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Types of Training Programs Provided to Employees 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>, kadeyo.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 identified the types of training programmes provided to employees at Chreso University. The study was guided by Human Capital Theory and adopted a deductive research approach and a quantitative research design. The target population consisted of permanent and contract employees who had participated in formal training programmes within the previous three years. The sample size was determined using Slovin's formula, while simple random sampling was used to select respondents to ensure that eligible employees had an equal chance of participating in the study. Quantitative data were collected using structured questionnaires and analysed using appropriate descriptive and inferential statistical techniques. The study revealed that orientation and induction training was the most reported at 21 (26%), followed by leadership and management training at 17 (21%), occupational health and safety training at 14 (18%), ICT training at 10 (13%), job-specific training at 8 (10%), customer service and communication training at 6 (8%), and research and professional development at 4 (5%).

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

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. Literature Review

Employee training has long been recognised as a vital investment for organisations across various sectors because it enables employees to acquire new knowledge, develop critical skills, and adapt to evolving work environments. The effectiveness of training programmes in enhancing employee performance, fostering innovation, and ultimately contributing to organisational success has been well-documented in the literature (Eljali & Ameen, 2020; Zia-ur-Rehman et al., 2020). However, the private sector, particularly in the African context, presents a unique set of challenges and opportunities regarding employee training and its impact on performance. Here is a list of the most common types of training programs in a modern workplace.

2.1 Orientation Training

According to Adom et al (2022), orientation training is widely recognized as one of the most important human resource practices for facilitating the successful integration of new employees into an organization. It equips employees with knowledge about the organization's mission, vision, policies, procedures, culture, and job expectations. Effective orientation training reduces uncertainty among new employees, enhances organizational commitment, and accelerates workplace adjustment. According to Klein and Weaver (2021), orientation training significantly improves organizational socialization by helping employees understand organizational values, history, and workplace norms. Their quasi-experimental study involving 116 newly hired employees found that those who participated in formal orientation programs exhibited higher levels of organizational commitment than those who did not attend orientation training.

Similarly, Bauer (2019) emphasized that orientation training forms a critical component of employee onboarding by promoting role clarity, self-confidence, and organizational commitment. The review highlighted that organizations with structured orientation programs experience higher employee engagement, faster adjustment to organizational culture, and lower turnover rates. Bauer argued that early investment in orientation enables employees to become productive more quickly while strengthening long-term employment relationships. These findings suggest that orientation training is an essential strategy for improving employee retention and organizational performance.

Febiri et al (2021), examined the relationship between organizational socialization tactics and newcomer adjustment. The study found that formal orientation and structured socialization practices positively influence job satisfaction, organizational commitment, role clarity, and employee performance while reducing turnover intentions. The researchers concluded that organizations that implement comprehensive orientation programs create a supportive environment that facilitates faster employee adaptation and stronger psychological attachment to the organization.

2.2 Onboarding Training

Onboarding training is a structured process that enables newly recruited employees to acquire the knowledge, skills, behaviours, and organizational understanding required to become productive members of an organization (Lundqvist, et al 2023). Unlike orientation, which is typically limited to introducing organizational policies and procedures, onboarding is a continuous process that may extend over several months and focuses on employee integration, engagement, and performance. One of the most influential studies on onboarding training was conducted by Bauer (2019), who introduced the "Four Cs" framework consisting of compliance, clarification, culture, and connection. Bauer argued that organizations implementing comprehensive onboarding programmes experience higher employee engagement, faster adjustment, improved job satisfaction, and stronger organizational commitment.

Similarly, Klein and Polin (2022) examined onboarding practices across organizations and found that effective onboarding extends beyond the employee's first day or week. Their study emphasized that successful onboarding combines formal training, mentoring, supervisor support, and continuous feedback. Employees who participated in comprehensive onboarding programmes demonstrated greater role clarity, confidence,

organizational commitment, and social integration than those who experienced limited onboarding activities. The authors concluded that organizations should view onboarding as a long-term investment in employee success rather than a short-term induction exercise.

