



ASSESSING THE EFFECT OF TRAINING ON SERVICE DELIVERY OF BOTSWANA
PUBLIC SERVICE: THE MEDIATORY ROLE OF HINDRANCES TO TRAINING
EFFECTIVENESS

Dissertation Manuscript

Submitted to Unicaf University in Zambia
in partial fulfillment of the requirements for
the degree of

Doctor of Philosophy (PhD) - Business

By Ike Makiwa

August 2024

Approval of the Thesis

ASSESSING THE EFFECT OF TRAINING ON SERVICE DELIVERY OF BOTSWANA PUBLIC SERVICE: THE MEDIATORY ROLE OF HINDRANCES TO TRAINING EFFECTIVENESS

This Thesis by Ike Makiwa has been approved by the committee members below, who recommend it be accepted by the faculty of Unicaf University in Zambia in partial fulfillment of requirements for the degree of

Doctor of Philosophy (PhD) - Business

Thesis Committee:

Dr Yusuf Suleiman, Supervisor

Dr Olga Novokhatskaya, Chair

Prof. Vincent Aghaegbunam Onodugo, External Examiner

Dr Yasmine Bezzaz, Internal Examiner

Abstract

ASSESSING THE EFFECT OF TRAINING ON SERVICE DELIVERY OF BOTSWANA
PUBLIC SERVICE: THE MEDIATORY ROLE OF HINDRANCES TO TRAINING
EFFECTIVENESS

Ike Makiwa

Unicaf University in Zambia

Training and Development (T&D) is crucial for improving employee performance, and organizations annually increase their investment in training, expecting it to give them a competitive edge. However, despite the significant expenditure by the Government of Botswana (GB) on in-service training for public service employees, there are continued complaints from the general populace regarding poor public service delivery. The primary aim of this study is to assess the impact of training on GB employee service delivery. Despite the abundance of information available on T&D, there is still limited understanding of how it contributes to effective and efficient service delivery, particularly within the Botswana Public Service. In this thesis, we explore several factors that might impact the success of training. It utilizes a mixed methods approach, incorporating both quantitative and qualitative data from a self-administered survey questionnaire and semi-structured interviews. The formula $\text{Sub-group sample size} = (\text{Sub-group population} \times \text{Sample size}) / \text{Total population}$ was used to calculate a sample size of 357, which was then identified using random stratified sampling. Additionally, a purposive sample of 48 was initially identified for qualitative data collection, but saturation was reached after interviewing 20 participants. A non-probability purposive sampling technique was then used to select Deputy Managers, Human Resource, and Administration participants for the semi-structured interviews. The collected data underwent detailed analysis,

with SPSS (version 26) used for the quantitative data analysis. Inferential statistics were used to assess the strength and direction of relationships between variables and to compare differences between two independent groups. Thematic analysis was applied to the qualitative data. The study identified four main findings. Firstly, frequent conduct of Training Needs Assessments (TNAs) by Ministries and Departments is essential for addressing the factors that hinder training, thereby improving the effectiveness of training programs and enhancing service delivery in the Botswana Public Service. Secondly, the source of training, whether from external providers or internal programs, does not notably affect how employees apply their acquired skills and knowledge in the workplace. Thirdly, T&D methods employed by Ministries/Departments have a stronger positive correlation with their impact on employee outcomes within the Botswana Public Service. Fourthly, training interventions that target specific indicators, such as poor service quality and low employee morale, have a significant impact on the effectiveness of organizational service delivery. The study recommends that HR units within Ministries/Departments conduct regular performance analyses prior to implementing training programs. However, further research is needed to gain a deeper understanding of the role of government in-service training in overcoming barriers to effective and efficient service delivery.

Declaration

I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.

AI Acknowledgement

I acknowledge my use of Chat GBT (<https://chat.openai.com/>) to proofread chapter 2 and chapter 3 of my thesis. This action was completed in 26.05.2024.

The prompts used included: Proofread and correct grammar for the text below.

Copyright Page

I confirm that I retain the intellectual property and copyright of the thesis submitted. I also allow Unicaf University in Zambia to produce and disseminate the contributions of the thesis in all media forms known or to come as per the Creative Commons BY Licence (CC BY).

Acknowledgments

Throughout this research project, God has been my greatest source of strength, wisdom and perseverance. I have come to believe that, “I can do everything through him who strengthens me”.

Any scientific work is built on the works of others who came before us. Our understanding and progress are shaped by learning from both the successes and failures of those who came before us. Therefore, I express sincere gratitude to thousands who have paved the way through their struggles to ensure the existence of educational theories, and upon whose work mine is built.

Every research work has a financial foundation and this thesis is no exception. Much appreciation goes out to my family: my wife, my daughter, and my two sons. Their encouragement played a crucial role in seeing this research project to completion. Through the financial provision from my family not only have I met the financial demands of this work, I was also privileged to participate in a significant forum to present the findings of my research project. They have been a constant source of encouragement and I owe them my greatest debt.

I want to convey my appreciation to Dr. Yusuf Suleiman, my supervisor, for his constructive critiques, insightful feedback, and active involvement throughout the development of this work. As a result, my intellectual curiosity has been sharpened and I remained encouraged, hopeful, and optimistic about successfully completing this thesis. Indeed, without his guidance, this work could have failed from the onset. God bless you, Sir.

I want to extend my heartfelt appreciation to Dr. Earnest Fetogang for his invaluable guidance. Thank you so much. Additionally, I am deeply grateful for the unwavering emotional support of my church members, the Mission to the World Int'l family. You are truly the best!

Table of Contents

List of Abbreviations	xiii
List of Tables	xiv
List of Figures	xv
CHAPTER 1: INTRODUCTION	1
Statement of the Problem	3
Study Purpose, Aims and Objectives	4
Nature and Significance of the Research	6
Research Questions and Research Hypotheses	1 1
CHAPTER 2: LITERATURE REVIEW	1 3
Theoretical Framework	1 3
Field/Industry Description	1 9
Conceptual Review	1 9
Training, Service Delivery and Service Quality: definitions	1 9
Employee training conceptualized	2 7
Purpose of training	3 0
Evaluation of training impact on service delivery	3 9
Benefits of evaluating training impact on service delivery	4 3
Training evaluation models	4 9
Challenges of training impact evaluation on service delivery	5 3
Systematic training approach	5 6
Training Needs Assessment (TNA)	5 7
Relationship between training and transfer	6 5
Factors influencing the training transfer in the workplace	6 6
Factors that influence training effectiveness in service delivery	7 2
Conceptual Framework	9 7
Emperical Literature Review	9 8
T&D and Job Peformance	9 8
T&D and Service Delivery	1 0 1
Summary	1 0 3
CHAPTER 3: RESEARCH METHODS AND DATA COLLECTION	1 0 5
Research Approach and Design	1 0 5
Population and Sample of the research Study	1 0 9

Materials/Instrumentation of research tools.....	1 1 6
Operational Definition of Variables.....	1 3 1
The Structure and the Content of the Questionnaire.....	1 3 1
The Content and Structure of Semi-structured Interviews.....	1 3 4
Study Procedures and Ethical Assurances	1 3 6
Data Collection and Analysis.....	1 3 9
Summary	1 4 9
CHAPTER 4: DISCUSSION OF RESEARCH FINDINGS	1 5 1
Trustworthiness of Data.....	1 5 1
Reliability and validity of data.....	1 5 6
Presentation of Results: Qualitative Analysis.....	1 6 0
RQ1: What are the perceived barriers to effective service delivery among GB employees despite continuous training efforts?	1 6 4
Presentation of Results: Quantitative Analysis.....	1 9 3
RQ2: What is the existing relationship between the use of external training providers and the perceived effectiveness of training programs?.....	3 0 4
RQ3: What is the relationship between the T&D methods provided by Ministries/Departments and external providers, and their impact on service delivery within the Botswana Public Service?	3 0 7
RQ4: What is the association between the training indicators used to assess training needs and the effectiveness of service delivery?	3 2 1
Evaluation of Findings.....	3 3 6
Summary of the section	3 5 2
CHAPTER 5: IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSION	3 5 4
Implications.....	3 5 5
Future Research Recommendations.....	3 7 1
Conclusions.....	3 7 5
REFERENCES	3 8 1
APPENDICES	4 2 8
Appendix A: The Study Questionnaire.....	4 2 8
Appendix B: Semi - Structured Interview Schedule with HR Managers and Training Coordinators	4 4 3
Appendix C: University confirmation letter	4 4 7
Appendix D: Gatekeeper permission letter.....	4 4 8
Appendix E: UREC Provisional Approval	4 4 9
Appendix F: UREC Final Approval.....	4 5 5

Appendix G: Non-completed Consent Forms.....	4 6 6
--	-------

List of Abbreviations

GB	Government of Botswana
CIPP	Context, Input, Process, Product Evaluation Model
CIRO	Context, Input, Reaction and Output Evaluation Model
HCD	Human Capital Development
HCT	Human Capital Theory
HR	Human Resources
HRD	Human Resource Development
HRM	Human Resource Management
KSA	knowledge, skills, and abilities
NDP	National Development Plan
TC	Training Coordinators
T&D	Training and Development
TNA	Training Needs Analysis/Assessment
SM	Senior Manager
SAT	Systematic Approach to Training
SHRD	Strategic Human Resource Development

List of Tables

Table 1	Categorising the Population by Ministries to Get Sample Size	113
Table 2	Summary of Participants in the Qualitative Phase	115
Table 3	Cronbach Alpha Reliability Thresholds	158
Table 4	Summary of codes on satisfaction and barriers related to overall training impact on service delivery	165
Table 5	Summary of training barriers to effective service delivery	169
Table 6	Satisfaction with Overall Training	174
Table 7	Existence of T&D	175
Table 8	Summary of barriers to effective service delivery	191
Table 9	Work Experience in Training and Development for Participants	196
Table 10	Participants Ministries	197
Table 11	Whether Training Needs Analysis is Conducted	202
Table 12	How Often TNA is conducted	203
Table 13	Conditions for Providing Training	215
Table 14a	Training Methods used by Ministries/Departments	234
Table 14b	Methods of Training utilized by External Trainers	240
Table 15	Extent of Outcomes Evaluation	251
Table 16	Status of T&D within Ministries and Departments	261
Table 17	Formulation of Training and Development Policies and Plans	264
Table 18	The Strategic Position of Training and Development	275
Table 19	The Influence of Training on Employees' Creativity	286
Table 20	Factors that hinder Training and Development	301
Table 21a	Mann-Whitney Test for the relationships between the use of external training providers and perceived effectiveness of training programs in Botswana Public Service	305
Table 21b	Mann-Whitney U Test Statistic Results	305
Table 22	Summary of the hypotheses analysis	335

List of Figures

Figure 1 Human Capital Model	16
Figure 2 Kirkpatrick Model	50
Figure 3 CIRO Model	52
Figure 4 Conceptual Framework	97
Figure 5 Training and Development Strategic Position	189
Figure 6 Rank of the training function	190
Figure 7 Impact of Training Function	191
Figure 8 Job Title Category (Questionnaire Participants)	194
Figure 9 Participants' Status within the Ministry/Department	194
Figure 10 Participants' Total Work Experience	195
Figure 11 The Participants' Education Level	198
Figure 12 Age of the Participants	199
Figure 13 Age of the Participants	200
Figure 14 TNA Indicators	209
Figure 15 Training Approach Used	218
Figure 16 Assistance Acquired from External Providers	219
Figure 17 Services Provided by External Providers	227
Figure 18 Offering In-House Training	228
Figure 19 External Training Conducted	229
Figure 20 The Importance of Measuring Training Evaluation	242
Figure 21 Evaluation of Training Programs	243
Figure 22 Evaluation Methods	246
Figure 23 Models of Training Evaluation	249
Figure 24a Evaluation Challenges and Difficulties	258

Figure 24b Evaluation Challenges and Difficulties	259
Figure 25 Age of T&D Department/Unit	262
Figure 26 To whom T&D Reports	263
Figure 27 Sophistication Role of the T&D Function	280
Figure 28 Objectives of T&D	282
Figure 29 Impact of Training on Performance of Ministries/Departments	290
Figure 30 Acquired Knowledge and Skills Application	291
Figure 31 Factors that Prevent Implementing of Acquired Skills and Knowledge	294

CHAPTER 1: INTRODUCTION

While the Government of Botswana (GB) has been investing heavily on civil servants in-service off-job training to bridge competency gaps for effective and efficient delivery of services to the citizenry, the country has a chequered history of poor public sector customer centric mentality with regard to the delivery of goods and services (Mothibi, Kutua & Opok, 2001; Sebusang & Moeti, 2005; Mathambo, 2014; Botlhale, 2017). Geingob (2020) contends that effective governance is more heavily reliant on the cultivation of an efficient and effective performance culture in the Public Service. Today's citizen is agile, more informed and demands effective, prompt and quality services, particularly in the case of Botswana where the country's economy is public sector driven. According to Mathambo (2015), the implementation of the programmes and projects should be directed by the principles of efficiency, effectiveness and financial discipline.

Botswana actualizes national development planning through National Development Plans (NDPs), which serve as national macroeconomic blueprints and contain planned government strategies for Plan period. During the most recent National Development Plan 10 (NDP 10), a central challenge in public sector management was the imperative to formulate and execute competitive strategies. Additionally, there was a need to align the human resources within the public sector to achieve both efficiency and effectiveness during the recent National Development Plan 10 (NDP 10). The strategies included amongst others, public sector delivery of quality service. The Botswana parliament approved the draft of the current NDP 11 in December 2016 (Mathambo, 2017), and it commenced operations on 01st April 2017. Mathambo (2015) also highlighted that NDP 11 places emphasis on the importance of human capital development to enhance effectiveness and efficiency, considering them as crucial

elements of good governance and national security. Unfortunately, despite human capital development through in-service training for public servants, poor delivery of services in Botswana still persist.

According to Botlhale (2017), national development plans through the production of NDPs have no significance if they cannot be translated into goods and services such as hospitals, schools, roads, bridges and so on through efficient programme and projects implementation to improve the lives of Batswana (people of Botswana). He argues that the phenomenon has stubbornly resisted numerous reform initiatives such as systems re-engineering, restructuring and other interventions in an effort to remedy the situation. However, the challenging international rules and regulations put governments under pressure to efficiently and effectively deliver goods and services. Regrettably, a visit for services at Government Ministries and departments could be summed up as a nightmare and appalling as it is characterized by crowded spaces, bureaucracy, long queues, a lot of paper work as well as a lot of frustrations (Koboyatau & Mthiyane, 2023; Nkwe, 2012).

In the modern organizations' context, employee T&D is widely recognized as a crucial strategic tool for achieving exceptional productivity. Numerous studies, including those by Jagero et al. (2012), Thomas (1997), Khan et al. (2011), and Falola et al. (2014), have highlighted the direct connection between initiatives for employee training and development and an increased level of productivity. According to Mozael (2015), training enhances employee knowledge, capabilities, skills and attitude and helps them perform tasks. However, other empirical studies have reported that training is not a significant predictor of both organizational and employee performances (Aktar et al., 2012; Glaveli & Karassavidou, 2011). The authors argue that besides training, there are other factors that lead to efficient and effective

delivery of services to customers such as, company's overall policies, employees' positive attitudes and loyalty towards the organization, working conditions, employer and employee relationship etc. Sung and Choi (2018) further argue that how employees perceive T&D is critical to the promotion of on the job competence. This shows that although training is critical to bridge competency gaps, it is not the only determinant of efficient and effective service delivery. There are limited studies that connect between training and performance on GB Public Service.

Against the introductory remarks above, the problem statement, clarification of the study's purpose, outline of research goals, and research objectives will subsequently be discussed.

Statement of the Problem

For several years the employees of GB have been blamed through many platforms for poor service delivery across various platforms (Shonhe & Grand, 2019; Motlhabani, 2019). Ultimately, these poor delivery of services frustrates Botswana's aspirations to transit from a middle income to a high income economy as espoused in the country's long term Vision 2036. However, the NDP 11 states that for the last two (2) decades, 25% of the national total budget has been spent on the education sector including the Public Service in-service training.

These investments were made in order to, amongst others, improve the human capital development in the country; achieve sustainable improvements in the quality of education; increase the pool of skills in areas that have been identified as critical to improve the public service delivery, performance of the economy; and to ensure that all

population groups in the country benefit from an inclusive education and training system. (Botswana Government, 2015 p.22)

The primary issue is whether the substantial investments in public in-service training are effectively planned and monitored to yield measurable improvements in service delivery, as the current lack of tangible results points to inefficient use of financial resources.

The President, Finance Minister and other top political leaders repeatedly tell the nation that the Government is short of cash while on the other hand the entire civil service engages in extreme wastage and complete disregard for prudent spending that results in service quality (Wanton Wastage, 2019 p.3). Therefore, continuous training without desired results is tantamount to reckless spending of finances. This is so because despite huge expenditure on training government employees, there seems to be no translation into practical results such as efficient and effective service to the citizenry, leading to general public dissatisfaction.

Study Purpose, Aims and Objectives

The purpose of this study was to assess the effect of T&D on employee service delivery in the Government of Botswana, focusing on sixteen (16) Government Ministries, while also examining the mediatory role of factors that hinder training effectiveness in improving public service delivery. Furthermore, the research aimed to elucidate the reasons behind the ongoing dissatisfaction expressed by the general populace regarding the poor delivery of services. This dissatisfaction persisted despite the GB's ongoing efforts to provide in-service training for employees, intending to fulfil both present and future manpower requirements within the public service. Therefore, a closer investigation provides insight into the correlation between GB

employee in-service training and efficient service delivery. This study assumed a mixed method approach since it aimed to offer a comprehensive understanding of how training affects the GB employees' performance on the job. The study was conducted through questionnaires and interviews as a data collection tools. The study utilize probability and non-probability purposive sampling technique to select participants. Semi-structured interview questions were designed to align with the research's purpose and objectives.

Aims

The primary aim of this study is to offer a comprehensive assessment of the effectiveness of training on GB employee service delivery. Thus, the research aims to accomplish the following objectives.

The specific objectives of the study were to:

1. Identify and analyse perceived barriers to effective service delivery despite continuous training efforts among GB employees.
2. Examine the association between the utilization of external training providers and the perceived effectiveness of training programs.
3. Investigate the extent of the relationship between the T&D methods offered by Ministries/Departments and external providers, and their impact on the outcomes of employees within the Botswana Public Service.
4. Investigate the relationship between the training indicators employed for assessing training needs and the effectiveness of service delivery.

Having discussed the problem statement, study purpose, aims of the research, and objectives, it is now possible to state the thesis nature and significance.

Nature and Significance of the Research

Nature of the Study

This empirical investigation will be carried out following a mixed research approach. The selected research methodology is directed by the defined research questions to explore the phenomenon. The research will adopt a mixed-methods approach, incorporating both quantitative and qualitative methods. A convergent parallel design was selected as the research approach to address the research questions. This design involves collecting both qualitative and quantitative data independently. Each type of data is analyzed separately, followed by a comparison to explore potential relationships between the findings. Quantitative data was gathered through a survey questionnaire, while qualitative data was obtained through face-to-face semi-structured interviews. This choice is driven by the research objective to obtain a thorough understanding of how training influences the efficiency of GB employees in service delivery, a context that necessitates in-depth analysis. Questionnaires are the common data collection method used in a survey strategy to efficiently gather crucial information from a sizeable number of participants in an economic and timely manner (Saunders et al., 2016). In contrast, Bryman and Bell (2011) highlight that qualitative research approaches typically prioritize words over quantification in both the procedures of collecting and analysing data. According to MacLeod (2017) the qualitative research approach offers insight into social reality of individuals and groups as close as possible to the emotions and life of its population. Therefore, a qualitative research method will effectively address the research questions, to

study peoples' interaction and the issues they observed in order to discover reasons why and how a certain group behaves or functions in the manner they do, thus providing a clear view point of the area under research.

This study adopts a mixed methods design, with a primary focus on inferential statistics for quantitative data analysis, specifically using Spearman's correlation and the Mann-Whitney U test, alongside descriptive statistics such as frequency and mean. A phenomenological qualitative case study approach is employed to explore public servants' experiences with government training programs. As Creswell (2014) notes, a case study allows for in-depth examination of specific processes, activities, or individuals within their natural context. The quantitative component primarily employs inferential statistics, specifically Spearman's correlation and the Mann-Whitney U test, to examine relationships and differences within the data. Spearman's correlation assessed the strength and direction of monotonic relationships between continuous and ordinal variables, while the Mann-Whitney U test compared differences between independent groups on continuous or ordinal outcomes. Descriptive statistics were also used to capture and analyze numerical data, highlighting trends and perceptions of public servants regarding training impacts. These inferential techniques deepened the analysis, providing a more nuanced understanding of patterns and associations in the data.

In parallel, the qualitative component uses a phenomenological approach (De Vos et al., 2005), which leverages in-depth, contextual interviews to uncover the participants' lived experiences. Conducted in the natural work settings of public servants, these interviews provide a platform for them to articulate personal insights and perceptions regarding their professional growth. This dual approach, with both descriptive statistical data and rich qualitative insights,

is designed to offer a well-rounded understanding of how training influences public servants within the Botswana Public Service.

All interviews will be audio recorded, and the data will be transcribed in detail upon completing each session. Transcriptions will capture all participant statements, with symbols included to denote extra-linguistic cues like pauses, hesitations, emphasis, interruptions, shifts in subject matter, and emotional expressions (e.g., laughter). This verbatim transcription approach will support the development of central themes within the qualitative data.

Qualitative data from the interviews will be analyzed using thematic analysis, a process that allows for a comprehensive examination of participant responses by identifying, coding, and categorizing key themes and patterns. Each interview transcription will be reviewed systematically to extract meaningful insights, focusing on central ideas that align with the study's objectives. To ensure confidentiality, all interview transcriptions, audio files, and notes will be assigned code names, which will be incorporated into the final coding framework.

In parallel, quantitative data will be gathered using a structured survey questionnaire, administered to a larger sample to capture measurable trends and statistical insights that complement the qualitative findings. Descriptive statistics will be applied to analyze survey responses, providing an overview of patterns and commonalities among public servants' experiences with training programs. By comparing and integrating both qualitative themes and quantitative findings, the study will achieve a more comprehensive understanding of how training impacts service delivery in the Botswana Public Service as well reveal the barriers to effective service delivery.

Significance of the Study

The primary aim of this study is to provide valuable information on how in-service T&D impacts the GB employee service delivery. This study seeks to delve into the relationship between training interventions and the quality of service provided by government employees. By examining this connection, the research aims to identify key factors that contribute to effective service delivery as influenced by T&D initiatives.

For the Human Resource Development Units charged with capacity building in different Government Ministries/Departments this study may help them to assess employees' training needs before enrolling them in in-service training with a view to bridge their performance gaps and improve public perception on Government service delivery. This approach may enhance the delivery of government services and improve the public perception of government service delivery. By aligning training programs with the specific needs of employees and departments, HR Development Units can ensure that training initiatives are targeted and impactful. This process not only enhances the skills and competencies of employees but also contributes to a more efficient and effective public service.

For the trainers, the results of the study may encourage them to design effective training programs, deliver training, and conduct evaluation of their trainings. Trainers may find inspiration in these results to design training initiatives that are tailored to the specific needs of employees and the organization, ensuring that the content is relevant and engaging. Moreover, trainers may be encouraged to adopt innovative teaching methods and utilize modern technologies to enhance the learning experience for trainees. By emphasizing the importance of evaluation, this study highlights the value of assessing the effectiveness of training

interventions, enabling trainers to identify areas for improvement and refine their approaches accordingly.

For policy makers, this study may provide them with insight for developing robust policies regarding the importance of training discourse in service delivery. By examining the impact of training on service delivery within the Botswana Public Service, policymakers can gain a deeper understanding of how training initiatives influence the effectiveness and efficiency of government services. Armed with this knowledge, policymakers can formulate policies that prioritize investment in training programs, ensure adequate resources for capacity building, and establish frameworks for evaluating training outcomes. Such policies can foster a culture of continuous learning and skill development within government Ministries/Departments, ultimately leading to improved service delivery outcomes. Additionally, policymakers can use the findings of this study to advocate for the integration of training into broader government strategies aimed at enhancing public service quality and responsiveness. By emphasizing the importance of training in policy discourse, policymakers can drive positive change and contribute to the overall improvement of public service delivery.

For the top management, the findings of this research may encourage them to provide support to the HR units in terms of training budget and creating an environment conducive to applying the knowledge acquired through training. With a deeper understanding of how training impacts service delivery, top management can recognize the importance of investing in employee development and providing the necessary resources for training initiatives. This includes allocating sufficient budgets for training programs and ensuring that employees have the opportunity to apply their newly acquired skills and knowledge in their roles. By showing support for HR units and training initiatives, top management can cultivate a culture of ongoing

learning and development within the GB public service. This, in turn, can boost employee performance, elevate service quality, and contribute to the overall success of the GB public service.

Furthermore, future researchers within the field of T&D may find interest in the findings of this study as a basis for further development, utilizing its limitations as opportunities for expansion. Thus, this study could serve as a foundational piece of literature for them, providing insights into areas that warrant deeper investigation and exploration.

In consideration of the preceding discussion, the subsequent sections will outline questions of the research as well as the hypothesis.

Research Questions and Research Hypotheses

Having discussed the nature and significance of the study, the research begins by introducing the following overarching question: How could training bridge GB employees competency gaps, develop them to be proactive and responsive to the customer in service delivery? A close examination of the main question discloses the presence of sub-questions below:

Research questions:

RQ1: What are the perceived barriers to effective service delivery among GB employees despite continuous training efforts?

