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Effectiveness of Training Programs on Employee Performance at Chreso University

Chipo Chembo¹, Dr. Lee Caleb Mahlangu², Dr. Elizabeth Zyambo³, Dr Kadeyo Mutale Kuyela⁴, Sututu Imasiku⁵

¹ Cavendish University Zambia, cchembo@cavendish.co.zm

² Cavendish University Zambia, <https://orcid.org/0009-0004-9654-0809>, lmahlangu@cavendish.co.zm

³ Cavendish University Zambia, emunengami@cavendish.co.zm

⁴ University of Zambia Library, <https://orcid.org/0009-0008-1564-0816>, kadevo.kuyela@unza.ac.zm

⁵ University of Zambia Library, <https://orcid.org/0009-0007-1829-9484>, sututu.imasiku@unza.ac.zm

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ABSTRACT

The study assessed the effectiveness of training programs on employee performance at Chreso University. Adopting the Human Capital Theory, it used a deductive approach and a mixed-methods convergent parallel design with the collection of quantitative and qualitative data simultaneously. Permanent and contract employees with formal training in the last three years and three Human Resource Managers as key informants participated in the study. Simple random sampling and purposive sampling was used Slovin's formula. Data were collected using structured questionnaires and semi-structured interviews. Quantitative data were analysed using descriptive statistics and regression analysis in SPSS Version 26, and qualitative data were analysed thematically. The results indicate that training had a positive effect on employees' performance as 69% reported that they improved job performance, 77% enhanced job effectiveness, 64% increased productivity and 60% improved service quality. The findings are consistent with Human Capital Theory in that they confirm that investment in employee training improves knowledge, skills, productivity and performance; in practice, Chreso University should strengthen regular and relevant training programs to enhance employee effectiveness and service quality. The study concluded that training programs at Chreso University were effective in enhancing employee performance, according to the study.

Keywords: *Training, Employee performance, Chreso University, and Human capital theory.*

1.1 Introduction

In any business, employees are the most important assets and keeping them trained has remained the key factors for their efficiency in the production of goods and delivery of services by the organization (Osabiya, 2020). Conversely, the efficiency of the organization in the production of goods and delivery of services by the organization depends among others on availability of well-trained employees. Training ensures that employees have required qualifications in terms of job knowledge, skills, abilities and understanding (Kolibacova, 2014; Enga, 2017; Afroz, 2018).

According to DeSario (2021), training refers to learning experiences designed to enhance the short-term and/or long-term job performance of individual employees. In this regard, training is viewed as part of an ongoing developmental process. Training needs should be aligned with the organizational mission (Miller, 2017). Therefore, when organizations plan their training activities, they must ensure alignment with their mission. The effective application of training and development programs leads to the acquisition of high-performing employees in the workplace. Retorio (2025) also define training as the process of enhancing the skills, knowledge, exposure, and abilities of an individual.

According to Griffin (2022), investing in employee training and development offers significant advantages for organizations. It enhances employee performance, fosters innovation, and supports the achievement of organizational objectives. Providing continuous learning opportunities increases employee engagement, reduces absenteeism, and leads to higher productivity and profitability. Furthermore, employee training and development involve dedicating time and resources to supporting employees' growth, enabling them to become experts in their roles while contributing to the overall

success of the organization. These investments result in numerous benefits, including improved productivity, higher job satisfaction, and stronger alignment between employees' personal goals and organizational objectives.

Khan (2021) postulates that training plays a distinct role in achieving organizational goals by integrating the interests of the organization and its workforce. Training enhances both employee and organizational efficiency and effectiveness (Griffin, 2022). Employees with greater on-the-job experience tend to perform better due to increased skills and competencies. Siddiqui (2020) emphasizes that training and development programs are an integral component of human resource development (HRD). It is widely acknowledged that all organizational tasks, regardless of scale or sector whether primary, secondary, or tertiary require human resource involvement.

Effective training benefits organizations in various ways. It plays a vital role in building and maintaining capabilities at both individual and organizational levels and contributes to organizational change (Valle et al., 2020). Additionally, it enhances the retention of talented employees, thereby reducing unintended employee turnover (Shaw et al., 2019). Training also signals an organization's long-term commitment to its workforce, which in turn improves employee performance (Pfeffer, 2018). Collectively, these contributions lead to a competitive advantage, improved employee performance, and increased organizational productivity (Bart et al., 2018).

