

**EMPLOYEE TRAINING, JOB PERFORMANCE AND RETENTION IN THE ZIMBABWEAN
PRIVATE SECTOR**

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DECLARATION

I, Musarurwa Dzikamai, declare that this research is my own independent work. It has never been submitted by me for any degree at this university or any other university. All the sources contained herein have been fully acknowledged.

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Date

DEDICATION

This research is dedicated to my late father, Aaron Musarurwa and my mum Pauline Musarurwa Nee Mahachi, who gave me strength to further my studies, at a time when I was supposed to be the one supporting the family.

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ABSTRACT

While globalization has created new opportunities for economic and social progress, it has also brought some costs such as the reduction of employee training programmes in the developing world and in private companies. As a result, poor employee job performance and failure to retain employees have become the norm in companies. This study explored the influence of employee training on employee job performance and employee retention in the Zimbabwean private sector. The study was quantitative in nature and it was conducted in two private sister companies namely Annualvest and Vast Africa. Stratified random sampling was used to choose the sample. A self-administered questionnaire was used to collect data. This questionnaire comprised of four sections which measured the biographical data of the participants, employee training, job performance and retention. The training instrument was used to measure training and the individual work performance instrument (IWPQ 1, 0) was used to measure employee job performance. The turn-over intention instrument was used to measure employee retention. A statistical Software Package for Social Science (IBM- SPSS-2015) version 23 was used to analyse data. To establish the relationship between the research variables, the Spearman product moment correlation coefficient was used. Linear multiple regression analysis was performed to determine which dependent variable between job performance and employee retention is mostly affected by the independent variable (employee training). The study concluded that employee training has an influence on employee job performance and employee retention. However, a look at the different sub-scales of training shows that the availability of training proved to be the biggest predictor of job performance and employee retention of employees as compared to supervisor support and co-worker support on training. The study recommends that organisations should consider finding more resources to boost employee training. Policies must be put in place to encourage supervisor support and co-worker support on training.

Key terms: Employee training, employee job performance, employee retention and private sector

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ACRONYMS

| | | |
|--------------|---|--|
| AU | : | African Union |
| AVAIT | : | Availability of training |
| CIPD | : | Chartered Institute of Personnel and Development |
| CONT | : | Contextual performance |
| COWE | : | Co-worker support on training |
| CPWB | : | Counterproductive work behaviour |
| ICT | : | Information Communication and Technology |
| JP | : | Job performance |
| NTA | : | National Training Authorities |
| SPSS | : | Statistical Package for Social Science |
| SSP | : | Supervisor support on training |
| TASK | : | Task performance |
| TQM | : | Total Quality Management |
| TVET | : | Technical and Vocational Education and Training |
| UK | : | United Kingdom |
| UN | : | United Nations |

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This study examines the link between employee training, job performance and employee retention in the Zimbabwean private sector. In this chapter, the background of the study, problem statement, research objectives, research hypothesis, and the justification of the study are discussed. It further discusses the delimitation of the study, data interpretation and analysis, ethical considerations and lastly, the chapter layout.

1.2 Background to the study

Globalisation in contemporary times is forcing organisations to become more competitive (Ocloo, Akaba & Worwui-Brown, 2014). In the private sector, human resources departments are putting emphasis on the ability of people to perform better. This has forced employers to train their workforce (Nyamtseren, 2004). In addition, the acceptance of training as an agent to better job performance and employee retention is not a new concept. It dates back to 1978 when the United Nations (UN) responded formally to its programme through *Resolution 33/135 of 1978*, following discussions on the subject over many years (Simelani & Mohammed, 2011). This discussion challenges private companies in the world to ensure that they have skills essential to support their growth ambitions (Dias & Posel, 2007). Luo and Tung (2007) argued that, private companies face challenges especially where they have a mandate to develop global markets. Such challenges are being overcome through the use of employee training practices to improve global competitiveness (Goetsch & Davis, 2014).

Globalisation has not only created new opportunities for economic and social progress but it has also brought some costs (Wolf, 2014). These costs include instabilities as witnessed in Asia over the past years (Mhone & Bond, 2002). Such costs resulted in the marginalisation of developing countries and individuals who do not have adequate training to take advantage of globalisation's opportunities (Mhone & Bond, 2002). Notably, this lowers the level of training in developing continents, while developed countries keep advancing (Wolf, 2014). As a result of such development, extensive research has been conducted on employee training in developed countries (Nassari, 2013). Extensive research can also be done on employee training, especially as it concerns developing countries (Nassari, 2013).

In Africa, globalisation has created a privation of skills required for global economic competitiveness (Loewenson, 2004). The World Bank for example, found out that, the training costs are lofty, quality of training pitiable and that there is a mismatch between employee training and labour market needs (Anderson, Tang & Wood, 2006). However, this lack of skills in Africa means that African countries need to focus more on skills development at all spectrum levels (Vaira, 2004). Furthermore, individual countries must emphasise on the skill levels that positively match the needs of the local labour market (McQuaid & Lindsay, 2005).

Collier (2004) pointed out that there is a paradigm shift of environments that is affecting the building of human capital in Africa. This profound shift in different environments, for example demographic, economical, technological and political shifts affect the levels of training in organisations (Dicken, 2003). This change also affects the ever rising human resources which are not getting the best transfer of skills through training (Abbott, 2012; Brooks & Muyia, 2006). This has encouraged the African Union (AU) to have a vision of an integrated, peaceful, prosperous Africa that is driven by its own people to take its position in building a knowledgeable economy (Union, 2007). This vision can only be realised through training and developing the continent's human resources.

Over the past decade, Zimbabwe has faced economic challenges, which have caused a shortage of human resources while at the same time affecting training patterns in private companies (Chiboiwa, Samuel & Chipunza, 2010). Even though these private companies are committed to providing efficient, reliable and quality services (Chideme, 2016). These companies strive to be known and to deliver high quality products and supreme services to their customers. Furthermore, Grandey (2003) outlined that, for private companies to be the best in the market, employee training should meet skills demand. However, the unavailability of resources and economic challenges in developing countries, such as Zimbabwe, makes training difficult and to be overlooked (Cervone, 2005).

In addition, the prevailing economic instability and the current introduction of bond notes in Zimbabwe have negatively affected employee training and job performance in the private sector (Nyamwanza, 2014). For private companies to train their employees and promote good job performance access to resources is vital (Sultana, Irum, Ahmed & Mehmood, 2012). However, the current shortage of resources in the country is affecting business operations negatively and, as a result, private companies are forced to employ unqualified cheap labour (Okeahalam, 2004).

This, in turn, compromises the levels of employee training needed to improve employee job performance and productivity (Zwick, 2006).

Employees require training so that the quality of their performance is increased (Algharibeh, Almsafir & Alias, 2014). Robert and Mark (2011) postulate that, investment in employees should be tailored in in such a way that it improves employee job performance over time. However, though employee training is a necessity at the workplace (Mitchell, 2013), private companies in Zimbabwe are still having difficulties in putting a system that will operate with highly skilled and competent workforce in an economy that is collapsing. Such difficulties affect overall job performance within organisations negatively. A study conducted at ESCON consultancy reported that most projects failed at the infant stage due to lack of employee training (Kum, Cowden & Karodia, 2014). This revealed that lack of employee training in organisations results in poor employee job performance.

One study conducted in the public sector by Dabale, Jagero and Nyauchi (2014), at Mutare City Council in Zimbabwe and another by Amin, Rashid and Lodhi (2013) in the education sector, examined the relationship between training and employee job performance. In these studies, Dabale *et al.* (2014) established that there is a strong positive relationship between employee training and job performance. In their study, 34. 6% of the population showed that job performance is affected by training, while 65. 4% identified other factors such as incentives, a good working environment and opportunities for growth. These studies were, however, not in line with the human capital theory which advocates for employee training as a function to enhance labour productivity (Amin *et al.*, 2013).

However, the low levels of training in the Zimbabwean private sector makes it difficult for organisations to retain employees (Mahapa, Dzimbiri & Maphosa, 2015). Those employees who undertake appropriate training tend to keep their jobs longer than those who do not. Employee training is equally essential at workstations and in its absence, employees fail to understand their responsibilities or duties. As a result, they are forced to quit (Elnaga & Imran, 2013).

Khadka (2011) points out that, in order to attain corporate goals, organisations must retain their key employees. Even though the problem of high employee turnover is a universal problem, it is still important for firms to retain their staff especially the high performing employees. Khadka (2011) further assert that employee retention is one of the most important subjects of the

contemporary working environment. Reiche (2008) argues that, failing to retain employees as a function has implications to the organisation such as, losing high-performing employees.

Ramlall (2003) points out that 86% of the employers found it difficult to attract new employees, while 58% of the same employers found it tough to train new employees. Similarly, Bidisha and Mukulesh (2013) are of the opinion that it is important to retain critical employees in an organisation. Abadi, Jalilvand, Sharif, Salimi and Khanzadeh (2011) also believe that, in the labour market, regardless of the size and technology, organisations can face retention challenges. For companies to be competitive and to also retain employees, it is important that they invest in the workforce (Marimuthu, 2009).

Scroggins (2008) posits that, the relationship between job performance and employee retention provides for meaningful work within the organisations. This is in line with, the argument that, when employees are satisfied with their work employee retention is noticeable through good job performance (Tosi, 2008). Jung and Yoon (2014) agree with the notion that employee training leads to poor employee retention. Some schools of thought state that, employee training is a tool that can lead to high levels of employee retention (Jehanzeb & Bashir, 2013; Mabindisa, 2013; Schaffner, 2001). These studies by Jehanzeb and Bashir (2013); Jung and Yoon (2014); Mabindisa (2013) and Schaffner (2001) show that there is inconclusive evidence about the relationship between employee training and employee retention. Most studies were conducted in the public sector; for example, Motubatse (2014) and Wei Tian, Cordery and Gamble (2016) conducted studies at the National Treasury and hospitals respectively.

1.3 Problem statement

While the relationship between training, employee job performance and employee retention has, to some extent, been widely researched, most studies were done in the public sector and in the developed world, under normal environments (Anlesinya, Bukuri & Eshun, 2014). The results among the relationship between employee training, job performance and employee retention provide inconclusive evidence. Elnaga and Imran (2013) postulate that, when the economy slows down, as is currently the situation in Zimbabwe and when profits decline, some private companies cut training budgets or retrench workers. Companies are forced to adapt to not giving favourable conditions to their employees, thus forcing employees to leave the organisation either willingly or unwillingly (Abbasi & Hollman, 2000). Such labour turnover is a growing concern because it

influences negatively the overall employee job performance of the remaining workforce (Nassazi, 2013). Thus, it is imperative to investigate the variables in the private sector of a developing country that has an abnormal economic situation.

1.4 Research objectives

The general objective and specific objectives will be stated below;

1.4.1 General objective

The general objective of the study was to investigate the influence of employee training on employee job performance and employee retention in the Zimbabwean private sector.

1.4.2 Specific objectives

The specific objectives of the study are:

- To determine whether there is a relationship between employee training and employee Job performance;
- To determine whether there is a relationship between employee training and employee retention; and
- To determine which, among the employee training constructs, is the best predictor of employee job performance and employee retention.

1.5 Research Hypotheses

H1: There is a relationship between employee training and employee job performance.

H2: There is a relationship between employee training and employee retention.

H3: Employee job performance and employee retention are mostly influenced by the general availability of employee training than supervisor support and co-worker support on training.

1.6 Significance of the study

This study provides an insight into the relationship between employee training, employee job performance and employee retention. There are a number of stakeholders that might be interested in the findings of the study, such as the management of the two companies whose

workers participated in the study and non-governmental organisations. The study will also contribute in the field of study by adding knowledge under the developing countries with unstable environments. This will bring light to the employees to understand the need for employee training to suit the unstable environments. The public sector might also benefit especially from the recommendations of the study. The insights from the study might help such organisations with information which would help them with ways to retain and manage their employees. This will be achieved if these organisations align themselves with the results of the study.

1.7 Delimitation of study

This study was confined to employees of two sister companies in Zimbabwe, namely Annualvest and Vast Africa Investments. The management and lower level employees of these companies constituted the population of the study.

1.8 Definition of key terms

Key terms are defined in this section as follows:

1.8.1 Employee training

Armstrong (2012) defines employee training as the systematic application of formal processes to impart knowledge and help workers to acquire the required skills to enable them to perform their jobs satisfactorily.

1.8.2 Employee job performance

Popa (2011) defines employee job performance as the accomplishment of a given task measured against present known standards of accuracy, completeness, cost and speed.

1.8.3 Employee retention

Ghansah (2011) defines employee retention as an organisation's intention of encouraging qualified employees to remain in an organisation for the maximum period of time.

1.9 Organisation of the study

This study is organised into five chapters as shown below:

Chapter One: Introduction and background to the study

Chapter one gives a brief introduction to the subject of the study, the problem statement, research objectives, research hypotheses, significance of the study and the delimitation of the study.

Chapter Two: Literature review

This chapter discusses the theoretical positioning of the study. It focuses mainly on the relationship among employees training, employee job performance and employee retention.

Chapter Three: Research methodology

This chapter presents the study methodology. The chapter gives a detailed picture of how the study was conducted from the data collection stage to data analysis.

Chapter Four: Data presentation, analysis and interpretation

This chapter presents, analyses and interpret gathered data.

Chapter Five: Discussions, conclusions, limitations and recommendations of the study.

This chapter focuses on the discussions, conclusions, limitations and recommendations of the study. It communicates the meaning of the findings of the study in relation to the study variables and the population concerned.

1.10 Chapter summary

This chapter provided an introductory and explanatory discourse on employee training, employee job performance and employee retention. The relationship among these variables was clarified showing how they link to one another. This was done by illustrations from the global perspective scaling down to continents up to the country with the area of study. The next chapter is a review of related literature.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of related literature on how employee training influences employee job performance and employee retention. The review shows how employee training operates as an independent variable while employee job performance and employee retention manoeuvre as dependent variables. The review focuses on factors that affect these variables and the dimensions which develop under them. The conceptual model illustrates the relationship between employee training and employee job performance as well as employee training and employee retention.

2.2 The concept of employee training

This section defines employee training and explains why it is important. Furthermore, the different dimensions of employee training within the organisations are shown.