RQ2. What is the existing relationship between the use of external training providers and the perceived effectiveness of training programs?

RQ3: What is the relationship between the T&D methods provided by Ministries/Departments and external providers, and their impact on service delivery within the Botswana Public Service?

RQ4. What is the association between the training indicators used to assess training needs and the training outcomes?

It is hypothesized that:

H2: The use of external trainers is adjudged more effective than reliance on internal trainers.

H3: There is a significant correlation between T&D methods and service delivery.

H4: There is a significant correlation between the indicators used to assess training needs, the outcomes of training programs, and the effectiveness of service delivery in Ministries/Departments.

CHAPTER 2: LITERATURE REVIEW

Introduction

This chapter presents a scholarly review of the work of other researchers surrounding the training impact on employee service delivery. The review of previous studies is critical as it provides direction for the present investigation. As elucidated in the first chapter, there exists a clear need for scholarly research that investigates the impact of training on the delivery of services by employees, with a specific emphasis on the GB. Therefore, it is critical to develop a framework that builds upon existing knowledge concerning training and its impact on service delivery.

Different definitions of training and service delivery are reviewed in this chapter. It provides related material on various types of training, significance of training, training elements, efficacy of training and its challenges. This chapter will concentrate on exploring the factors affecting the impact of training effectiveness in service delivery and those that influence the training transfer within the Botswana Public Service workplace. These factors are analysed and comprehensively explained to contribute to the construction of a conceptual framework that this study adopts. The study discusses key themes and provides a critique presentation of the literature highlighting gaps in research related to training and service delivery. This includes the identification and description of knowledge disparities in the existing literature.

Theoretical Framework

The theoretical underpinning of this study is anchored on Human Capital Theory (HCT). Human capital studies have progressed significantly since the beginning of economics and business literature. The foundational work on HCT can be traced back to Mincer in 1958, followed by further development by Becker and Schultz (Titei, 2020). Schultz introduced the concept of human capital theory in 1961, as noted by Wuttaphan in 2017. Human capital denotes the intangible economic worth originating from a worker's expertise and abilities. It encompasses processes involving training, education, and other professional endeavours aimed at enhancing the skills, knowledge, values, abilities, and social assets possessed by an employee. This enhancement contributes to improve the satisfaction and performance of the employee, which in turn, impacts the overall performance and delivery of quality services. Becker (1964) suggests that human capital can be built through different means, including training, education, health, and migration. McConnell et al. (2009) contend that "a more educated, better-trained person is capable of supplying a larger amount of useful productive effort than one with less education and training" (p.85).

Alo (2000) defines Human Capital Development (HCD) as activities aimed at enhancing knowledge, refining skills, honing values, and promoting behaviours essential for unlocking the potential of employees within an organization. Widespread embrace of HCT is grounded in the objective of improving organizational performance. Organizations rely on the skills, abilities, and knowledge of their employees as essential elements for creating value. According to Thomas et al. (2013), human capital is perceived as a value source in effective organizations. Thus, HCT and the domain of Human Resource Development (HRD) are interconnected and have a significant relationship. Moreover, human capital is a fundamental

component in HR practices that encompass employee training and development, which, in turn, are interconnected with other aspects of HRD.

Schultz (1961) classified human abilities into two categories: those inherent or innate and those acquired from the environment. He suggests that any valuable human abilities or attributes, which can be improved through suitable investments like training, fall under the category of Human Capital (Alan, 2014). Therefore, the fundamental premise of HCT posits that individuals can enhance their productive capacity by obtaining higher levels of education, training, and skill development. Schultz (1961) argues that the concept of "human capital" is growing in importance not only for theoretical economists but also for individual businesses, emphasizing its relevance at the microeconomic level.

According to Ismail and Mohd (2023), one approach to accumulating human capital entails allocating resources towards people, their health, education and training. Therefore, effective human capital management plays a significant role in boosting staff productivity and service delivery. By enabling individuals to contribute more effectively to the system, it ultimately enhances the overall productivity and service delivery of the organization. Human Capital Management facilitates employee training, transforming them into valuable assets for the organisation. Instead of merely an expense, organizations perceive training and development as an investment yielding tangible outcomes such as heightened productivity, improved products and services, (Mihardjo et al., 2021).

Various researchers have provided different definitions of theory. Dubin (1976), for instance, emphasizes the significance of theories by highlighting their role in enhancing our

understanding of the real world. Theories, according to Dubin, establish relationships between various aspects from the theorist's perspective. Kaplan (1964) contends that a theory is a group of generalizations that are related to indicate new observations which can be tested empirically for reasons of explaining and predicting. However, Stam (2007) defines a theory as an orderly organization of knowledge which can be used for problem solving purpose. Dzinkowski (2000) defined human capital as "the accumulation of competencies, knowledge, and skills necessary to perform work that generates economic value for the organization". Furthermore, Milhem et al. (2014) argue that a theory is a fundamental collection of statements, which have undergone regular testing on how the world functions. Therefore, the definition of a theory must provide guidelines to answer the common questions that researchers face, in the natural language.

There are numerous theoretical frameworks that have emerged in the field of training over a number of years. According to Salas & Cannon-Bowers (2001), these focused theories have led to substantial empirical studies to be conducted in the field of training. The HCT was made popular by Gary Becker, who was an economist. The concept of human capital theory suggests that individuals can enhance their productivity and economic output by investing in skills training and education. Figure 1 shows the human capital model.

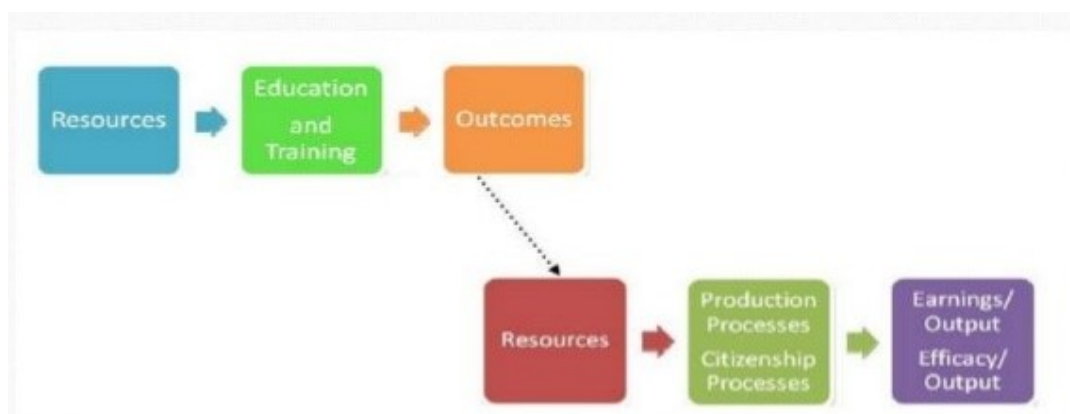


Figure 1: *Human Capital Model*

The section that follows discusses the justification for adopting the HCT in this project.

Justification for adopting Human Capital Theory (HCT)

The connection between training and delivering services can be illuminated by the principles of HCT. The HCT Theory posits that by prioritizing training and education, workers can enhance their productivity and efficiency. Quality service delivery represents the organizational performance outcome; therefore, this study seeks to demonstrate that training, particularly in-service training, has the potential to elevate employee productivity and service delivery. According to Sparkman (2015), human resource training significantly influences the development of human capital, contributing to organizational success. Nguah and Asare (2015) suggest that training is an ongoing educational process, fostering the development of new patterns, acquiring up-to-date information, reviewing and validating existing skills and knowledge, and gaining exposure to new options, all aimed at improving efficiency, effectiveness, and workplace performance.

The primary factor in accomplishing effective service delivery is widely recognized to be human capital development, applicable in both developed and developing nations. The HCT perspective is crucial in service delivery, as it is perceived as a key element in achieving efficient service delivery in both developed and developing nations (Sumumma & Agbodike, 2021). Gulris and Kamba (2011) argue that human capital development involves advancing and improving an organization's human resources through training, mentorship, job rotation,

learning, and other educational strategies to optimize their performance for efficient service delivery. Therefore, from the standpoint of HCT, it can be contended that training plays a vital role in enabling organizations to achieve enhanced service delivery.

The relationship between training and service delivery can be explained in light of the HCT. The central proposition of HCT is that by prioritizing training and education, workers can enhance their productivity and efficiency. Quality service delivery is the performance outcome of any organization, hence, we try to establish that training, and in particular in-service training can enhance employee productivity and efficiency. Sparkman (2015) states that the human resource training can significantly influence the growth of human capital, thereby making a contribution to the success of the organization. Nguah and Asare (2015) contend that Training can be viewed as continuous educational processes wherein individuals develop new habits, acquire up-to-date information, review and validate existing knowledge and skills, and importantly, gain exposure to new options aimed at enhancing efficiency, effectiveness, and performance at work.

The HCT perspective is also important to service delivery because it is regarded as the primary factor in attaining effective service delivery in both developed and developing nations (Sumumma & Agbodike, 2021). To Gulris and Kamba (2011), human capital development is the process whereby the human resource of organisation are advanced and improved through training, mentorship, job rotation, learning and other educational strategies to help them perform optimally for efficient service delivery. Moge, (2023) argues that the essence of service improvement lies in focusing on human capital, as they are the ones who provide the

services. Hence, based on HCT, it can be argued that training can help make organisations attain improved service delivery.

Field/Industry Description

The study is conducted with a specific emphasis on assessing the influence of training on service delivery. It explores the effects of training on the delivery of public services in Botswana through a mixed-methods research approach. Despite a huge government expenditure on civil servants, delivery of services to the general public remains a concern. Therefore, the data collection will be conducted on different government Ministries and departments through the Directorate of Public Service Management (DPSM). Both Interviews and questionnaires will be used as data collection methods.

Conceptual Review

The Conceptual Review section of this study will define and discuss the key concepts relevant to the research. This section aims to provide clarity on the core terms that form the foundation of the study. By elaborating on these concepts, the review will help establish a clear understanding of their roles and relationships within the context of the study, setting the stage for the subsequent analysis and discussion of the findings (Yao, 2023).

Training, Service Delivery and Service Quality: definitions

Different authors have proposed distinct definitions for the term "training". Wilson (1999) contends that training is "a planned process to modify attitude, knowledge, skill or behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individuals and to satisfy the current and future needs of the organization". According to Goldstein and Ford (2002), training is described as a process intended to enhance the skills of employees, enabling them to carry out their tasks more effectively. It encompasses the gaining of knowledge, skills, and competencies through vocational teaching, resulting in specific capabilities (Noe et al., 2010; Jain, 2014; Ampomah, 2016). Dessler (2011) contends that training is the provision of requisite skills to enable employees to perform their tasks effectively. Similarly, Meyer et al. (2016) characterize training as a method that imparts specific expertise to subordinates, enabling them to carry out assigned tasks effectively. Saidu et al. (2019) assert that training involves imparting knowledge to employees, equipping them with the skills needed for the effective accomplishment of their jobs.

Furthermore, DeCenzo and Robbins (1994) define training as "a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job". Zemke cited in Erasmus and Van Dyk (2001) asserts that "training is about giving people the knowledge and skills that they need to do their jobs no less and no more". Training is a deliberate, organised process designed to alter the skills, knowledge as well behaviours of employees, aiming to accomplishing the organization's objectives (Erasmus & Van Dyk, 2001). Training is task oriented because it aims to improve employee job performance in the organisation.

According to Mensah (2016), the process of training is deliberate, instils attitudes and imparts necessary skills, facilitating the transfer of experience and the application of ideas for the effective execution of a task. He argues that training focuses on the job or task. Nwachukwu (2009) affirms that “training is an organizational effort at helping human resources to acquire basic skill required for the execution of the functions for which they were hired or employed”. Furthermore, Ikeanyibe (2009) describes training as the process that aims to help an employee in attaining fundamental skills essential for the effective performance of assigned tasks. In line with the above, Oribabor (2000) conceptualises training as the development of capabilities such as conceptual, technical, managerial and human to further individual and organizational advancement. However, according to Fanibuyan (2001), training is a systematic process that brings about changes in the behavior of employees, directing them towards specific objectives to achieve organizational goals. Punia and Saurabh (2013) further describe training as the process of bringing about behavioral change linked to the acquisition of task-related skills. Additionally, DeCenzo & Robbins (2000) contend that training is a "learning experience" intended to bring about a lasting change in an individual, ultimately enhancing their performance ability in their job.

Despite varying interpretations among researchers, the aforementioned definitions collectively emphasize that training is a crucial tool. When effectively implemented, training serves to alleviate specific workplace challenges, with the overarching goal of causing changes in the knowledge, skills, and behaviour of employees, thereby enhancing their effectiveness and efficiency in the workplace. According to Mozael (2015)), the significance of training is increasing for most companies, serving as a tool that organizations can leverage to cultivate an efficient, productive, and more committed workforce. Additionally, Basariya and Sree (2019)

assert that training is a learning process that empowers employees for quality performance and aids organizations in retaining skilled personnel. However, Sheeba and Christopher (2020) argue that for training to be deemed effective, it must prepare employees for the future by imparting new skill sets and addressing knowledge or skill gaps. Therefore, training is a critical process through which employees are capacitated with necessary skills, knowledge and that nurtures their attitudes to prepare them for efficient and effective performance in their jobs. It is a way of making every employee more valuable to the organisation by skills and knowledge enhancement, modification of attitudes towards work as well as adjustment of behaviour patterns.

Defining "service" proves challenging due to the diverse range of definitions offered by researchers in the field of service delivery (Fogli, 2006). El Saghie (2015) clarifies that "service" involves interaction between two parties, with one party providing an intangible activity, leaving the other party without anything tangible to own. A service is an activity that is economic and not tangible or process of interaction between the person who provides the service and consumer (Sibonde & Dassah, 2021). Similarly, Saghier and Nathan (2016) affirms that it is a collaborative process between a service provider and a customer, with employees serving as representatives of the delivered service and consistently functioning in the role of sellers. Chidambaram and Ramachandran (2016) assert that unlike a product, which is produced when customers are not present during the production, customers are present during the production and performance of a service and when it is first sold, then produced and served at the same time.

Sibonde and Dassah (2021) assert that a service is diverse, given that it is consistently provided by employees for various customers, resulting in varied performances that are not consistently the same. Consequently, maintaining consistent service quality is challenging since there is no standard for delivering a service consistently. Moreover, adhering to the originally promised, planned, and promoted service performance is not always feasible. The lack of a standardized approach in service delivery means that it varies across clients and customers, placing the responsibility on employees to duplicate or exceed the initially planned, promised, and promoted service (Sibonde & Dassah, 2021).

According to Ndebele and Lavhelani (2017), the responsibility for delivering services to citizens typically falls on governments as they collect taxes from workers and businesses. Additionally, Kim (2013) explains that service delivery is a crucial aspect of the civil service, representing a government's social contract with citizens. This encompasses priorities such as timely infrastructure development, education, healthcare, power grids, social protection, and water systems. Meeting these obligations requires efficient and effective processes and reform programs to provide citizens with quality goods and services (Alam-Siddiquee, 2008; Nkwe, 2012). Similarly, Sibonde and Dassah (2021) argue that for public service management to be deemed effective, it must be fast, rational, cost-effective, transparent, user-friendly, and focused on customer satisfaction. However, Agboola (2016), asserts that service delivery encompasses two dimensions: human behaviour and physical infrastructure. Human behaviour involves attitudes, skills, and knowledge, while physical infrastructure includes facilities, buildings, forms, documents, etc.

According to Agboola (2016), service delivery is a phrase employed to describe the act of furnishing goods and services to people with the aim of meeting their expectations. Service delivery encompasses the provision of satisfactions, benefits, and activities that encompass the delivery of both tangible goods and intangible services (Nealer & Raga, 2007). Similarly, Akinboade et al. (2014) argue that public service delivery entails providing benefits, public activities, and satisfying citizens. Furthermore, Yusof and Ismail (2009) posit that the capacity to build and sustain good and lasting relationships with customers largely depends on the provision of fast, high-quality service to satisfy customers.

The quality of service is referred to as category of attitudes showing a comprehensive, long term evaluation of services received (Lau et al., 2015). It represents the disparity between the service performance anticipated by customers and the actual quality of the service provided by an organization (Saghier & Nathan, 2016). This involves the distinction between the typical expectations customers have for service and their perception of how that service was performed. Thus, service quality refers to a customer's attitude or judgment regarding the superiority or excellence of a provided service (Kheng et al., 2014). It encompasses the perceptions of the service interaction process by the customer. Additionally, Awan, Bukari, and Iqbal (2015) affirm that quality of service is an assessment made by the customer concerning the excellence of the interaction experience.

Significance of Employee Training

The mind-set change and shortage of skilled human resource are some of the main reasons for sub-standard performance and unacceptable quality of service delivery in the public

the Botswana public service. Cloete (1985) contends that behaviours of individuals are formed by the environment under which they live and come from and that emanates from their behaviour and attitudes, moral ethics that should be shaped according to the ethical principles of public administration through the process of training.

Efficiency and effectiveness are the key determinants of employees' performance in any organisational setup and without employee training, this may not be achieved. In every organisational role that employees play is a crucial one. The mind-set change and shortage of skilled human resource are some of the main reasons for sub-standard performance and unacceptable quality of service delivery in the public the Botswana public service. The achievement of organisational goals cannot made possible without human resource. Human beings are used in organisations to perform jobs. It is employees that make an organisation, not the equipment, buildings, or brand names. The founder of International Business Machine (IBM), Thomas J. Watson once remarked, "you can get capital and erect buildings, but it takes people to build a business" (Bohlander & Snells, 2004).

Employees' efforts can determine organisational success and survival (Drucker, 1995). Training is potentially one way to align those efforts with the aims of an organisation. Training can motivate employees to improved performance and productivity (Boadu et al., 2014). Any organisation that has a competitive desire has no other option except to capacitate and develop its employees through training them for effectiveness (Ngirwa, 2009). Paynes (2008) states that training programs seek to change the knowledge, skills, or attitudes of employees necessary for the job post. The focus of programmes may be on improving the employees' degree of self-consciousness, motivation and competency to effectively carry out their job responsibilities.

Consequently, employees feel appreciated to part of the organisation' success (Boadu et al., 2014). Thus, employee training facilitates a sense of being in the right place and belonging amongst employees, enhances the skills or capabilities of employees and motivates them for the overall achievement of the organisation. Training ultimately makes employees feel indebted to the organisation.

According to Boadu et al. (2014), training is needed for introducing new process improvement of staff efficiency, capacity building of unskilled workers to enhance their value to the organisation, supervision reduction, improvement of opportunities for internal promotions. Willing employees are ready to learn and they exhibit a level of job satisfaction that is higher, which has a desirable effect on their performance and service delivery (Tsai et al., 2007).

Employee training enables the organization and its employees in attaining diverse objectives, such as instilling a sense of security, enhancing employee engagement, morale enhancement, and the development of general capabilities crucial for job performance (Walters & Rodriguez, 2017). Asim (2013) argues that when employees fail to perform tasks and the results are not what was perceived they may not feel the motivation to keep performing. According to Mwema and Gachunga (2014), the mitigation of experienced challenges in an organization is dependent upon its employees' performance. Walters and Rodriguez (2017) contend that training enhances requisite competencies to perform a task and also helps provide the means for individuals to feel more satisfied with their performance results. Training develops the creativity and thinking abilities of individuals for improved customer service, decision making, handling of complaints and general self-efficacy (Elnaga & Imran, 2013).

Without appropriate training, employees as the greatest asset of any organisation for improved quality of products, services and customer satisfaction would not be able to perform and complete their assigned jobs at their maximum potential (Walters & Rodriguez, 2017).

The proficiency and efficiency of employees in their jobs depends on the acquisition and development of their skills and knowledge. Nwachukwu (2009), opined that the employee's productivity is a result of his/her function, will, ability, and situational factors. Similarly, Noe (2008) affirms that for training to be beneficial organisation must understand that it should be more specific and responsive to training needs of employees. Moreover, Obisi (2011) emphasizes that organizations must thoroughly assess their training programs and processes to ensure they accomplish their mission and objectives. This is crucial because training not only addresses performance gaps in the current job but also helps fulfil future tasks.

Employee training conceptualized

Workplace training is imperative and without it, employees lack a thorough understanding of their duties or responsibilities (Daniel, 2018). It serves as a function within human resource management that is used as a tool to bridge the existing gaps that exist and performance that is expected (Nassazi, 2013). Employee training is about empowerment that assists workers to develop new skills, acquire new information, or benefit from opportunities for professional development (Elnaga & Imran, 2013). It is the process of transferring requisite programmed behaviour and skills so that employees are made aware of the procedures and rules to govern their behaviour in order to perform their jobs effectively. According to Nassazi (2013), training is a deliberate and systematic activity with the aim of enhancing the level of

competency, skills and knowledge. It develops individual creativity and their thinking abilities for better customer service, decision making, self-efficacy, and complaints handling (Elnaga & Imran, 2013). Additionally, employee training offers capabilities when employees are given continuous assignment (Walters et al., 2017).

By the provision of core competences and support structure through the employee training process, there is a likelihood increase for employees to perform efficiently while giving support to others to create a culture of learning as part of the organizational strategic goals (Walters et al., 2017). Similarly, Jehanzeb and Bashir (2013) opine that when organizations provide employees with necessary resources to perform their jobs effectively, they become more productive and satisfied with their jobs, ultimately adding to the success of the organization. Therefore, training is task oriented because it focuses on organizational performance.

The objectives of training

According to Kirkpatrick and Kirkpatrick (2006), when training is conducted, it must be according to the training needs, that covers the intended outcome, and all aspect of the training programme should be measured. Training objectives are a part of the training design that is critical, therefore without training goals the process of evaluation and the overall training programme success are compromised (Goldstein & Ford, 2002; Buckley & Caple, 2009). The training objectives and participant performance requirements should be clarified (Tracey et al., 1995). Carefully set training objectives are essential for training effectiveness as they are a

major input for training design. Hence, this research examines the efficacy of training objectives on employee behaviour in relation to quality service delivery.

The goals of training have to be well established in order to guide trainees and help them appreciate the relationship between training objectives and their jobs responsibilities (Kirkpatrick & Kirkpatrick, 2006; Carliner, 2003; Kozlowski et al., 2001). Also, if employees appreciate how training will help improve their performance on the job, it may inspire them to obtain the necessary knowledge and skill. There are a number of benefits for setting the objectives of training before the training programme is designed such as helping to select programme participants, the selection of problem areas to be incorporated in the training content, and the emphasis of communication as well fostering between trainers and participants (Doherty & Bacon, 1982).

According to Bimpitsos and Petridou (2012), the stage of planning which includes the formulation of training objectives is critical component for delivering effective training programmes. Therefore, when training objectives are determined earlier it facilitates training to be more effective. Moreover, according to Bowman and Wilson (2008), poorly designed training can result in a lack of understanding regarding the training objectives. The trainer assumes a crucial role in pre-training activities, including establishing training goals and designing and delivering the training, as highlighted by Bennett and Leduchowicz (1983). Similarly, Locke and Latham (1990) affirm that setting training objectives not only serves as an effective tool but is also motivational for enhancing organizational performance. According to Miller (2002), training professionals determine the objectives of the training before it is conducted in order to improve training programmes. Training objectives must be definitive and

clearly written in order to be successful (Collins, 2002; Goldstein, 1989). Reid and Barrington (2011) state that training objectives help future training programmes and training evaluations. Hence, there must be consistency between the training objectives and training evaluation (Lee and Pershing, 1999).

According to Rowe et al. (2017) goal setting is the identification of definite accomplishment to be made in a certain area with outcomes that are measurable, such as timelines and actions for achievement. The achievement of goals gives training participants a feeling of self-efficacy and capability in learning (Sides & Cuevas, 2020). Goal setting is a key determinant of learning transfer (Diamantidis & Chatzoglou, 2012; Sides & Cuevas, 2020). It provides a helpful information for improvement of self-efficacy (Tziner et al., 1991). Furthermore, Sides & Cuevas, 2020) contend that not only does goal setting benefit academic achievement, but it also fosters success.

Goal-setting significantly influences behaviour (Johnson et al., 2012). They suggest that training participants who aim for higher outcomes might not apply as much of their acquired knowledge in the workplace when they are compared to those who establish learning goals focused on improving their abilities. (Gist & Stevens, 1998). Therefore, setting goals is more likely to be crucial for enhancing skills, transferring knowledge to the workplace, and ensuring quality service delivery.

Purpose of training

Purpose of training

According to Salah (2016), T&D primarily focuses on gaining knowledge, skills, techniques, and practices. It is a critical aspect of human resource management, as it enhances performance at the individual, team, and organizational levels.

Grobler et al. (2006) state that the goal of training is to improve and optimize performance, provide solutions to the problems of the organisation, modernise managerial skills, deter managerial obsolescence, and prepare for promotion and managerial succession. Shu-Rung and Chun-Chieh (2017) affirm that organizations depend on the improved skills, knowledge, and competence of talented employees to gain a competitive advantage. Training addresses discrepancies or gaps that exist between the ideal and optimal development stage for effective performance (Daniel, 2018). Mostly managers and front-line employees strive to achieve and seek to be given challenging tasks on the job (Schuler & Macmillan, 2012).

According to Armstrong (1997), the purpose of the workplace setting is to nurture the growth of employees' capabilities and address both the present and future workforce requirements of the organization. This explicitly suggests that the role of training contributes in enhancing service delivery and the overall effectiveness of the organization. The term 'service delivery' is, therefore, intricately connected with training, as highlighted by Dotsey (2020).