According to Godwin et al. (2020), Chreso University operates in a dynamic higher education environment where maintaining high employee performance is essential for achieving institutional goals and delivering quality educational services. To remain competitive, the university may ensure that both academic and non-academic employees possess the knowledge, skills, and competencies required to perform efficiently (Pfeffer, 2018). Although the university has implemented various staff training and development initiatives, there is limited empirical evidence regarding the extent to which these programmes have enhanced employee performance.

2.1 Literature Review

Enga (2019) stresses further that training programme may have different impact on employees' efficiency depending on the extent which particular programme enabled acquisition of job skills, knowledge, abilities and general understanding by employees under training. Ngailo (2019) shows that on-the-job training programme such as coaching; job rotation, job instructions and orientation training methods enhanced performance of employees at CRDB Bank Tanzania PLC. Kolibacova (2018) highlighted that if the training programme adopted in training employees contributes in the acquisition of more skills, knowledge and abilities required by the job, the particular employees under training are more likely to outperform employees who did not involve in the particular training programme.

Samad et al (2018) researched the factors influencing training effectiveness among employees drawing experience from Sigma Company in India. In order to realize the above rationale, a total samples of 285 employees of was constructed using proportionate stratified random sampling and the required data was obtained by administering questionnaires to all employees in the sample. The correlation and regression analysis was used to test relationships between variables. The results revealed that supervisory support, peer support, and self-efficacy had significant relationship with the training effectiveness among employees. Among these factors, supervisory support was the most influential factor, which affected employees' training effectiveness.

Ali (2016) examined the perceived factors influencing the effectiveness of training at the Public Service Commission in Kenya. The Census method was used and 220 employees of Public Service Commission were covered. Both, primary and secondary were used to achieve the study objectives. The former was gathered using closed questionnaires and the later involved purposeful review of relevant journals, research reports, the internet, published textbooks and government publications. It was reported that training needs analysis was conducted prior to organizing training programmes. The conduct of training needs analysis is the fore most important stage of training process that provides why training should take place (Gupta, 2009).

Enga (2017) conducted research on impact of training and development on organizational performance using case study approach. A total of 30 employees of the organization under study were taken as the samples and the required data was gathered by administering questionnaires and conducting interviews. The researcher observed that that different training methods and tools were used by the organization. However, not all of them were capable to impart required knowledge and skills to trainees. The on-the-job-training method specifically job instruction and induction were more suitable for training unskilled or the less experience employees. The contribution of unskilled and less experienced employees became higher if they were trained using appropriate method that exposed the basic knowledge, skills, understanding and experience about job (Enga, 2017).

Kumar and Siddika (2017) conducted research on the benefits of training and development programme on employees' performance with special reference to service sector. Researchers focused to identify the relative importance of training and development program and their impact on the overall organizational success. A total of 50 employees of the studied organization were involved and the data were gathered with the aid of structured questionnaires. The study found the effect of training such as increasing the skill, ability and intellectuality needed to enhance performance of the organization.

Nassazi (2013) studied the effect of training on employees' performance drawing evidence from service sector. In order to achieve the stated rationale, four objectives were developed that is, identifying the training programs' existing in the industry, the objective of the training offered, the methods employed and finally the effects of training and development on employee performance. The questionnaire comprising of 18 questions were distributed

to 120 respondents in the endeavours to solicit data on the study problem. It was reported that training had a clear effect on the performance of employees. The effects of training included ensuring that employees possessing knowledge, skills and experience needed to implement wide range of activities of the company (Nassazi, 2013).

Afroz (2018) investigated the effects of training on employees' performance in the service sector. The survey design was adopted and required data was obtained from 150 employees using self-administrated questionnaires. The results showed that training enhances employee engagement, employee motivation and job satisfaction. Afroz reported existence of strong relationship between employee training and employees' performance. It was concluded that the more the employee gets training, the more efficient their level of performance would be (Afroz 2018).