2.2.1 Definition of employee training

Employee training is defined as activities that develop an employee (Imran & Tanveer, 2015). In addition, employee training is used to develop individuals. However the difference between employee training and development is that the former is for precise job purposes, while latter goes beyond specifics (Obisi, 2011). This reveals that employee training promotes employee job performance and personal development.

2.2.2 The importance of employee training

Nkosi (2015) discovered that employee training improves skills and promotes employee retention within firms. Therefore, private organisations should generate an environment that is favourable for employee training to flourish (Yew & Aspinwall, 2004). This should be done to promote employee job performance and at the same time, to retain the best employees. Smaiziene and Jucevicius (2015) argue that employees are the most valued assets of any organisation as they have a responsibility to build a company's reputation. Employee can, however, also harm the organisation's profitability (Mullins, Ahearne, Lam, Hall & Boichuk, 2014). For this reason, crafting a learning environment will serve as a motivation for employees to stay focused and concentrate on organisational objectives (Wallace, Butts, Johnson, Stevens & Smith, 2016).

Dixit and Bhargava (2015) assert that employee training is wide and that it involves formal education, job experiences, relationships and abilities that assist workers to meet future needs for the job requirements. Furthermore, it prepares employees for the uptake of managerial positions within the organisation (Nel *et al.*, 2011). Above all, employee training is viewed as an ongoing process which is closely linked to the lifelong learning aimed at employee development (Billett *et al.*, 2015). This is illustrated by the two types of training namely, on-the-job training and off-the-job training which are discussed below.

2.2.3 On-the-job and off-the-job training

Obisi (2011) identified two major types of training namely on-the-job training and off-the-job training. On-the-job training emphasises training that involves supervisor and co-worker support on training as well as the general availability of training within institutions. This kind of training is done through coaching, mentoring, peer cooperation and participation by the subordinates (Elnaga & Imran, 2013). According to Khambule (2013), all employees in organisations should receive job content training throughout their careers. This can be achieved through on-the-job training, which is handled by co-workers and supervisors, to assist employees to align their work while capacitating them with appropriate job related skills (Joseph, 2015). In addition, Wong (2005) state that on-the-job training consists of teaching by more experienced employees at work. On-the-job training is vital for employee retention and development and it is done with individuals or groups using team leaders and managers (Twyford, Alagaraja & Shuck, 2016).

On-the-job training is usually done over a long period of time and employees continue to learn whilst doing their day to day duties (González-Velosa, Rosas & Flores, 2016). The trainer(s), in this type of training, are the immediate supervisors or managers who provide employees with coaching and mentoring, whilst they are conducting their daily duties (Joseph, 2015). New employees are given experienced employees who will supervise and direct them on how certain activities are performed on the job (Schmidt, 2007). Meriac, Gorman and Macan (2015) postulate that on-the-job training is used as a tool to increase employee job performance and it is often used in a reactive, informal, and unplanned manner. However, this technique has its negative effects on trainees. For example, they might adopt bad behaviors from their trainers and this might limit their ability to see the job task in a broader view (Nel *et al.*, 2011).

Tracey *et al.* (2015) are of the opinion that on-the-job training is the best way to equip employees with administrative skills needed by the organisation. This is associated with advantages of practising real work while on duty, giving a platform to learn and to develop expertise at the same time (Martinez, Lontoc, Villena & Laguardo, 2014). On-the-Job training technique also gives trainees direct experience though it is done in an informal way (Twyford *et al.*, 2016). This allows trainees to be more relaxed and more flexible in their learning and when doing their job (Palesy & Billett, 2016). In addition, Palesy and Billett (2016) argue that on-the-job training is preferred by companies because it is less expensive and is effective in capacitating employees. Lastly, employees stay motivated throughout the training as they feel connected to the job and are actively involved (O'Connor, Gardiner & Watson, 2016).

Off the job training technique is a method used by companies to train their workers away from the work setting (Govindarajan & Raja, 2014). This technique can be administered in the work premises or outside the work premises (Smith, 2002). Smith (2002) further argues that the only difference between the on-the-Job training technique and the off-the-job training is that the latter requires employees to be away from their workplace setting while the former is done in the work place.

2.2.4 Factors that influence employee training

There are many factors within organisations that influence employers to institute employee training. Some of these factors such as employee job performance, employee retention, competition among organisations, need for promotion, capacity development and lastly change are discussed below.

2.2.4.1 *Employee job performance*

Ortas, Álvarez and Garayar (2015) argues that employee job performance can improve if companies focus on employee training since this has an effect on the general performance of the organisation. In addition, Jehanzeb and Bashir (2013) point out that most organisations are labour intensive and for them to achieve their goals, training is critical as it has a major role to play. Jehanzeb and Bashir (2013) add that training is responsible for the improvement of employee job performance and subsequently meeting set goals within stipulated time. Similarly, employee training is influenced by employee job performance resulting in improved human resource output

(Tshikovhi, 2013). Most of managers, therefore send their employees for training whenever poor performance is reflected within their organisations (Hamidum, 2009).

2.2.4.2 Employee retention

The need to retain experienced and valuable employees is a major concern for many organisations (Ramlall, 2004). Terera and Ngirande (2014) argue that, if employers treat their employees as valued contributors, they will stay. Open-minded managers in high retention organisations use the training of staff as a tool to motivate them to stay since training is linked to capacity building and promotion (Eugene & Arif, 2015).

2.2.4.3 Organisational competition

Competition between organisations breed a culture of employee training (Goetsch & Davis, 2014). This is done to gain competitive advantage in the market. Thus employee training is essential (Samuel & Chipunza, 2009).

2.2.4.4 Promotion

According to Khambule (2013), training improves the general skills of an employee. Khambule (2013) further stipulates that training advances functionality areas, thus leading to the promotion of the employee. Besides employees need to be uplifted within the hierarchy of the organisation. Thus, promotion motivates employees to seek training (Earl & Taylor, 2015).

2.2.4.5 Capacity development

Tahir, Yousafzai, Jan and Hashim (2014) point out that employee training is highly influenced by employees` zeal and need to acquire skills and knowledge so that they can do their jobs without any hustles. Employee training is a process that enriches employees with skills (Minbaeva, Pedersen, Björkman, Fey & Park, 2014). In addition employee training is about improving the skills that employees have so that they can fit in the employment environment (Bonney *et al.*, 2014). This means that employees will obtain new controlling skills, technical knowledge and skills on the job to achieve organisational goals (Smith, 2001).

2.2.4.6 Change

It is argued that employees usually resist new initiatives within the organisation, therefore training will help to overcome this resistance (Radzi & Othman, 2014). Cloete (2012) further debate that most employees resist change if they have not received proper employee training and gained understanding of their work, especially in the new environment introduced to them. Since the private sector is profit-oriented, change should be implemented in an incremental manner, depending on the urgency of the change and the readiness of the organisation (Roberts, 2013). Training is needed to realise change in the behaviour of employees so that they can fit in the ever changing working environment (Dabale *et al.*, 2014). This training can be observed through the general availability of training, supervisor and co-worker support on training.

2.2.5 Dimensions of employee training

Employee training is evident when there is supervisor support on training, co-worker support on training and the general availability of training at the company. These dimensions are briefly discussed below.

2.2.5.1 Supervisor support on training

Employee training and achievement are based on the ability of the company to include structured supervisor support on training (Forbes, 2016). Supervisor support on training has an effect on how employees acquire skills and knowledge at a work place (Aswan & Noor, 2015). In addition, the interpersonal communication between an employee and the immediate supervisor at a workplace is linked to an increase in task performance (Forbes, 2016). Interpersonal support refers mainly to the behaviour and attitudes of supervisors and co-workers that either support or constrain the transfer of learning in the working environment (Aswan & Noor, 2015). This is realised through the social exchange theory as a mutual understanding that is developed with a bond created when employees work with their peers or supervisors (Wei Tian *et al.*, 2016).

In areas where competence related stress is prevalent, supervisors are of great significance, therefore stress working conditions needs supportive behaviour from supervisors (Lancaster, Di Milia & Cameron, 2013). Similarly, when employees perceive high supervisor support, this leads to improvement in the retention of competent employees. Though supervisor support has a great

role to play in employee development, co-worker support on training also plays a crucial role (Lancaster, Di Milia & Cameron, 2013).

2.2.5.2 Co-worker support on training

Co-worker support operates with in social exchange theory just like the supervisor support on training. This kind of support is developed due to the relationship that is formed among the employees (Wei Tia *et al.*, 2016). Social support alleviates the neglect of employees as part of the organisation and work set up by the employer or fellow workmates (Wei Tia *et al.*, 2016). Employees that have reported high levels of co-worker support on training experience better performance and consequently stay much longer at work. However, a study conducted in Ecuador on the hospital and tourism sectors shows that co-worker training was misused by other co-workers who were harassing fellow workmates (Xu, Martinez, Van Hoof, Tews, Torres & Farfan, 2015). In addition the, relationship between these workers was defined as abusive and as a result it led to a decrease in employee retention. To avoid this, calls for pro-active managers who ensure that employee training is generally available so that employee retention can be promoted.

2.2.5.3 Availability of training

General availability of training at work places is realised through on-the-job training (Manuti, Pastore, Scardigno, Giancaspro & Morciano, 2015). This type of training can be done using either supervisor support on training or co-worker on training. Realising the need to develop the quality of human resources, law makers has passed legislation aimed at providing a framework that would integrate training and development activities (Knowles, Holton & Swanson, 2014). This also promotes workplace skills development in a bid to improve employee job performance (Aswan & Noor, 2015).

2.3 The concept employee job performance

This section presents the concept of employee job performance. It comprises of a brief definition of employee job performance, importance of employee job performance and types of employee job performance. It also elaborates on the dimensions associated with employee job performance. The behaviour displayed by employees at the work is not essentially associated with job-specific aspects (Kumar, 2014). For employees to fully demonstrate high performance in a most efficient manner, they have to be skilled, proficient, inventive and innovative (Nkosi, 2015). Generally,

employee job performance consists of a series of interacting variables relating to facets of the job, namely the employee and the environment (Breevaart, Bakker, Demerouti & Derks, 2015). These elements are discussed below.

2.3.1 Definition of employee job performance

Nzambu (2015) defines employee job performance as the accomplishment of a given task measured against present known standards of accuracy, completeness, cost and speed. Zohar and Polachek (2014) also define employee job performance as the fulfilment of an obligation, in a manner that releases the performer from all liabilities under the contract. Korschun, Bhattacharya and Swain (2014) concur when they point out that employee job performance refers to how well someone performs at his or her work. Furthermore, employee job performance has three dimensions which are briefly discussed below.

2.3.2 Dimensions of employee job performance

The dimensions of employee job performance are categorised into three part, namely task performance, contextual performance and counter productive work behaviour.

2.3.2.1 *Task performance*

Task performance refers to employees` behaviour which they practise to accomplish a given task and such behaviour is part of their job description (Katavich, 2013). This kind of performance relates more to the technical aspects of the performance, for example the application of technical skills and knowledge to perform a task (Kmicinska, Zaniboni, Truxillo, Fraccaroli & Wang, 2016).

2.3.2.2 *Contextual performance*

Contextual performance refers to behaviour that employees demonstrate at work. This is behaviour that will help an organisation, though such behaviour is not part of an employee`s job (Katavich, 2013). Contextual performance can be equated to task performance, but the difference is that task performance is confined to formal job descriptions (Mshellia, Malachy, Sabo & Abu-Abdissamad, 2016). Furthermore, contextual performance transpires when employees use a pro-active approach at work through personal initiative and always taking charge for the success of the organisation (Yousaf, Yang & Sanders, 2015). Such employees are said to have emotional intelligence to stay happy and focused under stressful conditions (Mshellia *et al.*, 2016).

2.3.2.3 Counter-productive work behaviour

Fida, Paciello, Tramontano, Fontaine, Barbaranelli and Farnese (2015) defines counter-productive work behaviour as voluntary behaviour that violates significant organisational and social norms. While Boddy (2014) defines it as an act where employees knowingly disturb the day to day operations at the work place and this overallly, affects the goals of the organisations. In addition counter-productive work behaviour harms both the employees and the organisation (Meier & Spector, 2013). Thus, employees who are counter-productive create conflict in an organisation in anger or in revenge against their managers or other employees. This is not health in the working environment as it is contagious (Meier & Spector, 2013).

The social learning theory stipulates that other employees adopt bad behaviour through observations and the result is that this will negatively affect the operation of the organisation (Boddy, 2014). Counter productive work behaviour emanates from frustrating working conditions. The behaviour is a result of something that is normally not pleasing to the employees. Therefore it is the duty of the management to put strategies in place that will eliminate such triggers. Notably, there are two main types of counter productive work behaviour which are individual and organisation directed (Fida *et al.*, 2015). Individual counter productive work behaviour is any harmful act that is channelled towards other employees, for example, verbal and physical abuse. Organisational counter productive work behaviour harm the organisation for example, pilferage, sabotage and go slow (Meier & Spector, 2013).

2.3.3 Training as a factor that improves employee job performance

Employee job performance is the engine of any business on which disasters or accomplishments of organisations rest (Elnaga & Imran, 2013). In most organisations, training improves the current and the future performance of employees and in turn leads to good or bad employee retention (Sadikoglu & Zehir, 2010). However, in this swiftly changing world, the attainment and management of the employee job performance is increasingly becoming more complex (Nkosi, 2015). With this realisation, organisations are now investing in training to improve employee performance.

Organisational achievement based on employee job performance has a trickle-down effect on organisational performance (Ahmed, Ullah & Ahmed, 2015). In the same way, a better trained worker performs his job with more perfection than an untrained worker. Brannick (2002) concurs

arguing that extensive training practices act as a vital passage to enhance the realisation of anticipated service performance standards. This shows that employee training have a positive influence on employee job performance though it is not the only factor towards better performance achievement. To evaluate the influence of employee training on employee job performance, organisations need to keep a proper system to track the pre-training and post-training performance (Ahmed *et al.*, 2015). Algharibeh, Almsafir and Alias (2014), in their study on the relationship between employee training and employee job performance in public universities, revealed that the quality of training is found to be the highest contributor to employee performance.