Training has a dual purpose of providing activities that lead to both enhanced personal growth for all employees and greater organisational effectiveness (Ndimande et al., 2016). Thomas (2012) argues that the training purpose is to help retain a competent efficient and

effective workforce, foster a stronger organisational culture, reduce organisational conflicts and employee turnover.

Becker (2010) contends that it is expected that an ideal training programme should change the participants' skills, attitudes, and develop forward vision of the tasks they complete. Ndimande et al. (2016) assert that training provides the way to sustain organisational competitive advantage by employees' retention and attraction. Organisations that do not provide effective training programmes usually lose their hard working employees to their competitors, and consequently fail to perform effectively when contrasted to others in the same industry (Ndimande et al., 2016).

According to Catalanello and Redding (2010), the function of training is aimed at increasing organisational commitment, developing employees' cognitive dimensions, and contributing to the flexibility of adapting to changes in both internal and external factors. Organisations that train their employees benefit from developed interpersonal skills, developed creativity, increased morale, and increased environmental awareness from the employees (Dessler, 2013).

Training types

The different definitions of training are appreciated best by the investigation of the approaches of training. The suitability of employee training for a specific organization is contingent upon various factors, including the identified competency gaps, employee qualifications, objectives, job descriptions, and challenges faced in executing assigned tasks.

Within the context of this research, the approaches to training are broadly categorized into two, as outlined by Mahadevan and Yap (2019) and Kempton (1995):

On-job training

When employees are trained by an experienced employee for guidance and teaching new skills during the real working environment is called on job training method (Basariya & Sree, 2019). On-the-job training is meant to convey job knowledge under through the guidance of an experienced employee or supervisor (Adamu, 2008). Similarly, Baum and Devine (2007) affirm that on-the-job training works by transferring knowledge from one employee to another. The experienced employee guides and teaches the trainee certain skills, techniques and methods of doing the job. On certain instances the trainee learns by observing the expert or master.. In most cases the trainee learns and works at the same time, though their output will be minimal. According to Tan and Khatijah (2017), when undergoing on-job training, the employee is able to directly relate to day-to-day operations.

Basariya and Sree (2019) state that feedback during training is immediately given so that the trainee can quickly improve and grow faster in the company. Baum and Devine (2007) propose that organizations benefit more by providing on-the-job training to their employees. This approach is considered advantageous as it saves both time, and cost as well as provides employees with a practical learning experience. However, Basariya and Sree (2019) argue that the trainer may miss his/her deadlines during the training period. Furthermore, conflict may arise whenever the trainer and trainee have different views of performing a task and that may result in an error during production or an accident at worst (Reddy, 2016).

In-service training vs Service delivery

The technological sophistication that is ever increasing particularly in the era of computer technology has necessitated the need for organizations to upgrade (Aroge, 2012). Therefore, Organizations are compelled to consistently revamp their strategic and structural processes. Additionally, they need to design regular development and training programs for employees to acquire new skills, knowledge, and techniques essential for effective and efficient customer service delivery (Dotsey, 2020). Chebat et al. (2000) state that service organisations are heavily dependent on the competence of front line employees in delivering their services effectively. The behaviours and attitudes of front line employees can drastically affect the way customers perceive the organisation as service delivery takes place during the employees and customers' interaction (Chebat et al., 2000).

The provision of essential ethics and skills that are required to empower employees to be professional, and deliver reliable and exceptional quality service experience to customers leads to the customer-centric organizational culture. Chebat et al. (2000) contends that, the relations between employees and customers is assumed to depend on self-efficacy, adaptability, and employee job satisfaction, which also depends on the level at which employees are empowered. Empowerment occurs when a manager grants employees the authority to make daily decisions related to their jobs. However, for efficient, effective, and employee-customer-centric service delivery, it is essential for managers to move beyond mere empowerment. They should also provide training to equip employees with the skills to handle diverse situations in

the course of their daily duties. (Conger & Kanungo, 1998). Therefore, for service organisations, employees are the source of competitive advantage and strategic differentiation.

Dotsey (2020) asserts that any customer centric organization permeates the culture of providing ethics and the essential skills through training that empowers employees to showcase professionalism and deliver services to customers with efficiency and effectiveness. Organisations that provide services heavily depend on the ability of employees who regularly interact with customers to effectively provide their services (Chebat et al., 2000). Furthermore, Dotsey (2020) contends that organizations hold the belief that the behaviors and attitudes exhibited by front line employees can significantly influence customers' perceptions of the service. This is because service delivery occurs during the interaction between service encounter employees and customers. According to (Chebat et al., 2000), the correlation between employees and service delivery depends on employee self-efficacy, adaptability, and job satisfaction, which, in turn, is influenced by the degree to which employees are empowered through training. Consequently, effective training plays a crucial role in equipping employees to provide efficient and effective service delivery.

The training efficiency and effectiveness on service delivery

Numerous researches have been conducted to examine how the efficiency and effectiveness of training contribute to the improvement of service delivery. According to Bouwman (2013), training programs empowers employees with better skills and more understanding of their tasks, thereby reducing their chances of errors while at work. Improved

employee competencies enable them to efficiently discharge their duties and achieve the organisational objectives in a competitive manner (Cyril, 2012).

Employee training is critical for the improvement of efficiency and effectiveness as well as improves quality standard service delivery. Consequently, the organization is better positioned to stay at the top of competition. Kuruppu et al. (2021) define efficiency as the comparison of the current production or performance with what can be achieved when using the same resources such as time, money, labour, etc. Efficiency is being able to avoid wastage of time, money, materials, energy and efforts in order to produce a desired or intended result. Public service training mainly focuses on the optimal utilization of resources to achieve established goals. According to Cyril (2012), training provides a solution to organisational problems by reducing efforts replication in the work place and clarifying the job descriptions. Bouwman (2013) asserts that training programs equip employees with job knowledge, and enhanced skills which help with reduction of workplace mistakes and quality service delivery. The development of employee competencies enabled them to be efficient in their job-related work, and help in the attainment of organisational objectives in a competitive manner (Cyril, 2012). Similarly, Manzini and Shumba (2014) affirm that employees are aware that capacity building through training could significantly increase their efficiency in performance, even though some organisations tend to offer training sessions for the introduction of new performance management systems or new regulations.

Devi and Shaik (2020) define effectiveness as the capability to produce a desired effect. The effectiveness of training is influenced by individual characteristics, training specifics, and attributes of an organization that directly influence the training process before, during, and after

implementation (Alvarez et al., 2004). Training effectiveness the degree to which training programs achieve training outcomes, whether the training objectives are achieved, and if the training contents are applied at the place of work in order to benefit organization (Alias et al., 2019). Training effectiveness can be measured based on the reaction of trainees towards achieving the objectives of training (Kirkpatrick (1959; 1996). Wright and Geroy (2011) assert that effective training programs serve to bridge employee competency gaps within an organization. Training not only enhances employees' overall performance for effective delivery in their current roles but also develops the knowledge, attitudes, and skills, needed for future jobs, thereby contributing to higher organizational performance (Cyril, 2012). This suggests a significant performance disparity between organizations that invest in employee training and those that do not.

Various studies approach effectiveness in different ways, with some focusing on employee performance (Purcell et al., 2013), while others generally consider effectiveness in the context of organizational performance.. Either way, the two outlooks are related because organisational performance is a function of employee effectiveness that results in general organizational success (Swart et al., 2005). According to Myrna (2009), the capacitation of employees through training is a critical way and tool of people management. It acts as a motivational factor for employees, enabling them to perform effectively and achieve both personal and professional goals. This, in turn, enhances job satisfaction levels, resulting in improved employee output as well as job satisfaction, and morale. The effectiveness of training entails evaluating individual characteristics, the training details, and characteristics of the organization that directly influence the process of training before, during, and after its implementation (Alvarez et al., 2004).

The failure of employees to properly perform their jobs, and end results do not match expectations, they may feel less motivated (Asim, 2013). Employees who fail to perform at the expected level may feel dissatisfied with their job and even make a decision to exit the organization, because they feel they are not productive enough. Walters et al. (2017) affirm that employee training serves as developmental tool that not only bridges and enhances competencies, but it also assists individuals to feel more satisfied with the outcomes of their performance. Therefore, improved competencies result in performance enhancement, quality service delivery and retention of staff.

Employee training is pivotal in the improvement of job effectiveness and service delivery standard. Consequently, it gives the organization a competitive advantage. Wright and Geroy (2001) assert that the competencies of employees can undergo change through the implementation of effective training programs. According to Cyril (2012), training does not only improve employees' performance to perform effectively on their current jobs but also enhances their skills, knowledge, and attitudes that are essential for future jobs, as a result adding to greater organisational performance. Myrna (2009) affirms that training is an essential tool because it provides motivation for employees to be effective and attain their personal and professional goals, improve their level of job satisfaction and as a result leads to improved output as well as increased employee morale and job satisfaction. According to Saidu et al (2019), training helps in the improvement of individual and group effectiveness and reduces the employee absenteeism level, complaints, dissatisfaction, and lowers turnover rates. Similarly, Rothwell and Kazanas (2006) affirm that the direct gratification related to a sense of accomplishment and knowledge improves their innate capacities. Therefore, training is crucial

for nurturing the enhancement of employee skills, enabling them to perform workplace responsibilities more efficiently and contribute to the attainment of organizational goals.

Evaluation of training impact on service delivery

According to Chan (2016), training evaluation serves the purpose of feedback provision on the delivery of a specific training program serves the purpose of assessing whether learners have acquired new knowledge and skills as a result of the training intervention (Mehale, 2021). According to Shaheen et al. (2013), this is a process aimed at determining the achievement of the design and delivery of the training program. Likewise, Meyer et al. (2003) characterize training evaluation as a systematic process that gauges the quality of a training program based on its impact on the organization's bottom line and the effectiveness of the design, delivery, and management of the training. Short (2009) contends that training evaluation should take place at various stages: prior to the training intervention (diagnostic evaluation), during the intervention (formative evaluation), at the conclusion of the intervention (summative evaluation), and subsequent to the intervention (longitudinal evaluation).

A training program serves as a mechanism for imparting knowledge, skills, and values to employees, which is crucial for organizational performance; thus ensuring the effectiveness of such efforts is vital (Aziz, 2016). It is important that the effectiveness of training be evaluated to account for the effort and money spent with the hope that trainees will gain enough skills and knowledge in favor of the organization (Assi & Raju, 2020). Similarly, Kirkpatrick and Kirkpatrick (2010) and Noe (2012) state that training is meant to improve human resources, and quality from time to time; hence it is most essential to ensure its effectiveness. Furthermore,

after training has been adopted in the organization, the next step is to investigate employees who participated in at least one training program to check the influence of the training on their performance in terms of service delivery (Assi & Raju, 2020). However, the main significant challenge is assessing the efficiency of the training (Johnson et al., 2018).

Ghosh et al. (2020) contend that training serves as a strategic intervention that is meant to change the performance of employees and interventions are investments that must be justified in order to prove their worth in order to justify the need and effectiveness. Therefore, training evaluation for the purpose of understanding its effectiveness has to be a requirement for any such effort. The goal of evaluating training is to measure particular results to understand the influence of training on either the trainees or the organization (Noe, 2016). According to Goldstein (1993, p.147) evaluating training is “the process of collecting descriptive and subjective information essential for making effective training decisions regarding selection, adoption, value and modification in the training activities”. Usually, evaluating training is regarded as the final stage in the cycle of training, however Devins and Smith (2010) point out that conducting evaluations upon the conclusion of a training program might be too tardy to incorporate any necessary adjustments into the program. They further argue that evaluation is a continuous and dynamic process spanning the entire training cycle. Hence, evaluation should be an inherent component of the training program and an ongoing activity.

The criteria selection for training evaluation helps to determine its impact (Baldwin & Ford, 1988). The impact of training is the degree to which goals of training or objectives of training are realized (Homklin et al., 2014). Therefore, training facilitates performance effectiveness and quality service delivery. Furthermore, the verification of training aims at

improving its effectiveness (Kirkpatrick & Kirkpatrick, 2006). Additionally, Collis (2002) opines that if training evaluation is not considered, then it is misunderstood because a training programme review provides an assessment of the methods, course content, trainer performance, materials, etc. Mann and Robertson (1996) affirm that assessing the results of training is a vital component of the learning process.

To effectively measure employee performance, there is need to set pre-determined criteria because it is a metric that is not easy to measure (Cascio, 1992; Yamoah & Maiyo, 2013). Therefore, the performance of employee is assessed and measured based on the established set standards of performance by high level management (Sultana et al., 2012). It is obvious that clear performance measurement with a set of criteria that is pre-determined is an ideal method. Some of the training evaluation models are discussed in the following section.

According to Chan (2016), comprehensive training evaluations should offer pertinent and valuable feedback to various stakeholders, including participants/learners, training facilitators, management, professionals, government entities, and other significant parties. Mehale (2021) contends that training evaluation is critical because it facilitates valuable feedback for improving planned training, measuring whether there has been performance improvement and whether Return On Investment (ROI) was attained. Assessments are effective in determining current business needs by providing solutions to previous performance issues and anticipating future opportunities for performance enhancement (Mehale, 2021). Furthermore, Sharma and Kurukshetra (2012), assert that evaluations are essential tools for various reasons as follows: provide an indication of different problems, include individual deficiency in the context of knowledge and skills; indicate the outcomes of training initiatives

and demonstrate effectiveness; provide clarity on areas of improvement and what additional plans are required for future action.

Training evaluation deals with gathering information to understand the effectiveness of a training program and gauging its value through that assessment. Das (2019), justifies training expenditure and creates the basis for resource allocation. Training evaluation is conducted during the training exercise and subsequently, at the work place (Gautam & Gautam, 2011).

Mohamed and Alias (2019) argue that every training program must be must be subjected to an evaluation process since there is no other way to ensure that training investments are worth undertaking without doing evaluation. Even though evaluation is not an easy process to be well conducted it must be attempted with the view to improve the effectiveness and standard of the offered programs (Aminuddin, 1997).

The definition of training evaluation differs based on the intended outcome. Evaluation of training is “a systematic process used to determine the merit or worth of a specific context” (Giberson et al., 2006, p.43). Many authors consider evaluating training as a way of collecting data for the purpose of illustrating the value of information that has been obtained from training to determine its financial and social contribution (Foxon, 1989). Similarly, Brown (2007, p.820) opines that evaluation determines how effective a training programme is. Furthermore, Saks and Burke (2012, p.119) affirms that evaluation a systematic process of data collection for determining how effective a training programme for facilitation of training decisions. Topno (2012, p.16), extends the definition of evaluation as gauging how well a training program has accomplished its intended objectives and goals.

According to Hamblin (1974) defined training evaluation as “any attempt to obtain information (feedback) on the effects of training program, and to assess the value of the training in the light of that information”. Similarly, Warr (1969) characterizes evaluating training as “the systematic collection and assessment of information for deciding how best to utilize available training resources in order to achieve organizational goals”.

In the framework of this research, evaluating training is a systematic information gathering process and analysing with a view of determining the training impact interventions in terms of its efficiency and effectiveness (Noe, 2016; Brown & Sitzmann, 2011; Saks & Burke, 2012).

Benefits of evaluating training impact on service delivery

A significant number of organisations know the benefits and significance of evaluating the impact of training on service delivery because their success or failure largely depends on employee performance (Hameed & Whaeed, 2011), but often neglect evaluating their training (Kirkpatrick & Kirkpatrick, 2016).

According to Phillips and Phillips (2009), organisations implement training programmes in order to gain returns on the organisation’s investments. Almohaimmeed (2017) argues that when managing the implementation of HRD strategies the aspect that is most challenging is the accurate evaluation of whether there has been an improvement in employee behaviour and performance after a training intervention. Training evaluation tools provide information for HRD professionals on whether employee performance and delivery of intended

services have improved as expected (Almohaimmeed, 2017). Elnaga and Imran (2013) opine that managers are responsible for the identification of factors that have potential negative impact on the training programme and act to stop their effect on job performance and delivery of services.

Effective programme evaluation is critical as it provides evidence derived from the training benefits on organisations, individuals and jobs. Training evaluation is crucial to determine a change that training has caused in service delivery (Goss et al., 1994). It provides evidence on trainees' perception of a training programme, skills and attitudes, progress in attaining knowledge, the application of learning in the workplace, cost-effectiveness, and overall organizational benefits (Brinkerhoff, 1988). There are numerous benefits of evaluating and analysing employee performance such as a review of employee performance against training goals, identification of strengths and areas for improvement of an individual both in relation to skills and characteristics (Yamoah and Maiyo, 2013). Furthermore, evaluation of training helps provide feedback that is critical to determine employee progress, performance, training effectiveness, achievement of organisational objectives, learning transfer, quality control and decision making support. The realisation of these benefits is made possible by effective training programmes. The following is a brief discussion on benefits of training evaluation.

Decision making support

Training evaluation is a critical process that helps inform business leaders to make a decision on whether to continue or discontinue a training program or whether to make an

improvement in a training programme (Wick et al., 2010; Kraiger, 2002; Ghosh et al., 2020; Kirkpatrick & Kirkpatrick, 2016; Ghosh et al., 2020). Decision making is the criteria based selection from two or more possible options (Chaturvedi, 2013 p.70). Evaluating training also provides support in effective decision-making regarding participation in human resources development programs. It contributes credibility, establishes a strong foundation for training, and informs decisions for development (Topno, 2012, Kearns & Miller, 1996). According to Easterby-Smith (1994) participants who benefited in a capacity building activity or training programmes have the opportunity to review training and consider ways of modifying the context of the activity with a view of its workplace applying

Quality control

Evaluation is a way of controlling the quality that regulates the worth of training providers and eliminates waste (Dahiya & Jha, 2011; Esaterby-Smith, 1994; Newby & Bramley, 1984; Foxon, 1989). The assessment of training is crucial for measuring its impact on the organization, integrating training into organizational activities, and costing training effectiveness (Akin-Ogundeji, 1991; Topno, 2012; Ghosh et al., 2020). According to Talukder (2010), quality control is an improvement process and an activity that is used to attain a desired quality level/standard of a product or service.

Whenever training is found to be less effective, measures must be put in place so that it can be appropriately addressed through enhancements (Kunche et al., 2011). Therefore, quality control can be enforced through measuring the intended objectives for both trainers and

trainees to ensure that the initially identified needs were met (Bramley & Kitson, 1994; Akin-Ogundeji, 1991).

Training transfer

Training evaluation assesses the utilization of acquired skills and the results in the workplace. (Kirkpatrick & Kirkpatrick, 2006; Tracey et al., 1995). Grove and Ostroff (1991) argue that the application of acquired knowledge is an indication of a relationship of the training programme and the job. Furthermore, it helps determine if indeed behavioural change has occurred and the extent of learning transfer (Saka & Burke, 2012; Topno, 2012). Training evaluation provides the measurement of enhanced performance and the application of acquired skills in the workplace, as well as the establishment of training effectiveness (Bartlett, 2001). Therefore, if a trained employee depicts a positive behavioural change while at work, it is an indication that the training objectives were met (Brinkerhoff, 2006).

Achieving organisational objectives

To measure the training effectiveness on organisational objectives, it is critical to evaluate its effectiveness and the cost of the efforts (Ghosh et al., 2020). The connection between training, service delivery, and operational and strategic business objectives is clarified through training evaluation (Kearns & Miller, 1996). Training evaluation is carried out to meet the organisational goals and objectives, and to check participants' response on whether the programme has positively influenced the delivery of services (Grove & Ostroff, 1991; Goldseting & Ford, 2002). Evaluating training is about determining the level at which training

has achieved organisational needs by impact, performance and quality service delivery (Pineda, 2010).

Provides feedback

The primary goal of evaluating training is to ascertain the cost-benefit ratio of developing employees through suitable training programs. It achieves this by offering feedback on the training relevance and defining the benefits it brings to employees (Phillips & Chagalis, 1990). Furthermore, van de Ridder et al. (2008) and Baldwin & Ford (1988) define feedback as providing trainees with information that concerns their performance. Ghosh et al. (2020) states that evaluation also provides feed to further develop a training program. The provision of feedback to the designers of the programme, trainers and trainees is a beneficial undertaking. (Kraiger, 2002; Stewart & Brown, 2011). Feedback is essential for each trainer and trainee. Trainers can define clearly the accomplished results and suggest ways for improvement, while trainees need to know their performance throughout their training (Dhliwayo & Nyanumba, 2014). Thus, feedback is essential for performance improvement and consequently service delivery.

Evaluation facilitates the identification of the trainees' strengths and weaknesses, their personal characteristics as well as their capability in acquiring skills and knowledge. These factors are essential for the organization to assess employee performance. (Yamoah & Maiyo, 2013). Additionally, providing feedback assists with the improvement of training programmes to be developed in the future (Kirkpatrick & Kirkpatrick, 2006; Rothwell & Kazanas, 2003).

Similarly, Kirkpatrick and Kirkpatrick (2006) affirms that evaluation provides critical information on ways of improving future training programmes.

Determining the progress of employee service delivery

A great number of organisations invest heavily in training due to the substantial impact of employee performance on their overall success or failure (Hameed & Whaeed, 2011; Elnaga & Imran, 2013; Imran & Tanveer, 2015). Evaluating training is essential to identify the changes that training has brought about in service delivery. (Goss et al., 1994). There are numerous advantages to evaluating and analysing employee performance, such as a review of employee performance against training goals, identification of individual strengths and weaknesses in relation to their skills and characteristics (Yamoah & Maiyo, 2013). To effectively measure employee performance, there is need to set pre-determined criteria because it is a metric that is not easy to measure (Cascio, 1992; Yamoah & Maiyo, 2013). Thus, the performance of employee is assessed and measured based on established standards of performance pre-determined by management at high level (Sultana et al., 2012). According to Yamoah and Maiyo (2013), performance expectations must be established before disqualifying employees for under performance. It is obvious that clear performance measurement with a set of established criteria is an ideal method.

Determining training effectiveness

The training evaluation selection criteria help to determine its effectiveness (Baldwin & Ford, 1988; Arthur et al., 2003). Training effectiveness is the level at which training goals

or the objectives are met (Homklin et al., 2014, p.2). Similarly, Kirkpatrick and Kirkpatrick (2006) contend that the objective of evaluating training is to both enhance and verify the training effectiveness. Furthermore, Collis (2002) affirms that if the organisation does not intend to evaluate training, then evaluation is misinterpreted because it involves reviewing training programs. Therefore, the evaluation of training outcomes is essential in the learning process, as highlighted by Kirkpatrick and Kirkpatrick (2006).

In conclusion, training evaluations are essential for measuring changes in skills improvement, knowledge and attitudes of employees as well as achievement for organisational objectives. Also evaluation of training helps provide feedback that is critical to determine employee progress, performance, training effectiveness, achievement of organisational objectives, learning transfer, quality control and decision making support. The realisation of these benefits is made possible by well-executed training programs. Therefore, the evaluation of training outcomes is a crucial component within the training process.

Training evaluation models

Different experts have developed various models for evaluating training over time. Below is a discussion of some of these models.

Kirkpatrick model

Kirkpatrick (1998) model is the most popular model for identifying and categorizing training outcomes and it was originally presented in 1959 (Ahmad & Din, 2009). According to

Bates (2004), Kirkpatrick's model has been generally approved by experts in the training field to effectively evaluate training programmes. This model attempts to view training and its efficacy at four levels: Reaction, Learning, Behaviour, and Result (Kirkpatrick & Kirkpatrick, 2006). Reaction assesses how participants in the training program respond. Learning is the amount of change in attitudes, improvement in knowledge as well as skill that participants have experienced due to attendance of training. Behaviour is the amount of behavioural change on the participant due of attending the training programme. Results is the attainment of targeted outcomes because of the participant attendance of the training programme.

Kirkpatrick's model is critical for measuring the efficacy of a programme designed for training with the aim of redesigning and ultimately improving them for transfer (Saks & Burke, 2012). Milne (2007) affirms that Kirkpatrick's model provides the most comprehensive framework for evaluating outcomes. Similarly, Gill and Sharma (2013) shows that Kirkpatrick's four-level evaluation model is extensively utilized for evaluation of the effectiveness of training initiatives. Figure 2 shows Kirkpatrick's the four-levels of evaluation model and explains what each level signifies.

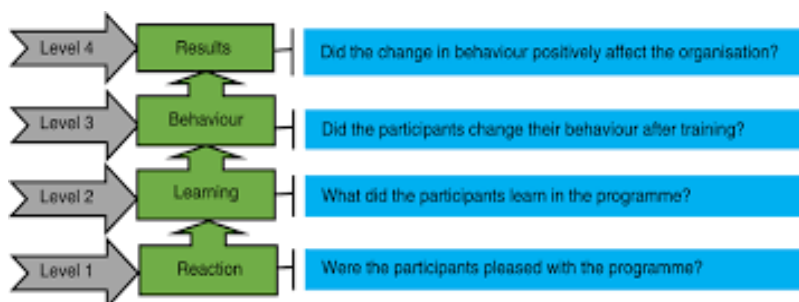


Figure 2: *Kirkpatrick model*

Since its origin in 1959, Kirkpatrick's model has become popular for evaluating T&D (Saks & Burke, 2012; Homklin et al., 2013). Therefore, this model has been employed for over five decades to gauge training effectiveness. Kirkpatrick & Kirkpatrick (2006) contend that the Kirkpatrick's four-level model has generally attracted credibility for its effectiveness and attaining greater results in training evaluation. According to Al-Athari and Zairi (2002), the model is popular in Kuwait as a significant number of public and private organisations use it.