Niati, et al (2021), in their study the effect of training on work performance and career development: the role of motivation as an intervening variable, conducted in Budapest, examined how employee training influences work performance and career growth, with motivation as a mediating factor. Using a quantitative research approach, the study collected data through structured surveys from employees across various industries. Findings indicated that training positively impacts work performance by enhancing employees' skills and competencies. The study concluded that organizations should design targeted training programs, integrate motivational strategies, and provide continuous learning opportunities to improve both employee performance and career progression.

Mchete and Shayo (2020), in their study the role of induction training on performance of new employees at workplace: a case study of the open university of Tanzania, examined how induction training impacts the performance of newly hired staff. Using surveys and interviews with new employees and human resource officers, the study found that structured induction programs improve employees' understanding of job roles, workplace culture, and organizational expectations, leading to increased efficiency and job satisfaction. The study concluded that effective induction training is crucial for employee retention and performance improvement.

Ugbomhe et al. (2016) showed that banking employees can do their jobs more effectively if they receive the proper training and development. Sthapit and Ghale (2018) found that T&D components had a statistically significant effect on junior officers' and assistant level employees' perceptions of their performance in the bank under study. The influence of attitude and behaviour change was shown to be significant among the four predictors (T&D constituents), but the impact of the other three (training content and deliverability, instructional design, and skills, knowledge, and ability development of employees) was not significant.

Ali et al. (2021) suggested that enhanced employee performance, growth, and training could lead to a more efficient banking sector. This improves the economic situation in the South Punjab region. Olanipekun and Olanipekun (2022) stated that by increasing the clientele and allowing the firm to run smoothly with little to no management oversight, training and development programs in the selected enterprises have had a substantial impact on organizational growth. Thwin et al. (2022) found a positive correlation between training and development and employee performance.

Ugbomhe et al. (2016) analysed impact of training and development on employee performance in selected banks in Edo North Senatorial district, Nigeria. The study examined the relationship between training and development and employee performance in businesses. All of the commercial banks in Nigeria's Edo North Senatorial District made up the study's population, and survey research methodology was employed. Only thirty people could participate in the study; they were selected at random from five banks in Edo North. A standardized questionnaire with a five-point Likert scale was used to collect the data. Two study hypotheses were examined using t-test statistics at the five percent significant level. The findings showed that banking staff members are capable of doing good work provided they have the proper instruction and growth. The study concluded that management should design suitable training and development programs for each group of employees in need of such programs based on its results.

Dhakal (2016) examined the impact of training on job satisfaction and organizational effectiveness in Nepalese commercial bank. This study looked at the significance and influence of training on employee satisfaction and organizational effectiveness. 250 respondents from 25 Nepali commercial banks made up the survey's sample. A structured questionnaire is created in order to fulfill the study's objectives. The significance and importance of the training's effects on work satisfaction and organizational effectiveness from training in Nepalese commercial banks are tested using approximated regression models. The findings demonstrated a favourable relationship between job satisfaction among employees and organizational effectiveness and training characteristics (training need assessment, training delivery methodologies, organization's training commitment, and training evaluation).

Sthapit and Ghale (2018) investigated impact of training and development on perceived employee performance: a case study of Agricultural Development Bank Ltd. Through the use of a case study methodology, the study examined how training and development (T&D) programs affected the perception of employee performance with regard to Agriculture Development Bank Ltd. in Nepal. Using a structured questionnaire based on the survey method, the study gathered data from February to March 2018 on a sample of 112 employees (junior officers, assistants, and members of the hierarchical strata) selected at random from a population of 185 using a stratified sampling technique. The study found a statistically significant effect of T&D constituents on the perceived performance of junior officers and assistant level employees of the analysed bank through the use of regression analysis and descriptive statistics.

3.1 Objectives

The study was to identify the challenges affecting the effectiveness of training programs in improving employee performance at Chreso University.

4.1 Methods

This study utilized a pragmatic research philosophy, suitable for mixed-methods research, enabling the integration of quantitative and qualitative methods. A deductive approach was taken to test existing theories regarding the relationship between employee training and performance at Chreso University, employing a convergent parallel design to comprehensively assess training effectiveness. The sampling frame included all permanent and contract employees who participated in training programs over the last three years, compiled from Human Resource records to ensure equal selection chances. The sample size was determined using Slovin's formula.

