Academic qualification

Source: Researcher, 2017

The findings of the study indicated that most of the participants were diploma holders. This category had the highest percentage of 50% while the smallest percentage of 3.33% indicated a qualification of Master's degree. The participants who took part in the study who had bachelor's degrees was 20%. College certificates were second to Diplomas as indicated by 26.66%. The level of education qualification among the human resource employees at several government ministries would suggest that training was a valuable

activity as it would promote the need for advance training and capacity building respectively as one way of enhancing employee productivity at the work place.

4.2.1.4 Work Experience

The participants were asked to indicate their respective work experience. Figure 4.4 indicates a wide range of the responses in the same regard.

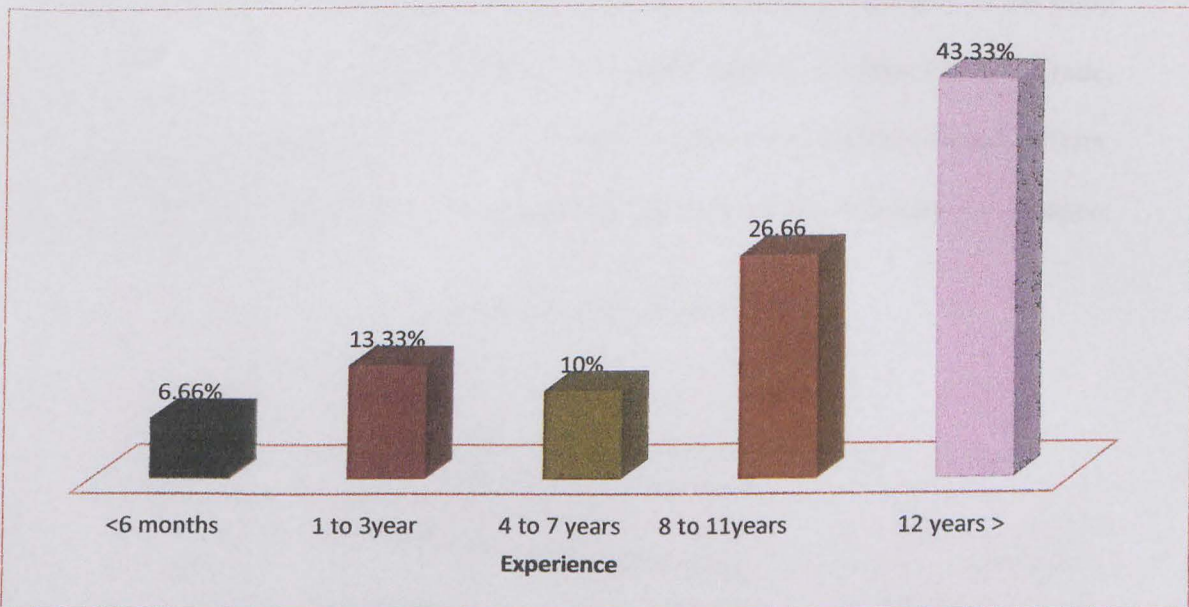


Figure 4.4: Work Experience

Source: Researcher, 2017

The findings of the study indicate that most of the human resource employees had more than 8 years of work experience. With 12 years and above being the highest percentage at 43.33% while the lowest was 6.66% as those employees with less than 6 months experience. The general findings of the study also showed that the more the employees stayed at their respective work places as indicated in figure 4.2, the more they gained work experience as indicated in figure 4.4 respectively. This meant that the human

resource employees at several government ministries had sufficient work experience since, 12 years and above was the leading percentage score alongside the 26.66% which was under the work experience range of 8 to 11 years respectively. The two gave an average percentage of 35%.

4.2.1.5 Selected Participating Ministries

The following are the Government Ministries that were selected to take part in the study namely: Ministry of Economic Planning and Development, Commerce and Trade, Justice and Constitutional Affairs, Home Affairs, Tourism and Environmental Affairs, Foreign Affairs and International Cooperation, as well as the Ministry of Finance.

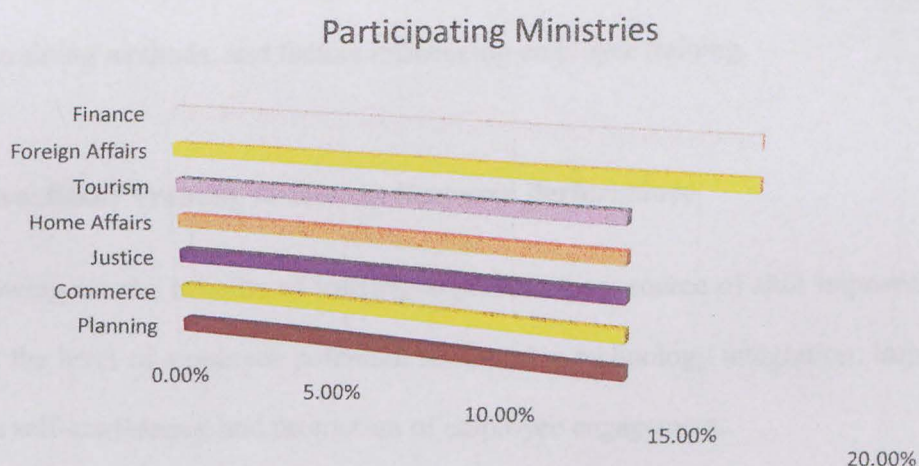


Figure 4.5: Selected participating ministries

Source: Researcher, 2017

Though the findings of the study indicate a relatively similar level of participation which ranged between 13.33% and 16.66%, the study indicate that the highest level of participation was 16.66% which was the Ministries of Foreign Affairs and Finance and

the lowest was at 13.33% as being the Ministries of Planning, Commerce, Justice, Home Affairs and Tourism. The reason behind this trend of outcome is that these Ministries had low number of human resource practitioners and participants respectively, however, the general finding of the study gives a general picture of having a balanced level of participation as most of the trained human resource personnel in the selected ministries were willing to take part in the study.

4.2.2 Section B: Technical information

The technical analysis for this study takes into consideration the following key thematic areas namely: benefits of training to human resource performance, effective human resource training methods, and factors influencing employee training.

4.2.2.1 Benefits of Training to Human Resource Performance

The following are the benefits of training to performance: source of skill improvement, improves the level of employee potential, information technology integration, improves employee self-confidence, and promotion of employee engagement.

4.2.2.1.1 Source of Skill Improvement

The participants were asked to rate and evaluate source of skills development as one of the fundamental benefits that came along the need for human resource training in a work place. The findings are shown in figure 4.6:

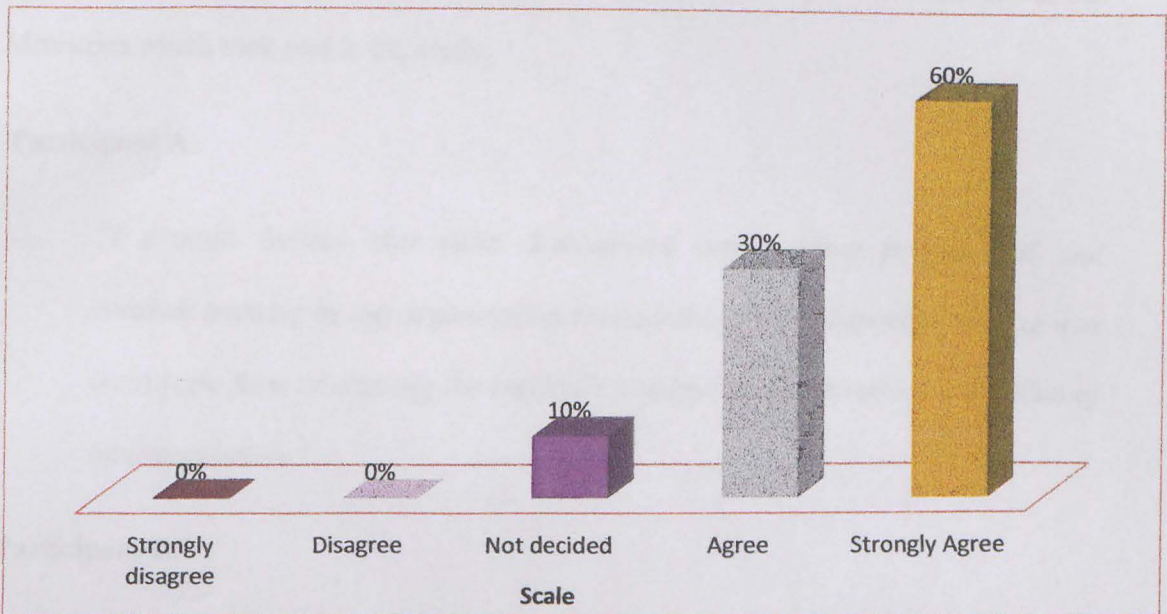


Figure 4.6: Source of skill improvement

Source: Researcher, 2017

The highest percentage of the responses indicated 60% as strongly agreeing as compared to the lowest score of 10% which was not decided though there were no scores for strongly disagree and disagree in general. The general findings of the study indicate that training at the government ministries served as one of the key determinants for skills development. The primary findings of the study follow the secondary data source that suggests that employee skills need to be improved on regular basis as the primary source of the study established that most of the human resource personnel (60%) were in support that the source of skills training had an influence on the employee performance

at the workplace (Jehanzeb and Bashir, 2013). The more employees are trained in a given skill, the more they would become effective in their respective levels of output.

Qualitative responses from key informants

The following are some of the qualitative responses from key informants in various Ministries which took part in the study.

Participant A:

“I strongly believe that skills development comes along professional and constant training by any organisation because this form of capacity building was a strategic form of aligning the employee’s output to the objectives and vision of an organisation.”

Participant B:

“From the time I started attending professional development skills training in our department, I have always been exposed to new forms of thinking which has made become even better employee at work.”

Participant C:

“At our ministry [ministry of foreign affairs] continuous profession development training activities has always been at the core, every time, we were exposed to various form of doing things at work which gave me the morale to even want to get more exposed with my studies.”

4.2.2.1.2 Improvement of Employee Potential

The participants were asked to assess if training was one of the determinants of improving employee potential. The findings are projected in figure 4.7

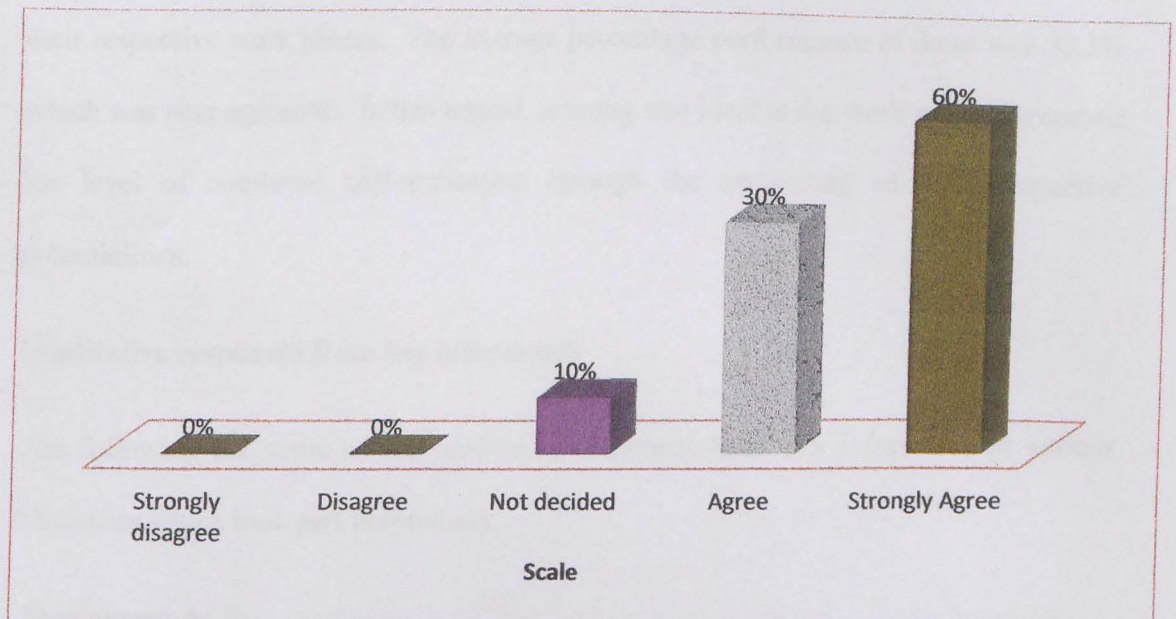


Figure 4.7: Improvement of employee potential

Source: Researcher, 2017

The findings of the study indicated that 60% of the respondents answered that training was one of the key determinants for improving the level of employee potential as they strongly agreed. Only 10% of the respondents indicated a not decided level of response. However, the general responses indicated that employee training at a work place improved the level of potential in the workers as much confidence was instilled in them. However, 45% of the respondents indicated that training improved employees' potential at the work place.

The primary findings of the study were correlated with those of the secondary data in the sense that several authors such as Ganesh and Indradevi (2015) as well as Elnaga and Imran (2013) indicated that the more training employees were given, the more they were on a better level of realising their respective skills for improving their performance at their respective work places. The average percentage performance of these was 33.3% which was near agreeable. In this regard, training was ideal at the work place to improve the level of employee self-realisation through the awakening of their respective potentialities.

Qualitative responses from key informants

The following are some of the qualitative responses from key informants in various Ministries which took part in the study.

Participant A:

“With regards to improving employee’s potential, I strongly believe training does a good thing in the sense that once they employees gained the necessary exposure, they would easily become motivated towards the job and then realising their full potential in the long run.”

Participant B:

“I have always believed that due to the changing times, building employee potential comes with strategic training and my ministry [Ministry of Commerce and trade] in this manner has taken giant steps according.”

Participant C:

“It is true; do believe that once well trained, an employee can have the necessary potentialities that would complement with the nature of the job at hand.”

4.2.2.1.3 Integration of Information Technology

The participants were asked to rate the influence of training on integration of information technology. The findings are projected in figure 4.8 below:

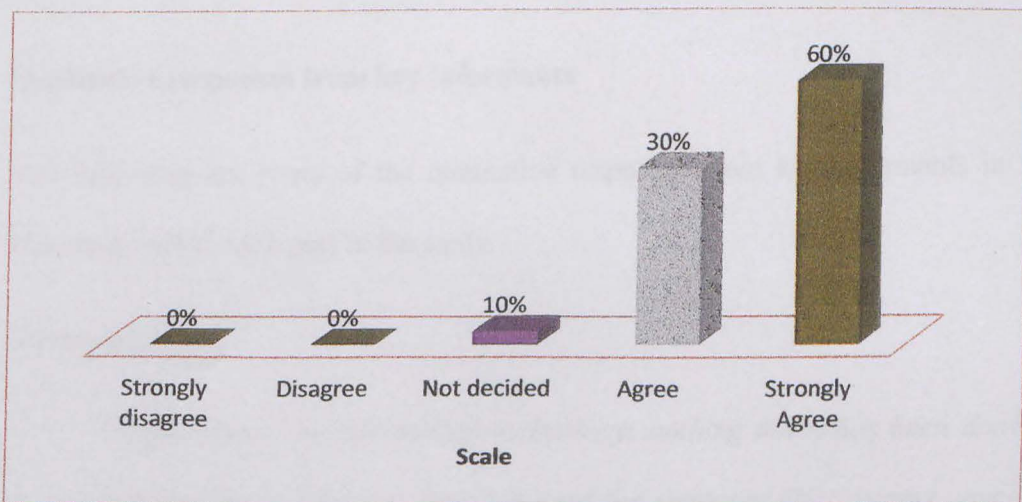


Figure 4.8: integration of information technology
Source: Researcher, 2017

The highest percentage score was 60% with the indication of strongly agree while the least was 10% as being undecided. The general findings of the study as indicated by the average percentage score of 30% were that due to high changes in information technology, employee training was one of the key determinants. Therefore, the constant training on how to cope with technological changes was considered to have been one of the key factors for effective employee performance.