CIRO model

The CIRO model was first proposed in 1970 by Warr, Bird and Rackhman for the purpose of evaluating training for the managerial workforce (Srivastava, 2018). According to Oguntimehin and Bukki (2020), the CIRO model of training evaluation has gained extensive popularity and it is still useful in the 21st century. The CIRO model is focuses on four levels namely: the context of training, the inputs of training, the reactions of the training experience and the outcomes of the training. There is a lot of similarities between the CIRO model and Kirkpatrick's model. Srivastava (2018) states that the only difference that exists between the CIRO model and Kirkpatrick models is that former focuses on measuring both before and after aspects of the training session. Figure 4 shows the four stages of the CIRO model and what they represent.

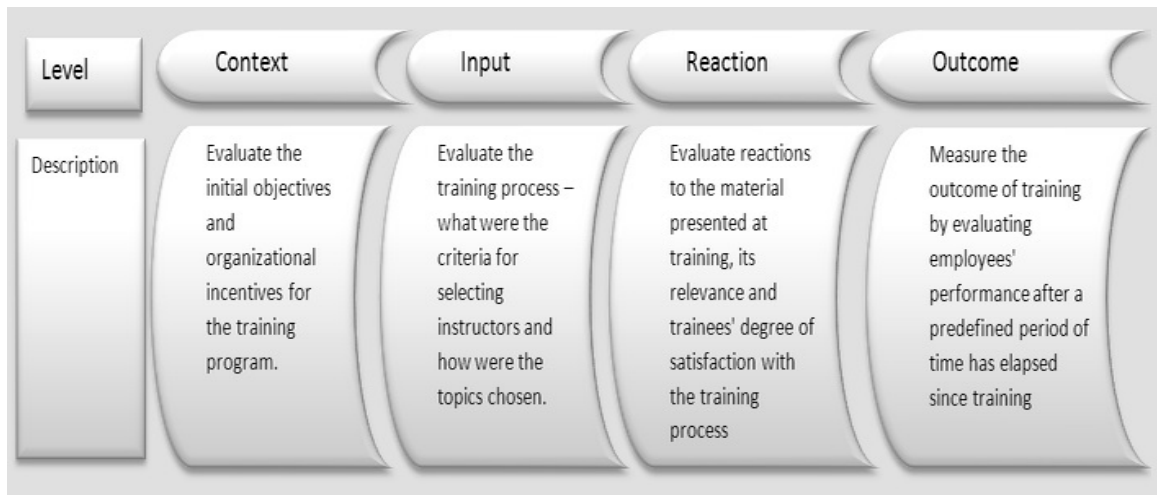


Figure 3: CIRO Model

The CIRO model has been criticized for not taking behaviour into account and as a result some evaluators feel that it mostly focuses on management training programmes as opposed to levels employees (Tripathi & ArtiBansal, 2017).

CIPP model

The CIPP (Context, Input, Process, Product) model is a product of leading educators on the 'National Study Committee' for evaluating management training and development. It has four evaluation levels. The Context level concerns itself with the identifying the training requirements focusing on specific problems and opportunities and it helps to produce training goals and objectives. The second level, the Input level, centers on ascertaining the optimal utilization of accessible resources to accomplish goals and objectives of the training, emphasizing the planning stage for training as well. Then next is the Process level which concerns itself with all the relevant information concerning the execution stage and helps

identify potential areas of failure. The fourth level is called Product level which assesses how well established training goals have been achieved. This is accomplished by examining the outcomes of the training. Ultimately this model helps to indicate the areas where training could benefit the organisation in order to achieve the outcomes.

One could argue, therefore, that all the models for evaluation tend to concentrate on the following crucial criteria to ascertain training effectiveness: perceptions of stakeholders, which corresponds to the first level - reaction; learning gain, which corresponds to the second level - learning; performance improvement on the job, which corresponds to the third level - behaviour; and enhancement of the organization and ROI, which corresponds to the fourth level - results.

Challenges of training impact evaluation on service delivery

Training evaluation has identified a number of barriers (Abdalla & Al-Homoud, 1995; Abernathy, 1999; Al-Fathaly & Chakerian, 1983; Al-Tayeb, 1986; Athari & Zairi, 2002; Bedingham, 1997; Griffin, 2010; Hung, 2010; Muna & Bank, 1993; Wang & Wang, 2005; Santos & Stuart, 2003). According to Santos & Stuart (2003), analytically and managerially, the primary challenges lie in evaluating the ultimate training outcomes, specifically reaction and learning. Therefore, to effectively assess the impact of training and ensure accurate evaluation of results, training evaluation barriers should be identified in order to deal with them. Simmonds and Gibson (2008) affirm that when effectively conducted, evaluating training can enhance the effectiveness of the program. Kennedy et al. (2014) argue that knowing all the factors that facilitate or impede the outcomes of training is beneficial to ensure

training effectiveness. Next is the description of the most common training evaluation difficulties identified by Griffin (2010).

General Management perception of training

There is a general believe by managers that training automatically empowers employees and make them capable to perform their tasks better, so they do not see the need for training evaluation (Hashim, 2001). Therefore, managers have a general perception that training leads to intended results and quality service delivery. Furthermore, Barron (1996) affirms that generally managers think that trained employees will automatically be productive. Swanson (2005) opines that it is either professionals lack the skill to conduct training assessment, or do not have the belief to do so. Similarly, Spitzer (1999) confirms that some professionals do not know the value that training evaluations may add to their organisations. The general perception is that training evaluations are time consuming and costly, while at the same time hinders the progress of organisational activities. Additionally, Athari & Zairi (2002) and Bedingham (1997) agree that challenges associated with the evaluation of training and that obstruct organisations to conduct evaluations are high costs of carrying out evaluation and time-consuming procedure. Below is a brief description of management perception on training.

Lack of tools and experience

Only a handful of organisations carry out training evaluation because of cost implications, and there is insufficient management support coupled with few qualified personnel to administer assessments (Vidal-Salazar et al., 2012). In most cases evaluators

assigned to conduct training evaluations may not possess the necessary skills, knowledge, or expertise. According to Wang and Wang (2005), the absence of expertise and resources diminish the chances of conducting training evaluation. The Lack of training evaluation experience among professionals leads to low commitment to enhance training (Bedingham, 1997). Hung (2010) asserts that high professional ability is essential to assess behavioural change and that evaluators are constrained by situations that need extra resources.

Obstacles in the organisation

Griffin (2010) states that organisational and personal restraints, such as limited capacity, costs, insufficient organisational support, capability issues, lack of time, not easy to obtain appropriate information, and inadequate evaluation systems, inhibit professionals from evaluating the impact of training. Wang and Wang (2005) contend that efforts to evaluate trainings are restricted by the absence of organisational culture.

There are other number of challenges associated with the evaluation of training, such as costs involving the creation of controls, complex numerical work, lack of measurement tools, lack of evaluation capacity, determining the relationship between training and service delivery, unclear working variables, lack of clear evaluation processes outcomes and lack of significant information caused by evaluation results (Hung, 2010). Consequently, it's unsurprising that only a few organizations carry out training evaluations. Furthermore, these constraints lead to a disjoint between organisational strategy, training evaluation, and objectives thereby reducing the evaluation of training effectiveness.

The lack of top management interest when it comes to conducting training evaluations limits implementation. Saks and Haccoun (2009) suggest that managers often neglect evaluation due to a lack of perceived demand, and they face difficulties in isolating the effects of training from other influential variables that could motivate both the organization and its employees.

Lack of systematic training

The traditional staff training approach in organizations is not systematic. Training that meets the intended objectives should follow a process and it is that process makes it systematic (Adamu, 2008). Similarly, Olaniyan and Ojo (2008) argue that the human resource departments in organisations mostly conduct training in a haphazard ad-hoc manner without paying due diligence to the process and without training need analysis.

Systematic training approach

Lengnick-Hall et al, (2011) state that human resource training that is systematic enhances efficiency, capability growth, improved performance and contributes to overall organisational development. The main concern of the HRD professionals is the result based training that allows for assessment of the ROI on training (Ghosh et al., 2020). Hence the significance of the training evaluation stage in the whole cycle of a structured method for training interventions. Systematic Approach to Training (SAT) is a methodology that has been standardised for the achievement of training objectives (Almoayad et al, 2019). A systematic way of training employees requires training to be a deliberate corporate policy instrument with

the main goal and objective of guiding programme choice and package the content to solve and evaluate identified training needs (Adamu, 2008).

According to Cole (1997) cited in Adamu (2008), a systematic approach to training generally comprises a sequence of activities that start with policy establishment and planned resources to drive it, followed by an assessment of the provided training; and ends with some form of feedback and evaluation. Such a process helps in minimizing the probability of disorganized, spontaneous, and uncoordinated training initiatives (Mathis & Jackson, 2004). Ghosh et al. (2020) assert that the first stage of a structured method to training, is training needs assessment, followed by the right content design that has actionable objectives to realize the desired results, the third stage is conducting the actual training where there is a learning transfer from the facilitator to the trainees, and the final stage is assessing the training intervention effectiveness.

Training Needs Assessment (TNA)

A training need arises when there is an identified gap between required competencies to perform the job, and existing competency level in employees (Das, 2019). Once we identify training gaps within the organization, it becomes easy to design appropriate training programmes. According to Rikkua & Chakrabartyb (2013), identifying training needs is the term that is commonly used to refer either training needs analysis or training needs assessment and both terms are commonly used interchangeably. Training needs identification has become important to change the orientation of employees and manage organizational change in a smooth way (Kapoor et al., 2015). Therefore, TNA stands as a crucial factor in enhancing the

knowledge, skills, competencies and abilities of the employees for the achievement of expected individual and organizational service delivery (Mazhisham et al., 2018).

Training needs assessment is essential for executing training at all levels of organization and it may be used as key a tool and significant process of training that benefits employees, groups and the entire organization to be successful (Mazhisham et al., 2018). This is the process of identifying and prioritising the learning needs of employees with a view to capacitate them. Bell (2017) states that, it is a process is that is followed in order to identify performance gabs and considering customer feedback. Both the employer and employee collaborate in designing the most suitable training method to have a meaningful impact on the job. TNA tools are employed for evaluating the training needs of the organization. The foundation of TNA is the performance gap analysis. It is assessing employees' skills, knowledge and attitudes against requisite skills in order to meet organisational objectives (Bartram at el, 1997). Furthermore, Mazhisham et al. (2018) contend that the first and most important stage in T&D is assessing the needs for training.

TNA is a critical tool for employees' evaluation to ensure that they precisely appraise their performance (Soni & Kesari, 2018). A well prepared TNA is an important step towards designing a training program that results in the general effectiveness of training programs (Goldstein and Ford, 2002; Zemke, 1994). Moreover, an effective TNA can serve as a foundation to design, develop, deliver and valuate training programmes (Soni & Kesari, 2018). According to Wagonhurst (2002), to ensure efficient and effective training programs, the design and development stages involve the systematic assessment of an organization's training needs. This includes identifying job requirements for training, categorizing employees in need

of training, and specifying the type of training required. The Identification of the employee needs and their expectations should clearly reflect as the first pillar in the training strategy (Stuart, 2001).

According to Gautam & Gautam (2011), if TNA are not conducted properly, several problems may occur: training may be used incorrectly to provide a solution to a performance problem; training programmes may have the wrong objectives, content, or methods; trainees may be trained in programmes for which they do not possess the essential skills, foundational knowledge, or the confidence required for learning; there may be a failure of training to deliver the expected learning; and there could be unnecessary expenditure on training programmes.

There are a number of challenges commonly associated with training needs assessment, among them is the failure of management to convince employees of the benefits of training (Land, 2007). According to Bell (2017), the employee should not be coerced into training but should be accorded the freedom regarding training, i.e. failure of a training program as result of management failure convince the employees. Furthermore, Wayne and Robert (2005) adds that employees must equally proof the training will help in the achievement of both person and professional goals.

There are a various training needs assessment models by different scholars. According to Leigh et al., (2000), models for needs assessment have been in existence over the past three decades, each characterized by its specific focus and levels of concentration. Goldstein (1993) argues that, the training needs assessment models have remained more or less the same over the past 30 to 40 years, both in terms of theory and practice. Mazhisham et al. (2018) stated

that Thayer initiated the TNA model that focuses on the tripartite level in 1961 and this model has greatly influenced other subsequent models of TNA. The following subsection briefly describes the conception of three levels needs assessment, namely; (i) analysis of the organizational, (ii) analysis of the task and (iii) analysis of the individual.

In summary, TNA is most appropriate when training is the best option for performance improvement of individuals (Clarke, 2003). It is a systematic process used to identify and specify training requirements linked to deficiencies in individual, team, or organization performance (Surface, 2012). These deficiencies can be used to develop learning objectives, which in turn guide the design, delivery, and evaluation of training to reduce the observed performance deficiencies.

Organisational Analysis

The focus of organisational Analysis is on identifying where training is needed in the organization (Goldstein & Ford, 2002). The organization analysis aims to determine organization performance. McGehee and Thayer (1961) state that this analysis level facilitates the achievement of organizational goals and provides feedback information concerning areas where training was needed in an organisation.

Task Analysis

According to Goldstein and Ford (2002), operations or task analysis helps in the identification of the training content that would facilitate an employee to competently deliver

based on task analysis, job analysis, and skill and knowledge gap analysis. This analysis level concerns itself with what abilities, skills, and knowledge are essential to perform certain tasks or jobs. The objective of task analysis is to pinpoint the tasks required for a job, along with the associated KSAs that are a requirement to perform these tasks. Mazhisham et al. (2018) affirm that at this level, questions on what types of training are required and what must be learnt by the employees so that they can perform their tasks or job well can be identified.

Workplace environmental factors

The relationship that exists between workplace environmental factors and training have a direct influence the outcomes training (Tracey et al., 2001; Elangovan & Karakoswky, 1999). Similarly, Mcbain (2004) affirms that the relationship between work environment and training is a significant one and that it clearly plays a critical role to ensure the effectiveness training. According to Mathis and Jackson (2011) and Armstrong (2012) there are organisational environment related factors that are internal and external, for example; culture of training, environmental dynamism, management support, and organizational climate work-related factors, for example; communication, autonomy and environment and factors related to the employee, such as adaptability, intrinsic motivation, commitment, proactivity, flexibility of skill, level of skill and employee performance.

Bapna et al. (2013) state that organisational related environmental factors, including human capital investments, leadership, and organizational trust, can have an impact on employee performance. According to Alias et al. (2017), several variables are categorized as

workplace environmental factors namely; opportunity to perform, organizational learning culture, and manager Support.

Noe (2010) defines manager support as “the degree to which trainees’ manager emphasizes the importance of attending training programs and stresses the application of training content to the job”. When managers provide motivation and resources to the trainees, they are encouraged to apply learning from their training to the job. The trainees’ confidence level regarding training programs rises as they receive support from supervisors (Cohen 1990). Similarly, Foxon (1993) states that trainees’ perception of managerial support is essential for training transfer. Trainees who benefited from supervisor encouragement are likely to transfer what they have learnt to the work environment in comparison with those who did not receive any encouragement (Brinkerhoff & Montesino, 1995). Furthermore, Alias et al. (2017) contend that a manager who does not consider the value of training weakens its use in several explicit and ambiguous ways.

Opportunity is “the extent to which the trainee is provided with or actively seeks experiences that allow for application of newly knowledge, skills and behaviours from the training program” (Noe, 2010).

May and Kahnweiler (2000) contend that trainers must provide the trainees with opportunities to demonstrate their learning in order to establish transfer. The motivation of trainees and work environment directly affect the opportunity to perform. Furthermore, Tracey and Tews (1995) affirm that the opportunity should be provided to the trainees to apply themselves in the workplace to facilitate them in the refinement of their knowledge as it

guarantees the effectiveness of the training. Therefore, without giving trainees' opportunities for performance in their jobs the training program effectiveness will not be realised (Mcbain, 2004).

The culture of learning in the organization is a type of organizational culture and it incorporates learning in the organization. It supports continuous learning, the information acquisition, its application and information dissemination for the improvement of the organization (Bates and Khasawneh, 2005, p. 99). According to Saks and Haccoun (2007), a learning culture is "a culture in which members of organization believe that knowledge and skills acquisition are part of their job responsibilities and that learning is an important part of work life in the organization". Usman et al. (2011) further state that a learning culture motivates trainees for a more positive organizational performance. Senge (1997) adds that a well-developed cooperative learning culture results in a caring and harmonious organization. The section that follows discusses elements that influence the efficiency of training and delivery of services.

Person Analysis

Goldstein and Ford (2002) highlighted that a person or individual analysis determines the performance of each employee in terms of how well they perform the tasks that constitute their job. It provides an analyses on the capabilities of an individual to perform their task and job. This level seeks to analyse and find out those who need training and as well as the needed training by individuals and for what purpose should the training be conducted (Mazhisham et al., 2018).

The above three levels are interrelated and the identification of training requirements should be addressed across all levels.. Both organisational and employee needs can be developed throughout all of the three levels in order to produce a good training program for employees in the organization. According to Muhammad and Rashid (2011), there is a link between training needs assessment and some main development areas of HRM and such as goal setting, training plans, knowledge, employee development, cost effectiveness and performance appraisal, attitude and skills, and motivation to learn. Training needs assessment provides critical information between distinguishing between non-training and training requirements, which is utilized for the respective professional and personal development of employees (Muhammad & Rashid, 2011). Therefore, training needs is amongst the major processes for the development of human resource and to prepare an appropriate training for the enhancement of organizational performance.

Identification of Training Needs in an Organisation

According to Mazhisham et al. (2018), recognising the importance of correct implementation of TNA is critical so that effective cost of training value can be provided that nurtures and motivates employees' job performance. Any systematic training success is determined by identifying training needs. The assessment of training needs is mainly used to determine areas where there is needed for training, who needs to be trained, what areas need to be trained (Rikkua & Chakrabartyb, 2013). Therefore, the aim of conducting a TNA is to ensure that the training programme is effectiveness and will benefit the employees, employers and organization performance in terms of its service delivery.

There is a common phrase that says “a problem identified is half solved,” which highlights the critical need to identify employees’ training needs within an organization. Training needs are identified through a thorough training needs assessment and the identification of abilities and skills that should be added to training, both in the present and in the future (Nielson, 2010). Nielson (2010) states that since there are different assessment methods, the choice depends on the matter at hand. Furthermore, Nielson (2010) outlines several reasons for identifying training needs. A perceived or felt need refers to a general desire to improve a particular subject area. Comparative needs involve identifying the needs by comparing training participants to certain criteria. Responding to failure occurs when the organization realizes it has not met its set goals over a given period. Critical incident needs arise as a result of a catastrophic occurrence, such as an explosion in a factory. Final needs are anticipated due to organizational changes, such as the introduction of new services or products. If ongoing training fails to meet objectives, the need for retraining becomes clear, and a performance gap is recognized when performance falls below the specified standard.

Relationship between training and transfer

Studies conducted on “training and training transfer” suggest that training is the bases for the transfer to occur within the workplace environment. According to Blume et al (2010), training transfer refers to the ongoing application of attitudes, skills and knowledge obtained by trainees during their training in their actual job responsibilities. Zumrah (2015) opines that there is the assumption that the acquisition of new attitudes, skills, and knowledge by employees through training increases the probability of applying them in their respective job

roles. This assertion is validated by different empirical studies that were carried out in several organisations and countries (Zumrah, 2015).

Transferring training is a process that has three levels: inputs to training which is concerned with “trainee characteristics, training design and work environment”; training outputs that deals with the “acquisition of knowledge and skills” during the process of training and transfer conditions which deal with applying the skills and knowledge acquired through training to effectively perform assigned tasks and the sustaining of that on-the-job learning (Baldwin & Ford, 1988). The degree of transfer mostly depends on “trainee characteristics, training design and the work environment”, as well as retention of learning (Baldwin & Ford, 1988).

Factors influencing the training transfer in the workplace

According to Rahman (2020), the review of training transfer literature has shown that there is an increasing awareness of the “transfer problem” in organizations and the concern of a little understanding of the transfer problem exist. Shah et al. (2019) characterize training transfer as the level of employees’ utilization of on the job skills, knowledge, attitudes, and behaviour that they had intentionally acquired through training. Similarly, Burke & Hutchins (2007) assert that training transfer mostly involves applying the skills and knowledge that has been obtained through training. Research has shown that efforts of training are not likely to yield changes that are favourable when it comes to job performance except when competencies the newly trained encouraged in a work environment (Rouiller & Goldstein, 1993).

Training represents an organizational investment aimed at cultivating proficient employees for high-quality service delivery through the acquisition of knowledge and skills. Unfortunately, organizations may incur significant losses if trained and nurtured employees choose to leave and apply their newly acquired knowledge and skills elsewhere (Shah et al., 2019).

Over the past decade, training transfer in the workplace research has increased even though a few number of studies have looked at training transfer at the level of the organizational (Saks & Belcourt, 2006). Almannie (2015) argues that transferring acquired training to the work environment is a global concern and a difficult factor to measure as a result of multiple variables that influence the application of learned lessons to the workplace. Despite the fact that a considerable number of countries have heavily invested on training programs, an insignificant percentage of the outcomes of learning has been transferred and reported (Almannie, 2015). According to Georgenson (1982), previous studies show that only 10% of learning through training programs is what is transferred to the job. Similarly, Saks and Burke (2002) affirms there is an indication that organizations that train their employees hardly incorporate training transfer activities in the work place and when they integrate those activities, it is mostly likely to happen during the course of training and not before or after. Furthermore, Clarke (2013) pointed out that a shift of mind-set in policy for makers necessary in order to move beyond training, towards the actual transfer of training for efficient and effective service delivery strategies.

According to Baldwin & Ford (1988), past research confirms that the transfer of knowledge that is obtained by way of training is impacted by numerous factors such as the

training program design, participants' characteristics, and the environment at the workplace. However, these are predominant factors in countries that are still developing (Almannie, 2015). Gilley et al. (2002) contends that amongst the reasons that are most common for the failure of learned knowledge transfer by employees include lack of confidence, fear of change, and delayed application. Poor management involvement and support is also one of the main impediments to knowledge transfer, equally same as work environment factors, policies of the organization and procedures, training overload, and management practices (Almannie, 2015). Alawneh (2008) argues that apart from the participant, there are other critical factors that affect training knowledge transfer that affect the participant motivation to change practice at the workplace. Furthermore, Almannie (2015) affirms that barriers that affect training transfer occur as a result of other factors related to program design, personality characteristics, and organizational climate. According to Brinkerhoff and Montesino (1995), management support interventions are critical to motivate training transfer in a work environment. A lack of feedback from line managers before, during, and after trainings training impact on the bottom line is also a major barrier on training transfer as a result of poor communication between managers and trainers (Brinkerhoff & Montesino, 1995).

Velada et al. (2007) opined that organizations should create a conducive environment in order to support the transference of recently acquired training at the place of work. Hence, trainees should be provided with the adequate support and performance feedback from their supervisors, organizations, and co-workers for effective training knowledge transfer. Qurat-Ul-Ain, Arabella and Raza, (2017) contend that support from supervisors, management, and co-workers amplifies the effectiveness of training transfer especially when it is done before, during and after employees training. According to Tassanee, Yoshi & Kriengkrai (2013), when

employees feel that their organization lacks sufficient support and fails to recognize their contributions, they may be less inclined to exert effort in facilitating the successful application of training.

When there is a lack of correlation between training skills and employees' development, their limitations are pronounced more, and it exacerbates negative perceptions caused by supervisors' lack of skills and failure to identify their developmental needs (Sawczuk, 1990). Therefore, the identification of critical factors is important to ultimately improve the overall training transfer as it would help the organization to focus on the main problem (Qurat-Ul-Ain et al., 2017). Furthermore, the characteristics of the learner or trainer, and environmental factors at the workplace are some of the influencers of learning transfer (Burke & Hutchins, 2007).

Learner/Trainee characteristics

According to Burke and Hutchins (2007) certain learner characteristics are significant when it comes to transfer and they include self-efficacy about the training task, trainee's intellectual ability, the motivation level and personality traits are significant factors that predominantly impact the motivation of trainees.

Intellectual Ability/Cognitive

Students who have a higher degree of ability easily achieve training transfer. The learners' cognitive ability affects the performance of the trainee as a result of retention and

resource capacity. Burke and Hutchins (2007) also discovered that the ability of trainees constitutes for 16% of training effectiveness variance.

Self-efficacy

According to Bandura (2003), self-efficacy is someone's beliefs "about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives". It refers to the judgment of a person about their capability to carry out a particular task. The transfer and maintenance is certainly connected to self-efficacy throughout multiple studies regarding transfer outcomes (Burke & Hutchins, 2007).

Motivation

The transfer motivation is linked to the trainee's conscious efforts to employ learned knowledge and acquired skills during training to an actual practical work situation. The learners/trainees who were reported to possess relatively greater levels of motivation are those that perceived benefits to attend and participate in training, and they acquired learning more than those who did not (Burke & Hutchins, 2007).

Personality

The trainee's personality regarding their inborn dispositional characteristics can influence the level, direction, and determination aspects that motivates them. Burke and Hutchins (2007) discovered that extroverted trainees i.e. very sociable ones were motivated

more to efficiently perform their tasks through learning in a social environment. Furthermore, the researchers assert that the go-getting element of trainees may be a contributing factor in enabling transfer.

Perceived Utility/Value

Transfer is dependent upon the learners perceived benefits that could accrue to them from utilization of learned knowledge and skills. The trainees who perceive training as important have a higher degree of immediate skill transfer (Burke & Hutchins, 2007). Therefore, trainees have a maximal transfer when they have a positive perception about their skills and knowledge acquired through a training programme.

Job Variables/Career

Trainees who have a strong perception of potential benefits emanating from a training initiative or program in augmenting their career, current or future job performance benefit more from training and that facilitates transfer (Burke & Hutchins, 2007).