The formula:
$$n = \frac{N}{1 + N(e)^2}$$

Whereas: N= Target population

n=Total sample size

e = Margin of error or Error of Tolerance

In this study, the target population included 100 respondents, which comprised academic staff, non-academic staff, and 3 human resource managers as key informants. The sample size will be determined using Slovin's formula.

$$n = 100 / 1 + 100(0.05)^2$$

$$= 100 / [1 + 100(0.0025)] = \mathbf{90 \text{ Respondents}}$$

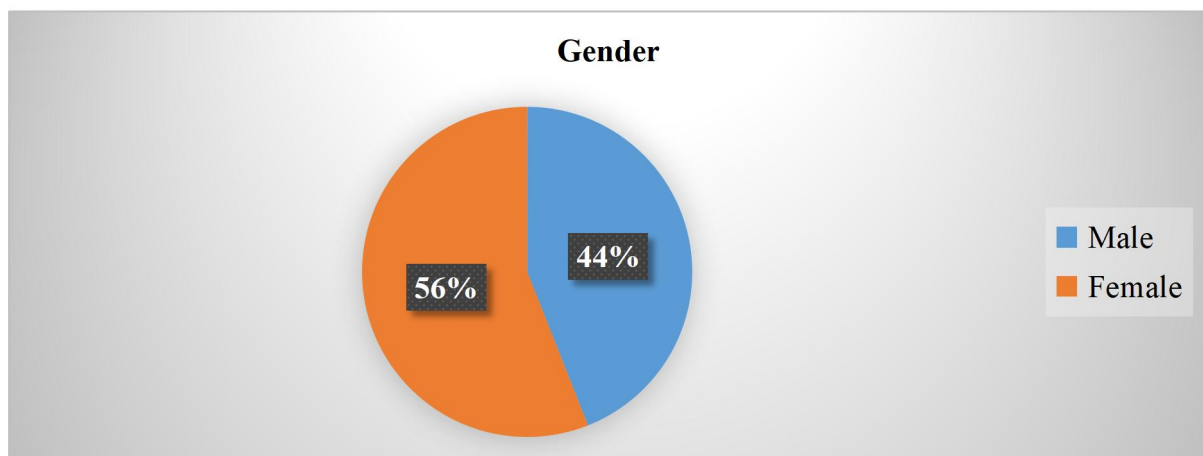
The study's qualitative component determined its sample size based on data saturation, with three Human Resource personnel from Chreso University purposively selected for interviews. In addition, a combination of simple random sampling and purposive sampling was utilized to include academic and non-academic staff, enhancing representativeness and reducing bias. Quantitative data were obtained via structured questionnaires to assess the link between training and employee performance, analysed using SPSS Version 26, while qualitative insights were derived from semi-structured interviews and thematically analyzed. Descriptive and inferential statistics clarified demographic characteristics and relationships, with statistical significance set at $p < 0.05$.

5.1 Results

5.1.1 Gender Distribution

To assess the proportion of male and female respondents, the frequency of gender was calculated. Figure 1 gives a summary of the findings for workers respectively.

Figure 1: Gender for workers



Source: Formulated by Author (2026)

The data presented in Figure 1 show the distribution of respondents by gender. Out of the total sample of 80 respondents, the study found that 45 (56%) were female, while 35 (44%) were male. The higher proportion of female respondents was expected because the institution has a predominantly female workforce.

5.1.2. Level of Education of Respondents

Table 1: Worker's level of education

Variables	Distribution of Academic Qualification	
	Frequency	Percentage
Certificate	11	14
Diploma	9	11
Degree	26	33
Master's degree	29	36
PhD	5	6
Total	80	100