In comparison with secondary data sources, scholars such as Ganesh and Indradevi (2015) argue that technological training in the 21st century was one of the core functions of a growing firm. This would then promote higher levels of employee competencies and efficiency that would bring about the development of an entire organisation through its trained and capacitated workforce. Additionally, Hafeez and Akbar (2015) were of the view that a technologically trained firm would function in a more productive manner where its employees would become more innovative and creative at the same time which would eventually bring about the achievement of organisational goals in the long run.

Qualitative responses from key informants

The following are some of the qualitative responses from key informants in various Ministries which took part in the study.

Participant A:

“With regards to information technology, nothing much has been done in my ministry despite the fact that it is vital for employee effectiveness, much of the training has been cantered on career development instead.”

Participant B:

“Well I should say, that government of Eswatini is working toward the achievement of a more reliable work platform where technology is becoming central through the support of e-government. This has helped most the employees to finish their tasks ideally I must confess.”

Participant C:

“My ministry [ministry of Economic planning] has taken serious strands on the matter of introducing issues of technological training in the sense that it has become a departmental policy to work towards the achievement of a more technologically integrated system within government.”

4.2.2.1.4 Improves employee self-confidence

The participants were asked if training improved their levels of self-confidence as employees. The findings are given in figure 4.9:

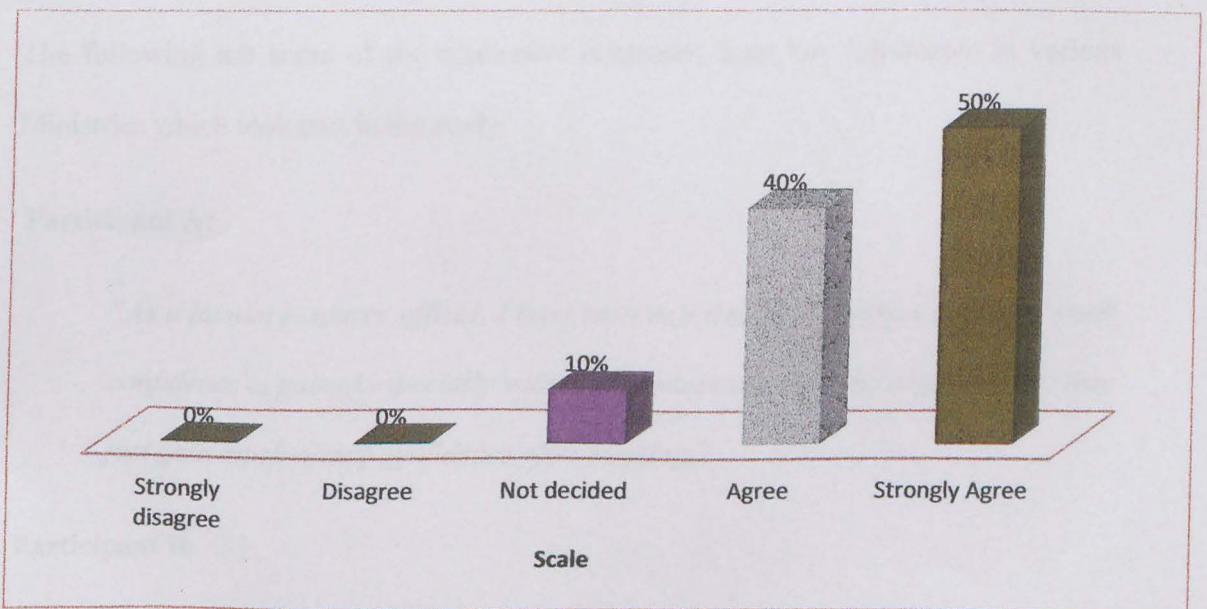


Figure 4.9: improvement of employee self- confidence

Source: Researcher, 2017

The highest percentage of respondents was 50% which indicated a score of strongly agree while the lowest one was 10% as being not decided as to self-confidence was obtained through training or not. However, the fact that 40% agreed with the fact that

through training, confidence was obtained, it would be generalised that the more training employees obtained, the more confident they were in their respective types of work that they were engaged and vice versa.

The contentions from secondary data sources as indicated by Khawaja *et al.*, (2013) suggests that through employee training, it would become one of the key issues to consider on the basis that the results of trained employees would bring about the development of a satisfied nature of employees who would work out of motivation and achievement as compared to those who worked for results only.

Qualitative responses from key informants

The following are some of the qualitative responses from key informants in various Ministries which took part in the study.

Participant A:

“As a human resource officer, I have seen that through employee training, much confidence is gained especially with new workers who join the organisation; they just gain much of self-confidence after training.”

Participant B:

“It is true that through training, the employees or participants get confidence toward their job. These days government has always been on the introduction of new policies and strategies that has demanded a constant need for capacity building among the employees in various ministries.”

Participant C:

“From the human resource perspective I strongly believe that the more training was offered to the employees, the more confidence they resumed towards work and each other at the place of work. This kind of trend has happened on several times with junior staff that came straight from college.”

4.2.2.1.5 Promotion of employee engagement

The participants were asked to rate the influence of training to employee engagement at a work place. The findings of the study are given in figure 4.10