2.3.4 Importance of employee job performance to companies

The quality of performance displayed by employees is linked to the goals of organisations and if the needs of employees are natured well, the company's goodwill will be promoted (Phillips, 2013). However, without an insight into the workforce and talent needs, it is organisational performance that suffers (Lombardi & Laurano, 2013). Employees must be effective in their performance through training. This is to match the accelerated technological changes that are found in every circle (Marimuthu, 2009). In particular, employee job performance is of great importance to organisations and it also has a positive effect on firms' performance (Barrick, Thurgood, Smith & Courtright, 2015). Moreover, employee job performance provides an increase in productivity, enhances competitiveness and helps in employee retention (Brannick, 2002). Cook (2008) concurs that, retaining the best staff is essential and that it works hand in hand with employee job performance and overall company performance. Companies should retain competent workers because they are most likely to possess the knowledge, skills and experience needed to achieve organisational objectives (Muir & Li, 2014).

2.4 The concept of employee retention

The section discusses the definition of employee retention, the importance employee retention and factors that influence employee retention.

2.4.1 Definition of employee retention

Oladapo (2014) defines employee retention as the implementation of integrated strategies or systems designed to increase workplace productivity by developing improved processes for

attracting, developing, retaining, and utilising people with the required skills and aptitude to meet current and future business needs. Samuel and Chipunza (2009) define employee retention as a voluntarily move by an organisation to create an environment which engages employees for long term. Shakeel and But (2015) defines employee retention, simply, as a means of keeping employees in the organisation. Employee retention involves taking actions that motivate and tempt employees to stay with the organisation for a maximum period of time (Zopiatis, Constanti & Theocharous, 2014). In the context of human resources, employee retention is considered to be the opposite of turnover (Ghere & York-Barr, 2007). Employee retention expresses an organisation's intention of encouraging qualified employees to remain in an organisation for the maximum period of time (Devibala, 2014). While turnover describes a permanent loss of employees from an employer (Devibala, 2014). Defining employee retention is an important element of an organisation's more general approach to talent management (Said, 2011).

2.4.2 Importance of employee retention

According to Leekha, Chhabra and Sharma (2014), the focal point in the success of any organisation is heavily dependent on employee retention. This is brought with what the employees has to offer, which is influenced by their personal characteristics. Lee (2015) further points out that employees are motivated by their work surroundings to invest more physical and mental energy into their work. As such, organisations are trying to retain the finest employees to curb turnover, which destroys the confidence of customers in the company (Kantabutra & Thepha-Aphiraks, 2016). Above all, customers find it difficult to get used to new employees and get them to understand their needs. Thus, retaining employees maintains the customer base. Shakeel and But (2015) argue that retention of incompetent employees is bad and companies should avoid it. The two further emphasised that organisations experience poor employee retention by not balancing it with turnover.

Employee retention provides an insight into the value of normal practices and developments in employee behaviour such as the movement of high and low performers (Steel, Griffeth & Hom, 2002). It also offers information on the value of current employee retention strategies. Besides retention of skilled employees is treasured by supervisors who face an increase in employee turnover at a high magnitude (Samuel & Chipunza, 2009). Moreover, when employee turnover occurs, these employees need to be replaced (Reilly, Nyberg, Maltarich & Weller, 2014). As a

result, organisations prefer to retain employees than to replace them as it saves costs and time (Zopiatis *et al.*, 2014).

2.4.3 Factors that influence employee retention

There are a lot of factors that influence employee retention. However, the reasons given by employees to employers when resigning are usually not true (Klotz & Zimmerman, 2015). These factors are categorised as push and pull factors (Ahmad, Sulaman Tariqb & Hussain, 2015). Push factors play a big role in failing to retain employees, while, pull factors play a role in employee retention. CIPD (2005) identifies factors such as attraction to a new job and frustration in the present job. Overall, employee retention is influenced by monetary and non-monetary factors (Shakeel & But, 2015). Monetary factors that influence employee retention are dependent on the employees` relationship with the immediate supervisor, salary and promotion. Non-monetary factors include organisational values, beliefs and support.

2.4.3.1 Attraction to a new job and frustration in present job.

Frustration the current job makes employees seek alternative employment (CIPD, 2005). It is uncommon for employees to quit jobs in which they are happy, even when they are offered better packages elsewhere (CIPD, 2005). Clearly, employees have a preference for stability and are only likely to leave when they lack training and when they have poor job performance. Sometimes, domestic circumstances outside the control of any employer will require an employee to relocate with their partner. This illustrates a mixed approach where both push and pull factors are noticed.

2.4.3.2 Relationship with immediate supervisor

The immediate supervisor has the responsibility to link the employee with the organisational structures (Nawab & Bhatti, 2011). The relationship with an immediate supervisor is regarded as among the most important factors that influences employee retention (Sutherland & Jordaan, 2004). Notably, a great and supportive supervisor is one of the top reasons of employee retention (Gupta & Kumar, 2012). If the supervisor who works directly with the employee is not appreciative, employees are forced to look for other jobs where they are appreciated, otherwise, they may remain only for the pay check (Gupta & Kumar, 2012). However, employees are comfortable staying at a work place for a maximum period of time only if they love their supervisor (Qiu, Haobin Ye, Hung & York, 2015). Support by supervisors or employers are the most vital factors of

employee retention (Qiu *et al.*, 2015). Employee engagement with the immediate supervisor improves employee retention levels within organisations (Sutherland & Jordaan, 2004).

2.4.3.3 Salary

A salary is one of the tangible motivational factors for people at work (Spector, 2003). Nawab and Bhatti (2011) argue that if it is not properly planned, it is one of the reasons for poor employee retention. A poor salary poor salary is, thus, a push factor that causes employees to leave an organisation. In Gustafson (2002) `s study on employees in private clubs in USA, it was revealed that the amount of money an employee is paid per month determines the period of stay at work. This leaves salaries as major contributors in employee retention.

In the contemporary employment environment, employees with high credibility are difficult to keep at work since they are attracted to many organisations with better packages (Samuel & Chipunza, 2009). This shows merit based compensation is an alternative to increasing employee retention (Tanton, 2007). Ideally, salaries are usually ranked at high when employees rank the factors of retention. This means that employees need jobs that are able to pay high salaries or wages so that they can satisfy their needs while working with a single employer (Rizwan & Mukhtar, 2014).

2.4.3.4 Promotion

Promotion falls under extrinsic rewards. The need to elevate employees at work falls under the category of factors that influence retention (Hausknecht, Rodda & Howard, 2009). Further employees stay in organisations if there is room for growth in the hierarchy of the organisations. For this reason, in Zimbabwe, competent employees are lost due to the fact that such room for growth in companies is not there. If organisations make it a culture to just employ and close all avenues for promotion it will become a norm to lose employees (Samuel & Chipunza, 2009). The only way to retain employees of high quality is for the management to promote them as a retention strategy.

2.4.3.5 Organisational values and beliefs

Employee retention is also influenced by organisational values and belief (Singh, 2013). If the organisation has values that employees cherish they will stay. However, if the organisation has a culture that pushes away employees, a high turnover of employees will be noticed. This was evident in a study conducted in public accounting firms which revealed that organisational values

have a positive relationship with employee retention (Cording, Harrison, Hoskisson & Jonsen, 2014).

2.4.3.6 Organizational support

Employees are willing to stay at an organisation that will give them organisational support such as training and fringe benefits (Hatch & Cunliffe, 2013). This will not only boost the confidence of employees, but it will also show the loyalty of the employers (Sonenshein, Dutton, Grant, Spreitzer & Sutcliffe, 2013). For these reasons, employees will feel motivated and secure (Lamba & Choudhary, 2013). A study done by Loi, Hang-Yue and Foley (2006) also revealed that there is a positive relationship between organisational support and employee retention.

2.5 Relationship between variables

Studies which were carried out in four sectors to establish the relationship between employee training and employee job performance are discussed below. These include the banking sector, private sector, Search and Barhia town telecommunication industry, and the public sector (Jordanian civil Defence).

2.5.1 Employee training and employee job performance

A study that was conducted at eight united banks in Pakistan showed that there is a positive significant relationship between employee training and employee job performance (Tahir, Yousafzai, Jan & Hashim, 2014). This shows that, as employee training in the banking sector increases, employee job performance also increases. Consequently, this improved the overall productivity of the company. Another study of the employees at Bahria town in Pakistan showed that employee training has a significant and positive influence on employee job performance. This revealed that, in Pakistan, employee training has a great influence on the employee job performance. The findings of these two cities in Pakistan imply that employees who receive employee training are more confident in handling higher responsibilities, thus leading to the achievement of the organisational goals (Habib, Mushtaq & Zahra, 2015).

Another study of Amyan (2016) examined the influence of employee training on employee job performance of a search and rescue team in the Jordanian Civil Defense. The study revealed that, there is a statistically significant influence of employee training on performance of the search and rescue team. A similar study was conducted in Uganda in the telecommunication industry to

check the influence of employee training on employee job performance was done. The study was conducted on three biggest telecoms companies and it clearly showed that employee training has an influence on employee job performance (Nassazi, 2013). This shows that training capacitates employees and qualifies them to understand and perform their jobs better.

In a similar study conducted on employee training and employee job performance on employees from courier service, results showed that employee training partly influences employee job performance through improving employee skills (Nassazi, 2013). This shows that there are other variables that influence employee job performance other than employee training. Another study conducted by the employees of the United Nations Support Office in Somalia examined the influence of employee training on employee job performance among international civil servants (Angella, 2014). The results of the study showed that employee training increased employee engagement and employee motivation. This had a ripple effect on employee job performance and subsequently increased employee retention.

Viswesvaran and Ones (2000) state that many training programmes are designed to improve employee job performance. While Elnaga and Imran (2013) however, argue that most organisations in the private sector do not recognise training as the only factor which can lead to the realisation of the organisations. Employee training is viewed as a road map to better job performance (Elgana & Imran, 2013). Wright and Geroy (2001) assert that, when employees are trained, their competencies increase. Monkhouse (2010) concurs, pointing out that training is essential in the working environment and in building up the intellectual capacity of a being.

The absence of training within organisations results in employees getting lost in the manner in which they are supposed to carry out their day to day tasks (Viswesvaran & Ones, 2000). Firstly, this causes a deterioration in employee job performance and secondly, stagnation in employee performance follows. This is contrary to the needs of the employers who always advocate for performance improvement. Performance improvement is a mandate for all employee for the accomplishment of organisational objectives such as eliminating negative employee perceptions on their jobs and the organisation at large (Van der Waldt, 2004). Van der Waldt (2004) further asserts that, performance improvement strives to achieve a working-together strategy that will nurture a culture which is conducive to service excellence within the institutional context. Human and other resources need to be harnessed to their maximum potential through training.

Environmental constraints also need to be maintained at manageable levels, or even reduced where necessary, to ensure an increase in employee job performance (Khambule, 2013).

Cloete (2012) concurred, emphasising that, no employee can perform his or her duties properly from the outset without suitable training. Elnaga and Imran (2013) have also shown that effective training programmes lead to a superior return on investment and that training also attains the supreme levels of employee retention. Overall, the management has a primary role of taking responsibility for the success of its employees towards the achievement of goals and targets (Tan, Nadarajah & Sim, 2014). This is made possible with when employee job performance improves and when training is done (Noe, 2010; Yahya & Goh, 2002). Altogether, the human resource is said to give competitive advantage to companies if its employees are performing better (Juščius & Snieška, 2015).

A business with employees whose performance is mediocre can do well but, one whose employees perform well flourishes at a greater pace (Benish, 2014). Benish (2014) further argues that if the employees' job performance is terrible, this can make a business to collapse or spiral downwards. Tiwari (2012) asserts that the personnel of a company are the most important factors that provide flexibility and adaptability to organisations. Elozieuwa (2012) argues that for business to succeed, this will be achieved through good job performance.

Moreover, training is used to close the bridge between present performance and the anticipated performance. It is for this reason that the top management within organisations can realise the importance of investing in training and development. Since training improves job performance employees must be convinced to take an interest in training. Noe and Schmitt (1986) point out that employees must respond to training programmes that relate to change in behaviour. This is because modification in behaviour is in their best interest since it will bring personal benefits such as the improvement of their performance.

Furthermore, Amin *et al.* (2013) point out that the relationship between training and employee job performance is also positive. This reflects a significant relationship between the two at 0.01 significant level. However, in the same study, though there was evidence that employee training was at a low level, the employee job performance was positive. This shows that there are other factors that can lead to good job performance besides training, for example, hiring and retaining skilled and educated employees at work.

Training is primarily aimed at improving the performance of the employees and equipping them with specific skills to complete a particular job function. It brings about behavioural changes in the way in which employees conduct a certain task or job function. However, the major aim is to improve their current performance to the next level (Nel *et al.*, 2011). Training is usually stimulated by technological changes and new business trends such as globalisation. These changes influence management and employees on the need for training activities.

In a study done by Skylar and Yalcin (2010), 48 experiments using a meta-analysis of the impacts on employees' productivity were conducted to explore differences in training effectiveness. The results show that training advances performance and raises the productivity of employees by close to one-half standard deviation. This shows that training has a positive relationship with the quality and quantity of employees' output. It also shows that training is a motivator that can lead to the achievement of personal benefits and organisational goals (Nassazi, 2013).

Tharenou, Saks and Moore (2007) are of the opinion that, if employee training is improved, the employee job performance will also improve, thus ensuring that the business does not collapse. Dhar (2015) added that to maintain the quality performance of employees, employers should constantly and systematically encourage training. This can cultivate a platform for loyalty, thus promoting employee retention (Ashar, Ghafoor, Munir & Hafeez, 2013). Rainlall (2004) asserts that it is crucial for the management to try and retain the company's best workforce, in order to maintain good employee job performance.

Technology, nowadays, is encouraging organisations to use advanced techniques in their operations to improve the quality of targets (Lee, 2015). As technologies increase more challenges are presented to the workforce. The need for technical and professional skills increases (Dhar, 2015). Giving employees some training will assist them to upgrade themselves and increase their knowledge and skills (Markos & Sridevi, 2010). When employees get to know more about their jobs through training, their motivation and confidence increases and this, in turn, also improves their job performance (Elnaga & Imran, 2013).

2.5.2 Employee training and employee retention

Employee training plays a role in the retention of employees within organisations (Deery & Jago, 2015). Takawira, Coetzee and Schreuder (2014) state that employees who are more dedicated

towards their work are likely to stay since they are satisfied with their jobs. These employees always put the attainment of the organisational objective first.