Locus of Control (LOC)

LOC refers to the view that an individual either perceive life as something they can control or something that controls them (Manichander, 2014). Omid et al. (2016) assert that people with an internal locus of control are not driven by rewards that are external to their own treatments, while people with an external locus of control are driven by rewards that are

external and outside of their control. Locus of control Internalizers associate their success to own ability and personal effort while in contrast Externalizers associate success to coincidence, the conditions and environment (Omid et al., 2016). Flouri (2006) affirms that people who have internal locus of control think they in control of own activities and lives while at the same time their results are dependent on own personal performance.

Burke and Hutchins (2007) posit that there is the need to further examine the LOC–transfer relationship for more clarity despite that some studies have seen some level of connection between training transfer and LOC.

Factors that influence training effectiveness in service delivery

It would be illogical and unwise to provide training classification on exactly what is being trained and training objectives that are being sought (Rahman, 2020). According to Manna and Biswas (2018), training effectiveness is primarily an evaluation that examines the degree of training enhancement on the employee in terms of knowledge, skill, and behaviour. Alias et al. (2019) training effectiveness is defined as the degree to which training programs are measured to have attained a level of training outcomes. The perception of the effectiveness training is a combination of various factors at different stages namely; pre-training, training, post-training and personal factors (Manna & Biswas, 2018). The effectiveness training progresses the employee's performance and that of the organisational performance as a whole (Alliger et al, 1997). Noe and Schmitt (1986) assert that the difference of post and pre-training factors such as learning, performance and behaviour is used to measure training efficacy. There

must be established post-training framework that measures the effectiveness training (Alliger et al, 1997).

Manna and Biswas (2018) provide a summary of the factors influencing the training effectiveness as factor act in the pre-training stage, factor act in the process of training and factors act in the after-training stage. There are factors which make training effective for the participants and other factors which influence them to repel training. A good environment is attractive and a bad environment tends to be repulsive for them (Manna & Biswas, 2018).

Alvares et al. (2004) assert that, three crucial factors have been identified that determine the application of training namely; individual characteristics of the trainee, the design that enables training and workplace environment. Training transference is made of three factors: characteristics of the learner, design and delivery intervention, as well as environment influencers at the workplace (Burke & Hutchins, 2007). The following section explores the training design factors with the objective of highlighting their roles and significance to the effectiveness of training in service delivery.

Training Design

Holton et al. (2000) describe training design as the comprehensive process of designing and delivering training to equip employees for learning transfer. The training design includes planning and defining suitable activities are administered to the trainees, suitable methods selection and obtaining the sources with the aim of attaining the training program objectives. The design of training can only be achieved when the objectives are clear on what trainees

should expect and master during training and what requirements are expected to be achieved by participants when the training programme ends (Alias et al., 2019). The training design factors include the purpose and techniques of training and incorporating the principles learning such as several training techniques and practice opportunities. The characteristics of trainees consist of skill, ability, personality, and motivation. The work environment factors include collective support from managers, transfer climate, and colleagues, and the opportunities for or constraints on executing learned behaviours on the job.

Armstrong (1996) contends that, training organizations should be careful when designing training. Similarly, Khan et al. (2011) opine that there should be a link between the design and the employees' training needs as well as organizational needs in order to get positive results. Training designs that are effective always consider different approaches to training, learning concepts, and legal issues (Mathis & Jackson, 2004). Therefore, effective training design is crucial for both the organization and employee performance. Tsai and Lin (2007) dismiss a poor training design as an absolute waste of money and time.

When designing training, there are three primary considerations to be made which are the determination of trainee's readiness, the understanding of diverse styles of learning, and the design of training for effective transfer (Mathis & Jackson, 2004). Daniel (2018) opines that the success and capability of training in bringing about a positive effect on productivity and an overall performance of an organisation, the employees should be motivated to learn the basic skills that are necessary for learning, and have self-efficacy. Based on the training objectives which is to assist trainees to obtain the necessary skills for effective work performance,

understanding of learning theories' application is imperative to design training programs accordingly.

Flippo (1984) asserts that when the trainee is highly motivated, they are quicker to comprehend new knowledge or learnt skill. Daniel (2018) insists that when people take the responsibility for training they get committed to it but when there is an uncertainty in their own ability to learn and if they have low motivation even though the training program is designed well and implemented well, its efficacy will be compromised. Therefore, there should be a connection between training and desires of the trainee. Bryan (1990) contends that, the trainee perception could determine whether training would be beneficial in helping him or her solve work related problems such as recognition, job promotion, and so on.

A proper training design allows learning transfer and accomplish the training objectives. According to Alvares et al. (2004), several factors in training design impact training transfer, including principles of learning and instructional techniques, relapse prevention strategies, and self-management. Therefore, organizations should consider such factors when designing their own training programs for enhancing the transfer training (Velada et al., 2007). Some of these factors are briefly discussed below.

Training Contents

George and Singh (2000) define training contents as “the result of deciding on what should be included in the training program for learning to take place”. The determining decision to arrive at the content of training is a critical one as it ensures that the training content is in

line with the training objectives and needs (Alias et al., 2019). Hence the training content mostly refers to what is planned to be taught during a training program at a specific level and to what extent. Nadler (1983) affirms that the content of training is developed based on the requirements of the job, skills and knowledge expected to facilitate job performance. Furthermore, Junaidah (2006) affirms that the likelihood of trainees to learn is high when the content of a training programme matches their current job experience and their assigned tasks give them meaning. Therefore, during a training program concepts development, terms and examples used should be clearly presented so that the training content can have meaning to the trainees.

Training content should comprise both theory and practical aspects for transferring of new skills and knowledge (Gauld & Miller, 2004). Training content includes materials for training such as notes, hand-outs, manuals (Charney & Conway, 2005). Furthermore, Schraeder (2009) state that training content, methods and materials, including PowerPoint slides, handouts, and overheads, are crucial for effective training. The learning outcomes are affected by these materials (Kirkpatrick & Kirkpatrick, 2006). Similarly, Al Yahya and Mat (2013) affirm that the efficacy of a training process is illustrated by the efficiency of its content, as seen in the effective utilization of training resources.

Holton et al. (2000) pointed out that training effectiveness increases when the training content is matched with work requirements. Similarly, Holton (1996; 2005) opines that the perception of the trainee on the training content (methods and material of training) is pertinent to their jobs, as it determines their effort to applying the learned skills and knowledge in the workplace. Transferring training is more effective when there is a match of work activities and

the content of training, and when the trainees with sufficient time to apply their newly learned skills and knowledge (Velada et al., 2007). It is also believed that when there is a match of training content to the actual job activities it helps with a desired attitude towards training (Liebermann & Hoffmann, 2008). Bhatti and Kaur (2010) suggest that content validity influences performance self-efficacy and reactions trainees.

Kirkpatrick and Kirkpatrick (2006) assert that learning is influenced by the content of the training. Holton (1996) affirms that trainees have perception of how pertinent the training content is to their job responsibilities. Therefore, if the content for training and material used are relevant to the needs of participants, there may be an improvement in the acquisition of their skills and knowledge (Yamhill & McLean, 2005; Hutchins, 2009).

According to Diamantidis and Chatzoglou (2014), there is a significant correlation between the implementation of training content and the outcomes of training (service delivery). Hence, needless repetition and misconceptions during the training should avoided (Lee & Pershing, 1999). Robinson and Robinson (1989) state that the training content needs to be orderly well and fit for the delivery method.

Methods of training

A Successful training is subject to the use of successful training methods which are able to attract employees' attention and enhance the learning process (Alwekai, 2015; Mishra & Smyth, 2015). Norhasni (2014) states that training methods is the way planned activities or learning in training plans are delivered to targeted trainees. According to Dean (1994), methods

of training are the instruments and means through which a training programme is delivered so that the training objectives are accomplished; hence, methods selection is a decision that is significant. Similarly, Foxon (1993) contends that the selection of unsuitable training methods prevents the aim of learning transfer at the workplace. Therefore, training method selection must be seriously considered when any training programme is designed and delivered (De Cenzo et al., 2015).

Training methods could have an effect on the perceived training usefulness in a significant way with regard to learning transfer (Nikandrou et al., 2009). Similarly, Lim (2000) opines that the transfer of learning is promote by instructional methods. Additionally, Bansal and Thakur (2013) affirm that the relationship between the quality of training and the intention for learning transfer is important. Furthermore, Yelon et al. (2004) assert that the perception of the effectiveness of methods for instruction significantly facilitates the relationship between the learning transfer intention and motivation.

Burke et al. (2006) assert that methods training has a pivotal role in the determination of the usefulness of training. Learning principles and instructional techniques have an influence in knowledge transfer (Alvarez et al., 2004). The alignment of the materials used for training and the content with organisational needs, helps participants to improve their knowledge and skills and comprehension of the training material at a higher level (Yamnill & McLean, 2005; Hutchins, 2009). Additionally, Acton and Golden (2003) assert that particular approaches like Web-based training and computer-based training could be more beneficial for certain organizations while being less beneficial for others. Similarly, Nikandrou et al. (2009) state tha the behavioural modelling, where employees that are attending training acting as though they

are in a workplace environment performing their tasks, has a major learning effect. Training design significantly impacts training (Daffron & North, 2006), and according to Lau (2010), using various methods of training facilitates better outcomes and results.

There is also a possibility that there is no perfect method of training. Arthur et al. (2003) contend that no singular method superior to others; therefore, no single superior method exists for training delivery. For instance, Al-Athari (2000) discovered that the methods of training are employed by most organizations do not effectively support the learning process for trainees. This is because novel training methods are often perceived as inefficient utilization of time and financial resources. Similarly, Lucas (2005) asserts that workers often prefer using traditional procedures and methods to complete their tasks, and have a perception that new training methods are problematic and risky. Furthermore, instructors who are not skilled and unqualified tend to concentrate on old-style methods, ie; lectures, because they are not experienced with advanced methods of training like simulations and games (Aagnaia, 1996).

According to Atiyyah (1991) most organisations use methods of training that are conventional and limited such as lecture method, while other methods of training such as case-studies, games, discussion groups, simulations, and role-play are infrequently used (Aagnaia, 1996). Therefore, appropriate designs and successful implementing of a training programme can be attained a training content that is well organised into learning sessions that are manageable, suitable training schedule, appropriate and professional selection of raining methods and approaches that will satisfy the interests of participants and meet trainees' attributes.

Training methods include techniques and materials that are used by trainers to prepare and implement training, and for knowledge transfer to the workplace to attain requisite learning goals (Ervin & Hogan, 2013). Therefore, methods of training have significantly contributed to the training programme success. Alias et al. (2019) posits that methods of training also give an efficient design for effective training material delivery to ensure the attainment of training objectives.

When choosing training methods for specific training programmes, it is critical to consider the training program goals, organizational culture, time, resources availability and money, characteristics of trainees and preferences as well as the motivation on methods on participants (DeSimone et al., 2003; Gwebu & Wang, 2007). It is also important to take into consideration the skills and characteristics for the task to identify the most effective training method (Wexley & Latham, 2002).

According to Champbell (1988), learning and retention are best attained by using training methods that encourage productive responses from trainees. Alias et al. (2019) argue that productive responses are those in which the trainees are active in the use the training content as opposed to passive listening, watching, or imitating the trainer. Furthermore, Thoms and Klein (1994) opine that training methods that facilitate active participation of trainees also enhance training effectiveness and learning.

Trainer Competency

The successful of a training programme requires the involvement and support of key stakeholders. All employees of institutions that offer training, including administrators and trainers are essential to make training programmes a success (Herschbach, 1997). Franceschini and Terzago (1998) state that the training process requires several actors to play important roles, including trainers as significant role players in the planning and implementation of training. According to Latif (2012), the trainer is a person who has a responsibility of delivering the objectives of training to the trainees and is pivotal in the achievement of efficacy during the training programme delivery. Similarly, Brown and McCracken (2009) contend that the trainer plays a crucial role in motivating trainee participation and efficiently managing training activities. Furthermore, Ghosh et al., (2012) affirms to achieve effective delivery, the instructor needs to do more than just inspire trainees to engage in discussions; they must also have essential listening skills when interacting with trainees. Moss (1993) asserts that, some of the characteristics of a successful trainer are planning, preparedness, showing support and empathising with the trainees.

The trainers are essential role players in the preparation of effective of training plans. Daniel (2018) states that trainers perform a training program design to capacitate workers with the needed skills based on how they believe employees should perform. Trainers carry out different jobs, such as technical trainer, needs analyst, or instructional designer (Noe, 2005). Maimunah (2001) states that the role of the trainer is to assist people change their behaviour through the process of learning. Therefore, the success of a training program hinges on the personal characteristics and teaching skills of the trainer (Bohlander & Snell, 2004).

According to Forsyth et al. (1995), trainers also encourage the trainees and motivate them to learn. Furthermore, Power (1992) states that trainers articulate standards for performance trainees during training to enhance the efficiency of the training program. The competencies of trainers can be categorized into pedagogical (basic) and specific (skills, abilities, aptitude/attitude and attributes (Mamaqi et al., 2011). However, Ghosh et al. (2012) argue that the trainer's familiarity with the subject matter and the rapport established with trainees are significant indicators of trainee satisfaction.

Chukwu (2016) contends that there are seven major trainer attributes that are used to check the efficacy training was which are i) facilitator disposition, ii) real life examples, iii) group work, iv) interaction, v) involvement of participants, vi) stories/illustrations and vii) demonstrations. Therefore, when these trainers' attributes are combined with environmental factors, they trigger trainee characteristics and lead to behavioural change, performance improvement and overall service delivery.

Buckley and Caple (2009) opine that the trainer is expected to be a proactive thinker and an effective communicator. A good trainer should be articulate and knowledgeable (Blair & Seo, 2007). Similarly, Latif (2012) affirms that the role of a trainer is for ensuring that a substantial degree of learning is applied in the workplace. Furthermore, Foxon (1993) contends that failure to be consistent can have a negative effect on a credibility level of the trainer, something that can prevent the knowledge transfer. Therefore, the trainer needs to be efficient and dependable (Nikandrou et al., 2009).

The trainee perception on the performance of the trainer will either influence the trainees' satisfaction level positively or negatively. The trainer should be regarded as a facilitator by trainees who receive knowledge and skill (Steiner et al., 1991). According to Hesseling (1966), the success and efficiency of the training heavily rely on the substantial contribution of the trainer. Similarly, Gauld and Miller (2004) the importance of trainer effectiveness cannot be overstated in relation to the return on investment in training. The trainer serves as a key motivator for trainees and is essential in facilitating the acquisition of skills and knowledge.

When selecting a trainer certain criteria should be considered. Chen et al. (2007) contends that it is essential that the trainer's experience and background align with the intended outcomes. According to Towler and Dipboye (2001), additional criteria for selecting a trainer includes content knowledge, communication skills, ability to control the learning environment, skill to utilise facilities and training aids, and listening and question asking ability. It is important to observe how the trainer performs in a similar training situation in order to ensure that they are a good fit (Kirkpatrick & Kirkpatrick, 2006). Therefore, the trainer should be pervasive and observable within the organisation so that he becomes known so as to expose him to the issues that can be solved through training and it can empower him with the relevant information systems (Bennett & Leduchowicz, 1983).

Pre-training interventions for setting expectations

Trainees usually have expectations concerning the delivery of the training, its job significance and the quality of the training design before taking up a training programme. The

level of the trainee readiness may cause such expectations. The aim of interventions before training is to enhance the learning process (Msmer-Magnus & Viswesvaran, 2010). Tannenbaum and Yukl (1992) state that pre-training intervention is about the identification of materials or activities before the beginning of a training session in order to facilitate the likelihood of transfer and learning of learning so that training will be efficiency and effectiveness. Similarly, Msmer-Magnus and Viswesvaran (2010) suggest that the aim of interventions before training is to improve the learning process by goal orientation, attentional advice, preparatory information, advance organisers, and briefs for increasing the self-efficacy of trainees and training preparation.

According to Msmer-Magnus and Viswesvaran (2010), interventions and materials provided before the commencement of a training session, known as pre-training interventions, play a crucial role in fostering the trainees' capacity for learning and transferring that knowledge. Additionally, they contribute to enhancing the effectiveness of practice during the training process. Cannon-Bowers et al. (1998, p.294) define attentional advice as an intervention that is pre-training that helps with the provision of “information, independent of performance content, about the process or strategy that can be used to achieve an optimal learning outcome during training”. Advance organisers are defined as “a category of activities such as outlines, text, aural descriptions, diagrams and graphic organisers that provide the learner with a structure for information that will be provided in the practice environment” (Cannon-Bowers et al., 1998, p.298). Pre-practice brief is described as “sessions where team performance expectations can be clarified, and roles and responsibilities established before team practice” (Cannon-Bowers et al., 1998, p.307). There is a significant relationship between

before-training interventions and training activities, and learning (Msmer-Magnus & Viswesvaran, 2010).

According to Msmer-Magnus and Viswesvaran (2010), pre-training interventions are vital for influencing the expectations of trainees towards the training outcomes. Thus, pre-training interventions and activities are help set expectations and support learning and knowledge transfer. According to Baldwin and Magjuka (1991), trainees show greater intention to apply training in the workplace when they are given relevant information before the commencement of a training programme. Furthermore, Msmer-Magnus and Viswesvaran (2010) argue that when trainees are provided with a pre-training goal orientation (whether performance or mastery oriented) they perform better on indicators of affective and cognitive skill-based learning compared to those who have not received it.

Setting trainees' expectations for training and outcomes

According to Khan and Mirz (2016), learners are receptive to acquiring knowledge when they are in a prepared mental state, enabling them to effectively cope with the learning experience. According to Baldwin et al. (2009), Readiness involves possessing the necessary knowledge and skills to actively engage in training or the willingness to embrace new concepts and experiences throughout the training program for optimal benefits. Trainee readiness is “the extent to which individuals are prepared to enter and participate in training (Holton, 2005 p.45)”. The attitudes of employees about past training experiences have an influence on their expression for a new training (Ford & Noe, 1987).

Employee training readiness helps to prepare them for full participation during a learning experience and distribution of resources for training to those who are expected to benefit from the training (Machin, 2002). Baldwin et al. (2009) argue that, every participant commences the training program with specific expectations, attitudes, and motivations, which ultimately shape the results they achieve in their training. Therefore, training readiness helps employees in developing expectations regarding the results of the training process (Bates et al., 2007), and training characteristics. Similarly, Baldwin et al. (2009) contends that readiness of trainees encompasses distinct individual expectations, motivations toward training. Training readiness is can also be affected by the degree of trainees' involvement in evaluating training requirements and training plan, the degree of choice, the clarity of their expectations, and other influences that are unexplored (Holton, 1996).

According to Putter (2016), the correlation between trainee readiness, training outcomes and knowledge transfer is a significant one. Similarly, Baldwin et al. (1991) and, Holton (1996) affirm that trainee readiness stands as a valuable indicator of motivation to learn. Furthermore, Kirwan and Birchall (2006) assert that the readiness of the trainee positively impacts motivation to learn. Similarly, Tannenbaum et al. (1993) affirm the significant impact of trainee preparedness on training, including job-related outcomes.

Rouna et al. (2002) contend that the link between learner preparedness and the transfer of learning. Similarly, Tracey and Tews (2005) contend that cognition might play an important role when it comes to determining the effectiveness of training. Furthermore, the characteristics of trainee are crucial in determining the extent of variation in training outcomes, as noted by Van der Klink et al. (2001), and this influences trainees' expectations for the training program.

(Van der Klink et al., 2001), and that affects the expectations of trainee for the training programme.

Hutchins et al. (2013) state that the connection between the intention to apply acquired learning and learner readiness is significance. According to Safitri and Octarisa (2023), the learning environment affects the motivation of trainees to learn. Orpen (1991) affirms that environmental factors, like as training resources, have a significant association with perceived training quality and trainee motivation. Furthermore, Chung et al. (2016) argues that relying on a sole proxy variable to measure trainee readiness may not adequately support its impact on training effectiveness. The subsequent section elaborates on the effect of motivation on training application and its relationship to service delivery.

Defining motivation

The term "motivation" originates from the Latin word "movere," signifying to move (Goyal, 2015). Hence, Korth (2007) asserts that it reflects something that goes up, influencing us to keep working and assisting us to attain our goals. According to Iqbal et al. (2020), the primary function of training is to provide knowledge, essential skills, and attitude to employees so that they can properly accomplish their tasks. Donkor and Banki (2017) affirm that training is mainly used for obtaining specific skills and knowledge to better execute the task, and it helps employees to become skillful and competent in their job performing. However, Saeed and Asghar (2012) contend that, to efficiently and effectively perform their job as well as provide quality services, employees need motivation even if they are competent in their field and have the requisite skills, abilities and knowledge as the desired result could not be achieved

successfully until and unless the employees are motivated to work. Therefore, training employees who are not motivated to perform would not improve performance and the quality of services offered.

Stoner et al. (2007) contend that "managers and management researchers have long believed that organizational goals are unattainable without the enduring commitment of members of the organization". When employees are not motivated to perform, their performance will not improve (Daniel, 2018). Furthermore, Varma (2018) contends that one of the major challenges that organizations are confronted with today is how to manage work force turnover caused by migration to other organisation because employees lack the motivation and commitment for the organization.

Several authors have defined the word motivation. Goyal (2015) characterize motivation as the process that enables and sustains goal-oriented behaviours through initiation and guidance. Motivation is a psychological characteristic of a human that has a contribution to degree of commitment in a person (Daniel, 2018). Thus, motivation is the influence on people to get them to perform what you want them to perform because they want to perform it. Stoner et al. (2007) assert that a general understanding of motivation from several definitions is that, it is what causes one to act.

Employee motivation is the emotional process that results in guidance, determination, and encouragement of positive behaviour within the workplace (Sharma & Mani, 2014). It can also be characterized as the driving force that compels, propels, or energizes employees toward positive behaviour (Ganta, 2014). According to Renard (2015), employee motivation is a

managerial process designed to inspire employees to enhance their performance by offering incentives that fulfil their unmet needs, ultimately benefiting the organization.

Jones and George (2008) contend that motivation is “psychological forces that determine the direction of a person’s behaviour in an organization, a person’s level of effort and a person’s level of persistence”. Armstrong (2012) states that motivation is the forces that energize, direct, and sustain a behaviour and that it can be classified as intrinsic where work related factors affect the behaviour and are self-generated or extrinsic, which happens when things are done or motivated by people. Similarly, Ganta (2014) states that the propelling force or impetus that inspires employees to carry out their work can emanates either internally, known as intrinsic motivation, or externally from the environment, referred to as extrinsic motivation. Additionally, Dobre (2013) suggests that intrinsic motivation stems from within the employee. Ednie and Stibor (2017) confirm that this motivation emerges from the personal satisfaction derived from carrying out specific tasks, whereas extrinsic motivation is the satisfaction derived from external factors impacting an employee.

There are numerous factors which contribute to the overall performance of employees such as training, motivation, technology, management behaviour, working environment (Khan, 2012). However, (Khan, 2012) asserts that is the correlation between employee performance, motivation, and training is more significant. Organization that want to improve performance of their employee should put and emphasis on training as it also a motivator that facilitates the employees’ achievement of high-performance levels (Khan, 2012).

According to Deng et al. (2017), research emphasize the importance of maintaining consistent customer satisfaction for the success of organizations. Sibonde and Dassah (2021) state that while it is essential for employees to play a role in meeting the public expectations during service experience, organisations must implement strategies and practices that ensure the motivation and satisfaction of employees for them to deliver quality service. The motivation of employees is of paramount importance in ensuring the delivery of quality services.

Several factors influence employee motivation, falling into categories of intrinsic and extrinsic (Dessler, 2016). Common determinants of employee motivation include the organizational environment, culture, incentive structures, and equity comparisons, as noted by Armstrong (2012). Abdullah (2014) argues that employee motivation results from the interplay between intrinsic and extrinsic factors, such as opportunities for advancement, career progression, training, leadership styles, autonomy, salaries, and supervisor-employee relationships. Additionally, Sibonde and Dassah (2021) observe that employee motivation is shaped by various job-related factors, including leadership, organizational culture, job satisfaction, career growth, work groups, physical work environment, constituting the constructs of employee motivation.

Kauppila, (2018) argues that work motivation is the desire of an employee to make an effort that can be internally evoked by the satisfaction of work activities or externally by an expected outcome to follow from the successful accomplishment of specific activities. According to Ekhayemhe and Oguzie (2018), numerous factors affect employee performance such as worker and employer relationship, working conditions, opportunities T&D, job security, and companies' overall policies and measures for rewarding employees but reward-

based motivation is significantly the most important among all the factors that affect employee performance in the workplace.

Baron (1983) asserts that motivation includes amassing different processes to influence the individual behaviour towards the achievement of some definite goal. Most organizations are developing, maintaining and improving their Human Resources (HR) strategies with the aim of boosting employee motivation for sustained success in both the short and long term (Çetin & Aşkun, 2018).

Almannie (2015) asserts that in order to enhance the implementation of recently acquired skills and knowledge in the workplace, other interventions that are both tangible and intangible could be considered. According to Taylor et al, (2005), learned skills transfer in the workplace is enhanced when there is a reward-based approach is introduced for applying newly learned skills as a post-training strategy in trainees' work workplace. Empirical evidence shows that motivated employees leads to enhanced organizational performance as they become more engaged, productive, effective and efficient (Lee & Raschke, 2016).