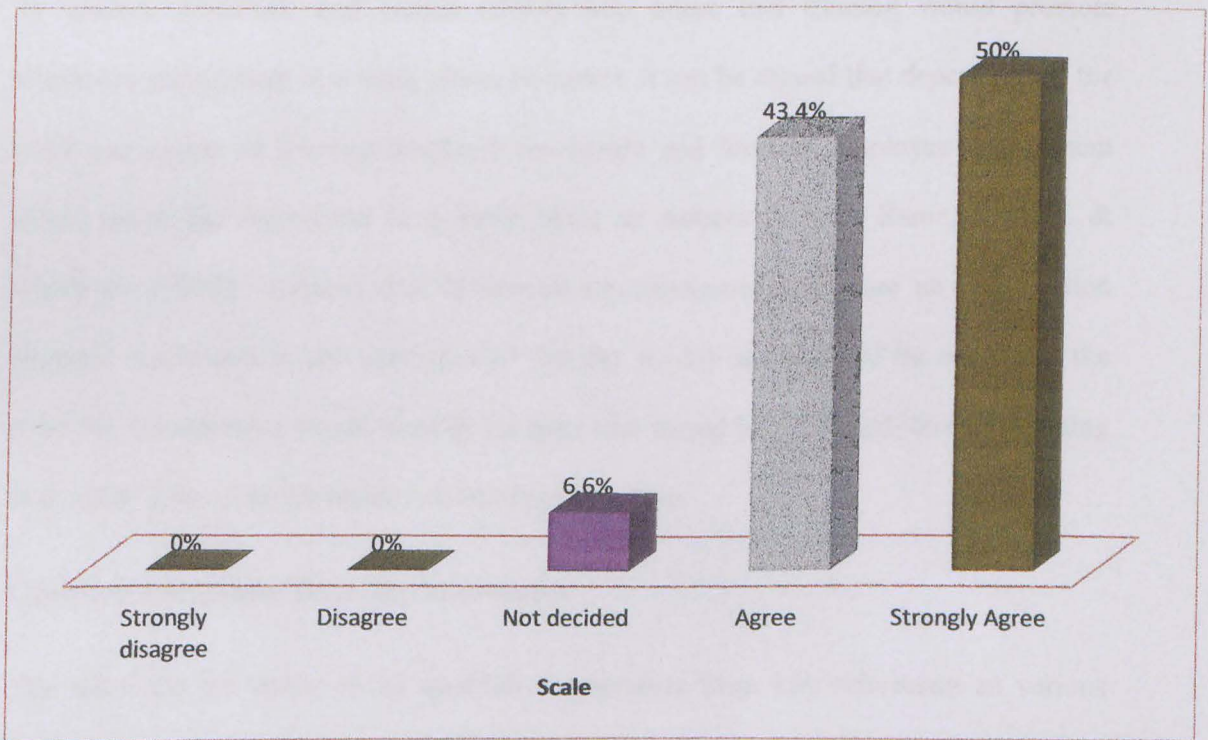


Figure 4.10: Promotion of employee engagement

Source: Researcher, 2017

Based on the findings of the study as indicated in figure 4.10, the study established that there was a strong perception that training promoted employee engagement and as strongly agree had the highest percentage score of 50% and 6.6% as the lowest percentage being not decided. The general indication of the study indicated that employee training certainly promote employee engagement among the government human resource employees of Swaziland as the average percentage score demonstrated that 46.7%, a mean of about 14 participants, were willing to improve their levels of performance on the basis of employee engagement.

The finding of the study are also in agreement with the secondary data sources as given by Qudah, Abdullah, and Qudah (2014) who argue that training would promote employee engagement at a work place. However, it can be argued that depending on the level and nature of training involved, the nature and level of employee engagement might easily be determined in a work place as authors such as Rama, Janaki, & Vaishnavi (2012) contend that in normal circumstances, the more an organisation engaged employees in the execution of the day to day activities of its operation, the more the management would identify the gaps that would be addressed through training and capacity building for higher levels of performance.

Qualitative responses from key informants

The following are some of the qualitative responses from key informants in various Ministries which took part in the study.

Participant A:

“It is true that most employees attend training with the aim of gaining promotion in their respective jobs. As adults, most skill is acquired on condition or basis of gaining better opportunity for higher jobs or to some degree promotion at the place of work. The whole idea behind this concept is based on the notion that the more trained, the more exposed and eventually the more engaging the employees would be about the nature of the job and vice versa.”

Participant B:

“Through training, a right candidate can be developed for the right job or promotion because through this activity, the right person can be developed for the achievement of the right job at the right time. I have also noted that the more the trained the employees were, the more willing they would become in terms of exchanging ideas and values regarding the nature of work, this form of engagement is what could have contributed toward the development of a more result based manner of work”

Participant C:

“With me, I have come to realise that once well trained, an employee is able to even stand for a more challenging job in the sense that the more exposed an employee was at the job, the he or she would need to get engaged with the other employees but this was done on the basis of confidence about having the right skills for the job. Therefore, one can confidently state that training brings about

confidence which then brings about engagement for higher productivity at the work place”

4.2.2.2 Effective human resource training methods

Both on and off the job training was analysed in this study with regards to employee training and the findings of the study are indicated in figures 4.11 and 4.12 respectively:

4.2.2.2.1 On the job training

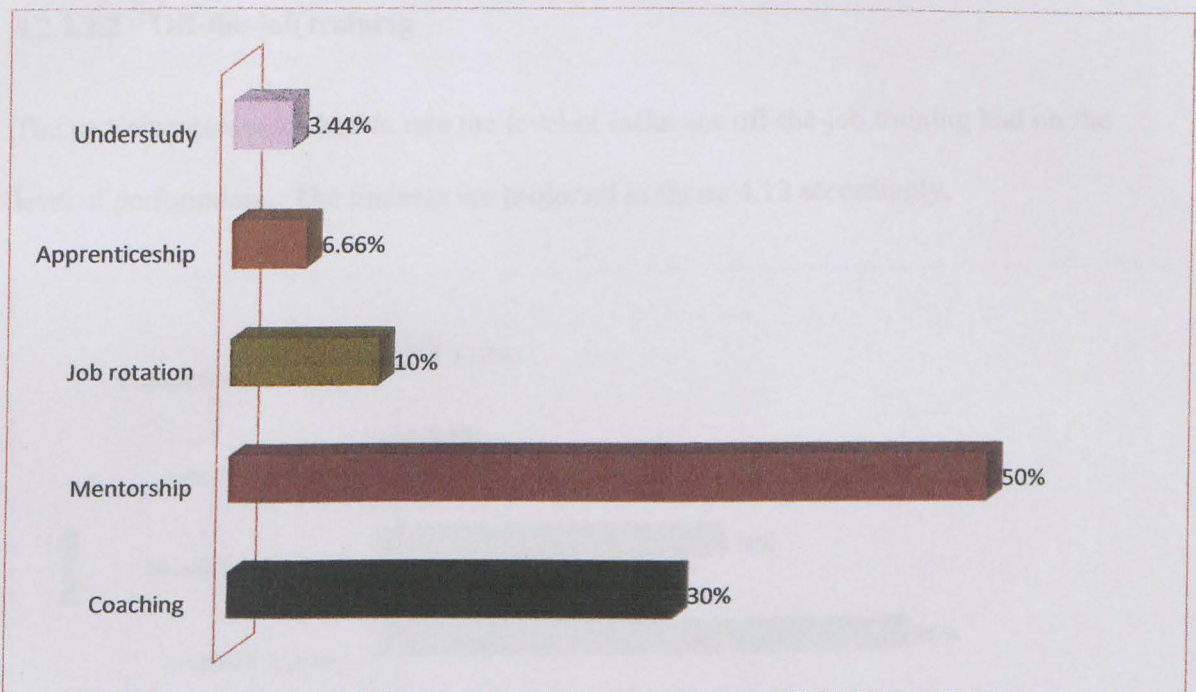


Figure 4.11: on the job training

Source: Researcher, 2017

Participants were asked to rate the effectiveness of human resource training methods with regards to the on-the-job training technique. The findings are given in figure 4.11 as they project that among the suggested variables, mentorship was the highest with 50% as compared to the lowest percentage of 3.44% indicating understudy. However, the

general trend of the study as indicated with the average of 40% is of the view that both mentorship and coaching were the most common forms of training that most human resource employees were familiar with in the Government of Swaziland.

This agrees with the suggestions of secondary data sources that indicate that both mentorship and coaching were the most the common forms of training used as they both had a track record of excellence and economical at the same time (Rama *et al.*, 2012).

4.2.2.2.2 Off-the-job training

The participants were asked to rate the level of influence off-the-job training had on the level of performance. The findings are projected in figure 4.12 accordingly.