A study by Mattox and Jinkerson (2005) which examined multinational companies based in the United States of America and in Europe. A positive relationship was found in a survey conducted to assess the influence of employee training on employee retention. In the same study, when change in employee retention was measured over time (2 years), there was a slight difference of 4.09% that was observed on employee retention after training (82.57%), and employee retention without training (78.48%) (Mattox & Jinkerson, 2005). This shows that employee training, at times does not have a significant change in the retention of employees.

Another study done to determine the transfer of training to the work context of a large grocery organisation. The results of the study indicated a significant relationship between the transfers of training to the retention of the employees within the company. This shows that the more employees are trained, the more they are willing to stay in the company longer than when there is no training (Velada, Caetano, Michel, Lyons & Kavanagh, 2007).

Though the cost of replacing employees is expensive for companies (O'Connell & Kung, 2007), the importance of retaining qualified and experienced employees will give the organisation muscle in a competitive business environment. Less qualified workforce can eliminate the organisation in the market (Rappaport, Bancroft & Okum, 2003). Hiring the best employees requires a certain skill and keeping them is an art. Phillips, Esterman and Kenny (2015) points out that increasing employee retention requires careful planning and implementation. Citp and Ballaro (2014) argue that many of the employee retention strategies eliminate costs and require carefully deliberated long-term goals.

Patriota (2009) believes that retaining key employees is a difficult task that many organisations face. This challenge is worse in an environment affected by the diploma syndrome that is an environment where people are have qualifications which are not relevant to the job requirements (De Beer & Swanepoel, 2000). The increasing mobility of people in the labour market, especially in dysfunctional employee retention is also a big challenge that is persisting (Holtom, Mitchell, Lee & Eberly, 2008). A persistent shortage of essential employees has already surfaced in large companies across the world (Piansoongnern, 2011). Patriota (2009) further explains that the key to retaining vital employees lies in the organisation's ability to impart knowledge through training. It is important for employees to perceive a positive and valuing attitude of the organisation toward

them, in order to have greater motivation for staying in the company (Tella, Ayeni & Popoola, 2007).

2.5.3 Employee job performance and employee retention

Muir and Lin (2014) provided that it is important to understand how companies can best retain high performers as they are most likely to possess the knowledge, skills and experience necessary to contribute to the overall success of the organization. Hausknecht *et al.* (2009) outlined that high performers are likely to cite advancement opportunities and organisational prestige as reasons for staying while the low performers have no intention to stay. Rappaport, Bancroft and Okum (2003) argue that organisations that are failing to retain such high performers might not withstand competition from other companies since employees with low job performance are not qualified to stand the competition. Hausknecht *et al.* (2009) are of the opinion that not much research has examined employees' reasons for staying.

Jagero, Komba and Mlingi (2012) point out that 96% of the employees from the population of employees in the courier services in Tanzania indicated that there are other factors that lead to improved job performance besides training. The conceptual model below shows that employee job performance which has three constructs can be influenced by general availability of training, supervisor support on training and co-worker support on training. Employee training is also shown as a variable that has an influence towards employee retention. However, McClelland (2002) insists that training builds up the employees' confidence at the workplace and results in better performance and employee retention.

2.6 Conceptual model of the relationship between employee training, employee job performance and employee retention

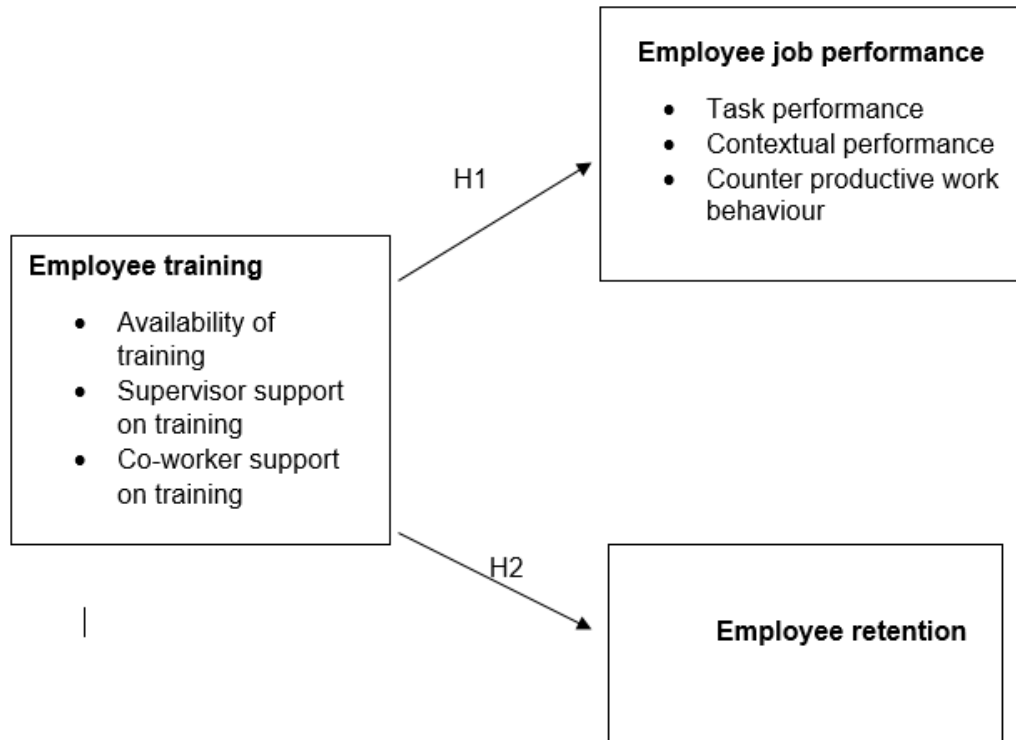


Figure 2.1: Conceptual model (self-conceptualised by the researcher, 2017)

Figure 2.1 describes the relationship between employee training, employee job performance and employee retention. The figure illustrates that training has an influence on employee job performance and employee retention (Barak, Nissly & Levin, 2001 & Tharenou, Saks & Moore, 2007). Poor training results in poor employee job performance and a high staff turnover (Frayne & Geringer, 2000), while good training can make employees stay at their work place (Noe, 2010). This model illustrates that employee training has three constructs namely, availability of training, supervisor support on training and co-worker support on training. These aspects influence both employee retention and employee job performance differently. Under employee job performance there are three constructs namely, task performance, contextual performance and counter productive work behaviour. All these respond differently to employee training.

2.7 Chapter summary

This chapter discussed the conceptual and the empirical literature related to employee training, employee job performance and employee retention. The definitions, types and the factors that influence employee training, employee job performance and employee retention these were discussed. The dimensions of employee training and employee job performance were also discussed. The chapter further outlined the relationships among employee training, employee job performance and employee retention. Lastly the conceptual model sealed the relationship between these variables. The next chapter discusses the research methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology which consists of the research design, population and sampling procedure. The chapter further discusses the data collection tools and how data collected in this study were analysed. Moreover, the chapter points out the direction and how the findings of the study were arrived at (Ghuri & Gronhaug, 2002). Ghauri and Gronhaug (2002) argue that choosing the right method requires a deep understanding of the research problem at hand.

3.2 Research design

A research design can be described as a research plan on how the study is to be conducted (Mouton, 2001). In this study, a quantitative research design was employed. According to Ramalibana (2005), quantitative research involves the use of structured questionnaires where response options have been predetermined and a large number of respondents is involved. The quantitative research design was the most appropriate in this study because it is suitable for collecting data that involves a large population size (Curtis, Bond, Spina, Ahluwalia, Alexander, Giembycz & Lawrence, 2015). The quantitative method was also used because it allows the researcher to quantify differences in magnitude that relate to the variables under study (Bryman & Bell, 2011). Tshikovhi (2012) is of the opinion that quantitative design allows the researcher to maintain objectivity by not allowing his/her personal bias to influence the analysis and interpretation of data.

3.3 Population

The population of this study comprised of all employees of the two sister companies namely Annualvest and Vast Africa. A total population of 170, made up of 115 employees for Annualvest and 55 employees from Vast Africa were considered in the study. The population of the study comprised of top management and subordinates from different departments.

3.4 Sample and sampling procedure

To select the study sample from the population, the stratified random sampling method was used. The study utilised this method because the population was heterogeneous. The population was

firstly divided it into strata that are more homogenous. The participants were divided into mutually exclusive strata that is, the management and the lower level employees.

3.4.1 Sample size

The Bekele, Shigutu and Tensay (2014) formula was used to calculate the sample size to ensure that the sample was more representative to this study as shown below:

$n = \frac{N}{1+N(e)^2}$. In this equation N represents the total population while n and e symbolises the sample from the population and the error term 5% that is at 95% confidence interval respectively. A minimum recommended sample size of ($n = 133$) participants was found. However, the researcher used a sample of 170 employees which is more than the recommended to increase the accuracy of the results.

3.5 Data collection method and procedure

This study used primary data (Saunders *et al.*, 2007). The data was collected from the respondents using a self-administered closed-ended questionnaires. The researcher distributed the questionnaires through the human resources department of the two sister companies. A self-administered questionnaire was used because it is one of the most common methods of collecting data. It is inexpensive and can also can be administered to a large number of respondents simultaneously (Bryman & Bell, 2011).

The first part of the questionnaire sought biographical information. This was followed by three sections which comprised of three instruments namely, training questionnaire, individual work performance questionnaire and the employee retention questionnaire. The researcher adopted instruments that had been used before in similar studies because their validity and reliability had already been tested and proved to be acceptable.

A period of 14 days was given to the respondents to fill in the questionnaire. This was considered ample time for respondents to respond to the questions without pressure. During the two weeks, the researcher moved from station to station giving the respondents an opportunity to ask questions they did not understand. Sealed boxes were placed at the station manager's office to allow room for anonymity for the respondents when submitting completed questionnaires.

3.5.1 Measuring instruments

The biographic section of the questionnaire sought information such as the educational background, age, gender, ethnic group, marital status and the working experience of the participants.

The *Individual Work Performance Instrument* (IWPQ) was used to measure employee performance (Koopmans, Bernard, Hildebrandt, Van Buuren, Van der Beek & De Vet, 2014). This instrument has 3 sub-scales namely, task performance, contextual performance, and counterproductive work behaviour. The task performance and the counter productive work behaviour sub-scale have five items each while the contextual performance has eight items. All scales were measured on a 4 point Likert scale ranging from 1 = seldom to 4 = always. The high scores represented high task and contextual performance and high counterproductive work behaviour. Examples of items on the task performance scale include, “*I managed to plan my work so that it was done on time*”. On contextual performance the frequently asked question is, “*I started new tasks myself, when old ones were finished*”, while on counterproductive behaviour, the frequently asked question was, “*I complained about unimportant matters at work*”. The internal consistency was rated from good to excellent, while the Cronbach Alpha coefficient of task performance, counter productive work behaviour and contextual performance was 0.78, 0.79 and 0.85 respectively (Koopmans *et al.*, 2014).

The *Training Instrument* was used to measure training (Newman *et al.*, 2009). The instrument had three sub-scales namely, availability of training, supervisor support and co-worker support on training. The availability of training sub-scale had six items while the supervisor support and co-worker support on training had two and eight items respectively. All scales had a rating that ranged from 1 (strongly disagree) to 5 (strongly agree). To check for validity of scales, questions which were frequently used by different researchers were used. On the general availability of training two items were developed after splitting one item. The item that was split is “*My organisation provides me with good opportunities to learn general skills and knowledge inside the organisation which may be of use to me in my future career*”. On co-worker support on training the following question was asked, “*my co-workers are not reluctant to give me advice*” while on supervisor support on training the question, “*my supervisor gives me coaching and guidance to help achieve my work objectives*” was asked. The internal consistency was considered satisfactory, while the

Cronbach Alpha for the availability of training, supervisor support and co-worker support was 0.93, 0.96 and 0.83 respectively (Newman *et al.*, 2009).

The *Turnover Intention Instrument* was used to measure employee retention and it had a four-item scale that was developed to measure the intent to leave (Farh, Xin & Cheng, 1998). All the scales were measured on a 5 point Likert scale with a rating that ranges from 1 (strongly disagree) to 5 (strongly agree). To check for validity of scales, questions which were frequently used by different researchers were used such as, “*I often think of quitting my present job and I may leave this company and work for another company in the next year*” were asked. Newman *et al.* (2009) reported that, the reliability of this instrument on the Cronbach Alpha coefficient was 0, 91, while Far *et al.* (1998) showed it as 0, 80.

3.6 Pilot study

A pilot study was done to check whether the instruments used by the researcher were understood by the respondents. Twenty (20) questionnaires were distributed randomly to selected respondents in the population under study. These respondents were not used again in the actual study.

3.7 Data analysis

The study used the Statistical Package for Social Sciences (MBI-SPSS, 2014) software for data analysis. This package is a windows-based programme that is used to perform data entry and to create tables and graphs which are used for data analysis. Since the study sought to find out the relationship among employee training, employee job performance and employee retention, descriptive and inferential techniques were performed on the data.

Descriptive statistics, are a set of brief descriptive coefficients that summarise a given data set, which can, be a representation of either the entire population or a sample. Inferential statistics used were Spearman`s rho correlation, and the linear multiple regression. The advantage of using these inferential statistics is that they allow the researcher to analyse the relationships among a number of variables in a single study.

To establish the relationship between the research variables, Spearman`s rho correlation coefficient was used. This was because the data were ordinal. Simple regression analysis was performed to determine the relationship among employee training, employee job performance

and retention of employees, as well as to determine which, among the constructs of the independent variable (i.e. employee training) predicts the dependent variable (employee job performance and employee retention) the most.

3.8 Ethical considerations

The researcher followed the protocol to protect the respondents against any harm by seeking consent from the participants before engaging in data collection. The researcher made sure that no information was withheld from the participants before data collection. This was done to eliminate unpleasant effects to the participants. The researcher also got a clearance letter from the University of Venda's ethics committee before the commencement of data collection. This letter confirmed that all ethical considerations had been met before the commencement of data collection at Annualvest and Vast Africa. The respondents' right to privacy and honesty was ensured by the researcher. The researcher put it in writing that information obtained from the participants would not be disclosed and that the information will be used for academic purposes only. The researcher got letters of approval to collect data from Annualvest and Vast Africa (Leedy & Ormrod, 2010).