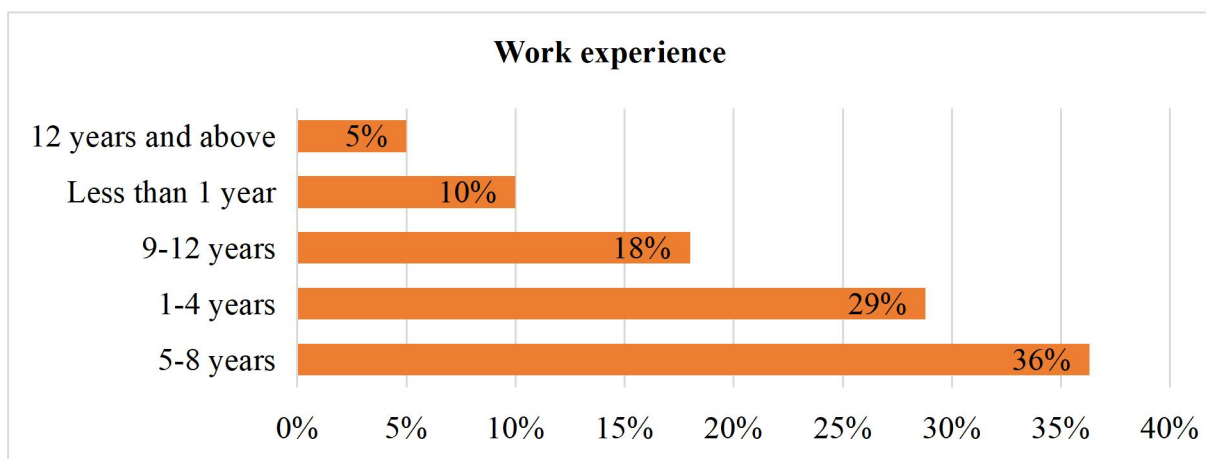
Source: Formulated by Author (2026)

Table 1 presents the educational qualifications of the respondents at Chreso University. The findings show that the majority of respondents possessed postgraduate qualifications, with 29 (36%) holding a Master's degree, followed by 26 (33%) holding a Bachelor's degree. Respondents with a Certificate qualification accounted for 11 (14%), while 9 (11%) held a Diploma. The smallest proportion comprised respondents with a PhD, representing 5 (6%) of the total sample. Overall, the findings indicate that Chreso University has a highly educated workforce, with 75% of the respondents holding at least a bachelor's degree. This suggests that the institution has a strong pool of qualified employees who are likely to possess the knowledge and skills necessary to perform their duties effectively.

5.1.3 Workers working experience

The respondents were asked to indicate their years of work experience, and Figure 3 presents a summary of the findings. The results show that respondents had varying levels of work experience. The majority, 29 (36.3%), had 5–8 years of work experience, followed by 23 (28.8%) who had 1–4 years of experience. Additionally, 14 (17.5%) respondents had 9–12 years of work experience, while 10 (12.5%) had less than one year of work experience. The smallest proportion, 4 (5.0%), had more than 12 years of work experience.

Figure 2: Work experience



Source: Formulated by Author (2026)

5.2 Effectiveness of Training Programs on Employee Performance at Chreso University

The findings in Table 4 indicated that employees generally perceived the training programmes offered by Chreso University as effective in enhancing their work performance. A majority of respondents, 55 (69%), either strongly agreed (28%) or agreed (41%) that the training programmes had improved their overall job performance, while only 23 (29%) expressed disagreement or strong disagreement. Similarly, 62 respondents (77%) agreed that the knowledge and skills acquired through training enabled them to perform their jobs more effectively, representing the highest level of positive perception among all the statements. Regarding productivity and efficiency, 51 respondents (64%) agreed that training had increased their performance at work, although 23 (29%) disagreed, suggesting that the impact of training was not uniform across all employees. Furthermore, 48 respondents (60%) agreed that the training programmes had enhanced the quality of services they delivered, while 25 (30%) disagreed and 7 (9%) remained neutral.

Table 2: Effectiveness of training programs on employee performance at Chreso University

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The training programmes provided by Chreso University have improved my overall job performance.	22 (28%)	33 (41%)	2 (3%)	14 (18%)	9 (11%)
The knowledge and skills acquired during training have enabled me to perform my job more effectively.	25 (31%)	37 (46%)	3 (4%)	9 (11%)	6 (8%)
The training programmes have increased my productivity and efficiency at work.	23 (29%)	28 (28%)	6 (6%)	14 (18)	9 (11%)
The training provided by Chreso University has enhanced the quality of services I deliver in my job.	20 (25%)	28 (35%)	7 (9%)	14 (16%)	11(14%)

Source: Formulated by Author (2026)

5.2.1 Effectiveness of training programs on employee performance from Human Resource Managers

When it comes to exploring how training programmes have influenced employees' knowledge, skills, productivity, and overall job performance, the human resource managers indicated that the following were the key ways in which training programmes have impacted employees.