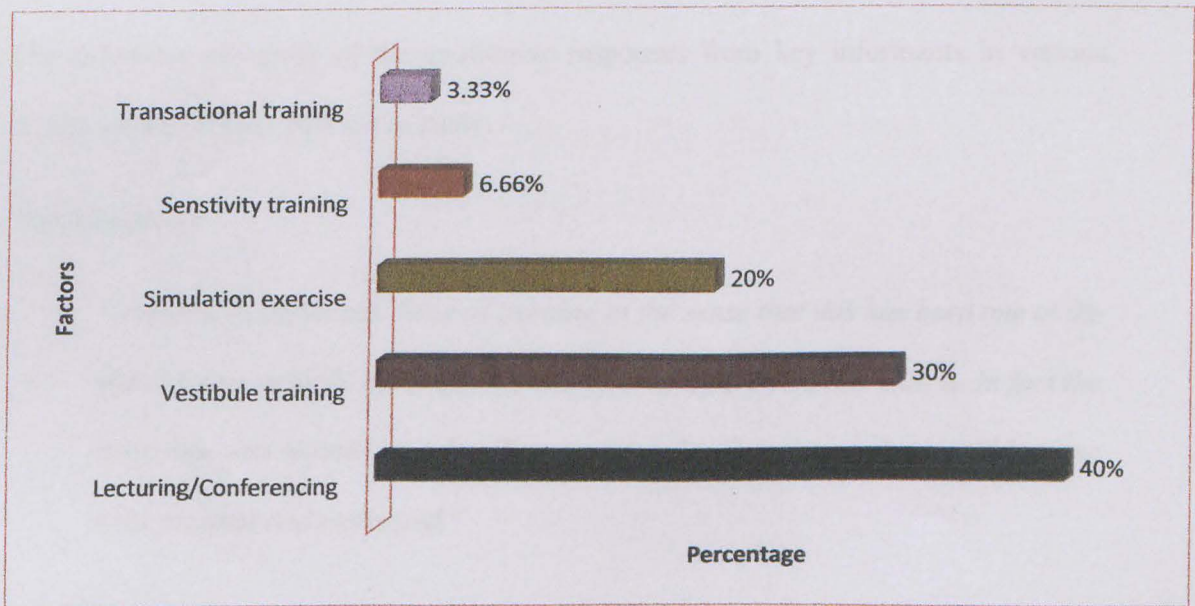


Figure 4.12: Off the job training

Source: Researcher, 2017

The findings of the study suggest that among the off the job training practices, lecturing/conferencing method was the common one as it had the highest score of 40% followed

by the vestibule training with transactional training technique being the least with 3.33% respectively.

The general trend of the study, as indicated with the average of 37.5%, suggest that participants were more comfortable with receiving the traditional forms of training (Lecturing, Vestibule, Mentorship and Coaching) on either on or off the job basis. However, one of the reasons why these forms of training techniques were common were given by Susomrith and Coetzer (2013) who pointed out that through this technique, the trainees are exposed to a much similar environment or mode of training which can also be termed as prototype of the specific job.

Qualitative responses from key informants

The following are some of the qualitative responses from key informants in various Ministries which took part in the study.

Participant A:

“I believe in the lecture form of training in the sense that this has been one of the oldest forms of skills development and most of us are familiar with it. In fact the more one was trained in a familiar manner, the more he or she would become more focused and motivated.”

Participant B:

“In my ministry much of conferences have been held as a means of enhancing employee training. This has been on the basis that being a government institution, I think has been the most ideal and convenient one.”

Participant C:

“It’s the conference form of training that am much familiar with though other forms like vestibule and stimulation exercise is been done as well these days. However, the bottom line holds it that most government institutions have been engaged much with the conference mode of training arrangement despite of being effective.”

4.2.2.3 Factors influencing employee training

The participants were asked to indicate the factors that influenced employee training in a work place. The variations in response are indicated in figure 4.13 respectively.

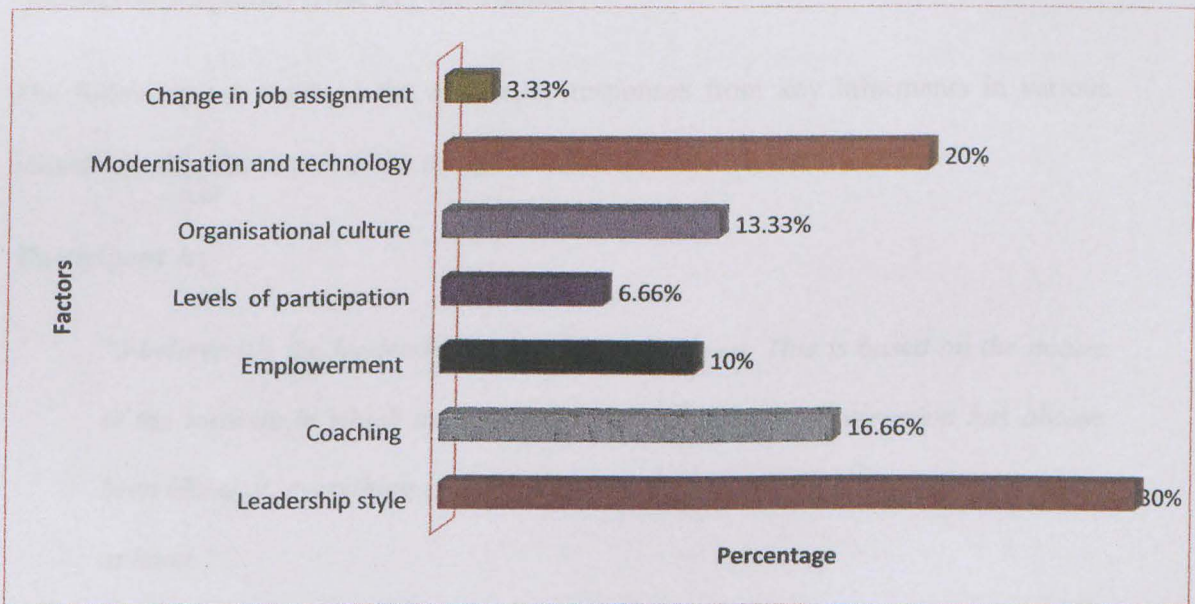


Figure 4.13; Factors influencing employee training
Source: Researcher, 2017

The findings of the study suggest that among the variables that influenced the nature of training at a workplace, leadership style was considered to have been the highest

influence with the percentage score of 30% in contrast to the change in job assignment which had a 3.33% response, however, the general trend of the study, as indicated by the average percentage score of 22.22%, indicate that most common forms of activities that in most cases influenced employee training at a work place include, modernization and technology, coaching alongside the leading factor of leadership style.

These findings are in line with the secondary data sources as suggested by Raheja (2015) who argues that since coaching was one of the traditional approaches to employee training, the leadership style equally played a vital role in determining the mode of employee training in a work place (Chand, 2012).

Qualitative responses from key informants

The following are some of the qualitative responses from key informants in various Ministries which took part in the study.

Participant A:

"I believe it's the leadership style that counts most. This is based on the nature of the institute in which am working in at the moment; government has always been like that, everything is determined by a given nature of leadership practice at hand."

Participant B:

"In my ministry, leadership has placed much emphasis on technology and capacity building. There is much talk and practice of e-government where every government business was to be done through the technological means, while this

has been one of the key benefits, to some extent, together with a given form of leadership have a higher influence on employee output.”

Participant C:

“Being government institution, the issues of leadership influence comes out strongly when it comes to the nature of influence employee training at the place of work.”

4.3 Chapter Summary

This chapter presented the primary research findings and analysed them along with the secondary data sources. The chapter was divided into two sections, namely: the demographic information which took into consideration the status of gender, age range, employee level of qualification, duration of working with the relevant Government Ministry, and the nature of the Government Ministry that participated in the study. The second section analysed in this chapter was the technical section which presented the following key thematic areas as given by the research objectives in chapter one. This included the following: benefits of training to human resource performance, effective human resource training methods, and factors influencing employee training. The analysis of the data indicated that there has been a relative similarity among most of the variables from both secondary and primary data sources. The next chapter presents the conclusions and recommendations of the study.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusions and recommendations for the study. The chapter gives a general view of the research objectives as given in chapter one. The knowledge gap is also given in the chapter as a means of motivating future studies under the same topic.

5.2 Conclusions

The conclusions of the study are based on the three objectives of the study namely: the benefits of training on human resource performance at a work place, the effectiveness of human resource training methods, as well as the determination of the factors influencing successful human resource training at the work place.

Regarding benefits of training on human resource performance at a work place, this study established that there were several merits that could be associated with the development of human resources at a work place through training. Some of these, based on the average or mean analysis include: source of skills improvement, improvement of the levels of employee potential, information technology integration, improvement of employee self-confidence, and promotion of employee engagement (Indermun and Saheed Bayat, 2013). From the secondary perspective, these benefits have collectively been addressed by a number of researchers (Susomrith and Coetzer, 2013; and Rama *et*

al., 2012) who conducted studies in various contexts. Additionally, the primary perspective demonstrated that all the measured variables had relatively high response rates with the perception of skills development being the highest one, all this being in the context of the Swaziland Government.