3.9 Chapter summary

The study employed a quantitative research design and the stratified random sampling technique to select the respondents from the population. Data were collected using a self-administered questionnaire. Some ethical considerations were considered during the process of data collection. Lastly, the study employed descriptive and inferential statistics to analyse and interpret data.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter presents, analyses and interprets data using descriptive and inferential statistics. This is done through the use of tables to make sure that data collected is well presented. The response rate was checked to see if the results would give a remarkable conclusion. This chapter started with item analysis and the checking of the instrument used to determine its reliability. This was done to ensure that questionnaire used was reliable and that the questions used were homogenous.

4.2 Response rate

Below is a summary of the response rate of the questionnaire distributed:

Table 4.1: *Response rate summary*

| Category | Annualvest and Vast Africa |
|----------------------------|-----------------------------------|
| Questionnaires distributed | 170 |
| Questionnaires responded | 161 |
| Response rate | 94.7% |

Table 4.1 summarises the response rate from the two companies namely Annualvest and Vast Africa. The researcher distributed 170 questionnaires and of those distributed, 161 questionnaires were returned. This indicates a 94.7% response rate and it implies that data collected were reliable for one to draw conclusion from.

4.3 Biographical information of the respondents

The biographical questions of the questionnaire sought information on the, gender, race, marital status, age, educational qualifications and the duration of employment of the participants. Table 4.2 summarises the biographical information.

Table 4.2: Biographical Information

| Characteristics | Category | Frequency(f) | Percentage (%) |
|--------------------------------|--------------------|---------------------|-----------------------|
| Gender | Male | 84 | 52% |
| | Female | 77 | 48% |
| Race | Black | 155 | 96% |
| | White | 6 | 4% |
| Marital status | Single | 106 | 65.5% |
| | Married | 49 | 30.4% |
| | Divorce | 6 | 3.1% |
| Highest qualifications | Certificate | 32 | 19.9% |
| | Diploma | 34 | 21.1% |
| | Degree | 95 | 59.0% |
| Age of the Participants | Below 25 | 3 | 3% |
| | Between 26-35 | 31 | 18% |
| | Between 36-45 | 63 | 39% |
| | Above 45 | 64 | 40% |
| Position at work | Managers | 35 | 21.7% |
| | Subordinates | 126 | 78.3% |
| Duration at work | Less than 1 year | 62 | 38.5% |
| | 2- 9years | 77 | 47.8% |
| | 10- 15years | 17 | 10.6% |
| | 16 years and above | 5 | 3.1% |

4.3.1 Gender, race, marital status and age

Results in Table 4.2 show that, 84 (52%) males participated in the study. Only 77 (48%) females participated. Respondents were also asked to indicate their race. Results in Table 4.2 show that more blacks 156 (96%) than whites 6 employees (4%) took part in the study. Regarding their marital status, the results show that 107 respondents (66.5%) were single, while 48 respondents (30.4%) were married and 5 respondents (3.1%) were divorced.

Results in Table 4.2 illustrates that 64 (40%) fell under the age of 25 years. This was followed by 63 (39%) respondents ages range from 26-35 years. The last two categories who made up 18% and 3% of the respondents ranged from 36-45 and above 46 years and above respectively.

4.3.2 Educational qualifications, position at work and duration of employment

The majority of the employees who responded to the questionnaire had degrees. They constituted 95 (59%) of the respondents. This is crucial to the companies because the amount of training they would impart to this bracket of employees is not much as compared to the 32 (19.9%) respondents with certificates. Participants who had diplomas were 34 (21.1%). This latter group went through attachments during their tenure at school. This means that they are already had work experience. This made them to perform well in their jobs and they also did not need much training since they were already well equipped.

Results in Table 4.2 summarises the employees` position at work. One-hundred and twenty-six 126 (78%) participants were subordinates. Managers came second with 35 (22%) participants. Seventy-seven 77 (47, 8%) participants had been at the work place 2-6 years followed by 62 participants (38, 5%). Those who had been at the work place for 9-15 years and 16 years and above numbered 17 (10, 6%) participants and 5(3, 1%) participants respectively.

4.4 Item analysis

Item analysis was done to verify if all items were asking questions that are homogenous. The items that are lost in terms of meaning from other items were removed while those with a negative direction as compared to others were reversed (Veleon, 2016). This was done to keep the internal consistency of the items under a construct high.

Table 4.3: *Item-total statistics for task performance, contextual performance and counter-productive work behavior*

| Item | Scale mean if item deleted | Scale variance if item deleted | Corrected item-total correlation | Squared multiple correlation | Cronbach's Alpha if item deleted |
|---------------|-----------------------------------|---------------------------------------|---|-------------------------------------|---|
| TASK 1 | 13.52 | 4.214 | .655 | .458 | .592 |
| TASK 2 | 13.64 | 4.807 | .433 | .231 | .686 |
| TASK 3 | 13.36 | 4.582 | .501 | .336 | .658 |
| TASK 4 | 13.47 | 4.875 | .459 | .214 | .675 |
| TASK 5 | 13.47 | 5.188 | .337 | .136 | .721 |
| CONT 1 | 26.65 | 14.091 | .490 | .268 | .775 |
| CONT 2 | 26.60 | 14.042 | .467 | .286 | .778 |
| CONT 3 | 26.83 | 13.932 | .407 | .257 | .787 |
| CONT 4 | 26.86 | 14.123 | .407 | .201 | .786 |
| CONT 5 | 26.74 | 13.269 | .550 | .379 | .766 |
| CONT 6 | 26.51 | 14.326 | .487 | .290 | .776 |
| CONT 7 | 26.71 | 13.255 | .607 | .448 | .759 |
| CONT 8 | 26.71 | 13.393 | .520 | .314 | .771 |
| CONT 9 | 26.69 | 13.628 | .451 | .377 | .781 |
| CPWB 1 | 6.11 | 7.075 | .429 | .197 | .776 |
| CPWB 2 | 6.38 | 5.899 | .680 | .479 | .642 |
| CPWB 3 | 6.31 | 6.303 | .592 | .404 | .692 |
| CPWB 4 | 6.28 | 6.315 | .561 | .327 | .709 |

Key: TASK- task performance, CONT- contextual performance, CPWB – Counter-productive work behaviour

4.4.1 Task performance

The construct task performance had five items. This construct was checked to see if all items were contributing to the internal consistency of the total sub-scale in Table 4.3. Veloen (2016) argues that if the correlated item corrected is above 0.30, the item is in line with other questions. All the items under task performance were found to be above 0.30 thus no item was deleted. The Cronbach's Alpha on all items recorded for task performance was 0.716 which was defined acceptable. This is illustrated in Table 4.7.

4.4.2 Contextual performance

Van Der Hoven (2016) argues that all items above 0.30 as illustrated in Table 4.3 are safe to use. This means that no item that was deleted. An acceptable Cronbach Alpha coefficient of 0.796 in was observed on the reliability test of contextual performance as illustrated in Table 4.7, which is a construct under employee job performance instrument.

4.4.3 Counter-productive work behaviour

All the corrected items are above 0.30 as illustrated in Table 4.3. For this reason, all the items are in line with each other, none was deleted. This construct showed a Cronbach's Alpha of 0.764 as indicated in Table 4.7. This is above the acceptable cut-off point of 0.70.

Table 4.4: *Item-total statistics for employee retention*

| | Scale mean if item deleted | Scale variance if item deleted | Corrected item-total correlation | Squared multiple correlation | Cronbach's alpha if item deleted |
|--------|----------------------------|--------------------------------|----------------------------------|------------------------------|----------------------------------|
| RETE1 | 8.70 | 6.188 | .446 | .349 | .283 |
| RETE2 | 8.41 | 6.131 | .465 | .389 | .264 |
| *RETE3 | 7.92 | 10.175 | -.113 | .046 | .731 |
| RETE4 | 8.61 | 5.852 | .481 | .257 | .239 |

Note: *Item dropped for analysis from the construct because of low Cronbach's alpha

Key: RETE= Retention

4.4.4 Employee retention

The retention instrument had four items. After running an item analysis, a Cronbach's Alpha of 0.502 was found as illustrated in Table 4.7. The total item statistics in Table 4.4, however, show a negative corrected item correlation of -0.113 on rete3 which is below 0.30. For that reason, this item was excluded in the data analysis. Therefore, the item (rete3) was deleted and the Cronbach's Alpha rose from 0.502 to 0.731. Besides, item (rete3), 3 other items were above 0.30 showing that there is no problem.

Table 4.5: *Item-total statistics for availability of training*

| | Scale | | | | Cronbach's |
|---------------|-------------------------------|-----------------------------|--------------------------------------|---------------------------------|--------------------------|
| | Scale mean if item deleted | Variance if item deleted | Corrected item- total correlation | Squared multiple correlation | Alpha if item deleted |
| AVAIT1 | 17.47 | 24.075 | .613 | .450 | .874 |
| AVAIT2 | 17.32 | 22.580 | .746 | .608 | .852 |
| AVAIT3 | 17.22 | 23.334 | .728 | .615 | .855 |
| AVAIT4 | 17.18 | 22.461 | .752 | .614 | .851 |
| AVAIT5 | 17.29 | 22.768 | .738 | .590 | .853 |
| AVAIT6 | 17.39 | 25.126 | .570 | .428 | .880 |
| COWE1 | 3.47 | 1.463 | .441 | .195 | .810 |
| COWE2 | 3.47 | 1.188 | .441 | .195 | .810 |
| SSP1 | 29.35 | 39.928 | .460 | .351 | .847 |
| SSP2 | 29.18 | 37.861 | .594 | .559 | .832 |
| SSP3 | 29.02 | 37.543 | .647 | .594 | .826 |
| SSP4 | 28.94 | 36.396 | .690 | .601 | .821 |
| SSP5 | 28.91 | 40.167 | .534 | .470 | .838 |
| SSP6 | 28.96 | 40.286 | .554 | .419 | .836 |
| SSP7 | 28.93 | 42.019 | .417 | .261 | .849 |
| SSP8 | 28.97 | 38.893 | .653 | .556 | .827 |
| SSP9 | 28.76 | 38.956 | .581 | .479 | .833 |

Key: SSP= Supervisor support on training; AVAIT= Availability of training; COWE= Co-worker support on training; Rete= Retention

4.4.5 Availability of training

The availability of training sub-scale had six items. All the items were above the required 0.30 as illustrated in Table 4.5. As a result, no item was excluded from the sub-scale.

4.4.6 Co-worker support on training

This construct only had two items which had a corrected item total correlation above 0.30 as illustrated in Table 4.5. As a result, all items were retained.

4.4.7 Supervisor-support on training

This sub-scale had nine items. Table 4.5 illustrates that all nine items were above 0.30 on the corrected item total correlation. Therefore, all items were returned.

4.5 Reliability testing

The reliability procedure was executed on all sub-scales. Employee training had three sub-scales, namely, availability of training, co-worker support on training and supervisor-support on training. Employee job performance also had three sub-scales, namely, task performance, contextual performance and counter-productive work behaviour. Employee retention had no sub scales. The Cronbach Alpha coefficient of training was 0.781, while for employee job performance it was 0.759. The Cronbach Alpha coefficient for employee retention was 0.502, but this later changed to 0.731 after deleting item (rete3). The study tested the average Cronbach's Alpha coefficient of 0.764 on the sub scales. This signified that the Cronbach's Alpha coefficient was acceptable (Ramjee, 2012) and that the instruments were reliable. Table 4.6 and Table 4.7 illustrate the scale of the Cronbach's Alpha co-efficient and the summary of the Cronbach's Alpha coefficient of the seven constructs respectively.

The Cronbach's Alpha co-efficient scale illustrated in Table 4.6 shows a category of the reliability of the sub-scales under employee training instrument, employee job performance instrument and employee retention instrument. Ramjee (2012) points out that if the Cronbach's Alpha is less than 0.60, the reliability would be defined as poor. If it is greater than 0.60 and less than 0.80 the reliability would be acceptable. Lastly, if the Cronbach's Alpha is greater than 0.80 the reliability of the scales would be considered good.

Table 4.6: *Scale of the Cronbach`s Alpha co-efficient*

| Scale of the Cronbach`s Alpha co-efficient | Description |
|--|-------------|
| Less than 0.6 | Poor |
| Greater than 0.6 and less than 0.8 | Acceptable |
| Greater than 0.8 | Good |

Source: Ramjee (2012)

Table 4.7: *Summary of the Cronbach`s Alpha coefficient of the seven constructs*

| Instrument | Sub-scale | Cronbach's Alpha (r) | Items | Interpretation |
|---------------------------------|-----------------------------------|----------------------|-----------|-------------------|
| Employee Job performance | Task Performance | 0.716 | 5 | Acceptable |
| | Contextual Performance | 0.796 | 9 | Acceptable |
| | Counter-Productive work behaviour | 0.764 | 4 | Acceptable |
| Employee retention | Retention | 0.731 | 4 | Acceptable |
| Employee training | Availability of Training | 0.882 | 6 | Good |
| | Co-worker support on Training | 0.610 | 2 | Acceptable |
| | Supervisor support on training | 0.850 | 9 | Good |
| | Average | 0.764 | 39 | Acceptable |

4.6 Hypotheses testing

Hypothesis testing is an inferential procedure that uses sample data to evaluate the credibility of a hypothesis about a population. It is the use of statistics to determine the probability that the given hypothesis is true or not (Sham & Purcell, 2014). The following hypotheses were formulated from the research objectives of the study:

H1: There is a relationship between employee training and employee job performance.

H2: There is a relationship between employee training and employee retention.

H3: Employee job performance and employee retention are mostly influenced by the general availability of employee training than supervisor support and co-worker support on training.

As shown from the hypotheses above, the study is focused on establishing the relationship between employee training and employee job performance. The results were investigated using the two-tailed Spearman's rho correlation analysis. It is important to note that correlation measures strength and the direction in the linear relationship between the two variables. This is denoted by a symbol r value. In correlation, the range between -1 to +1 indicates that a perfect relationship which will be viewed as highly negative and positive respectively. When it is 0, the relationship shows that there is no correlation on the data. The p value will show the significance of the relationship between the variables.

4.6.1 Results pertaining to objective 1

Objective 1: To determine whether there is a relationship between employee training and employee job performance

The first hypothesis was tested by assessing the significance of the correlation between employee training and employee job performance from the two surveyed firms. In this study, employee training was measured using three dimensions, namely, availability of training, supervisor support and co-worker support, whilst employee job performance was also measured using three dimensions, namely, task performance, contextual performance and counterproductive work behaviour. Analysis was conducted using factors from each dimension and a conclusion was made from the results drawn from those different dimensions as shown in Table 4.8.