Participants T1

"Said that training programmes have significantly improved employees' knowledge and understanding of their job roles. After attending training sessions, staff are more confident and able to perform their duties with greater accuracy."

T2 also added that

"We have observed that employees who participate in training acquire new skills that enable them to work more efficiently and adapt quickly to changes in the workplace."

T2 in line with T1 admitted that:

"Training has contributed to increased productivity because employees are now able to complete tasks within shorter periods while maintaining the required quality standards."

T4 said that:

"The training programmes have enhanced employees' overall job performance by improving teamwork, communication, problem-solving, and customer service delivery across different departments."

Another T5 also said that:

"Regular training has motivated employees to continuously improve themselves. As a result, they demonstrate greater professionalism, confidence, and commitment to achieving the university's objectives."

The qualitative findings indicate that training programmes have had a positive influence on employees' knowledge, skills, productivity, and overall job performance. Participants consistently reported that training enhances employees' understanding of their job responsibilities, increases their confidence, and enables them to perform their duties more accurately and efficiently. They further noted that training equips employees with new skills that improve their adaptability to workplace changes, leading to higher productivity and better quality of work. In addition, participants highlighted that training strengthens teamwork, communication, problem-solving, and customer service skills, while also motivating employees to pursue continuous professional development.

5.2.2 Hypothesis Testing Using Regression Analysis

Hypothesis testing using regression analysis was employed to determine whether employee training had a statistically significant relationship with employee performance at Chreso University. The regression model was estimated using the Statistical Package for the Social Sciences (SPSS), and the significance of the regression coefficient (β) was assessed using the t-test at a 5% significance level ($\alpha = 0.05$).

The hypothesis test examined whether employee training had a significant relationship with employee performance at Chreso University. The results showed a Pearson Chi-Square value of 11.376 with 9 degrees of freedom and a p-value of 0.000, which is less than the 0.05 level of significance. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis was accepted. This indicates that there was a statistically significant relationship between employee training and employee performance.

Table 2: Regression Analysis on Employee Training and Employee Performance

Test Statistic	Value
Sample Size (N)	80
Pearson Chi-Square	11.376
Degrees of Freedom	9
Likelihood Ratio	11.145
Linear-by-Linear Association	5.692
Significance (p-value)	0.000
Decision	Reject H_0

Source: Formulated by Author (2026)

The results presented in Table 2 indicated that employee training had a statistically significant relationship with employee performance at Chreso University. The analysis yielded a statistically significant result ($p = 0.000$), which was less than the 0.05 level of significance. Consequently, the null hypothesis (H_0), which stated that there was no statistically significant relationship between employee training and employee performance, was rejected in favour of the alternative hypothesis (H_1). This finding suggested that employee training was significantly associated with improved employee performance, implying that employees who received training were more likely to demonstrate enhanced knowledge, skills, productivity, and overall job performance. Therefore, the study concluded that training programmes played a vital role in improving employee performance at Chreso University.

6.1 Discussion

The findings indicated that employees generally perceived the training programmes offered by Chreso University as effective in enhancing their work performance. A majority of respondents, 55 (69%), either strongly agreed (28%) or agreed (41%) that the training programmes had improved their overall job performance, while only 23 (29%) expressed disagreement or strong disagreement. Similarly, 62 respondents (77%) agreed that the knowledge and skills acquired through training enabled them to perform their jobs more effectively, representing the highest level of positive perception among all the statements. Regarding productivity and efficiency, 51 respondents (64%) agreed that training had increased their performance at work, although 23 (29%) disagreed, suggesting that the impact of training was not uniform across all employees. Furthermore, 48 respondents (60%) agreed that the training programmes had enhanced the quality of services they delivered, while 25 (30%) disagreed and 7 (9%) remained neutral.