The second variable that was analysed and discussed in this study was the determination of effective human resource training methods at a work place. The study established that the employee training methods at a work place were categorised as follows: on the job and off-the-job training methods respectively. The on-the-job training involved some of the common activities which included: coaching; mentoring; job rotation; apprenticeship; and understudy (Raheja, 2015). The study from the secondary data perspective established that these training activities were highly contextual and organisations were at liberty to use whichever they were comfortable with (Rama *et al.*, 2012). However, in the context of the Swaziland Government, mentorship and coaching training were the most commonly used and had the highest effect on human resource performance at the work place. The study established that most Government Ministries applied the common forms of mentorship and coaching due to the nature of the training programme that the Government was using.

Apart from the on-the-job training, off-the-job training was also assessed in this study with the focus on the following variables: lecturing and conferencing; vestibule training; simulation exercises; sensitivity training; and the transactional Training (Rama *et al.*, 2012). However, unlike the findings of the secondary data sources that point to the fact that several activities were commonly practiced in various institutions, the case at the Government Ministries in Swaziland indicated that most highly applicable activities were vestibule training as well as the lecturing and conferencing methods. These were

the most used ones and whose effects had a bearing on the level of employee performance at a work place. The study further established the fact that through a combination of both modes of training, the workforce was balanced, hence the production of the expected outcomes or results.

The third objective of the study focused on the determination of factors influencing successful human resource training at a work place. Both primary and secondary data sources were explored and assessed. The following factors namely: leadership style, coaching, empowerment, levels of participation, and organisational culture, were also considered (Punia and Kant, 2013; & Silva, 2015).

However, the findings in the primary data sources indicated that amongst the factors that influenced the successful human resource training in a work place among human resource personnel in Government Ministries in Swaziland, leadership style as well as modernisation and technology use had the highest levels of influence on the levels of employee performance. The study established that in the context of the Government of Swaziland, most human resource practitioners were influenced by their respective leadership styles since the system was bureaucratic in nature. In the set-up junior managers were limited in terms of determining the levels of employee training and assessment of performance, as this responsibility was given to the senior managers.

The study also observed that the Government of Swaziland had advanced the use of technology as it was advocating for digital migration where the entire government machinery would operate under the principle of e-governance. Therefore, the employees

were highly motivated to cope with the structural changes of modernisation which eventually led to improved employee performance at the work place.

As illustrated in figure 4.7, there is empirical evidence (60%) that demonstrates that training impacts on the improvement of employee potential on the human resource practitioners in the Government of Swaziland thus the justification of continuous investment on training of human resource personnel to deliver on their mandate by the Swaziland Government.

The overall consideration regarding the relevance of employee training and performance has proved to be an essential element in the development and sustainability of any organisation. Through effective training, management of an organisation is able to identify gaps in the capacity of the human resources that would need a more contingency approach for effective output. This therefore, has demonstrated the relevance of having a robust and efficient workforce for the realisation of the expected results.

5.3 Recommendations

The following are some of the recommendations which might improve the performance of human resource employees for the civil service in Swaziland:

- Promotion of research and development activities which would involve both male and female participation. This is necessitated by the imbalance in the level of gender-based participation in this study as indicated in figure 4.1 of chapter four. More females were willing to take part in the study more than males due to

some commitment in other activities which seemingly were more important than the study on employee training and performance.

- There is need to promote academic achievement among the human resource employees as most of the employees were basically diploma holders. This might compromise the level of expertise and efficiency in job performance.
- Introduction of employee self-confidence development activities that would motivate the employees towards the realisation of self-esteem and self-actualisation at the place of work. This was observed in figure 4.9 of chapter four of this study where most of the participants were not sure if their respective self-confidence would bring about higher levels of performance.
- There is need for introducing and motivating the use of other on-the-job training activities such as understudy, apprenticeship, and job rotation. This is as a result of poor applicability of such activities among government of Swaziland's Ministries as indicated in figure 4.11 of chapter four.
- There is need to introduce other forms of off-the-job training activities such as the transactional, sensitivity, and simulation exercise training as they were least applied as indicated in figure 4.11 of chapter four.

- There is need to introduce activities that will enable the employees to appreciate the employee training such as the relevance of job rotation, employee engagement, as well as establishment of the results-based organisational culture. This is as a result of poor application of these activities as indicated in figure 4.13 of chapter four of this study.

5.4 Contribution to knowledge

Most studies such as the ones conducted by Imran and Tanveer (2015); Canto (2012); and Ahmad, Jehanzeb, and Alkelabi (2012) among many others considered the relevance of employee training as a function for effective human management. However, very few have explored the performance level of human resource training in which this study became relevant. This study motivates the achievement of effective organisational performance through the development of individual employees as well as the entire organisational capacity and culture so as to promote the achievement of the results-based form of management and administration at a work place.

Nevertheless, in order to realise the objective of training among the human resource practitioners in the Swaziland Government, there is need to assess and identify skills gaps that could be filled by the training, by making training of the workforce more contextual in nature so that after the realisation of a skill gap, the right intervention could be put in place. However, this performance should be evaluated both at organisational level and at head of cadre level. The evaluation would enable the organisation and the head of cadre to know the results of the training both at department level and profession level.

Therefore, this study provides direction for future researchers as there is need to study further on this subject especially where there was lack of performance appraisals which affected the findings of the study. With further study one may come out with a different outcome.

5.5 Limitation of study

The main limitation of this study was the non-existence of the performance appraisal tool from the participants' personal files; hence, limiting the data analysis and evaluation of the effectiveness of the techniques used in enhancing human resource capacities.

REFERENCES

- Anthony, W and Were, S. (2014). Effects of outsourcing on an organisation's performance: a case study of Kenya revenue authority Nairobi customs station. *International Journal of Social Sciences and Entrepreneurship*, 1 (11), 153-167.
- Asiedu E. (2015) Supportive Organisational Culture and Employee Job Satisfaction: A Critical Source of Competitive Advantage. A Case Study in a Selected Banking Company in Oxford, a City in the United Kingdom *International Journal of Economics and Management Science* Vol. 4(7) p.272.
- Al-Mzary, M.M.M., Al-rifai, A.D.A, and Eid Al-Momany, M.O (2015), Training and its Impact on the Performance of Employees at Jordanian Universities from the Perspective of Employees: The Case of Yarmouk University. *Journal of Education and Practice*. Vol.6, No.32, 2, pp. 128-140
- Barua, A. (2013). Methods for decision-making in survey questionnaires based on Likert-scale. *Journal of Asian Scientific Research*. Vol. 3(1), pp. 35-38
- Bandura, A (1977). *Bandura's Social Learning Theory & Social Cognitive Learning Theory*. Available from:
https://www.researchgate.net/publication/267750204_Bandura%27s_Social_Learning_Theory_Social_Cognitive_Learning_Theory [accessed Oct 15, 2018].

Brookfield, S. D. (2003). Pedagogy and andragogy. In A. DiStefano, K. Rudestam, R. Silverman & S. Taira (Eds.), *Encyclopedia of distributed learning*. Thousand Oaks, CA: Sage.

Basset-Jones, N. & Lloyd, G.C. (2005), "Does Herzberg's Motivational Theory have staying power"? *Journal of Management Development*, Vol.24, No.10, pp. 57-56

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Los Angeles, CA: Sage

Cohen, L., Manion, L., and Morrison, K. (2007). *Research Methods in Education* (7thed.) Abingdon: Routledge.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.

Cox, B. G. (2010). "*Research Methods*" *Encyclopedia of Survey Research Methods*. ISBN: 978141.

Canto, R. (2012). *Gobernanza y democracia. De vuelta al río turbio de la política. Gestion y Politica Publica* 21 (2), 333-374.