Table 4.8: Overall correlation results among employee training, employee job performance and employee retention

| | | Task performance | Contextual performance | Counter productive work behaviour | Retention |
|---------------------------------------|---------|------------------|------------------------|-----------------------------------|-----------|
| Availability of training | R value | 0.318** | 0.710** | -0.209** | 0.544** |
| | p value | 0.000 | 0.000 | 0.000 | 0.000 |
| Supervisor Support on training | R value | 0.296** | 0.355** | -0.112 | -0.090 |
| | p value | 0.000 | 0.000 | 0.157 | 0.270 |
| Co-worker support on training | R value | 0.184* | 0.552** | -0.096 | -0.001 |
| | p value | 0.019 | 0.000 | 0.227 | 0.990 |

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

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

The correlation results in Table 4.8 show that there is a relationship between employee training constructs, employee job performance constructs and employee retention. The results show that there is a significant, statistical positive relationship between availability of training and task performance ($r = 0.318$; $p = 0.000$). This reveals that as general availability of training increases so does employee job performance.

The results in Table 4.8 further indicate that there is a significant positive relation between supervisor support on training and contextual performance and this is denoted with ($r = 0.355$; $p = 0.000$). This shows that as supervisor support on training increases, so does contextual performance.

Moreover, results in Table 4.8 indicate that there is a significant negative relationship between the availability of training and counterproductive work behaviour ($r = -0.209$; $p = 0.000$). This shows that as the availability of training deteriorates, counter productive work behaviour increases among employees.

4.6.2 Results pertaining to objective 2

Objective 2: To determine whether there is a relationship between employee training and employee retention

The second hypothesis was tested by assessing the significance and correlation between employee training and employee retention in the two surveyed firms. Employee training has three dimensions namely, availability of training, supervisor support and co-worker support. These dimensions were correlated with employee retention. The analysis was done using factors from two dimensions of employee training and employee retention and a conclusion was drawn from results. Spearman's rho correlation tested the null hypothesis of the independence between two variables and the results from the different dimensions are presented in Table 4.8.

The results in Table 4.8 show a significant positive correlation between availability of training and employee retention ($r = 0.544$; $p = 0.000$). This reveals that as availability of training increases employee retention in the organizations.

The researcher also analysed the question of whether supervisor support on training and employee retention are somewhat linked. Spearman's correlation coefficient indicates a negative relationship between these two variables which is not significant. This is shown in Table 4.8 as ($r = -0.090$; $p = 0.270$).

Table 4.9: *Correlation results among employee training, employee job performance and employee retention*

| | | TASK | CONT | CPWB | SSP | AVAIT | COWE | RETE |
|-----------------------|-------------------------|---------|--------|---------|--------|--------|------|------|
| Spearman's Rho | Correlation Coefficient | 1 | | | | | | |
| | Sig. (2-tailed) | . | | | | | | |
| | N | 161 | | | | | | |
| | | | | | | | | |
| CONT | Correlation Coefficient | .296** | 1 | | | | | |
| | Sig. (2-tailed) | .000 | . | | | | | |
| | N | 161 | 161 | | | | | |
| | | | | | | | | |
| CPWB | Correlation Coefficient | -.209** | -.112 | 1 | | | | |
| | Sig. (2-tailed) | .008 | .157 | . | | | | |
| | N | 161 | 161 | 161 | | | | |
| | | | | | | | | |
| SSP | Correlation Coefficient | .296** | .355** | -.112 | 1 | | | |
| | Sig. (2-tailed) | .000 | .000 | .157 | . | | | |
| | N | 161 | 161 | 161 | 161 | | | |
| | | | | | | | | |
| AVAIT | Correlation Coefficient | .318** | .710** | -.209** | .710** | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | . | | |
| | N | 161 | 161 | 161 | 161 | 161 | | |
| | | | | | | | | |
| COWE | Correlation Coefficient | .184* | .552** | -.096 | .552** | .484** | 1 | |
| | Sig. (2-tailed) | .019 | .000 | .227 | .000 | .000 | . | |
| | N | 161 | 161 | 161 | 161 | 161 | 161 | |
| | | | | | | | | |
| RETE | Correlation Coefficient | -.209** | -.132 | .346** | -.090 | .544** | .001 | 1 |
| | Sig. (2-tailed) | .008 | .096 | .000 | .270 | .000 | .990 | . |
| | N | 161 | 161 | 161 | 161 | 161 | 161 | 161 |
| | | | | | | | | |

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

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

Key: TASK=Task performance; CONT= Contextual performance; CPWB= Counter productive work behaviour; SSP= Supervisor support on training; AVAIT= Availability of training; COWE= Co-worker support on training; Rete= Retention

4.6.3 Results pertaining to objective 3

Objective 3: To determine which among the employee training constructs predicts more to employee job performance and employee retention

The third hypothesis was tested by checking which among the employee training constructs predicts more to employee job performance and employee retention in the two surveyed firms. Regression analysis is a predictive analysis, which is used to describe data and to explain the relationship between one dependent variable and two or more independent variables. Multiple linear regression analysis helps one understand the degree of variances of dependent variables when the independent variable is altered. In this study, the independent variable was employee training and the two dependent variables were employee job performance and employee retention.

4.6.3.1 Employee training and employee job performance

The results of the regression analysis between employee training and employee job performance is summarised in Table 4.10. In this instance the employee job performance constructs (task performance, contextual performance and counterproductive work behaviour) were computed in the SPSS to make one dependent variable employee job performance. The summary on the table contains extracts from the model summary of employee training and employee job performance, analysis of variance for employee job performance and co-efficiency for employee job performance. Firstly, the R^2 value was extracted from the model summary of the two variables, while the F value and the sig value were extracted from the analysis of variance for employee job performance. Secondly, the Std error, Standardised co-efficient Beta and the sig values were extracted from the co-efficiency of employee job performance to the summary Table 4.10.

Table 4.10: *Regression results for employee training and employee job performance*

| Independent Variable | B | Std Error. | p-value |
|---------------------------------------|----------|-------------------|----------------|
| (Employee training) | | | |
| Availability of training | .065 | .039 | .543 |
| Supervisor support on training | .298 | .049 | .007 |
| Coworker support on training | -.034 | .032 | .709 |
| R² | .108 | | |
| F | 6.339 | | |
| Sig | 0.000 | | |

Table 4.10 shows the regression results between employee training and employee job performance. Firstly, the results indicate that Supervisor support on training (SSUP) significantly predicts employee job performance ($F = 6.339$, $\text{sig} = 0.000$, $R^2 = 0.108$). Secondly the Table 4.10 illustrates the R square value of 0.108. This shows a 10.8% variance of the predictor variable to the dependent variable. Lastly, Table 4.10 illustrates a Beta Standardised Coefficients value of 0.298 for supervisor support on training (SSUP). This is a far higher co-efficient than the other Beta standardized coefficient value for general availability of training (AVAIT) and co-worker support on training (CSUP) which have 0.065 and -0.034 respectively.

The coefficient results in Table 4.10 show that that Supervisor support on training (SSUP) is the only predictor of employee job performance since its *sig* value is less than 0.05. This means that, as supervisor support on training increases or decreases, the opposite happens to employee job performance. However, it is important to note that the *sig* values of the availability of training and co-worker support on training are greater than 0.01. Therefore, there is an insignificant relationship between these employee training constructs and employee job performance.

4.6.3.2 *Employee training and employee retention*

The results of the regression analysis between employee training and employee retention is shown in Table 4.11. The table summarises all the regression results between employee training and employee retention. The summary on the Table contains extracts from the model summary of employee training and employee retention, analysis of variance for employee retention and co-efficiency for employee retention. Firstly, the R^2 value was extracted from the model summary of the two variables, while the F value and the *sig* value were extracted from the analysis of the

variance for employee retention. Lastly, the Std Error, Standardised co-efficient Beta and the sig values were extracted from the co-efficiency of employee retention to the summary Table 4.11.

Table 4.11: *Regression results of employee training and employee retention*

| Independent Variable (Employee retention) | B | Std Error. | p-value |
|--|----------|-------------------|----------------|
| Availability of training | .165 | .095 | .137 |
| Supervisor support on training | .058 | .079 | .536 |
| Coworker support on training | -.045 | .121 | .693 |
| R² | .029 | | |
| F | 1.553 | | |
| Sig | 0.203 | | |

The results in Table 4.11 shows a summary of regression results for employee training and employee retention. The results indicate that there is no significant predictive relationship between employee training and employee retention ($F = 1.553$, $\text{sig} = 0.203$, $R^2 = 0.029$). This implies that employee training cannot predict employee retention. This was carried out to check if employee training can predict employee retention. Table 4.11 shows an R square value of 0.029. This means that the predictor variable contributes 2.9% of variance to the dependent variable.

The results in Table 4.11 illustrate a Beta Standardized Coefficients value of 0.165 for availability of training (AVAIT) which is far higher than other Beta Standardized Coefficient values for co-worker support on training (CSUP) and supervisor support on training. It is important to note that co-worker support on training (CSUP) and supervisor support on training reflects a Beta Standardized Coefficients value which is 0.058 and -0.45 respectively. However, the Sig of all the training constructs are above 0.01 meaning they resemble insignificant relationship between training and employee retention. Therefore all the employee training constructs do not predict employee retention.

4.7 Chapter summary

In this chapter descriptive statistics comprising of the response rate and the biographical information were presented. Item analysis followed by reliability testing were done. The chapter also tested hypotheses that were categorised in two parts. This was done using spearman rho correlation to show the relationships between the research variable. Regression was also performed to show which among the of the predictor variable (employee training) constructs predicts most to the dependent variables (employee job performance and employee retention). The next chapter focuses on the discussion, recommendations, limitations and conclusion of the study.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter focuses on the discussion, conclusions, limitations and the recommendations of the study. Since the objective of the study was to find the influence of employee training by checking its relation with employee job performance and employee retention. This chapter sums up the literature and the analysed data and draws conclusions based on the findings.

5.2 Discussion of the results

The results of the study are discussed below. This was done by addressing objective by objective. Initially the reliability analysis was discussed followed by discussion of the correlation results by hypothesis then lastly regression results.

5.2.1 Reliability analysis

The reliability analysis was checked using the SPSS to determine the strengths of the instruments used. The individual work performance instrument had 17 items while the training and turn over intention instruments had 16 and four items respectively. Those items that had a total-correlation value below 0.30 were eliminated from the data analysis. During the analysis, the only item under employee retention, item 3 which had a corrected total correlation of -0.113 was deleted. Item 3 which had a corrected total-correlation of -0.113. After it had been deleted, the Cronbach Alpha for employee retention rose to 0.731. This was done to improve the Cronbach Alpha per construct. After the analysis, all the Cronbach Alpha were above 0.70 except for co-worker support on training which was 0.610. The average Cronbach Alpha for all the constructs was 0.764. This implies that the instruments were reliable.

5.2.2 Discussion of correlation results by hypotheses

There are two hypotheses which are discussed below to find the relationship between (employee training and job performance) and (employee training and employee retention).

Objective1: To determine whether there is a relationship between employee training and employee job performance

H1: There is a relationship between employee training and employee job performance.

The first hypothesis required the study to check if there is a relationship between employee training and employee job performance. Employee training constructs were measured against employee job performance constructs. The employee constructs used were the general availability of training, supervisor support on training and co-worker support on training, while the constructs of employee job performance used were task performance, contextual performance and counterproductive work behaviour.

Firstly, the results in Table 4.8 illustrate that there is a significant positive relationship between availability of training and task performance at Annualvest and Vast Africa companies in Zimbabwe ($r = 0.318$; $p = 0.000$). This means that, for every increase in employee training, an increase will also be noticed in task performance. The test of significance indicates that if $p < 0.01$, the researcher can reject the null hypothesis that both variables are independent of the general population. The study, therefore, rejects the null hypothesis that both variables are independent of the general population. Although general availability of employee training consists of a complicated series of interacting variables pertaining to aspects of the job, based on the findings of the study the availability of employee training can be defined in relation with employee job performance.

Secondly, results from Table 4.8 indicates that there is a significant positive correlation between supervisor support on training and contextual performance at Annualvest and Vast Africa ($r = 0.355$, $p = 0.000$). This shows that as the supervisor support on training increases, so does the contextual performance. Since $p < 0.01$, the study rejects the null hypothesis that both variables are independent of the general population. Even though this study confirms that there is a relationship between the two variables, supervisors support, at times seems not to contribute to the contextual performance of the employees. However, evidence by Ahmed, Ullah, and Ahmed (2015); Algharibeh, Almsafir and Alias (2014) from the review confirms that there is a relationship between the two variables. Algharibeh, Almsafir and Alias (2014), in their study of the relationship between employee training and employee job performance in public universities, show that the quality of supervisor support on training is the highest contributor to the contextual performance

of employees. This makes it important for Annualvest and Vast Africa to carefully monitor the relationship between the two variables, in order to have a competitive edge in the volatile market in Zimbabwe.

Thirdly, the results from Table 4.8 indicates that there is a negative correlation between availability of training and counter-productive work behaviour at these firms ($r = -0.209$; $p = 0.000$). This means that, when employee training decreases, employees tend to complain a lot and also behave negatively at work. The test of significance indicates that when $p < 0.01$, the study can reject the null hypothesis that both variables are independent of the general population. Since $p < 0.01$, the researcher can conclude that there is a negative correlation between counter-productive work behaviour and availability of training within organisations. Trained workers naturally perform brilliantly in a number of companies compared to untrained workers who usually show signs of discontent and counter-productiveness. Nkosi (2015) concurs that employees are compelled to be more skilled, proficient, inventive, innovative and use information effectively to fully demonstrate high performance in a most efficient manner. Similarly, Annualvest and Vast Africa are compelled to train their employees as training improves current and future performance of workers within organisations. This, in turn, leads to efficient employee job performance.