2.3 Leadership training

A study conducted by Geerts (2024) revealed that leadership training is a structured organizational intervention designed to improve the knowledge, skills, and behaviours required for effective leadership. Empirical evidence consistently demonstrates that leadership training enhances leaders' confidence, communication, decision-making, and team management capabilities, which in turn improve employee engagement and organizational performance. A comprehensive review by David (2021). Day and colleagues found that organizations investing in well-designed leadership training programmes experience significant improvements in leadership competencies, particularly when programmes combine classroom learning with coaching, mentoring, and practical workplace application. The review also emphasizes that leadership training is most effective when it is aligned with organizational goals and provides continuous opportunities for practice and feedback (Day et al., 2021).

A meta-analysis conducted by Lacerenza et al. (2017) examined numerous leadership development programmes across different industries and found that leadership training positively influences learning outcomes, leadership behaviours, and organizational results. The study reported that participants demonstrated substantial improvements in interpersonal skills, strategic thinking, problem-solving, and employee supervision after completing leadership training programmes. Furthermore, organizations that integrated coaching, experiential learning, and follow-up support achieved stronger training transfer than those relying solely on classroom instruction. These findings suggest that leadership training should be viewed as a continuous developmental process rather than a one-time event.

2.4 Conflict Resolution Training

A study carried by Johnson, (2014), established that conflict resolution training is widely recognized as an essential organizational development intervention because it equips employees with the knowledge and skills needed to manage workplace disagreements constructively. A study done by Anusi (2025) has shown that structured conflict resolution training improves employees' communication, negotiation, and collaborative problem-solving skills, enabling them to resolve disputes before they escalate into more serious organizational challenges. Employees who receive such training are more likely to engage in constructive dialogue, reduce interpersonal tensions, and contribute to a positive work environment. Consequently, organizations that invest in conflict resolution training often experience improved teamwork, enhanced employee satisfaction, and increased organizational productivity (Marquis and Huston, 2021).

Adham (2023) found that conflict resolution training develops critical skills such as active listening, empathy, cultural awareness, trust-building, constructive feedback, and collaborative problem-solving. These competencies enable employees to address workplace conflicts professionally while maintaining positive working relationships. The study concluded that organizations implementing structured conflict resolution programmes reported stronger collaboration, improved decision-making, and higher levels of employee engagement (Adham, 2023).

2.5 Compliance Training

Van der Merwe (2025) postulates that compliance training is a structured organizational process that equips employees with knowledge of laws, regulations, organizational policies, ethical standards, and industry requirements to minimize legal and operational risks. According to Both (2025), organizations that integrate systematic compliance training with clear evaluation mechanisms are better positioned to strengthen employee accountability and demonstrate the effectiveness of their compliance programmes. Their study in the South African banking sector developed a validated framework for assessing compliance training effectiveness, emphasizing that continuous evaluation and measurement improve organizational compliance outcomes.

A study carried by Jennifer Park (2020) found that well-designed, instructor-led compliance training positively influenced employee behaviour and reduced corporate misconduct, whereas passive video-based training produced weaker behavioural outcomes. These findings suggest that organizations should adopt interactive learning methods, practical case studies, and workplace simulations to reinforce compliance knowledge and encourage employees to apply ethical principles in their daily responsibilities.

3. Objectives

The study was to study identify the types of training programs provided to employees at Chreso University.

4. Methods

The positivist research philosophy was used in this study as it is suitable for a quantitative study as it stresses objective measurement, numerical data and testing of existing theories. This study employed a deductive research approach to examine the relationship between employee training and employee performance at Chreso University. The research adopted a quantitative research design for a systematic evaluation of training programs effectiveness through quantifiable variables. The sampling frame consisted of all the permanent and contract employees who had undergone formal training programs in the last three years as identified from the Human Resource records. The sample size was calculated using the Slovin's formula.

The respondents were selected by an appropriate probability sampling technique to improve representativeness and reduce sampling bias.