De Simone, S. (2013). *Clima organizzativo come percezione del work environment*. In M. Franco, & S. De Simone (Eds.), *Il comportamento organizzativo nelle*

strutture sanitarie: relazioni interpersonali e valorizzazione delle persone (pp. 33-58). Milano: McGraw-Hill.

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

Freiberg, H. (2002). Essential skills for new teachers. *Educational Leadership*, 59(6),

56. Ganesh, M and Indradevi, R. (2015). Importance and Effectiveness of Training and

Development, *Mediterranean Journal of Social Sciences* Vol 6(1).

Ganta, V.C (2014), Motivation in the workplace to improve the Employee performance, *International Journal of Engineering Technology, Management and Applied Sciences*, Vol. 2(6), pp. 349-4476

Glyn, D. (2013). "Correspondence analysis: exploring data and identifying patterns," in *Corpus Methods in Cognitive Semantics: Statistical Techniques*, Vol. 1, eds D. Glynn and J. Robinson (Amsterdam, NL: John Benjamins), 133–179.

Hyett, N., Kenny, A, and Dickson-Swift, V. (2014). Methodology or method? A critical review of qualitative case study reports. *International Journal Qualitative Studies Health Well-being* 2014. Vol. 9(1), pp. 3-12

Hafeez, U and Akbar, W (2015). Impact of Training on Employees Performance (Evidence from Pharmaceutical Companies in Karachi, Pakistan), *Business Management and Strategy* Vol. 6(1).

- Ihuah, P.W and Eaton, D. (2013). The Pragmatic Research Approach: A Framework for Sustainable Management of Public Housing Estates in Nigeria. *Journal of US-China Public Administration*, Vol. 10(10), pp. 933-944
- Jehanzeb, K and Bashir, N. A (2013). Training and Development Program and its Benefits to Employee and Organisation: A Conceptual Study, *European Journal of Business and Management* Vol.5 (2).
- Jiony, M.M., Tanakinjal, G.H., Gom, D., and Siganul, R. S (2015), Understanding the Effect of Organisational Culture and Employee Engagement on Organisational Performance Using Organisational Communication as Mediator: A Conceptual Framework, *American Journal of Economics*. Vol. 5(2): 128-134
- Kulkarni, P.P (2013). A literature review on training & development and quality of work life, *International Referred Research Journal*, Vol (4)2.
- Khawaja, F. L., Shahid, J., Nasir S. (2013), ' Association of Training Satisfaction with Employee Development aspect of Job Satisfaction' *Journal of Managerial Sciences*, Vol. 162 (1).
- Khan, A.A., Abbasi, S.O.B., Waseem, R.M, and Ayaz, M. (2016), Impact of Training and Development of Employees on Employee Performance through Job Satisfaction: A Study of Telecom Sector of Pakistan. *Business Management and Strategy*, Vol. 7, No. 1
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist*, 57(9), 705-717.

Muro, M., & Jeffrey, P. (2008). A critical review of the theory and application of social learning in participatory natural resource management processes. *Journal of environmental planning and management*, 51(3), 325-344.

Mathieson, K. (2014). Making Sense of Biostatistics: Types of Nonprobability Sampling. *Journal of Clinical research*. Vol. 10(10), pp. 1-2
McCarthy, G. & Milner, J. (2013). Managerial coaching: challenges, opportunities and training. *Journal of Management Development*, Vol. 32 (7), 768-779.

Michael, M (2014). On- the Job Learning is not the same as Experience. Retrieved from [https:// www.linkedin.com/.../](https://www.linkedin.com/.../).

Ministry of Public Service (2017). *Ministry of Public Service Five Year Report*.
Mbabane

Mulang, A. (2015), The Importance of Training for Human Resource Development in Organisation, *Journal of Public Administration and Governance*. Vol. 5(1), pp. 109-197

Mbabazize, P.M., Mucunguzi, A., and Daniel, T. (2014), The Importance of Building Organisational Cultures for Effective Management of People and Organisations: A Case Study Of Bushenyi Local Government In Uganda, *Research journal's Journal of Sociology*. Vol.2 (3), pp.1-12

McKay, S and Schaetzel, K (2008). *Facilitating Adult Learner Interactions to Build Listening and Speaking Skills*. Washington, DC: Center for Applied Linguistics
Available from: http://www.cal.org/caelanetwork/pd_resources/learnerinteractions.html

Newstrom, J. W. (2011). *Organisational behavior* (13th ed.). New York, NY: McGraw-Hill.

Punia, B.K and Kant, S (2013). A review of factors affecting training effectiveness vis-à-vis managerial implications and future research directions. *International Journal of Advanced Research in Management and Social Sciences*. Vol. 2(1), pp. 151-164

Qudah, H.M., Abdullah, O., and Qudah, H. (2014). The Effect Of Human Resources Management Practices On Employee Performance, *international journal of scientific & technology research vol.3 (9)*.

Quartey, S.H (2014), Effect of Employee Training on the Perceived Organisational Performance: A Case Study of the Print-Media Industry in Ghana. *European Journal of Business and Management*. Vol 4, No.15, PP.77-87

Raheja, K(2015). Methods of training and development. *Innovative Journal of Business and Management Vol.(1)*, pp. 35 – 41.

Rama, M. Janaki. and Vaishnavi. R. (2012). “Measuring Training Effectiveness: A Study in a Leading Retailing Industry in A Metropolitan City”, *International Journal of Multidisciplinary Management Studies*, 2(4), pp. 16-25.

Swaziland Civil Service Commission (CSC, 2016)

Singh, A. S and Masuku, M. B (2014). Sampling techniques and determination of sample size in applied statistics research: An overview. *International Journal of Economics, Commerce and Management United Kingdom* Vol. 2(11), pp. 1-22

Safiullah, A.B (2015), Employee Motivation and its Most Influential Factors: A study on the Telecommunication Industry in Bangladesh, *World Journal of Social Sciences* Vol. 5(1), pp. 79 – 92

Susomrith, P., & Coetzer, A.J. (2013). An Exploratory study of factors influencing the participation in training and development of engineers in small businesses. In 27th Australian and New Zealand Academy of management conference 2013: managing on the edge, pp: 1-18. Hobart, Australia.

Silva, A. (2015), An integrated leadership theory, *Journal of Perspectives in Organisational Behavior. Management, & Leadership journal* Vol. 1(1), pp.5-9

Skinner, B.F “Operant Behaviour,” *American Psychologist*, Vol. 18, No. 8, 1963, pp. 503-515.

Appendix 1: Research Permission Letter



19 September 2017

TO WHOM IT MAY CONCERN

Re: MBA STUDENT – MS SINDI P TEMBE – STUDENT NO: 201512795

As part of our MBA 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 Tembe has chosen your organization to approach for information. It is against this background that I wish to kindly request you to assist Ms Tembe 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 impact of long term training on the Government of the Swaziland (GoS) Human Resource Cadre’s Performance.”*

Your kind assistance is highly appreciated.

Yours sincerely

Greenfield Mwakipesile, Dr
Research Co-Ordinator
Namibia Business School
University of Namibia
Tel: +246 61 413 500
Fax: +246 61 413 512
Email: mwakips@nbs.edu.na



340 MandumeNdemufayo Ave. – Private Bag 16004 – Pionierspark – Windhoek – Website: www.nbs.edu.na
Tel: + 264 (61) 413500 – Fax +264 (61) 413512 – E-mail: info@edu.na – Trust reg. no T263/05

Appendix 2: Consent Form

UNIVERSITY OF NAMIMBIA

DEPARTMENT OF ECONOMIC AND MANAGEMENT SCIENCE

THE IMPACT OF TRAINING ON THE PERFORMANCE OF HUMAN RESOURCE CADRE IN THE SWAZILAND GOVERNMENT

You are hereby invited to participate in a research conducted by **Sindi Tembe** who is studying towards a Master's degree in Business and Administration – Management Strategy. You are selected as a participant in this research because you are under the Human Resource Cadre and the study touches on your functions. Your participation in this research is voluntary. You should read the information below and ask questions about anything you do not understand before deciding whether to participate. Please take your time to read the consent form. If you decide to participate, you will be asked to sign the consent form.