In conclusion, correlations at various dimensions confirm that there is a statistical relationship between employee training and employee job performance ($(r = 0.318$; $p = 0.000)$; $(r = 0.355$; $p = 0.000)$; $(r = -0,209$; $p = 0.000)$). The first two dimensions tested showed positive correlations. They showed that when training is made available to the workers within the organisation, work performance tends to improve and vice versa. However, the last dimension yielded results which differ from the first two. Negative correlations were observed, that is when employee training decreases, employee job performance tends to decline. Consequently, counter behaviour performance will be experienced within the organisation. These conclusions are supported by studies by Igbinovia (2016); Nkosi (2015); Nzambu (2015) which revealed that, there is a relationship between training and employee job performance in different organisations. The quality of training was also found to be the highest contributor to employee performance. Since $p < 0.01$ in all the correlations tested, the study will conclude by rejecting the null hypothesis that, "*There is no relationship between employee training and employee job performance*".

Objective 2: To determine whether there is a relationship between employee training and employee retention

H2: There is a relationship between employee training and employee retention.

The second hypothesis required the study to check the relationship between employee training and employee retention. Employee training has three sub-scales. However, two of them namely availability of training and supervisor support on training were measured against employee retention.

The results of the relationship between availability of training and employee retention are illustrated in Table 4.8. The results show a significant positive correlation between availability of training and employee retention ($r = 0.544$; $p = 0.000$). This means that, as employee training is made available, retention of employees is observed. As a result, the study therefore, rejects the null hypothesis that, there is no relationship between employee training and employee retention. This means that there is a fairly positive correlation between availability of training and retention of employees at the two firms. This study established the fact that, at Annualvest and Vast Africa trained workers are likely to stay compared to untrained workers. Generally, trained workers enjoy benefits such as internal promotions, good salaries, and a number of fringe benefits. Companies are more likely eager to keep more experienced and trained employees than their untrained counterparts. Similarly findings were revealed in Shakeel and But's (2015) study which showed that people's work environments motivate them to invest more physical and mental energy into their work and ultimately the time they are likely to stay in the organisation. Therefore, an environment which lacks training is likely to influence the decision of an employee to move to another organisation.

Furthermore, the results in Table 4.8 also show a low negative correlation between supervisor support on training and retention of employees within the organisations ($r = -0.090$; $p = 0.257$). Since $P > 0.01$ this shows that there is no relationship between supervisor support on training and retention of employees within organisations. Therefore, the study can accept the null hypothesis that both variables are independent to the general population.

In conclusion the correlation of these two dimensions shows that there is a statistical relationship between employee training and employee retention. For the first dimension the study observed a fairly positive correlation. This means that, when training is made available to employees within

the organisation, retention of employees tend to improve and vice versa. The last dimension yielded results which differ from the first one, that is negative correlations were observed. The p value in this dimension shows that there is no relationship between supervisor support on training and employee retention. These conclusions are in line with, (Hausknecht *et al.*, 2009); (Samuel & Chipunza, 2009); (Shakeel & But, 2015). Thus against this background, organisations should continue to train its employees. Failure to train them, will result in the organisation losing valuable employees to competitor organisations. Managers should, therefore, acknowledge the relationship between employee training and employee retention. They should identify and apply appropriate employee retention strategies that will help in reduce the frequent turnover of key employees.

5.2.3 Discussion of regression results

The regression results are discussed below to find out which among the employee training constructs predicts better to employee job performance and employee retention.

Objective 3: To determine which among the employee training constructs predicts more to employee job performance and employee retention

H3: Employee job performance and employee retention is mostly influenced by the general availability of employee training as compared to supervisor support and co-worker support on training.

The regression analysis was conducted to find out which of the employee training constructs will predict more to employee job performance and employee retention at Annualvest and Vast Africa. The results of the regression discussion are summarised below.

5.2.3.1 Employee training and employee job performance

The results in chapter four, indicate that the independent variable (employee training) explains the variation in employee job performance of 10.8% ($R^2=0.108$). This means that there are other independent variables that are significant in explaining employee job performance other than employee training.

Table 4.10 also illustrates a Beta Standardized Coefficient value of 0.298 for supervisor support on training (SSUP). This is a far higher co-efficient than the other Beta Standardized Coefficient

value for general availability of training (AVAIT) and co-worker support on training (CSUP) which have 0.065 and -0.034 values respectively. Therefore, the study does not reject the null hypothesis and concludes that employee job performance at Annualvest and Vast Africa is not influenced mostly by general availability of employee training as compared to supervisor support and co-worker support on training.

The coefficient results in Table 4.10 indicate that supervisor support on training (SSUP) is the only predictor of employee job performance. This is because supervisor support on training is the only construct with the sig value that is below 0.05. When supervisor support on training increases, or decreases the opposite happens to employee job performance. However, it is important to note that the sig values of the availability of training and co-worker support on training are greater than 0.05. Therefore there is no relationship among the general availability of training, co-worker support on training and employee job performance.

5.2.3.2 Employee training and employee retention

The results, in chapter four, indicate that the independent variable (employee training) explains the variation in employee retention by 2.9% (R square=0.029). This means that there are other independent variables other than employee training that are significant in explaining employee retention.

The regression results in Table 4.19 illustrates a Beta Standardized Coefficient value of 0.165 for availability of training (AVAIT). This is far higher than other Beta Standardized Coefficient values for co-worker support on training (CSUP) (0.058) and supervisor support on training (-0.045). However, the result for all the employee constructs (general availability of training, co-worker support on training and supervisor support on training) reflect sig values that are statistically insignificant. Therefore, the study does not reject the null hypothesis and concludes that employee retention is mostly influenced by general availability of employee training as compared to supervisor support and co-worker support on training.

5.3 Conclusions based on the research hypotheses

H1: There is a relationship between employee training and employee job performance

The correlation results from various dimensions confirm that there is a statistical relationship between employee training and job performance. Therefore, the null hypothesis is rejected. This shows that, there is a relationship between employee training and employee job performance.

H2: There is a relationship between employee training and employee retention

The correlation results show that there is a positive relation between employee training and employee job performance. In this case, the null hypothesis was rejected. This shows that employee training has an influence on employee retention.

H3: Employee job performance is mostly influenced by general availability of employee training as compared to supervisor support and co-worker support on training.

The regression results show that supervisor support on training predicts job performance more than general availability of training and co-worker support on training. Therefore the study rejects the null hypothesis. This concludes that general availability of training is surpassed by supervisor support on training on influencing employee job performance.

H3: Employee retention is mostly influenced by general availability of employee training as compared to supervisor support and co-worker support on training.

The regression results in chapter 4 show that general availability of training has a higher influence on employee retention than supervisor support on training and co-worker support on training. Therefore the study does not decline the null hypothesis.

5.4 Recommendations of the study

Bearing in mind the results of the study, the researcher recommends that Annualvest and Vast Africa should improve supervisor support on training and co-worker support on training. This is because availability of training proved to have a significant positive influence on employee job performance and employee retention. It is the responsibility of management to monitor supervisors support and t co-workers support on training within the organisation.

Furthermore, it is important for the two sister companies to come up with policies that will help supervisors to uplift employees through training. The results show that supervisor support has not contributed much in the organisation compared to general availability of training.

The employer should also strive to provide sufficient resources for training. This is crucial since training has motivated employees at Annualvest and Vast Africa`s. This will result in the company`s objectives being met and the company performing well in the industry.

5.5 Limitations of the study

Research only focused on Annualvest and Vast Africa two sister companies in Zimbabwe. Further research can be done on big companies. The study also focused only on the relationship among employee training, employee job performance and employee retention. Further research can be conducted in the same environment placing the mediator variable (job performance) between employee training and employee retention. Furthermore, the moderator variables such as quality of training can be used. Time was one of the limiting factor in this study since there was need to effectively gather information from a lot of respondents of the two sister companies. There was also a need of more financial resource to make the study feasible. This left finance as one of the limitation factor. Some of the employees were not found in their offices and some were reluctant to provide information to the questions asked because they were not sure if they are investigated or interrogated.

5.6 Chapter summary

This chapter discussed the results of the study, this included the reliability analysis and results of all three objectives which was were obtained through, correlation and regression. It further drew conclusions based on the results of the study. It then made recommendations of the study and went on to highlight the limitations.

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ANNEXURE A: WORK PLAN

| EXPECTED DATE OF COMPLETION | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | J | F | M | A | M | J | J | A | S | O | N | D |
| 2015 | | | | | | | | | | | | |
| Proposal Development and Presentations to the Department | | | | | | | | | | | | |
| 2016 | | | | | | | | | | | | |
| Submission of proposal to the school board | | | | | | | | | | | | |
| Submission of Research Proposal to the Higher Degrees committee | | | | | | | | | | | | |
| Literature review | | | | | | | | | | | | |
| Data collection | | | | | | | | | | | | |
| Data Analysis and Interpretation | | | | | | | | | | | | |
| Submission of First Draft Thesis | | | | | | | | | | | | |
| Submission of Second Draft Thesis | | | | | | | | | | | | |
| Proof Reading | | | | | | | | | | | | |
| 2017 | | | | | | | | | | | | |
| Submission of final Draft of Thesis | | | | | | | | | | | | |
| Incorporation of external examiner's comments | | | | | | | | | | | | |
| Submission of final research | | | | | | | | | | | | |
| Attending of Regional and International Conference | | | | | | | | | | | | |
| Graduation | | | | | | | | | | | | |

ANNEXURE B: BUDGET

This research will need a budget of at least R50 000. The expenses are classified below in an estimated Budget for the Research Study

| ITEM | QUANTITY | UNIT COST | TOTAL |
|---|--------------------|--------------|------------------|
| Printing | | | |
| Printing of research proposal for departmental presentation | 15 copies*35pages | R3.00 | R1 575.00 |
| Printing of research proposal for schools presentation | 15 copies*35pages | R3.00 | R1575.00 |
| Printing of questionnaire for pilot study | 10 copies*5pages | R3.00 | R150.00 |
| Printing of final questionnaires | 200 copies* 5pages | R3.00 | R3 000.00 |
| Total for printing | | | R6300-00 |
| Language editing or proof reading | | | |
| Editing and proof reading for proposal | 32 pages | R25 per page | R800.00 |
| Editing and proof reading for finished research Copy | 160 pages | R25 per page | R4 000.00 |
| Total for editing and proof reading | | | R4 800.00 |
| Stationery and consumables | | | |

| | | | |
|--|-------------------------------|------------------|-----------------------|
| Staple pins | 1 box | R100 | R100.00 |
| Files | 2 | R50 | R100-00 |
| Data bundles | 1Gig | R100 | R 100-00 |
| Stationery Subtotal | | | R300-00 |
| Travelling | | | |
| Data collection trip from Univen to Harare, Zimbabwe and back. Researcher and research assistant | 1 600km (To & From) | R3.3 per Km | R5280-00 R5280-00 |
| Travelling expenses when collecting data within Harare radius 30km per day | (15 days x 30km) 450 | R3.3 per Km | R1 485-00 R1485-00 |
| Travelling Expenses total | | | R13530-00 |
| Accommodation lodge and bed 1 researcher and 1 research assistant | 15 nights' * 1 room | R500 per room | R7500-00 |
| Food Allowance | | | R2500-00 |
| Subsistence total | | | R10000-00 |
| Research assistant | 1 research assistant *15 days | R120 per day | R1800.00 |
| Total for research assistance | | | R1800-00 |
| Executive Binding | 6 copies | R350/copy | R2 100.00 |
| Data statistician | 50hours | R120/hr | R5400.00 |

| | | | |
|---|----------------------------|-------------|-------------------|
| Printing | | | |
| Printing for spiral binding | 6 copies of 160 pages each | R3 per page | R2880.00 |
| Printing for Hard copies | 6 copies of 160 pages each | R3 per page | R2 880.00 |
| Total for printing | | | R5 760.00 |
| Grand Total for the whole Research | | | R49 990-00 |

ANNEXURE C: RESEARCH QUESTIONNAIRE

SECTION A: BIOGRAPHIC INFORMATION

Please answer the following questions by marking the appropriate boxes:

1. Please state the department where you are working:

Department _____

- 2 Gender

| | | | |
|------|--|--------|--|
| Male | | Female | |
|------|--|--------|--|

- 3 Race

| | | | | | | | |
|-------|--|-------|--|-------|--|----------|--|
| Black | | White | | Asian | | Coloured | |
|-------|--|-------|--|-------|--|----------|--|

- 4 Marital Status

| | | | | | |
|--------|--|---------|--|---------|--|
| Single | | Married | | Divorce | |
|--------|--|---------|--|---------|--|

- 5 Age

| | | | | | | | |
|----------|--|---------------|--|---------------|--|----------|--|
| Below 25 | | Between 26-35 | | Between 36-45 | | Above 45 | |
|----------|--|---------------|--|---------------|--|----------|--|

- 6 Qualifications

| | | | | | |
|-------------|--|---------|--|--------|--|
| Certificate | | Diploma | | Degree | |
|-------------|--|---------|--|--------|--|

- 7 Duration of employment in years

| | | | | | | | |
|-------------|--|-------------|--|--------------|--|-----|--|
| Less than 1 | | Between 2-8 | | Between 9-15 | | 16+ | |
|-------------|--|-------------|--|--------------|--|-----|--|

- 8 Category

| | | | |
|------------|--|-------------|--|
| Management | | Subordinate | |
|------------|--|-------------|--|

- 9 Home language

| | | | | | |
|-------|--|---------|--|----------------|--|
| Shona | | Ndebele | | Other/ specify | |
|-------|--|---------|--|----------------|--|