Shah et al. (2019) argue that it is crucial to acknowledge that motivation is a key factor or cornerstone in helping employees to increase their effectiveness of training transfer because less motivated employees have lesser desire and interest to transfer the learned training into their workplace when compared to their counterparts with higher level of motivation. Consequently, these group of employees would carry on to show and achieve low performance levels and that they are not worthy to attend training in the first place. According to Shah et al. (2019), organisations can take steps to enhance their employees' motivation levels by actively

providing and continuously reviewing the benefits and compensation of their employees by making them feel important and highly valued in the organisation. Therefore, when employees feel appreciated they develop a sense of belonging and consequently they will be more active, willing to participate, willing to apply knowledge acquired from training to improve their job performances, which ultimately improves their service delivery and their organisations' position. Mohamad (2017), asserts that there exists a correlation between the transfer of training and the motivation of the trainees.

Most enterprises have realized that actions of employee motivation are indispensable to achieve the organizational objectives (Shaikh et al., 2017). According to Berman et al. (2010) state that motivation represents a critical component for employee success, and ultimately help the organizational to achieve targets and objectives. Similarly, Bryn Leslie (1990) affirms that employees are unwilling to acquire and apply gained knowledge, skills and behaviours in the workplace if their motivational level is not strong enough, regardless of how well their training is structured and implemented it cannot be effective and complete. Furthermore, Lee and Raschke (2016) affirms that motivation at the workplace, both intrinsic or extrinsic is essential for employees as it gives them reason to effectively perform and work in life. Therefore, who are highly motivated in an organisation will be more productive in the place of work and as a result generate quality service delivery and higher customer satisfaction to profit in the company (Chanana & Sangeeta, 2020).

According to Elliot (2001), motivation is a process that provides a reason for a person to do something in a certain way, or a justification for the repeated needs, behaviours, and desires. In brief, it is a description of why a person behaves in a particular way and does

something. Therefore, the concept of force seems to be a major element in the definition of motivation as it is implied in the definitions of most authors and suggests that motivation level could be strong or weak because it is subject to circumstances.

Nevertheless, these explanations did not account for employees' perceptions of their capabilities to perform their assigned tasks effectively and their individual ability to predict their behaviour. Despite the given definitions, it is evident that training encompasses the acquisition of knowledge and skills by employees to address competency gaps. Many researchers concur that training is a deliberate undertaking, a systematic process, and an essential mechanism that positively influences attitudes, efficiency, and effectiveness of employees, contributing to enhanced performance. Therefore, the training mission is to influence the behavioural changes to fulfil the goals of management. It is an essential management tool for the development of the organization's most significant resource, its people.

Impact of motivation on quality service delivery

Employee motivation in the workplace, including their engagement, commitment, and involvement, plays a crucial role in directing their focus towards customer satisfaction by providing high-quality services (Khodov, 2015; Oh & Yoon, 2015). Similarly, Samuel and Chipunza (2015) emphasized that motivated employees are not only enthusiastic and loyal but are also capable of delivering services of high quality. In organizations, motivated employees demonstrate a dedication to achieving organizational objectives and a commitment to delivering services of the highest quality (Xu & Goedegebuure, 2014; Burke & Fiksenbaum,

2016). Furthermore, Wansoo (2015) asserts that motivated employees actively strive to ensure the delivery of quality services. The quality of services provided is directly influenced by the satisfaction and motivation levels of employees, as content and motivated employees are more inclined to provide excellent service to consumers (Mosahab et al., 2013).

A noteworthy correlation exists between employee motivation and the perceived quality of service. Yee et al. (2017) state that service delivery involves interaction between employees and consumers. Highly motivated employees are engaged and loyal and give services of quality standard but when employees are demotivated, the quality of services might be lower than expected. Employee motivation level can help determine whether employees can correctly perform tasks the first time and be helpful to clients (Kiragu, 2015). Therefore, motivated employees are willing and prepared to help and make a contribution towards good service delivery, thereby impacting the quality of services provided.

As per Yoon et al. (2012) and Eskildsen and Dahlgaard (2016), motivated employees tend to experience high levels of satisfaction, stay engaged, and maintain a positive attitude toward their work. This translates to increased efficiency and effectiveness in their job performance. Similarly, Reichheld and Sasser (2018) assert that higher levels of employee satisfaction and motivation are directly correlated with increased customer satisfaction, as motivated employees are more likely to provide quality services. It is evident, therefore, that employee motivation serves as a determinant of quality service delivery, ultimately leading to customer satisfaction. Furthermore, Schmit and Allscheid (2017) affirm that motivated employees, being engaged and committed, contribute to better and higher-quality service delivery.

Tabaku and Cerri (2016) claim that there is a positive correlation between employee motivation, service quality, and customer satisfaction and loyalty. Additionally, Tabaku and Cerri (2016) assert that employee motivation acts as a mediator in influencing employees' behaviour during the service process, suggesting that motivated employees tend to deliver higher-quality services. Organizations with a service-oriented focus reportedly prioritize motivating their employees, as motivation is seen as a key factor in building, increasing, and improving employee loyalty in service delivery (Loveman, 2017). Consequently, when employees are motivated, they exhibit commitment and engagement in providing high-quality customer service. Moreover, Judge et al. (2017) support the notion that motivated employees possess the willingness to enhance their performance and deliver quality services.

Motivated employees are often described as energetic, cooperative, and creative, demonstrating a desire to satisfy customers by delivering high-quality services (Carman, 2014). Similarly, Silvestro and Cross (2016) and Loveman (2017) argue that motivated employees are loyal and possess the capability and commitment to provide quality services. Furthermore, Schneider and Bowen (2015) affirm that organisations that regard employees' motivating tend to make an effort to satisfy their customers as highly motivated employees offer quality service delivery. Sibonde (2021) asserts that employees' behaviour has an impact on the way customers perceive the quality of service, whereas a lack of motivation is more prone to lead to unfavourable service interactions, potentially resulting in customers providing negative evaluations of service quality.

According to Schmit and Allscheid (2017), Employees who are not well-suited for a specific job may encounter difficulties in delivering quality services. On the other hand, when

employees are appropriately matched and motivated, there is an increased likelihood of achieving quality service delivery and contributing to the success of the organization. According to Babakus et al. (2018), in the context of an organizational commitment to deliver quality services, it is crucial to comprehend the demands, wishes, and needs of employees and make efforts to meet or satisfy them, as emphasized by Babakus et al. (2018). The authors also note that employee motivation contributes to increased loyalty, improved productivity, reduced turnover intentions, and heightened creativity and commitment among employees to satisfy customers. Consequently, motivated employees perceive themselves as being in the right place and are dedicated to upholding service delivery standards that are high enough to satisfy customers.

Gröunroos (2011) assert that motivated employees quickly respond directly to the needs of customers. Similarly, Michel and Nicholas (2017) affirm that the higher the motivation of employees, the more willing they are to assist customers, thereby influencing customers' perceptions of service quality. Additionally, Kiragu (2015) acknowledges that motivated employees are more inclined to address customer dissatisfaction during service recovery and are willing to assist customers in their recovery efforts without direct supervision. Consequently, customers' perceived service quality is likely to be positively influenced, as motivated employees are willing to respond promptly to customer needs and queries.

Having thoroughly discussed and reviewed the various concepts involved in the study, the conceptual framework will now be presented.

Conceptual Framework

A conceptual framework merges the core concepts that are associated to the phenomena that is being examined and their assumed relationship. Imenda (2014) states that a conceptual framework offers an overview of the classifications that are being researched. Furthermore, it also assists the researcher to make a relationship between the present body of knowledge and the current problem that is undergoing research.

The proposed conceptual framework for this study is grounded in a review of existing literature on the impact of training, aiming to facilitate a systematic analysis of public service development in Botswana. It examines the influence of training interventions on enhancing training effectiveness, with particular attention to factors influencing in-service training outcomes, such as the frequency of training, associated challenges, types of training, strategic approaches, TNA, and implications for service delivery. The conceptual framework of the study is shown below in figure 4.

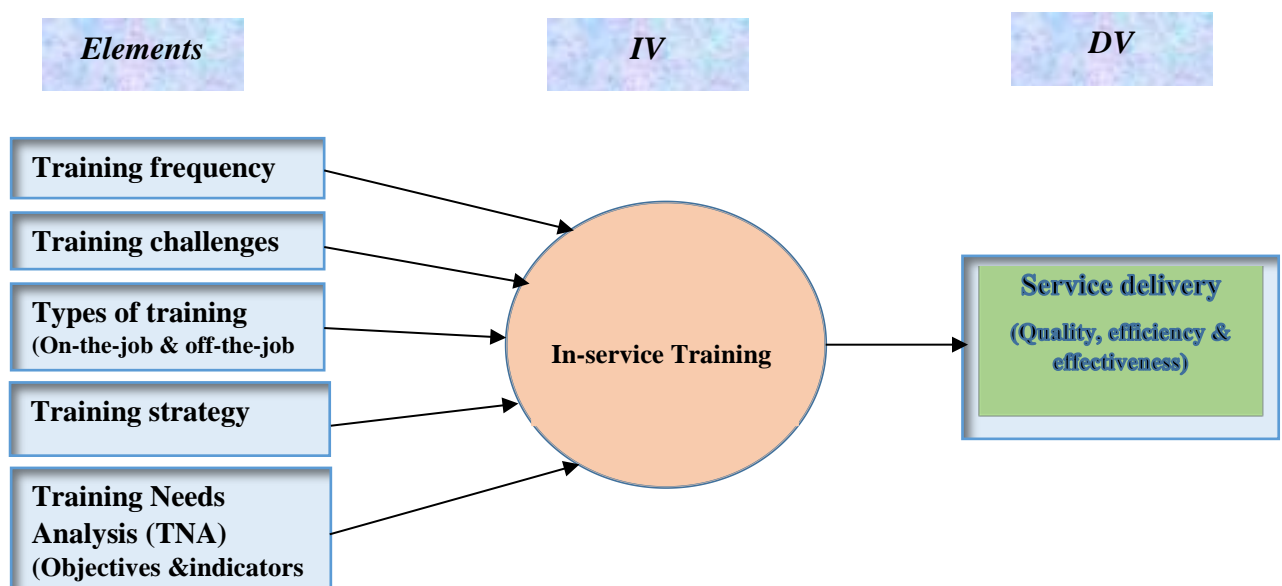


Figure 4: *Conceptual Framework*

Emperical Literature Review

This section provides an in-depth review of the research conducted by other scholars in areas related to this study. The empirical literature review serves multiple purposes: it allows the researcher to gain a comprehensive understanding of the existing body of knowledge, identify gaps in the literature, and evaluate the methods used in previous studies. By examining past research, the researcher can also compare key findings, theories, and trends, which helps to contextualize the current study within the broader academic landscape. Additionally, this review offers valuable insights into how similar research problems were addressed, the challenges faced, and the conclusions drawn, thus informing the methodology and approach for the present study. The literature review has shown that training and development play a significant role in enhancing employee performance, productivity, and service delivery (Salah, 2016).

Numerous studies have been conducted in various contexts regarding the impact of training on improving service delivery within organizations. The findings from these studies will be instrumental in shaping the proposed research, offering valuable insights that will inform the methodology. Furthermore, these studies will provide a foundational framework for data analysis, helping to contextualize and interpret the results of the current study.

T&D and Job Performance

Armstrong (2009) clarified the difference between T&D, stating that training involves acquiring specific skills for a particular task, while development focuses on the overall growth and improvement of an individual's skills and abilities through continuous learning. Both training and development aim to enhance employees' competencies, allowing organizations in both the public and private sectors to maximize the productivity and effectiveness of their workforce.

Darshani's (2018) study provides valuable insights into the relationship between training and employee job performance at the Regional Development Bank Head Office. The quantitative study was carried out with a sample of 100 employees, selected using stratified random sampling techniques. The response rate was 100%. Data was collected using a standardized questionnaire. The findings revealed a significant impact of training and development (T&D) on employee job performance. However, the study found no significant effect of the job applicability of training on employee performance. Additionally, it was found that the design of training programs, particularly those aimed at improving skills, had a moderate positive impact on employee job performance.

In their quantitative study titled "Employee Training and Development: Enhancing Employee Performance," Arulsamy et al. (2023) aimed to investigate the key objectives of employee T&D in boosting overall performance. They explored the relationship between training, development, and performance, as well as the factors influencing the success of training and development programs in improving employee performance. The research incorporated both primary and secondary data. The study found that T&D activities are closely aligned with the strategic goals and objectives of the organization. Employees are more

motivated and likely to use their newly acquired skills to achieve desired goals when they see a clear connection between their development and the firm's overall performance. Key factors identified in the study include the importance of conducting a thorough needs assessment to pinpoint skill gaps and determine the appropriate training and growth opportunities. Additionally, the study emphasized the need for tailoring training programs to address specific challenges and align with employees' roles, thereby improving the likelihood of performance improvements. The study also highlighted the importance of continuous feedback and evaluation in assessing the effectiveness of training and development initiatives. Collecting feedback from participants and monitoring their post-training performance allows organizations to refine their strategies and ensure that performance goals are met. This study is particularly relevant to the proposed research, as it underscores the value of using a comprehensive, multidimensional approach to measure performance, which ultimately leads to better service delivery.

In their 2023 study, Hosen et al. explored the mediating role of organizational commitment in the relationship between T&D, career development, and job performance, focusing on how these factors influence employee attitudes, emotions, challenges, and behaviors. Data was gathered through a survey using a random sampling technique from 362 frontline hotel employees. The research employed descriptive statistics, measurement, and structural models using SPSS 23 and Smart PLS 3.0 for analysis. The study found a strong relationship between organizational commitment and work performance in the hotel industry. Furthermore, it revealed a significant link between T&D, career development, and job performance, with organizational commitment acting as a mediator. The findings also highlighted the importance for hotel owners and managers to understand policies that improve

employee performance and organizational commitment, emphasizing the need for strategic training and management involvement in fostering workplace effectiveness.

T&D and Service Delivery

Mpofu and Hlatywayo (2015) conducted a quantitative study to examine the connection between employee T&D quality and service delivery in a chosen municipality, gathering data from 150 employees. The findings highlighted the importance of having efficient T&D systems and processes in place to enhance employee performance, which in turn leads to better delivery of essential services to communities. The findings suggest that enhanced, efficient, and effective service delivery by municipal employees can be attained if they undergo T&D programs of high quality, facilitated by instructors who uphold high standards of work. The results show that for training to provide a competitive edge, it must go beyond basic skills development. The findings also highlight the significance of information transfer and access within organizations, as these factors largely influence employee behavior. In employee T&D, the availability and sharing of information about programs play a crucial role; when employees are informed about training opportunities, they are more likely to be motivated to take part in these programs.

Nor (2023) conducted a cross-sectional study to investigate the impact of T&D on public service delivery in the Civil Service of the Federal Government of Somalia. The study surveyed 97 participants who had received training from the School of Management and Public Administration (SMPA) and the Kenya School of Government (KSG). The findings revealed that employee performance serves as a mediator between T&D and public service delivery.

The study also showed a significant positive influence of employee T&D on the performance of decentralized public institutions. Furthermore, a strong, positive, and meaningful relationship was found between training programs, seminars, workshops, and improved public service delivery. These results emphasize the critical role of T&D in enhancing service delivery efficiency. This research is relevant to the proposed study on the effect of training on service delivery in Botswana's public service, especially in exploring how obstacles to training effectiveness may mediate this relationship.

Hassan (2020) explored the role of capacity building in public service delivery in Mogadishu, Somalia, focusing on the relationship between training, seminars, workshops, and public service delivery within the Mogadishu municipality. The study employed a survey research design, collecting data from 140 participants in the local municipality. The data were analyzed using SPSS 16. The findings revealed a significant positive correlation between the training dimension and public service delivery, with a strong and meaningful relationship identified between training, seminars, workshops, and improved public service delivery.

Although the literature review highlights the significant contributions of scholars, there are still some gaps in the research. Despite the growing body of research on employee training and performance, there is a significant gap in studies that explicitly explore the connection between training and performance within the context of the GB Public Service, particularly regarding service delivery. There is limited research on T&D and its impact on service delivery in a developing nation like Botswana. Specifically, studies examining the effects of training on service delivery, particularly those guided by HCT and focusing on barriers to training

effectiveness, are scarce. Furthermore, the mediatory role of hindrances to training effectiveness, which may influence the relationship between training programs and performance outcomes, remains underexplored. While some studies examine the impact of training on individual and organizational performance across various sectors, few have focused specifically on how training initiatives in Botswana's public sector affect employee performance and, in turn, the overall effectiveness of government operations. This gap is critical, as the public service plays an essential role in national development, and understanding the relationship between training and performance is crucial for improving employee productivity and service delivery. One of the primary objectives of this research is to address and bridge this gap by examining the impact of training on public sector performance while also addressing the mediatory role of barriers to training effectiveness in the GB Public Service.

Summary

This chapter examined existing literature on training effectiveness, with a particular focus on employee service delivery in Botswana. It covered the theoretical framework, conceptual review, and evaluation of the impact of training on service delivery, along with a discussion on systematic training approaches. The chapter also explored the conceptual framework and included an empirical literature review. Additionally, it presented the perspectives of international scholars on the factors influencing training transfer and their impact on service delivery effectiveness in the workplace.

The empirical review revealed a gap in current research, particularly concerning T&D and its impact on service delivery in developing nations like Botswana. Few studies have

explored the effects of training on service delivery, especially those guided by HCT and addressing barriers to training effectiveness. This research aims to bridge this gap, investigating the mediatory role of hindrances to training effectiveness in the Botswana Public Service. The following chapter presents research methods and data collection.

CHAPTER 3: RESEARCH METHODS AND DATA COLLECTION

Introduction to the section

This chapter elucidates the research approach, design, and the methodologies employed for the collection and analysis of data. It outlines the procedures utilized for gathering, analysing, and interpreting the research data. The chapter commences with an explanation of the study approach and design, followed by an overview of research philosophies, along with a rationale for adopting the philosophical perspective applied in this research. Furthermore, the chapter explores the mixed-method as the most suitable research strategy and justifies the selection of this approach. It also details the data collection procedures, encompassing the study population, sample size, and sampling techniques. Additionally, the chapter provides a description of the data collection tools and addresses concerns related to credibility, reliability, and validity. The operational definition of variables is presented, along with an outline of study procedures and ethical considerations. In conclusion, the chapter outlines the techniques employed for data collection, analysis, and interpretation.

Research Approach and Design

Research Philosophy

This study adopts a balanced epistemological perspective, integrating both positivist and interpretivist paradigms. It acknowledges that every research inquiry must be grounded in fundamental philosophical beliefs about what constitutes 'valid' research (Khatri, 2020). The

study recognizes that knowledge is constructed through the analysis of real-world relationships between variables, while also seeking to understand the deeper meanings and dynamics influencing these relationships. Specifically, it examines the impact of training on service delivery. This approach necessitates blending hypothesis-driven inquiry with exploratory analysis to uncover both measurable outcomes and the underlying causes of observed patterns. By employing this dual methodology, the study delivers comprehensive insights and actionable recommendations (Creswell, 2013). Consequently, this framework calls for a worldview that harmonizes interpretivist and objectivist principles within a unified research approach.

Research Design

A pragmatic research design was utilized through a convergent parallel mixed-method approach, integrating both qualitative and quantitative methods to collect and analyze data. The paradigm design aligns with the suggestion to adopt a framework that is most appropriate for the research topic. This combination offered a comprehensive understanding of the relationship between in-training and service deliver in the Botswana public service.

The term "research design" refers to how a researcher formulates deep insights and ideas, or the chosen approach to the study, aiming to address the research questions and meet the study's objectives (Saunders et al., 2016). Research design encompasses the entire research process, from conceptualizing the problem to narrative writing (Creswell, 1994, p.2). Strauss and Corbin (1990, p.17) define research design as "the plan for the study, providing the overall framework for collecting the data, outlining the detailed steps in the study, and providing guidelines for systematic data gathering." They liken research design to an architectural

blueprint, intending to organize and integrate results into a specific finished product. Creswell and Plano-Clark (2007, p.58) describe research design as the "procedures for collecting, analysing, interpreting, and reporting data in research studies".

Research design is "the science (and art) of planning procedures for conducting studies so as to get the most valid findings" (Vogt & Johnson, 2011, p.338). The design involves specific objectives informed by the research question. Cooper and Schindler (2001) assert that research design is a plan formulated to investigate and provide answers to research questions.

Creswell (2014) asserts that research design seeks to provide specific direction for processes in research to answer the research question. According to Asenahabi (2019), research design is "a step-by-step procedure adopted by a researcher before the data collection and analysis process commences to achieve the research objective in a valid way". The decisions made by the researcher in planning the present study went beyond the type of design to use but also covered sampling, data collection procedures, ethical assurances, and analysis of data (Saunders et al., 2016). Therefore, research design is a strategy that examines and provides solutions to research questions (Cooper & Schindler, 2001).

Given the definitions provided, the research design in this study guided the researcher to follow a specific pattern in addressing the research problem. It outlines the necessary data, specifies the approaches for collecting and analysing data, and elucidates how it will address the research questions (Asenahabi, 2019). During the design stage of this project, the researcher carried out an exhaustive literature review to assess the efficacy of training and provide a rationale for undertaking this study. Creswell and Creswell (2018, p.49) assert that "research

designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study". The subsequent section provides a concise explanation of the mixed methods design followed in this study.

The concept of a mixed methods approach

This empirical study employed a mixed-methods approach, combining both deductive and exploratory methods as previously indicated. The exploratory approach involved conducting interviews to gain insights into participants' experiences, while the deductive approach utilized an established theory to design and test specific hypotheses. By integrating these methods, the study effectively balanced data gathering with a structured, theory-based analysis, providing a well-rounded framework for addressing its objectives.

According to Creswell and Creswell (2018), the mixed methods approach encompasses combining qualitative and quantitative research methods and data in a research project. A mixed-methods approach is defined as "the branch of multiple methods research that combines the use of quantitative and qualitative data collection techniques and analytical procedures" (Saunders et al., 2016, p.169). A convergent parallel design was chosen as the research approach to address the research questions. This method entails gathering qualitative and quantitative data separately. Each dataset is analyzed independently, and then a comparison is conducted to examine potential relationships between the results. Quantitative data was obtained through a survey questionnaire, while qualitative data was gathered through face-to-face interviews. The researcher utilized mixed methods to address research questions with appropriate depth and breadth (Enosh et al., 2014) and facilitate the generalization of findings

and implications of the issues under investigation to the entire population (Dawadi et al., 2021). Fetter's (2016) opines that a mixed method design provides several benefits to dealing with difficult research issues because of its integration of both post-positivism and interpretivism philosophical frameworks. It interweaves qualitative and quantitative data in order to meaningfully explain research issues (Dawadi et al., 2021). Maxwell (2016) asserts that mixed methods approach offers methodological flexibility, a logical ground and a detailed understanding of smaller cases.

Dawadi et al. (2021) highlight that the quantitative approach aids the researcher in collecting data from a large number of participants, thereby increasing the likelihood of generalizing the findings to a broader population. On the other hand, the qualitative approach provides a depth of understanding of the investigated issue, thereby honouring the voices of the participants. Therefore, by integrating these approaches, both their strengths are combined to develop a comprehensive understanding of the problem under investigation and to overcome the limitations of each approach (Creswell & Creswell, 2018).

Population and Sample of the research Study

There are a number of reasons for choosing Botswana as the target country for this research. Most notably, the researcher is a citizen of Botswana, which simplifies the process of data collection as there are no challenges or barriers such as cultural differences, language issues, time constraints, etc. Furthermore, empirical studies on training in second world and middle income countries are notably scarce and Botswana is no exception, also regarding training and service delivery relationship in the public sector.

Casteel and Bridier (2021) define a population of research as individuals, groups of people, organisations, or things that are of interest to be investigated by the researcher. A population is a whole set of people whose characteristics are specified, while a sample is a subset of the population (Hulley et al, 2013). Thacker (2020) states that the research aim is to generalize the findings to the target population through the sample.

This study targets a population of 87781 Botswana Public Servants drawn from 16 Ministries and Departments (Government's Human Capital Management System, 2022; Statistics Botswana, 2018). The reasons for the choice of the population of this study is because GB remains the largest service provider in the country and the economy is largely public sector driven.

The population is scattered across the country and it includes both genders. The designation levels of the population range from the Director level downwards and covers Deputy Managers, Human Resource and Administration, Training Coordinators, public servants who have benefited from Government training and would have been in Government for more than 3 years.

The population excludes two (2) small Ministries and Departments with less than 1000 employees because the researcher believes that they will be fairly inferred in the study. For some Ministries accessibility issues were considered for their exclusion from the population for instance, Judges are not easily accessible because of the nature of their job. Furthermore,

the population is large to pick a sample that will be representative enough to make an inference. The next section discusses the sampling procedure.

Sampling procedure

This research has a large population as the study targets public servants from all Government Ministries and Departments who have benefited from off-job in-service training sponsorship including Deputy Managers, Human Resource and Administration as well as Training Coordinators. In line with the mixed methods approach, the researcher utilized a probability sampling technique for the quantitative design and non-probability sampling techniques for the qualitative design.

Sampling in the Quantitative Phase

According to Bryman & Bell (2015), the impact of training on enhancing service delivery within organizations is based on the use of statistical data collection methods to minimize subjective biases and uncover objective social phenomena. The primary quantitative data was collected using a survey questionnaire distributed to 357 public servants. This study employed random stratified sampling technique to determine the sample size for the quantitative data. According to Makwana et al (2023), researchers utilize stratified sampling for several purposes. A major benefit is that it allows for the inclusion of particular "subgroups" within a population, which enhances the representation of diverse characteristics. First the researcher categorized the population of the Public Service by Ministry which is a strata (see Table 1). For each strata the researcher used an online sample calculator to randomly pick the

sample size with a 5% margin of error and a 95% confidence level (Raosoft, 2022). The researcher derived the sample size for each Ministry and a total was done. The overall sample size was eventually arrived at and it is 357.