1. Purpose of the Research

The purpose of this research is to investigate the impact of training Human Resource Cadre in the Swaziland Government. The paper seeks to find out if training the human resource cadre has any benefit on the individual performance and organisational performance.

2. Research Procedures

Upon agreeing to participate in this research, you will be asked to complete a questionnaire that contains both closed and open ended questions. The questionnaire will contain questions that deals with background information and questions related to the topic. For the Principal Human Resources Officers, interviews will be scheduled using the questionnaire, but additional information will be asked that will help in assisting the researcher and enrich the research. The interviews will be recorded for the researcher's re-collection.

3. Potential Risks and Discomfort

There are no potential risks contemplated in the research. Where there is any personal information causing discomfort, the principles and undertaking of confidentiality, as outlined in this form will protect disclosure.

4. Potential benefit to participants or Government

There is no direct benefit to the participants. The anticipated benefit is to the Ministry of Public who heads the Human Resource Cadre and the Human Resource Development Department who funds the training to evaluate the need to train the Human resource cadre.

5. Confidentiality

The results of this research will result into an academic publication; Master's thesis in Economics and Administration. In this publication, your identity will not be attached in any way. Whereas I use information you have given me, such will only not identify you in anyway. Your responses will be compared to those of other participants for generalization purposes thus further guaranteeing your privacy. The data will be stored in a secure location only known by me. After the completion of the research, all data will remain stored at this secure location for a period of 5 years and thereafter all data will be destroyed.

6. Participation

Your participation is voluntary. You will not be penalized, in any way, for refusing to participate in this research.

7. Contact details for further information

If you have any question or concern about the research, please feel free to contact me: Sindi Tembe at cell phone number +268 76031287 or email: ps.tembes@gmail.com. You can also contact my supervisor Dr Albert Isaacs at telephone number +264 81494 8869 and email address; albert3072@gmail.com

If you have questions, concerns or complaints about your rights as a research participant or the research in general. Please contact the Centre for Postgraduate studies at the University of Namibia at the telephone number +264 61206 4615 or email jchaka@unam.na

8. Signature of research Participant

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this research I have been given a copy of this form.

.....

Name of Participant

.....

Signature of Participant

.....

Date

9. Signature of a researcher

I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this document and freely consents to participate.

.....

Name of person obtaining consent

.....

Signature of persons Obtaining consent

Date

To: Chiefed Secretary/ Head of Department

RE: REQUEST TO COLLECT DATA FOR TRAINING AND SERVICE DELIVERY RESEARCH
ADMINISTRATIVE MANAGEMENT STRATEGY (AMAS) FOR SWAZI
TECHNOLOGY COLLEGE (NO. 357192)

The above matter refers.

In fulfillment of the req. Form of the MBA, Mr. Sibusiso P. Mkhabela
Responsible Officer – Training & Curriculum, is currently conducting a research entitled

"The impact of training on the Human Resource's Culture in the Swaziland Government"

Appendix 3: Letter to Collect Data



SWAZILAND

GOVERNMENT

Ministry of Public Service

P.O. Box 170

Mbabane

21st September 2017

To: Principal Secretary/ Head of Department

**RE: REQUEST TO COLLECT DATA FOR THESIS: MASTERS IN BUSINESS
ADMINISTRATION - MANAGEMENT STRATEGY (MBA) FOR SINDI
TEMBE EMPLOYMENT NO: 3571022**

The above matter refers.

In fulfilment of the requirements of the MBA, Ms Sindi Tembe, Principal Human Resource Officer — Terms & Conditions, is currently conducting a research entitled "The impact of training on the Human Resource 's Cadre in the Swaziland Government"

This requires the participation of all trained human resource personnel in the different Ministries. Kindly assist the officer with this process as she gathers the relevant data for this study.

Your cooperation in this regard is appreciated.


M.E. MADLOPHA

PRINCIPAL SECRETARY

Appendix 4: Questionnaire

Section A:- Demographic information: Answer all questions in this section

1. Gender:

Male Female

2. Age:

18-25 26-35 36-45 >45

3. Academic qualification (tick where appropriate)

Academic certificate	Tick(√)
Certificate	
Diploma	
Bachelor's degree	
Master's degree	

Other Please specify, _____

4. How long have you been working in this organisation?

Less than 6 months 1 to 3year 4 to 7 years 8 to 11years 12 years +

5. Ministry (kindly indicate the name of your ministry by ticking in the places available below):

No.	Government ministry	Tick(√)
1	Ministry of Finance	
2	Ministry of Foreign Affairs & International Co-operation	
3	Ministry of Tourism and Environmental Affairs	
4	Ministry of Home Affairs	
5	Ministry of Justice & Constitutional Affairs	
6	Ministry of Commerce & Trade	

7	Ministry of Economic Planning and Development	
---	---	--

Other (please specify) _____

Section B:- Technical information

1. Benefits of training on human resource performance in a work place (Kindly tick where applicable)

Variable	Response scale				
	Strongly disagree	Disagree	Not decided	Agree	Strongly Agree
Source of skills improvement					
Improves the levels of employee potential					
Information technology integration					
Improves employee self-confidence					
Promotion of employee engagement					

2. Effective human resource training methods in a work place (kindly select the most effective training that you think is ideal for your work place)

Variable	Tick
On the job training	
Coaching	
Mentorship	
Job rotation	

Apprenticeship	
Understudy	
Off the job training	
Lecturing and conferencing	
Vestibule training	
Simulation exercises	
Sensitivity training	
transactional Training	

3. Factors influencing employee training at a place of work. Evaluate the following factors regarding how they influence employee training in a work place.

Variable	Response scale				
	Strongly disagree	Disagree	Not decided	Agree	Strongly Agree
Leadership style					
Coaching					
Empowerment					
Levels of participation					
Organisational culture					
Modernization and technology					
Change in job assignment					

4. Recommendations

Kindly give possible recommendations on how training can bring about effect employee performance at a work place.

-

End of questionnaire

Appendix 5: Editors Confirmation Letter



The Rev. Dr. Greenfield Mwakipelle

1001, 1002, 1003 | mwakipelle@unam.na

CONTACT

PO Box 40829,
Ausspannplatz,
Windhoek,
Namibia

LANGUAGE & COPY-EDITING CERTIFICATE

24th October 2018

RE: LANGUAGE, COPYEDITING AND PROOFREADING OF RENDI P. TEMBE'S THESIS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE OF THE NAMIBIA BUSINESS SCHOOL OF THE UNIVERSITY OF NAMIBIA

This certificate serves to confirm that I copyedited and proofread RENDI P. TEMBE'S Thesis for the MASTER OF BUSINESS ADMINISTRATION DEGREE entitled: AN INVESTIGATION INTO THE IMPACT OF TRAINING ON HUMAN RESOURCE PERFORMANCE IN THE GOVERNMENT OF SWAZILAND

I declare that I professionally copyedited and proofread the thesis and removed mistakes and errors in spelling, grammar, and punctuation. In some cases, I improved sentence construction without changing the content provided by the student. I also removed some typographical errors from the thesis and formatted the thesis so that it complies with the University of Namibia's guidelines.

I am a trained language and copy editor and have edited many Postgraduate Diploma, Masters' Thesis, Dissertations and Doctoral Dissertations for students studying with universities in Namibia, Zimbabwe, Swaziland, South Africa and abroad. I have also copy-edited company documents for companies in the region and abroad.

Please feel free to contact me should the need arise.

Yours Sincerely,

The Rev. Dr. Greenfield Mwakipelle



mwakipelle@unam.na



[@mwakipelle](https://twitter.com/mwakipelle)



+264813901701



[Dr. Greenfield Mwakipelle](https://www.linkedin.com/in/mwakipelle)