SECTION B: INDIVIDUAL WORK PERFORMANCE QUESTIONNAIRE

We would like to know how your performance has been in general, over the past few months. Please answer ALL the questions on the following pages by simply marking the answer that mostly applies to you. The high scores will represent high task and contextual performance and high counterproductive work behaviour. It is important that you try to answer ALL questions

| KEY | Never 1 | Seldom 2 | Sometimes 3 | Always 4 |
|-----|------------|-------------|----------------|-------------|
|-----|------------|-------------|----------------|-------------|

| TASK PERFORMANCE | | | | | |
|-------------------------|--|---|---|---|---|
| 10 | I managed to plan my work so that it was done in time. | 1 | 2 | 3 | 4 |
| 11 | My planning was optimal. | 1 | 2 | 3 | 4 |
| 12 | I keep in mind the results that I had to achieve in my work. | 1 | 2 | 3 | 4 |
| 13 | I was able to separate main issues from side issues at work. | 1 | 2 | 3 | 4 |
| 14 | I knew how to set priorities | 1 | 2 | 3 | 4 |
| CONTEXCTUAL PERFORMANCE | | | | | |
| 15 | I was able to perform my work well with minimal time and effort. | 1 | 2 | 3 | 4 |
| 16 | Collaboration with others was very productive. | 1 | 2 | 3 | 4 |
| 17 | I took on extra responsibilities. | 1 | 2 | 3 | 4 |
| 18 | I started new tasks myself, when old ones were finished. | 1 | 2 | 3 | 4 |
| 19 | I took on challenging work tasks when available. | 1 | 2 | 3 | 4 |
| 20 | I worked on keeping my job skills up-to-date. | 1 | 2 | 3 | 4 |
| 21 | I came up with creative solutions to new problems. | 1 | 2 | 3 | 4 |
| 22 | I did more than was expected of me. | 1 | 2 | 3 | 4 |
| 23 | I actively participated in work meetings. | 1 | 2 | 3 | 4 |

| KEY | Never 1 | Seldom 2 | Sometimes 3 | Frequently 4 |
|-----|------------|-------------|----------------|-----------------|
|-----|------------|-------------|----------------|-----------------|

| COUNTER PRODUCTIVE WORK BEHAVIOUR | | | | | |
|-----------------------------------|--|---|---|---|---|
| 24 | I complained about unimportant matters at work. | 1 | 2 | 3 | 4 |
| 25 | I focused on negative aspects of work situation instead of positive aspects. | 1 | 2 | 3 | 4 |
| 26 | I did less than was expected of me. | 1 | 2 | 3 | 4 |
| 27 | I sometimes did nothing while I should have been working. | 1 | 2 | 3 | 4 |

SECTION C: RETENTION AND TRAINING QUESTIONNAIRE

We would like to know how training will influence retention in general. Please answer ALL the questions on the following pages by simply marking the answer that mostly applies to you. The high scores will strongly agree. It is important that you try to answer ALL questions

| KEY | Strongly disagree 1 | Disagree 2 | Neutral 3 | Agree 4 | Strongly Agree 5 |
|-----|------------------------|---------------|--------------|------------|---------------------|
|-----|------------------------|---------------|--------------|------------|---------------------|

| | | | | | | |
|----|---|---|---|---|---|---|
| 28 | I often think of quitting my present job | 1 | 2 | 3 | 4 | 5 |
| 29 | I may leave this company and work for another company in the next year | 1 | 2 | 3 | 4 | 5 |
| 30 | I plan to stay in this company to develop my career over a long period of time | 1 | 2 | 3 | 4 | 5 |
| 31 | I may not have a good future if I stays with this organisation | 1 | 2 | 3 | 4 | 5 |
| 32 | My organisation provides me with good opportunities to undertake in house specific training | 1 | 2 | 3 | 4 | 5 |
| 33 | My organisation provides a good environment for new recruits to learn job specific skills and knowledge | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|--|---|---|---|---|---|
| 34 | My organisation provides me with good opportunities to learn general skills inside the organisation which may be of use to me in my future career. | 1 | 2 | 3 | 4 | 5 |
| 35 | My organisation provides me with knowledge inside the organisation which may be of use to me in my future career | 1 | 2 | 3 | 4 | 5 |
| 36 | My organisation provides me with good opportunities to undertake general training programmes and seminars outside of the organisation | 1 | 2 | 3 | 4 | 5 |
| 37 | My organisation provides me with assistance to take management training and development courses externally at educational institutions | 1 | 2 | 3 | 4 | 5 |
| 38 | My co-workers do not resist my efforts to apply new knowledge or skills on the job | 1 | 2 | 3 | 4 | 5 |
| 39 | My co-workers are not reluctant to give me advice | 1 | 2 | 3 | 4 | 5 |
| 40 | I am comfortable discussing my skills weaknesses with my manager | 1 | 2 | 3 | 4 | 5 |
| 41 | My supervisor shares information influencing my career plans | 1 | 2 | 3 | 4 | 5 |
| 42 | My supervisor supports my participation in training and development programmes | 1 | 2 | 3 | 4 | 5 |
| 42 | My supervisor gives me coaching and guidance to help achieve my work objectives | 1 | 2 | 3 | 4 | 5 |
| 44 | My supervisor believes advising me is one of his/her major job responsibilities | 1 | 2 | 3 | 4 | 5 |
| 45 | My supervisor believes training is one of his/ her major job responsibilities | 1 | 2 | 3 | 4 | 5 |
| 46 | I do not hesitate to tell my supervisor of a training need | 1 | 2 | 3 | 4 | 5 |
| 47 | My supervisor makes sure I get the training and development needed for job effectiveness | 1 | 2 | 3 | 4 | 5 |
| 48 | My supervisor provides me with specific feedback on my job performance | 1 | 2 | 3 | 4 | 5 |

Thank you for your participation.

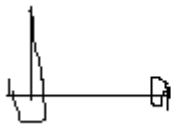
ANNEXURE D: CONSENT LETTER

Dear Respondent

My name is Musarurwa Dzikamai and I am a full time student at the University of Venda. Currently I am pursuing my Masters in Public Administration. I am required to conduct a survey as a fulfilment of my study. The title of my research is “Employee training, job performance and retention at a private sector in Zimbabwe”. The questionnaire will not take more than 20 minutes to complete. Please tick the answer that you think is most appropriate. Results obtained from this survey will be protected and defined very confidential and it is only going to be used for academic purposes only.

Thank you for your cooperation.

Yours Faithfully



Musarurwa D
Masters Student

For any information please do not hesitate to contact me on:

Email - idpolga@yahoo.com Cell Number - (0027) 76 746 4527

ANNEXURE E: PERMISSION LETTER FROM VAST AFRICA.



07 November 2016

Dear Musarurwa D

This letter serves to inform you that we received your letter that you sent requesting authority to conduct a survey with VastAfrica Investments. Please note that the authority has been granted and be informed that the information obtained should be confidential. The results of the study must only be used for academic purpose only

Yours Faithfully

.....
G.Chideme

Managing Director



ANNEXURE F: PERMISSION LETTER FROM ANNUALVEST



Annualvest Investments Pvt Ltd
Stand No. 386 Mpandawana
Gutu
Cell: 0774 044 869
Email: julimakunde@yahoo.co.uk

07 November 2016

Attention: Mr Dzikamai Musarurwa
University of Venda
Private Bag X5050
Thohoyandou
Limpopo, SA

Ref: Authority to collect Data at Annualvest Investments

Annualvest Investments is happy to announce that permission has been given for you to collect data in fulfilment of your studies.

As a company that is professional, we value confidentiality especially on information regarding our employees and the company as a legal person. We hope you will abide by our principles of keeping collected data confidentially.

We would like to thank you for doing research with our company. Our hope is to continue working with you on the ground that our relations are improving both on the academic and professional worlds.

Yours faithfully,



Makunde J

Managing Director



ANNEXURE G: CLEARANCE FROM UNIVERSITY ETHICAL CLEARANCE COMMITTEE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Mr D Musarurwa

Student No:
11617315

PROJECT TITLE: **Employee training, job performance and retention of employees at Unilever Zimbabwe.**

PROJECT NO: **SMS/16/PDN/06/0608**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

| NAME | INSTITUTION & DEPARTMENT | ROLE |
|----------------|--------------------------|------------------------|
| Dr TS Setati | University of Venda | Supervisor |
| Mr H Ngirande | University of Venda | Co-Supervisor |
| Mr D Musarurwa | University of Venda | Investigator - Student |

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: August 2016
Decision by Ethical Clearance Committee Granted
Signature of Chairperson of the Committee:
Name of the Chairperson of the Committee: Prof. G.E. Ekosse

| |
|---|
| UNIVERSITY OF VENDA DIRECTOR RESEARCH AND INNOVATION 2016 -08- 15 Private Bag X5050 Thohoyandou 0950 |
|---|



University of Venda
PRIVATE BAG X5050, THOHOYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060
"A quality driven financially sustainable, rural-based Comprehensive University"

ANNEXURE H: DECISION TAKEN BY UNIVERSITY HIGHER DEGREES COMMITTEE

UNIVERSITY OF VENDA

OFFICE OF THE DEPUTY VICE-CHANCELLOR: ACADEMIC

TO : MR/MS D MUSARURWA
SCHOOL OF MANAGEMENT SCIENCES

FROM: PROF J.E. CRAFFORD
DEPUTY VICE-CHANCELLOR: ACADEMIC

DATE : 03 OCTOBER 2016

DECISIONS TAKEN BY UHDC OF 25 OCTOBER 2016

Application for approval of Master's research proposal in Management Sciences: D. Musarurwa (11617315)

Topic: "Employee training, job performance and retention of employees in the Zimbabwe private sector."

| | | |
|---------------|--------|-----------------|
| Supervisor | UNIVEN | Dr. T.S Setati |
| Co-supervisor | UNIVEN | Mr. N. Ngirande |

UHDC approved Master's proposal



Prof J.E. CRAFFORD
DEPUTY VICE-CHANCELLOR: ACADEMIC

ANNEXURE I: DATA ANALYSIS RESULTS

Reliability Statistics for task performance

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Number of Items |
|------------------|--|-----------------|
| .716 | .716 | 5 |

Reliability Statistics for contextual performance

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Number of Items |
|------------------|--|-----------------|
| .796 | .798 | 9 |

Reliability Statistics for counterproductive work behaviour

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Number of Items |
|------------------|--|-----------------|
| .764 | .763 | 4 |

Reliability Statistics for retention

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Number of Items |
|------------------|--|-----------------|
| .502 | .487 | 4 |

Item-Total Statistics for retention

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--------------|----------------------------|--------------------------------|----------------------------------|------------------------------|----------------------------------|
| rete1 | 8.70 | 6.188 | .446 | .349 | .283 |
| rete2 | 8.41 | 6.131 | .465 | .389 | .264 |
| rete3 | 7.92 | 10.175 | -.113 | .046 | .731 |
| rete4 | 8.61 | 5.852 | .481 | .257 | .239 |

Reliability Statistics for availability of training

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Number of Items |
|------------------|--|-----------------|
| .882 | .881 | 6 |

Reliability Statistics for co-worker support on training

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Number of Items |
|------------------|--|-----------------|
| .610 | .612 | 2 |

Item-Total Statistics for co-worker support on training

| | Scale Mean if Deleted | Item Scale Variance if Item Deleted | Corrected Total Variance | Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--------------|------------------------------|--|---------------------------------|-------------------------------|-------------------------------------|---|
| cowe1 | 3.47 | 1.463 | .441 | | .195 | .890 |
| cowe2 | 3.47 | 1.188 | .441 | | .195 | .890 |

Reliability Statistics for supervisor support on training

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Number of Items |
|------------------|--|-----------------|
| .850 | .850 | 9 |

Item-total statistics for supervisor support on training

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|-------------|-----------------------------------|---------------------------------------|---|-------------------------------------|---|
| ssp1 | 29.35 | 39.928 | .460 | .351 | .847 |
| ssp2 | 29.18 | 37.861 | .594 | .559 | .832 |
| ssp3 | 29.02 | 37.543 | .647 | .594 | .826 |
| ssp4 | 28.94 | 36.396 | .690 | .601 | .821 |
| ssp5 | 28.91 | 40.167 | .534 | .470 | .838 |
| ssp6 | 28.96 | 40.286 | .554 | .419 | .836 |
| ssp7 | 28.93 | 42.019 | .417 | .261 | .849 |
| ssp8 | 28.97 | 38.893 | .653 | .556 | .827 |
| ssp9 | 28.76 | 38.956 | .581 | .479 | .833 |

Correlation results among employee training, employee job performance and employee retention

| | | TASK | CONT | CPWB | SSP | AVAIT | COWE | RETE |
|-----------------------|-------------------------|---------|--------|---------|--------|--------|------|------|
| Spearman's Rho | Correlation Coefficient | 1 | | | | | | |
| | Sig. (2-tailed) | . | | | | | | |
| | N | 161 | | | | | | |
| | | | | | | | | |
| CONT | Correlation Coefficient | .296** | 1 | | | | | |
| | Sig. (2-tailed) | .000 | . | | | | | |
| | N | 161 | 161 | | | | | |
| | | | | | | | | |
| CPWB | Correlation Coefficient | -.209** | -.112 | 1 | | | | |
| | Sig. (2-tailed) | .008 | .157 | . | | | | |
| | N | 161 | 161 | 161 | | | | |
| | | | | | | | | |
| SSP | Correlation Coefficient | .296** | .355** | -.112 | 1 | | | |
| | Sig. (2-tailed) | .000 | .000 | .157 | . | | | |
| | N | 161 | 161 | 161 | 161 | | | |
| | | | | | | | | |
| AVAIT | Correlation Coefficient | .318** | .710** | -.209** | .710** | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | . | | |
| | N | 161 | 161 | 161 | 161 | 161 | | |
| | | | | | | | | |
| COWE | Correlation Coefficient | .184* | .552** | -.096 | .552** | .484** | 1 | |
| | Sig. (2-tailed) | .019 | .000 | .227 | .000 | .000 | . | |
| | N | 161 | 161 | 161 | 161 | 161 | 161 | |
| | | | | | | | | |
| RETE | Correlation Coefficient | -.209** | -.132 | .346** | -.090 | .544** | .001 | 1 |
| | Sig. (2-tailed) | .008 | .096 | .000 | .270 | .000 | .990 | . |
| | N | 161 | 161 | 161 | 161 | 161 | 161 | 161 |
| | | | | | | | | |

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

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

Key: TASK=Task performance; CONT= Contextual performance; CPWB= Counter productive work behaviour; SSP= Supervisor support on training; AVAIT= Availability of training; COWE= Co-worker support on training; Rete= Retention

ANNEXURE J: EDITOR REPORT

EDITOR DECLARATION

I, Dr Bevelyn Dube, of the Communication and Applied Language Studies Department at the University of Venda declare that I edited and proofread the Master in Administration dissertation entitled "*Employee training, employee job performance and employee retention in the Zimbabwean private sector*" written by Musarurwa, D. (Student number 11617315)



Dr BEVELYN DUBE: BA, Grad CE, BA Hons (English), MA (English) University of Zimbabwe, DPhil (SU)
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0950
RSA
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ANNEXURE K: TURNIT REPORT

EMPLOYEE TRAINING, JOB PERFORMANCE AND RETENTION IN THE ZIMBABWEAN PRIVATE SECTOR.

ORIGINALITY REPORT

| | | | |
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