The formula used for determining the sub-group sample size is:

$$\text{Sub-group sample size} = \frac{\text{Sub-group (stratum) population} \times \text{Sample size}}{\text{Total population}}$$

This formula helps allocate the appropriate sample size to each subgroup based on its proportion within the total population.

The table 1 below is showing a categorisation of the Public Service population by Ministries to get sample size for a quantitative phase.

Table 1*Categorising The Population by Ministries to Get Sample Size*

Ministry	Sub-Total	Sample size
Ministry for Presidential Affairs, Governance & Public Administration (MPAGPA)	2653	336
Ministry of Finance and Economic Development (MFED)	1570	309
Ministry of Nationality, Immigration and Gender Affairs (MNIG)	1500	306
Ministry of Agricultural Development and Food Security (MoA)	5648	360
Ministry of Basic Education (MoBE)	34959	380
Ministry of Local Government and Rural Development (MLG & RD)	3907	350
Ministry of Health and Wellness (MoHW)	18905	377
Administration of Justice	1020	280
Ministry of Land Management, Water and Sanitation Services (MLWS)	1263	295
Ministry of Environment, Natural Resources Conservation and Tourism (MENT)	2563	335
Ministry of Youth Empowerment, Sport and Culture Development (MYSC)	1244	294
Ministry of Infrastructure and Housing Development (MIH)	2042	324
Ministry of Transport & Communications (MTC)	3978	351
Ministry of Defence Justice and Security (MDJS)	2344	331
Ministry of Employment, Labour productivity & Skill Development (MELSD)	2216	328
Ministry of Tertiary Education Research, Science and Technology (MoTE)	1969	322
Total	87781	4991
Total	4991	357

Sampling in the Qualitative Phase

The primary aim of the qualitative phase of the research was to develop and validate questions for the semi-structured interviews with Deputy Managers in HR and Administration along with Training Coordinators and to compare the results with the quantitative phase. The approach sought to address issues regarding the perceived barriers to effective service delivery among GB employees, despite ongoing training initiatives, and to examine the relationship between the use of external training providers and the perceived effectiveness of training programs. The participants in this phase played a key role in offering valuable insights into the obstacles that impede training effectiveness.

In this part of the study, the researcher utilized non-probability purposive sampling to select participants. Similar to the quantitative sampling process, qualitative participants were drawn from the Botswana public service, in line with the study's scope. The initial plan was to conduct interviews with 48 Deputy Managers, Administrative Officers, and Training Coordinators. However, saturation was reached after interviewing 20 participants.

In employing a non-probability sampling method, the researcher opted for a purposive sampling technique. According to Cohen et al. (2000), in non-probability purposive sampling, researchers handpick cases for inclusion in the sample based on their typicality. By using the non-probability purposive sampling technique, the researcher had the opportunity to construct a sample that was most suitable for the study's objectives specifically, to investigate how training impacts the service delivery of GB employees.

This technique involves intentionally selecting research participants to explore the central phenomenon (Cresswell, 2002, p.194). Purposive non-probability sampling stands out as the most suitable technique for this research. This aligns with the research objectives and questions, which require the selection of specific respondents considered well-informed and possessing the necessary information to address the research questions, given their critical roles in various Ministries. For each Ministry the researcher will attempt to purposive interview 1 Deputy Manager, Human Resources and Administration, 1 Training Coordinator (TC), and 1 beneficiary of training. Therefore, the target number is 48 participants.

Depending on the communication with respondents, interviews were either face-to-face or virtual. Critical case sampling is the most common strategy in the selection of cases for

a purposive sample and it is built on the selection of critical cases because they can make a point vividly or because they are important (Saunders et al., 2003). Therefore, the participants that were selected are the most suited or best placed to give the required information. Furthermore, Sekaran (2003) contends that, the views of very knowledgeable leaders who are in organisational settings have to be included in the sample. Participants with rich knowledge, opinions, and views constitute a rich data source. Table 2 below presents a summary of the participants involved in the quantitative phase.

Table 2

Summary of Participants in the Qualitative Phase

Participant	Gender	Age	Ministry	Occupation
Participant 01	Male	45	MPAGPA	Deputy Manager HR & Admin
Participant 02	Male	39	MoA	Deputy Manager HR & Admin
Participant 03	Female	40	MPAGPA	Training Coordinator
Participant 04	Male	47	MTC	Deputy Manager HR & Admin
Participant 05	Female	42	MDJS	Training Coordinator
Participant 06	Female	34	MENT	Training Coordinator
Participant 07	Female	51	MoTE	Deputy Manager HR & Admin
Participant 08	Male	53	MELSD	Deputy Manager HR & Admin
Participant 09	Male	36	MNIG	Deputy Manager HR & Admin
Participant 10	Male	44	MIH	Deputy Manager HR & Admin
Participant 11	Female	37	MLG & RD	Deputy Manager HR & Admin
Participant 12	Male	51	MFED	Deputy Manager HR & Admin
Participant 13	Female	39	MYSC	Deputy Manager HR & Admin
Participant 14	Male	41	MoHW	Deputy Manager HR & Admin

Participant 15	Female	39	MYSC	Deputy Manager HR & Admin
Participant 16	Female	46	MoTE	Training Coordinator
Participant 17	Male	35	MDJS	Training Coordinator
Participant 18	Male	55	MoHW	Training Coordinator
Participant 19	Female	37	MIH	Training Coordinator
Participant 20	Male	53	MLG & RD	Deputy Manager HR & Admin

Materials/Instrumentation of research tools

There are a number of research tools that could be used for collection of research data such as observations protocols, survey, tests, etc. The choice of research tools is dependent upon several factors including the nature of the research problem, the cost of the survey, the literacy level of the study population, the time factor, and the cost of the survey. According to Teacher Jam's Corner (2020), the characteristics of a good research instrument are; the instrument must be valid and reliable, the instrument must be based upon the conceptual framework, the instrument must gather data that would test the hypothesis, or answer the question or problem under investigation, the instrument must be as objective as possible, the questions should be unequivocal (has only one interpretation), the direction to accomplish the instrument must be very clear and definite, if the instrument is a mechanical device it must be the best brand and the latest design, the instrument must be accompanied by a good cover letter, the instrument must be accompanied by a sponsor's letter (optional), the instrument must gather data that are relevant to the problem under investigation.

The nature of this research necessitates a mixed-method approach to comprehensively address research questions and fulfil the study objectives. Hence, the researcher designed both

interview questions (qualitative) and a survey questionnaire (quantitative) as data collection instruments in order to supplement or complement each other and not for competition purpose. According to Harris and Brown (2010), questionnaires and interviews are perceived as different and yet complementary in strengths and weaknesses. Therefore, this research explores the impact of training on public service delivery focusing on Deputy Managers HR and Admin, Training Coordinators and Public Officers' viewpoints in Botswana. This exploration is facilitated through the utilization of self-administered questionnaires and face-to-face semi-structured interviews.

Several authors, including Saunders et al. (2003), Creswell (2003), and Sekaran (2003), have criticized the exclusive reliance on a questionnaire instrument for data collection when examining HRM performance and practices. The authors argue that, there are a number of significant and social complexities as well as organisational and behavioural factors which must be discovered and described in detail by the use of supplementary/additional methods such as interviews to help in the collection of data. Therefore, a combination of questionnaires and interviews in this research effectively facilitates the generation of enhanced insights and improved understanding to thoroughly disclose details about dimensions of the study as well as to understand the facts behind answers to the questionnaires. The integration of both methods aids in uncovering key themes and crucial information concerning the impact of training. Additionally, in this research, the utilization of both qualitative and quantitative approaches is essential due to the challenges associated with quantifying the outcomes of training impact, which are inherently subjective and often require an extended period to emerge.

Furthermore, the researcher opted to explore the impact of training on employee service delivery using questionnaires and interviews instead of using archived Training and Development (T&D) documents (secondary data). This decision stems from the critiques of using documented data for evaluating training effectiveness, coupled with the absence of archived information pertaining to effectiveness of training in the Botswana Public Service.

The Questionnaire Instrument

In this mixed methods study, a questionnaire was employed to tackle the study's questions and objectives, a questionnaire was utilized as one of the data collection methods. According to Hussey and Hussey (1997), a survey involves a well-structured set of questions carefully chosen after thorough testing to elicit precise responses from a chosen sample.

According to Roopa and Rani, (2012), the questionnaire was invented by Sir Francis Galton, a British anthropologist who was also an explorer and statistician in late 1800. The authors argue that its success depends upon the design of the questionnaire. Questionnaires are a prevalent data collection method in social science investigations, employed as a survey strategy to efficiently gather crucial information from a large number of participants within a cost-effective and timely manner (Saunders et al., 2016). According to Sekaran (2003), a questionnaire is described as "a reformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives". Furthermore, Regional Office for the Western Pacific (2001) defines a questionnaire as "simply a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion".

The questionnaire data collection method is most efficient in a project when the researcher is aware of the data that are required for answering research questions, measuring research variables and the likely data to be produced by the study (Zikmund et al., 2009). According to Roopa and Satya (2012), a questionnaire is the key means to collect primary data. It allows data to be collected from a large sample and in a standardized manner before it could be quantitatively analysed. The questionnaires survey could be deployed in addition to other methods of collecting data, such as interviews to collect quality data, for and interpretation as is the case in this study.

Various questionnaire designs are available, and their selection is influenced by factors such as the method of administration and the duration of interaction with respondents. (Saunders et al., 2003). The designs could be categorized as self-administered surveys and surveys administered interviewers. Interviewer administered surveys entail a structured interview where data is solicited from the respondents through a predetermined set of standardized questions. While self-administered questionnaires data are solicited by getting respondents to complete on-line questionnaires that are sent to the recipients and sent back through internet or email also called online surveys or dispatched to respondents via mail after being completed also called mail or posted questionnaires or could be handed directly to each respondent and collected also called self-administered questionnaires. Similarly, there are self-administered questionnaires which comprise of a structured interview that allows the respondents to provide answers to a prearranged set of standardized questions.

Several factors influence the selection between these questionnaire categories, including respondents' characteristics, location, required sample size for analysis, desired

response rate, the nature of questions, their quantity, time available for collecting data, as well as the feasibility of automating data input.

The questionnaire instrument is similar to other tools for collecting data, does have advantages and disadvantages. Its main advantages are; the ability to quickly and economically reach large respondent population, both researchers and respondents find it inexpensive, it does not require a highly skilled researcher to design, it allows easy understanding and comparison advanced statistical analysis of standardized collected data, generally considered as authoritative. On the contrary, questionnaires also have a number of disadvantages such as; it could be badly designed, on this note, Oppenheim (1992) argues that creating a well-crafted questionnaire is more challenging than might be thought, missing data or non-response bias causes inaccuracy, the designing process, piloting and the results analysis of a questionnaire requires a lot of time, since questions are standardized it is impossible to further explore and explain related issues to research objectives and questions. Thus, it is usually not the right instrument for a research that is based on social science as includes a number of intricate variables which are not easily measurable. Therefore, the sole use of questionnaire method for collecting data in social science research is not advisable but needs to be supplemented by other instruments such as interviews. Furthermore, in some cases respondents may provide a 'socially accepted' response. While in other instances, it cannot be guaranteed that the questionnaire is filled by the intended respondents, anyone else could do it.

After a consideration of the advantages of the questionnaire tool, the researcher decided to use questionnaires in this study to assess the effectiveness of training in achieving government service delivery. The questionnaire used is self-completion questionnaire that is

personally administered, also called a drop and pick (delivery and collection questionnaire) where the researcher went to drop and collect by himself. Therefore, the researcher personally handed out the survey questionnaires to the respondents identified as the most appropriate for the study, given their roles as public officers responsible for delivering efficient and effective services to the general populace. These are people who have benefited from Government training and know training issues better than any other people. Hence, they are the most suited respondents to provide answers to the questionnaire questions.

There are several advantages to this type of questionnaires. Sekaran (2003), asserts that, the researcher can collect all research participants' responses shortly, build a positive rapport and provide motivation to respondents, have a chance to present the topic under research and provide encouragement to the respondents for provision of honest answers, clarify any misunderstanding or doubt about the questionnaire, spend less when distributing to a group of respondents and collect almost 100% of responses. Oppenheim (1992) affirms that with a self-administered questionnaire "the purpose of the inquiry is explained, and the respondent is left alone to complete the questionnaire, which will be picked up later. This method of data collection ensures a high response rate, accurate sampling and a minimum of interviewer bias, and giving the benefit of a degree of personal contact". Therefore, the researcher took into account the benefits of questionnaires that are administered in person, hence he delivered and later collected questionnaires by himself. That was made possible by the fact that all of the surveyed Government Ministries and Departments are present in the capital City.

Interviews Instrument

Apart from questionnaires, face-to-face semi-structured interviews were employed as additional data collection method. This choice was influenced by the study's examination of diverse variables and subjective factors that necessitate thorough exploration. Additionally, the absence of comparable studies on the impact of training on service delivery quality ruled out relying solely on questionnaires for data collection. Therefore, given the research question's demand for a profound exploration, it was determined that semi-structured interviews are a suitable approach for collecting data.

An interview is an intentional conversation between two or more individuals (Saunders et al., 2000). It facilitates the collection of valid, reliable and relevant research data that provide answers to the objectives and questions of the research. The interview tool is a data collection method wherein participants respond to questions to reveal their actions, thoughts, or feelings (Hussey & Hussey, 1997). It is a communication interaction, including spoken dialogue or direct face-to-face conversation led by the researcher to extract or collect data, information, expressions, opinions, and relevant beliefs to the research objectives. The interview method finds extensive application in gathering data across social science, business, and management research.

There are basically three types of face-to-face interviews namely; unstructured interviews that are in-depth, interviews that are structured and interviews that are semi-structured. In a standardized or structured interview, questions that are predetermined are posed, and the answers are documented according to a standardized timetable. An in-depth interview is an unstructured or informal interview, lacking a list of predetermined questions or themes. However, the researcher should have a comprehensive understanding of the aspects or

areas under investigation, as this interview format enables a thorough investigation of a broad area. The interviewee or respondent is accorded the opportunity to openly discuss their beliefs, behaviors, events, or situations associated with the subject area. Hence this form of conversation is termed non-directive.

A semi-structured interview is one that is not standardized where the researcher has listed questions or themes to be covered during the interview process. The questions and themes may be different from one interview to another based on the conditions of the interview and specific organisational context. Therefore, some questions may be omitted or added by the researcher in a particular interview to further explore the research objectives and questions. Additionally, in a semi-structured interview questions may differ depending on how the conversation flows. Hence, the order, the number and the question formulation may be different from interview to another. The researcher collects the data by tape recording or note taking.

As other data collection instruments or methods of inquiry, the interview tool also has a set of advantages and disadvantages. The following are the primary advantages of the interview method of inquiry.

The method is flexible, providing the interviewer with the flexibility to tweak and modify questions to fit the context, particularly in the case of unstructured and semi-structured formats. This allows additional data to be gathered and enhance the clarity of the study's goals. Questions can be omitted, modified, or added as necessary, which is challenging to accomplish with mailed questionnaires.

As a result of direct interaction between the interviewee and interviewer, it provides the researcher with an opportunity to openly communicate the study's purpose, clarify doubts, and prevent potential misinterpretation of concepts or questions (Oppenheim, 1992).

Detailed responses can be obtained by the researcher on the topic questions that will yield strong and reliable results. As a result of the interviewer's discretion over the order and number of the questions to be asked, more additional supplementary questions may be added while that control cannot be achieved over the questionnaire that is mailed .

It offers the researcher the opportunity to pose intricate questions and follow up with additional questions, a flexibility that is not feasible with questionnaires. Furthermore, non-verbal communication, including the behaviour, attitudes, feeling, and the interviewee's facial expression can be taken into account. As such, interviews may provide a higher confidence level in the replies when compared with responses of the questionnaire (Hussey & Hussey, 1997). The response rate is higher as a result of the more respondents' co-operation, hence the high number of questions that are answered compared to refusals. Shaikh (1988, p.138) affirms that, typically there is about 95% response rate for a personal interview when compared to that of mailed questionnaire which is between 20% and 40%.

The main benefit of interviews lies in the direct and personal engagement between the interviewer and interviewee, eliminating the issue of non-response rates. Moreover, unlike a questionnaire technique that fails to allow respondents to articulate their emotions and opinions on the area of study, interviews provide rich data and flexibility as they can be employed at

any stage of the process of research and can be used with other research techniques in a multi-method data collection such as observational and elements that are self-administered.

By using interviews as data collection method the researcher will ensure that the interviewee understands questions being asked and make follow ups for a more thorough response (Green, 2017). Instead of using observation method that may allow room for biasness and makes it difficult to determine validity, the researcher prefers interviews as they give room for explanation.

However, just like other methods of data collection the interview method also has disadvantages. The interview process is regarded as time-consuming and expensive, especially when dealing with a large number of interviewees and facing challenges in accessing a suitable sample (Hussey & Hussey, 1997). In a case where the interviewer is sensitive to the responses given by the interviewee, it may impact the reliability and validity of the questions.

The use of semi-structured interviews in this research is chosen because this approach allows for face-to-face interaction, revealing people's feelings about the world they live in. Kvale (1996) affirms that, "If you want to know how people understand their world and their life, why not talk to them". Therefore, the researcher has made a decision to interview HR & Admin Managers and Training Coordinators instead of asking them to fill out a questionnaire, as they might be hesitant to allocate time for providing written exploratory responses, particularly to a stranger they are unfamiliar with. To get the detailed views of those who benefited from government off-job training, the researcher decided to interview one beneficiary of government training from each Ministry. Additionally, the advantages of conducting face-

to-face interviews as a method for investigating a wide variety of issues associated with research questions were persuading. Furthermore, interviews supplement the use of questionnaires by providing additional details, facts, and themes behind the responses in the questionnaires. Hence, they validate and supplement the findings of questionnaires. Interviews also provide the researcher with critical information that helps with the interpretation of the findings from questionnaires.

Finally, since the researcher had issues and themes that should be explored, instead of leaving the interviewees to generally discuss the research problem, and put emphasis on specific themes and not others, a decision was made to settle for semi-structured interviews.

The Design and Formulation of the Research Questionnaire

The researcher decided to mainly focus on exploring the prevailing practices in the training functions/programmes management and their efficacy in the achievement or improvement of Government service delivery. However, during the semi-structured interviews, a set of related questions were asked, aiming to fulfil the research objectives and provide validation for the responses gathered through questionnaires.

The primary goal of gathering data is to obtain the beliefs and opinions of participants concerning the research topic. The questionnaire for the study was developed with the purpose of addressing the research inquiries and goals. The researcher adhered to best practices in question design, giving careful consideration to aspects such as language, wording, clarity, depth, order, and most importantly, the type of questions posed. This was done to ensure the

accurate analysis of responses in terms of reliability and validity (Collis & Hussey, 2014). Hence, to ensure that pre-testing and the accuracy of questionnaire design were met, the researcher dedicated significant time and effort to meticulously design, word, and format the questionnaire used for data collection in this study.

The questionnaire language is critical for its effectiveness and should resonate with the language of the respondents. The questionnaire wording is also important to help avoid difficulties that can be caused by leading and double-barred questions (Bryman & Bell, 2015; Ghauri & Gronhaug, 2010). Thus, because Botswana uses English as an official language and all of the respondents of this study are Batswana, the researcher made a decision to distribute the questionnaires in the English language for proper understanding. The questionnaire design assumed a funnel approach. Sekaran (2003) states that, the funnel approach assists respondents in navigating through the questionnaire items easily and smoothly. The questionnaire advances from general to more specific questions and from relatively simple to more challenging ones, while personal questions, such as age and gender, which might be potentially embarrassing for the respondent, were placed at the conclusion of the question sheet.

In contrast to interviews that are in-depth and semi-structured, which enable the flexibility to investigate additional problems pertaining to the needed data and to omit or add questions depending on the interview flow, questionnaires require well-defined questions before data collection and offer the researcher an opportunity for data gathering. Hence the need to spend adequate time in the design of a questionnaire to determine the data to collect and how to analyze it. Additionally, various factors impact the measurement of a questionnaire, including its length, time required for completion, language, content, difficulty, and sensitivity

of items. Determining between closed or open-ended questions, evaluating if the question sheet provides a concise introduction and clear instructions for respondents; taking into account factors such as ease of completion, layout, printing type, wording, response interpretation, and the mode of administration - whether it is through email, post, internet, telephone, or in-person by the researcher.

Several drafts, including comprehensive pre-testing and evaluation, were undertaken before finalizing the questionnaire. The ultimate version of the questionnaire for this study consists of fifteen A4-sized pages (see Appendix A).

The Questionnaire Piloting

According to Saunders et al. (2003, p.308), the pilot test is conducted to refine the questionnaire, ensuring that respondents face no difficulties in responding to the questions and recording the data. Additionally, it provides an opportunity to evaluate the validity of the questions and the anticipated dependability of the collected data.

After creating the initial draft of the questionnaire, the researcher carried out a pilot in two stages with participants in various locations. Since English language is the official language in Botswana and participants are Public Servants/government employees, HR Managers and Training Coordinators the questionnaire was written in simple English language for ease of understand by participants. Thus, the questionnaire underwent several pilot tests to identify issues related to context, questions, wording, and layout. The initial pilot test stage was supervised by the researcher's advisor, with a primary emphasis on the content of the

questionnaire to ensure it effectively captured the objectives and addressed all research questions, ensure that the instructions were clear, confirm that the questionnaire had a reasonable length, and enhance the attractiveness and clarity of the questionnaire layout. He offered crucial feedback on the construction of the question sheet. It is noteworthy to highlight that after the questionnaire pilot run, it was submitted or presented to the supervisor of the researcher for feedback until obtaining his final approval. At this point, the Likert Scale was modified to include a neutral mid-point option, expanding the choices from four to five. Additionally, an option "prefer not to answer" was introduced under the gender question in the question sheet.

The second phase of the pilot test involved the participation of some government employees who are fifty-five years old and above in different Ministries/Departments, who provided their views on both the layout and content of the questionnaire. Additionally, even at this stage extensive comments were received by the researcher on the questionnaire. Modifications were introduced and some questions were redesigned or added based on the feedback received during this pilot stage.

In general, the feedback indicated that the questionnaire was comprehensive and well-organized. However, one question was reconstructed because some participants might not understand the essence of the question. After these stages of piloting, The researcher received assurance that the questionnaire was suitable for collecting data capable of addressing both the objectives and questions of research. A final copy of the study questionnaire is in Appendix A.

Measurement scales

To collect data that aligns with the research goals and tackles the research inquiries, the researcher will use a Likert ordinal scale ranging from one to five throughout the questionnaire. Participants will be asked to express their level of agreement or disagreement with each statement, or to specify the frequency or extent of certain related issues, to assess the efficacy of the training. On questions that investigated participants' viewpoints and beliefs, the Likert scale used. In Section A, the Likert scale was employed in three different formats. The first type involves responses ranging starting at (1) "Never" to (5) "Always". The second type includes responses starting at (1) "to a very small extent" to (5) "to a very great extent." The third type uses responses starting at (1), "Strongly disagree" to (5), "Strongly agree". According to Subedi (2016), this method allows for the assessment of participants' attitudes by offering a range of responses to a given statement or question. To ensure participants carefully consider the questions and provide thoughtful responses, a combination of positively and negatively framed questions was included (Saunders et al., 2016). The research utilized both nominal and ordinal scales to address research objectives and answer research questions. Nominal scales were employed for questions related to demographic information such as gender was collected using categorical details, while ordinal scales were employed for variables like work status and qualifications. The forced-choice response format, where participants are obligated to furnish a 'yes' or 'no' response, is usually uncomplicated for both researchers to code and respondents to provide (Callegaro et al., 2014).

The questionnaire in this study will involve various question types including open-ended, dichotomous, attitudinal, directive and Likert. The questions will be structured in accordance with the funnel approach, beginning with broad inquiries and progressing to more specific ones. According to Sekaran (2003), Personal questions are to be positioned at the end

of the questionnaire. This placement is intended to ensure that when respondents reach the conclusion of the questionnaire, they are assured of the legitimacy of the framed questions and that will encourage them to share personal information.

Operational Definition of Variables

The study utilized theoretical constructs, and the items adapted were derived from existing literature. The adapted items underwent validation, and adjustments were made to the wording to ensure alignment with the instrument. The process of operationalization, as defined by Saunders et al. (2016), involves translating abstract concepts into empirical indicators for measurement.

Given that the research intends to accomplish multiple objectives and address various questions, both the questionnaire and the interview consist of several questions. Hence, the research questionnaire includes everything related to training in Government and could be described as detailed (see appendix A). The following sections and parts were included in the questionnaire.

The Structure and the Content of the Questionnaire

Section A: Current Practise of Training Management

This section focuses on investigating the present practices and circumstances related to management training in the Botswana Public Service. Hence, it comprises several sections, each designed to explore or uncover a specific feature of training management.

Part one: Training need assessment. It contains a number of questions on whether Government Ministries/Departments conduct formal training need assessment, The methods employed for training needs identification, the frequency of conducting TNA, the indicators utilized for training needs evaluation, and the timing of providing training are all aspects explored or revealed in the research.

Part two: training delivery methods. It contains data on the forms of training that is provided, the nature of support offered by external providers as well as the methods, techniques, and training approaches they offer.