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

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

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

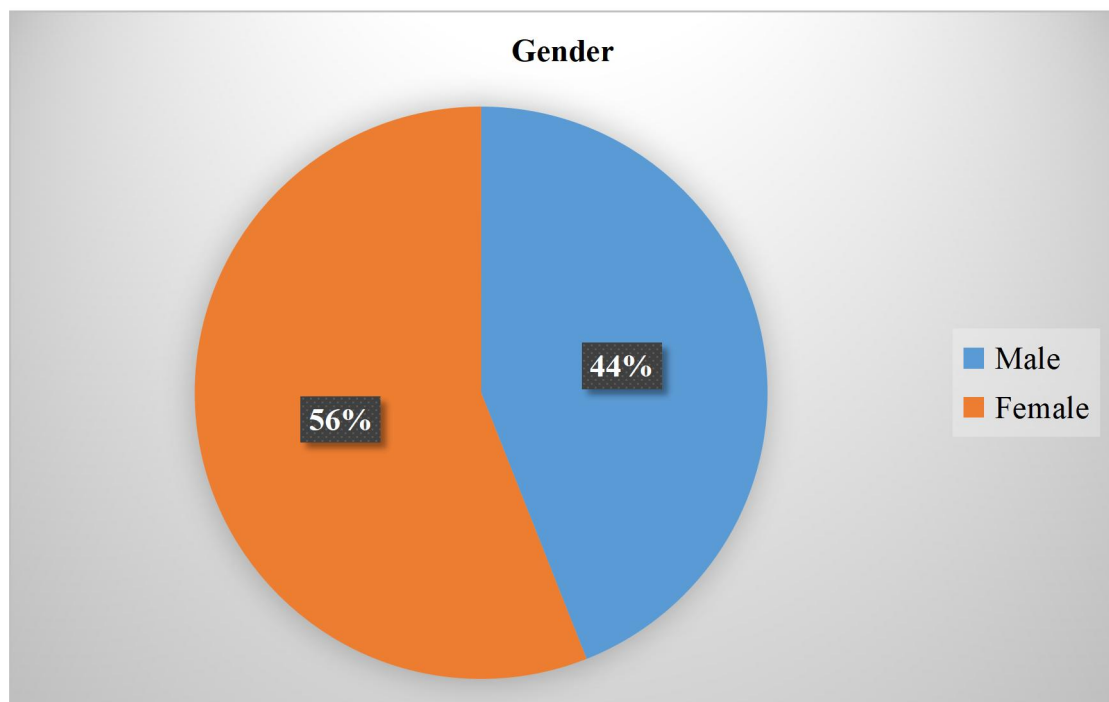
Quantitative data was obtained via structured questionnaires to assess the link between training and employee performance, analysed using SPSS Version 26, while qualitative insights were derived from semi-structured interviews and thematically analysed. Descriptive and inferential statistics clarified demographic characteristics and relationships, with statistical significance set at $p < 0.05$.

5. 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 above shows 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.

5.1.2 Types of training programs provided to employees at Chreso University

Respondents were asked to indicate the types of training programmes provided by Chreso University to its employees. The findings indicated that Chreso University offers various training programs aimed at improving employee performance. The most reported program is orientation and induction training 21 (26%), emphasizing support for new recruits. This is followed by leadership and management training 17 (21%), showcasing the university's focus on managerial skills. Occupational health and safety training accounts for 14 (18%), indicating commitment to a safe workplace. ICT training is noted by 10 (13%) and job-specific training by 8 (10%), reflecting moderate investment in technical competencies. Customer service and communication skills training was reported by 6 (8%), while research and professional development training had the least emphasis at 4 (5%).

Table 2: Types of training programs

Variables	Types of training programs	
	Frequency	Percentage
Orientation and induction training	21	26%
Job-Specific (Technical) Training	8	10%
Leadership and management training	17	21 %
Information and Communication Technology (ICT) Training	10	13 %
Customer service and communication skills training	6	8 %
Research and professional development training	4	5%
Occupational health, safety, and compliance training	14	18
Total	80	100%

Source: Formulated by Author (2026)

5.3. Training programme most beneficial for improving job performance

Respondents were asked to indicate which type of training programme they considered most beneficial for improving their job performance. The findings indicate that Leadership and Management Training was viewed as the most beneficial for job performance by 30 (35%) of respondents. This underlines the importance of leadership, decision-making, and management skills for enhancing workplace effectiveness. Job-Specific Training followed as the second most beneficial at 20 (25%), emphasizing the value of practical skills. ICT and Digital Skills Training, acknowledged by 16 (20%), reflects the necessity for digital competencies, while Research and Professional Development Training was favoured by 9 (11%). Customer Service and Communication Skills Training received the least preference at 7 (9%), suggesting a perception that other skills have a more significant impact on job performance.