The results are consistent with findings of Aguinis and Kraiger (2009) who found that employee training and development can result in significant

benefits for individuals and organisations by improving employees' knowledge, skills, competencies and overall job performance. Good training was argued to help employees gain relevant capabilities that can be transferred to the workplace, and thus enhance their effectiveness in performing assigned duties. This is in line with the findings at Chreso University where majority of respondents said that training had enhanced their overall job performance and had made them to perform their jobs more effectively. The positive feedback in terms of enhanced productivity and service provision also suggests that training helped in employees' ability to perform their duties effectively and to offer better services.

Arthur et al. (2003) also found that training interventions generally have a positive effect on employee learning and job-related performance in their meta-analysis of organisational training studies. Their findings indicate that training can improve employees' learning of knowledge and skills, and the subsequent use of these skills in the workplace. The quality of training improves employees' knowledge and skills and their performance, especially if the training is well-designed, well-delivered and well-supported within the organization (Salas et al., 2012). The findings are in congruence with the findings of Chreso University that the workers perceived training to increase productivity, efficiency, job performance and quality of service delivery. However, the presence of some disagreement between respondents also supports the argument made by Salas et al. (2012) that the effectiveness of training may vary depending on variables such as training design, implementation, relevance, and opportunities to apply acquired skills in the workplace.

The qualitative findings showed training programs have positively influenced employees' knowledge, skills, productivity and overall job performance. Participants consistently reported that training helps employees better understand their job responsibilities, boosts their confidence, and allows them to do their job more accurately and efficiently. They also added that training provides employees with new skills that will help them be more flexible in adapting to changes in the workplace, which in turn increases the productivity and the quality of work. Training also enhances teamwork, communication, problem solving and customer service skills, said the participants. It also encourages workers to seek ongoing professional development.

Aguinis and Kraiger (2009) support qualitative findings that training and development provide significant benefits to employees, teams and organisations by improving job-related knowledge, skills, competencies and performance. They said that training allows employees to develop the necessary skills to perform their duties more effectively and, as a consequence, improves individual and organisational performance. These findings are consistent with those of the respondents from Chreso University that the training improved employees' understanding of their roles, improved their confidence and enabled them to better and more efficiently perform their roles. Training also helps in developing new knowledge and skills which may improve employees' ability to cope with changing work requirements and results in higher productivity and quality of work. The qualitative findings therefore suggest that investment in training employees can improve human capital and contribute to positive workplace performance (Aguinis & Kraiger, 2009).

Salas et al (2012) in a similar vein, argued that effective training and development enables organisations to improve employee competencies, adapt to changes in the workplace, improve service delivery, foster innovation and achieve organisational goals. They highlighted the effectiveness of training that builds both technical and interpersonal competencies and where employees are given opportunities to apply what they have learned in their work environment. This supports the observations made by the participants that training at Chreso University improved teamwork, communication, problem solving, customer service and the ability of employees to respond effectively to challenges in the workplace. Training can also foster lifelong learning by encouraging employees to stay current with new information and to learn additional job-related skills as the needs of the job change. Thus, the participants' perceptions that training improves productivity, teamwork, adaptability and professional development are consistent with the wider evidence that well-designed and well-implemented training makes a substantial contribution to improved employee and organisational performance (Salas et al., 2012).

7.1 Conclusion

The study concluded that training programs at Chreso University were effective in enhancing employee performance, according to the study. The results indicated that the respondents were generally well educated with varied levels of work experience making them a suitable workforce to assess the influence of training. The quantitative and qualitative findings showed that training enhanced employees' knowledge, skills, confidence, productivity, efficiency, teamwork, communication, problem-solving skills, service quality and overall job performance. Human Resource Managers further stated that trained employees were better able to understand their responsibilities, adapt to changes in the workplace, perform duties accurately and contribute effectively to the realisation of the institutional objectives. The hypothesis test also showed a statistically significant relationship between employee training and employee performance ($p < 0.05$), and thus the null hypothesis was rejected. Thus, the study concluded that continuous and relevant training of employees is an important strategy to strengthen individual performance and improve the overall effectiveness of Chreso University.

8.1 Implications for Practice

The following were the implications derived from the findings:

1. The study recommends Chreso University should allocate adequate financial resources to staff development and ensure that all employees have equal opportunities to participate in relevant training programmes.

2. The study also recommends that the university should conduct regular training needs assessments before designing or implementing training programmes.

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