Table 3: Training programme most beneficial for improving job performance

Variables	Training programme most beneficial for improving job performance	
	Frequency	Percentage
Job-Specific (Technical) Training	20	25
Leadership and Management Training	28	35
ICT and Digital Skills Training	16	20
Customer Service and Communication Skills Training	7	9
Research and Professional Development Training	9	11
Total	80	100%

Source: Formulated by Author (2026)

5.4 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 4: 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

Test Statistic	Value
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. Discussion

The findings indicated that Chreso University offers various training programs aimed at improving employee performance. The most reported program is orientation and induction training 21 (26%), emphasizing support for new recruits. This is followed by leadership and management training 17 (21%), showcasing the university's focus on managerial skills. Occupational health and safety training accounts for 14 (18%), indicating commitment to a safe workplace. ICT training is noted by 10 (13%) and job-specific training by 8 (10%), reflecting moderate investment in technical competencies. Customer service and communication skills training was reported by 6 (8%), while research and professional development training had the least emphasis at 4 (5%). The university prioritizes induction, leadership development, and safety training over research initiatives.

The findings of this study are supported by Klein and Weaver (2020), who argue that orientation and induction programmes are essential for helping new employees adjust to their work environment, understand organizational policies, and develop the knowledge and skills required for effective job performance. Their study found that comprehensive induction programmes improve employee commitment, reduce uncertainty, and enhance productivity during the early stages of employment. Similarly, Bauer (2021) notes that effective onboarding and orientation enable employees to integrate more quickly into the organization, leading to higher job satisfaction, increased retention, and improved performance. These findings support the results of the current study, where orientation and induction training was the most frequently reported training programme, indicating that Chreso University recognizes the importance of preparing new employees for their roles.

The prominence of leadership and management training, occupational health and safety training, and ICT training in the present study is consistent with previous research. Armstrong and Taylor (2023) contend that organizations invest in leadership and management development because competent leaders improve employee motivation, organizational effectiveness, and overall performance. They further argue that occupational health and safety training creates a safe working environment, reduces workplace accidents, and enhances employee productivity. Likewise, Noe (2020) emphasizes that ICT and job-specific training enable employees to acquire the technical competencies necessary to perform their duties efficiently, particularly in organizations experiencing technological advancements. These authors support the finding that Chreso University places considerable emphasis on leadership development, workplace safety, and technical skills as critical components of employee performance improvement.

Aguinis and Kraiger (2020) explained that while organizations often recognize the value of research and professional development, these programmes tend to receive less investment than mandatory or operational training due to financial constraints and organizational priorities. Nevertheless, they argue that continuous professional development contributes significantly to employee competence, innovation, and long-term organizational effectiveness. Similarly, Garavan, Carbery, and Rock (2022) observe that organizations frequently prioritize training that addresses immediate operational needs, such as induction, leadership, and compliance training, while allocating fewer resources to research-related development activities. This supports the findings of the current study, which indicate that Chreso University prioritizes induction, leadership development, and occupational safety training over research and professional development initiatives.

7. Conclusion

The study revealed that Chreso University had various training programs to enhance employee knowledge, skills and general job performance. Orientation and induction training was the most commonly provided program, followed by leadership and management training, and occupational health, safety and compliance training. However, employees ranked leadership and management training as the most useful in improving job performance, followed by job-specific technical training and ICT and digital skills training. Furthermore, the results of hypothesis testing show that there is a statistically significant relationship between employee training and employee performance ($p = 0.000 < 0.05$) so that the null hypothesis is rejected. These findings showed that employee training had significant effect in improving the competencies, productivity and effectiveness of employees at Chreso University. Therefore, continued investment in relevant and job-oriented training programs is essential to improve employee

performance and support the achievement of the University's organisational goals.

8. Implications for Practice

The following were the implications derived from the findings:

1. The study also recommends that the university should conduct regular training needs assessments before designing or implementing training programmes.
2. The university should establish a systematic framework for evaluating the effectiveness of training programmes through post-training assessments, performance appraisals, employee feedback, and supervisor evaluations.

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