Part three: evaluation and follow up. It is precisely on training evaluation importance, the tools and techniques utilized for training evaluation, the models employed for training evaluation, the levels of outcomes assessed, and the challenges and difficulties encountered in training evaluation.

Section B: Effectiveness of Training

This section focuses on obtaining information that is related to functions/programmes effectiveness of training and its impacts on performance of the Ministry/Department. It comprises of questions related to training effectiveness and its strategic position in Government Ministries/Departments. It also contains different sections.

Part one: Strategic Positioning and Role of Training and Development in the Organization. The questionnaire comprises questions concerning the training position in the Ministry/Department's structure, the duration since the training unit was established, the reporting framework within the Training and Development department/division, and the strategic positioning of the T&D function and programs.

Part two: effectiveness and impacts of training. This part focuses on questions related to objectives of T&D, the primary skills emphasized through T&D, the outcomes and influence of training on employees, the T&D influence on Ministry/Department outcomes or performance, and the utilization of acquired skills and knowledge by trained employees in their workplaces. Additionally, it explores reasons why some trained employees may not apply these skills and knowledge in their work.

Section C: Issues and Challenges in Training and Development (T&D). This part is dedicated to uncovering any issues and challenges that the T&D functions/programs in the Ministry/Department may be facing. It consists of a single question addressing the issues and difficulties in T&D.

Section D: Demographics and General Information. It is a section that contains information on general background of the participants who are civil servants or government employees and have benefited from government training and people responsible for formulating and managing the training function in Botswana Public Service. It covers broad and individual questions concerning the participants and their Ministry/Department,

encompassing aspects like participants' job titles, organizational status, educational background, work experience in the T&D field, gender, and age.

At the conclusion of the survey, the researcher expresses gratitude to participants for their assistance and cooperation in filling out the survey. Participants provided with the choice to furnish their names either electronic or manual if they desire to be provided with copies of the findings from the researcher. Additionally, the researcher provides participants with the opportunity to provide comments or express their views regarding the layout and content of the questionnaire at the conclusion of the survey.

The Content and Structure of Semi-structured Interviews

One-on-one semi-structured interviews were carried out with HR & Admin Managers and Training Coordinators, given their critical role in the efficacy of the training function within the public service. Public servants who have benefited from Government training were also interview feedback data from their experiences. Semi-structured interviews within were conducted an open and relaxed framework for a focused conversational reciprocal communication. In the semi-structured interview, the researcher played a guiding and facilitating role rather than directing the process. This approach is particularly valuable for delving deeply into the perspectives being explored. The interviews that are semi-structured were employed to enhance and confirm the results obtained from the questionnaire. As a result, specific questions resembling those in the question sheet were reiterated during the semi-structured interviews. The researcher posed the following open-ended questions to the

identified respondents, namely the HR & Admin Managers, and Training Coordinators. As appears in Appendix B.

Part one: The Role of Training and Development (T&D) in the Ministry/Department.

It centers on examining the strategic position of T&D within the Ministry/Department. Furthermore, the objective is to comprehend the specific roles and placement of T&D within the Ministry/Department. It also seeks to understand the perspectives of HR & Admin Managers and Training Coordinators regarding the T&D position in Ministries/Departments. It also incorporates questions related to the satisfaction of top managers with T&D functions/programs. Additionally, it seeks their perspectives on the significance of having a dedicated department, section, or unit for T&D, and if such is lacking, the reasons for its absence.

Part two: The Importance of Training and Development (T&D) and its Results.

This section seeks to understand the training and development impact and importance. HR & Admin Managers, and Training Coordinators respondents were interviewed about their perspective on T&D effectiveness in their Ministry/Department in terms of the attainment of service delivery objectives and influence of the Ministry/Department outcomes. Additionally, closed ended questions pertaining to the effects T&D on the Ministry/Department were posed, encompassing indicators for performance like as return on investment (ROI), service delivery, productivity, and other significant aspects associated to training and development.

Part three: Challenges and Barriers in Training and Development (T&D). This part focuses on investigating all issues and challenges related to training and development (T&D) from the perspectives of Deputy HR & Admin Managers and Training Coordinators. Additionally, two questions, incorporating both open-ended and closed formats, were presented regarding the issues and difficulties in Training and Development (T&D) as outlined in the survey.

Part four: Skill and Knowledge Transfer. This section is focused on examining whether employees trained by the government are capable of transferring or applying the knowledge they acquired, inquiring about the practical application of their acquired training in the workplace, and exploring the reasons behind the implementation or non-implementation of the training they received. It is worth noting that several questions added to some interview schedules, which depended on the context of each interview and follow-up of the discussion with the Deputy HR & Admin Managers and Training Coordinators.

Study Procedures and Ethical Assurances

The concept of ethical deals with principles of conduct that are considered right, especially those of a certain group or profession Kumar (1999, p.192). According to Fouka and Mantzorou (2011) these right rules of conduct help researchers to address ethical behaviour issues to safeguard participants from harm by respecting their privacy, rights, autonomy and dignity as well as publishing well researched information. The principles of conduct are vital because they address the content issue of ethical behaviour in a profession. Brockett (1988) states that ethical concerns are related to every step in the research process. The way

information is collected, processed and analysed should be considered. Brockett (1988) contends that research studies must consider ethical consideration at all stages. According to Fouka and Mantzorou (2011), ethics in research is essential for us as we endeavour in our everyday life of research as it puts an emphasis on the need for researchers to protect the dignity of their participants and publish authentic information that has been properly researched.

For this study, ethical guidelines pertaining to human participation and data collection were strictly adhered to. Prior to initiating the data collection process, the researcher secured approval from the Unicaf Research Ethics Committee (UREC). Therefore, the research was conducted in accordance with UREC's Ethics Policy Guidelines, necessitating both the researcher and the supervisor to endorse the Research Ethics Application Form (REAF) for submission to UREC. The UREC through laid out procedures provided approval for this research project. A gatekeeper letter, a consent form and a letter from the Unicaf University (see Appendix C) that gives permission to the researcher were attached to the questionnaire providing information on the author, research title and research purpose. The information presentation to respondents was done in an easy way to understand before they filled the questionnaire. Furthermore, before administering the questionnaire and conducting interviews, the researcher obtained written permission from the Gatekeeper in the government of Botswana. This was done in accordance with the established procedure for conducting the research project, ensuring that all components of the research process adhere to ethical considerations related to the administration of the questionnaire and conducting interviewing individuals. (see Appendix D).

Before administering the questionnaire and conducting the interview process, participants were briefed on various aspects, including the purpose, objectives, and significance of the study. Engagement in the study was voluntary, and participants had the autonomy to withdraw from the research at any point. Those who chose to be part of the study and take part were requested to return the completed questionnaire. The participants' anonymity and confidentiality were protected throughout the period of study. This was achieved by instructing participants not to include their names on the questionnaire, and the researcher coded their data to ensure confidentiality and anonymity throughout the entire research process. Due to the fact that all participants are government employees it was not difficult for the researcher to distribute the questionnaire and get their consent for interviews. The researcher made a strong collaborative inquiry focusing on trust, openness, respect, and reciprocity with the hope to minimise any potential risks associated with the inquiry.

The nature of this study places a high value on maintaining privacy. Participants were assured that the information they provided, whether through the questionnaire or interview, would be treated as confidential, safeguarding individual feelings and thoughts. The questionnaire required no names and the interview transcripts were not given real names as only codes were used. After the process of interview, transcripts were electronically captured. Participants were individually given a copy of the transcript for contents validation. If the participant was not happy to share a particular information, it was deleted. At this point transcripts were prepared for analysis. No participant will be given the chance to view transcripts of other participants. After addressing all ethical issues, the focus will turn to analysing the transcribed interview data.

Data Collection and Analysis

The process of collecting data for this research entailed collecting valuable information and opinions from the target population using both questionnaires for quantitative data and interviews for qualitative data. To develop a comprehensive understanding of the relationships among the study variables, both types of data were collected at the same time.

The researcher initiated the process of collecting data by confirming the willingness of the conveniently selected sample from the population to take part in the study. The questionnaire included a cover letter containing confidentiality details, ensuring participants' right to pull out from the study without any fear of victimization. The researcher personally administered questionnaire through Senior Managers of different Government Ministries/Departments. He distributed and collected questionnaires from the respondents over a period of three weeks.

In the case interviews respondents who chose to take part in the interview process completed a consent form. The researcher through Senior Managers of different Government Ministries/Departments recruited participants for interviews and stated issues of confidentiality and the option of withdrawal from the study at any point. Before individual interviews began, participants were provided with the interview schedule together with the questions. After reading and reflecting on the questions, the researcher instructed them to determine unclear questions. Those unclear questions were elaborated on. The researcher then addressed the following issues to the individual interviewees: guaranteed anonymity, with the researcher being the only one who knew the identities of the participants; openness and honesty, which

were encouraged from the participants; the understanding that the questions had no right or wrong answers; the assurance that participants were free to indicate any question they were not comfortable answering, with such questions being passed over later; and the freedom for participants to discontinue or stop the interview at any stage.

Due to the COVID-19 pandemic, interviews were conducted both face-to-face and over the telephone, all in English. In cases where it appeared like a question was not clear or making sense to the participant, better formulation was sought. Physical Interviews were conducted in participants' offices and they were relaxed and quiet permitting the interviewees to be comfortable to freely speak, intrusions without or disturbances. The interviews were mostly planned to last for 20 minutes.

When the interview session commenced each participant was asked for their consent to the tape recording, and the latter was only later done with the approval of the interviewee. As a result I allowed them to be free to talk. Whenever the participant digressed from the topic, he or she was redirected "gently" so that their answers could not stray too far from the interview questions (Burns, 2000, p.425). After the interviews, the researcher documented the responses and presented them to the participants for their review and approval.

Quantitative Data Analysis

Data analysis encompasses the categorization, examination, tabulation, or other methods of synthesizing the evidence to address the initial research questions of the study. (Yin, 1994, p.102).

‘Research question 2’: What is the existing relationship between the use of external training providers and the perceived effectiveness of training programs?

‘Research question 3’: What is the relationship between the T&D methods provided by Ministries/Departments and external providers, and their impact on service delivery within the Botswana Public Service?

‘Research question 4’: What is the association between the training indicators used to assess training needs and the effectiveness of service delivery?

In order to fulfil the study objectives and provide answers to the research questions, the primary data analysis utilized both descriptive statistics, including frequency and mean, and inferential statistical techniques. The researcher employed the computer software Statistical Package for the Social Sciences (SPSS) developed by International Business Machines (IBM) version 26 to analyze quantitative data. This involved extracting, discussing, and interpreting key conclusions, suggestions, and implications drawn from the research results. After the data was uploaded to SPSS version 26, the data was processed leading to imputation of the categorical variables that had missing values less than 10% of the data as a way to not cause biasness and retain data at the same time. The mode of the categorical variables was used to impute the data. Missing values from the Ministries/Departments variable were removed as they were less than 10% of the data. According to Zikmund et al. (2009), SPSS is widely recognized as a software tool for analyzing quantitative data.

Statistical Description: Frequencies, Mean, Median, and Mode

According to Kaur et al. (2018), descriptive statistics are employed summarize data in a way that is organized by providing a description of the existing relationship that between population variables or sample. Sekaran (2003) adds that this is achieved by arranging and manipulating the collected raw data. Descriptive statistics is mainly used for describing the behaviour of a sample data and for presenting quantitative analysis of a given data set. Furthermore, it is used to simplify huge amounts of data by breaking it into the simplest form. Descriptive statistics consist of different types of variables such as nominal, interval, ordinal, and ratio as well as indicators of central tendency, frequency, position and dispersion/variation (range, Standard deviation). The researcher chose the descriptive or exploratory statistics as the main suitable statistic due to the study questions and objectives aim to uncover, explore, and describe the existing situations and training impact on service delivery and additionally, they seek to understand the relationship between training and service delivery (Sharma, 2019). Hair et al. (2003) affirm that:

“In business research, data collection serves two primary purposes: discovery and hypothesis testing. Descriptive statistics are employed when the goal is discovery, while inferential statistics are utilized when the objective is hypothesis testing” (p.252).

The following are justifications and rationale for employing this statistical technique in data analysis.

Statistical Tests

In this study, inferential statistics were employed to analyse the relationships between variables of interest. Spearman's correlation test, a non-parametric statistical technique, was

utilized to assess the strength and direction of associations between variables. Spearman's correlation is particularly suited for examining relationships between variables that may not follow a linear pattern or when data are ordinal or not normally distributed (Zar, 2010). This test calculates the Spearman's rank correlation coefficient (ρ) by comparing the ranks of paired data points rather than their actual values. The coefficient ranges from -1 to 1, where values close to 1 indicate a perfect positive correlation, values close to -1 indicate a perfect negative correlation, and values close to 0 indicate no correlation. Spearman's correlation does not assume that the variables are normally distributed, making it robust against outliers and deviations from normality (Dugard & Todman, 2017).

The assumptions underlying Spearman's correlation test are minimal. Unlike parametric tests such as Pearson's correlation, Spearman's correlation does not require the data to be interval or ratio level, making it suitable for both ordinal and continuous data types (Pallant, 2016). Additionally, Spearman's correlation is less sensitive to outliers and extreme values compared to parametric tests, which enhances its robustness in real-world datasets that may contain unusual observations (Field, 2013). Moreover, Spearman's correlation is effective in detecting monotonic relationships between variables, even when the relationship is not strictly linear. This feature is particularly valuable when exploring associations in complex datasets where the linear relationship assumption may not hold (Gravetter & Wallnau, 2014).

To conduct Spearman's correlation test, the data is first ranked separately for each variable. Next, the ranked data pairs are compared, and the differences in ranks are calculated. Spearman's rank correlation coefficient (ρ) is then computed using the formula:

$$\rho = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Where d represents the differences in ranks between paired observations, and n is the number of paired observations. The significance of the correlation coefficient was assessed using the critical values of ρ and determining whether the calculated coefficient falls within the critical region at a predetermined significance level (Salkind, 2010).

In this study, Spearman's correlation test was used to explore the relationships among key variables, including training methods, organizational outcomes, employee outcomes (such as service delivery), and indicators of training needs. The results of the analysis provided meaningful information into the strength and direction of associations, which were crucial for understanding the underlying patterns within the dataset. Additionally, Spearman's correlation facilitated the identification of potential predictors or covariates that may influence the outcome variable, thus informing subsequent analyses and interpretations. Overall, Spearman's correlation test served as a valuable tool for exploring relationships in the data, offering robustness and flexibility in handling diverse types of variables and data distributions (Dancey & Reidy, 2014).

In summary, Spearman's correlation test emerged as a pivotal methodological approach in this research, enabling the examination of associations between variables without imposing stringent assumptions on the data distribution or the nature of the relationship. Its versatility, robustness, and ability to capture monotonic relationships make it a valuable tool for

researchers across various disciplines seeking to explore and understand complex patterns in their data.

Mann-Whitney U test

In this study, in addition to Spearman's correlation test, the Mann-Whitney U test was employed to assess differences between two independent groups. Also known as the Wilcoxon rank-sum test, the Mann-Whitney U test is a non-parametric technique used to ascertain whether two independent samples are drawn from populations with the same distributions. This test proves valuable when parametric test assumptions, like the t-test, are not satisfied, especially with ordinal or non-normally distributed data (Field, 2013).

The Mann-Whitney U test functions by ordering all observations from both groups collectively, disregarding group affiliation. Subsequently, ranks are summed separately for each group. The test statistic U is then computed, representing the rank sum for one group. The null hypothesis posits no disparity between the distributions of the two groups, while the alternative hypothesis suggests otherwise (Conover, 1999). The test's significance is determined using critical values from the Mann-Whitney U distribution or by comparing the calculated p-value to a predetermined significance level.

A key advantage of the Mann-Whitney U test is its resilience to violations of assumptions concerning data distribution and scale. It doesn't necessitate normal distribution or equal variances, rendering it suitable for diverse research scenarios (Zar, 2010). Furthermore, it remains efficient even with small sample sizes, offering dependable results with

relatively low statistical power (Pallant, 2016). However, it's noteworthy that the Mann-Whitney U test is most sensitive to disparities in central tendency rather than variability or shape differences (Conover, 1999).

In this study, the Mann-Whitney U test was employed to analyze the relationship between the use of external training providers and the perceived effectiveness of training programs. This test was used to determine if a significant difference exists in how trained employees apply their acquired knowledge and skills in the workplace. The variables compared include perceived effectiveness of training (dependent variable) and the type of training provider (independent variable). The groups being compared are employees trained with external provider support versus those trained without such support, as facilitated by their Ministry or Department.

Employing this non-parametric test enabled accurate assessment of potential group differences while circumventing normality and equal variance assumptions inherent in parametric tests like the t-test. Moreover, the Mann-Whitney U test yielded robust outcomes not overly affected by outliers or non-normally distributed data, thereby enhancing the study's reliability and validity (Dancey & Reidy, 2014).

Overall, the Mann-Whitney U test proved instrumental in this research, facilitating rigorous examination of group differences while accommodating diverse data nature. Its non-parametric essence and flexibility make it well-suited for various research scenarios, particularly when parametric assumptions are unmet or when dealing with limited sample sizes.

Hence, the Mann-Whitney U test remains a fundamental tool in statistical analysis, offering researchers a robust and reliable approach to inferential testing.

Qualitative Data Analysis: Thematic Analysis

This part of the qualitative study is grounded in a phenomenological methodology, which focuses on exploring and understanding individuals' lived experiences and the meanings they attach to them. A qualitative data analysis method was used to examine the perceived obstacles to effective service delivery.

‘Research question 1’: What are the perceived barriers to effective service delivery among GB employees despite continuous training efforts?

Unlike quantitative research, which typically begins with clearly defined hypotheses to guide the investigation, qualitative research does not follow this approach. Instead, qualitative research focuses on exploring phenomena in depth, often allowing patterns, themes, and insights to emerge organically throughout the data collection and analysis process. This flexibility enables researchers to adapt their focus as new information surfaces, fostering a deeper understanding of complex issues.

In qualitative research, statistics are not used for inferential purposes, meaning they are not applied to make predictions or generalizations about a broader population. Instead, they are employed descriptively to summarize and present data in an accessible format. This approach helps to highlight patterns, trends, or key aspects of the data without attempting to extend the

findings beyond the specific context of the study. Descriptive statistics in qualitative research serve as a supportive tool to enhance the clarity and organization of the analyzed data.

Following the completion, recording, and transcription of semi-structured interviews, the extensive raw text data is condensed into concise summaries. Exploratory coding was used to establish saturation, with codes emerging directly from the data.

Thematic analysis was the most appropriate method for analyzing the qualitative data to achieve this objective. This approach allowed for the identification, organization, and interpretation of recurring patterns and themes within the data, providing deeper insights into the research topic. By focusing on themes, the method ensured a structured yet flexible analysis, making it ideal for capturing the richness and complexity of qualitative responses.

The Steps used for Data Analysis

The study employed thematic analysis for qualitative data. Thematic analysis is a qualitative approach used to identify and examine patterns within a data set, highlighting themes that help explain the topic under investigation (Maguire & Delahunt, 2017).

The process included several key steps. The first step, data familiarization, involved organizing and thoroughly reviewing the data, including audio recordings, field notes, and verbatim transcripts. This step aimed to develop a deep understanding of the content, with notes taken to capture initial impressions. In the second stage, generating codes, the data was systematically coded to identify and organize meaningful patterns, reducing the volume of data

and highlighting commonalities. Codes were assigned to similar segments of text within the transcripts, with related sections grouped and labelled to reflect their meanings. The third step, identifying themes, involved searching for recurring patterns or trends that addressed significant issues related to the study. These themes provided insights into the core topics, though the criteria for defining them were flexible, as per Braun and Clarke (2006). In the next step, developing broader themes, codes were consolidated into larger themes that aligned with the study's purpose and research questions, providing a structured framework for interpreting the data. A critical review of the identified themes was then conducted in the reviewing and refining themes stage to ensure coherence and relevance. This step ensured that the themes supported the study's purpose, provided meaningful insights, and demonstrated clear relationships between the data segments, resulting in an initial shortlist of themes. Overlapping and similar themes were merged in the further refinement of themes step to reduce redundancy, resulting in a concise final list. In the final stages, naming and describing themes involved giving each theme a clear, descriptive label for ease of understanding and providing detailed descriptions to outline its significance and connection to the study. The final step, integration with quantitative analysis, involved combining the themes derived from qualitative analysis with the quantitative findings, enhancing the interpretation of the data by adding context, meaning, and a deeper explanation to the conclusions drawn.

This structured approach ensured the data was systematically analyzed and meaningful insights were drawn.

Summary

This chapter has explored the research philosophy and design of the mixed-methods study. The researcher further discussed availability of diverse methodologies for researchers, along with reasons for adopting a multi-method approach. In this study, the research methodology employed is characterized as a cross-sectional design that incorporates a comprehensive approach involving multiple methods that encompasses both quantitative and qualitative methodologies. The study is conducted using a combination of a questionnaire and semi-interviews to examine current training practices, the methodologies employed in training, and training impact on performance, particularly in terms of service delivery, among GB employees.

The rationale for this choice has been explained throughout this chapter. The employed data methods for collecting data in this study include a questionnaire and semi-structured interviews. The rationale for choosing this approach was elucidated in this chapter. Before the distribution of the final questionnaire, multiple drafts were piloted and edited based on feedback received from a panel of experts and referees. This chapter offered an in-depth discussion on the development of both the questionnaire and interview questions. It detailed their design, structure, and the various types and formats of questions used. Additionally, it addressed the content and methodological considerations essential for effectively administering the questionnaire, ensuring alignment with the study's objectives and research framework. Moreover, the chapter wrapped up by examining the techniques for collecting and analysing data.

CHAPTER 4: DISCUSSION OF RESEARCH FINDINGS

Introduction to the section

This chapter seeks to present a discussion on the research findings derived from the combined quantitative and qualitative research on assessing the influence of training on employee service delivery within the Botswana Public Service. The choice to employ a mix of quantitative and qualitative approaches was justified in the research methodology to effectively address the objectives the study and answer the research questions. The chapter covers aspects such as data trustworthiness, reliability, and validity, presenting and evaluating the outcomes derived from both the questionnaire and semi-structured interviews.

The data for this study were collected from public officers in sixteen out of eighteen Government Ministries and departments by a combination of questionnaires and semi-structured interviews. Public officers were chosen as participants in this study due to their pivotal role in Government service delivery, and the Government's consistent practice of sending them for training. The questionnaire was self-administered to the public officers, with a sample size of 357 determined using Raosoft random sampling software (n=357). Two Ministries were excluded from the study due to their smaller employee numbers, which would restrict the generalizability of the research findings to the entire public service.

Trustworthiness of Data

To ensure that data was trustworthy, the researcher opted for a mixed methods research approach to tackle diverse research questions. The overarching goal of employing the mixed methods research design is to provide a clearer picture that can improve description and understanding of the training impact on service delivery. Therefore, quantitative and qualitative research have different criteria for trustworthiness as explained below.

Trustworthiness of Quantitative Data

Therefore, trustworthiness of the quantitative part of this study was archived by internal validity, external validity, reliability and objectivity as follows:

Internal validity was ensured by ascertaining that there is the presence of a causal relationship among the variables under examination in the study. (Heffner, 2017). Furthermore, a triangulation approach was applied by using a number of techniques by subjecting the data to several modes in SPSS 26 software. The ultimate model that was selected best defended a causal relationship that exists between the study variables.

External validity was achieved by the collection of data from sixteen Government Ministries which formed samples of the study. Triangulation was also used for some questions confirming the generalization of study results across all Government Ministries.

Reliability was ensured by collecting data from different Ministries using different data collection methods, and objectivity was guaranteed by collecting data from different samples across Government Ministries/Departments.

Trustworthiness of Qualitative Data

It is crucial for qualitative data findings to adhere to certain criteria such as credibility, dependability, transferability, and conformability.

The credibility of this research was ensured through triangulation, incorporating both qualitative and quantitative research techniques. Credibility is considered a critical criterion for establishing trustworthiness as it urges the researcher to establish a proper connection between the research findings and the reality, ensuring the truthfulness of the study outcomes. Triangulation and member checking were employed to enhance the credibility of the study. Triangulation in this study involved using both questionnaire and interview data collection methods to enhance consistency.

The researcher has prioritized ethical considerations throughout the research to enhance the trustworthiness of the study findings. Informed consent was obtained from participants through an informed consent form, and participants were assured they have a right to withdraw or refuse participation. This was crucial to secure the commitment of research participants in providing a genuine and authentic reflection of the topic under study. Furthermore, participants were guaranteed confidentiality, creating an environment where they could provide accurate information without fear of victimization from the management. This approach aimed to encourage participants to be candid and truthful in their responses in their responses.

Additionally, the researcher has enhanced the trustworthiness of the research findings through debriefing with supervisors and subjecting the research progress to peer scrutiny.

Regular updates on the study's progress were shared with the supervisor, who, being an expert in the research field, could identify flaws and offer guidance on the research process. Similarly, peers provided valuable feedback that assisted the researcher in generating relevant and accurate findings. Both supervisors and peers played a crucial role in reviewing the research progress and providing guidance for the study.

Member-checking, as employed in this study, is a strategy to enhance the credibility of the data findings. The researcher shared the collected data, interpretations, conclusions, and recommendations with the respondents and the various Ministries involved in the data collection process. This approach provided participants with an opportunity to offer further clarification on their contributions and make additional contributions, thereby validating and strengthening the credibility of the study findings.

In addition to member checking, the interview participants were asked to check for specific patterns observed by the researcher. For instance, the researcher sought clarification on patterns where participants agreed that their Training and Development (T&D) was strategic but, at the same time, suggested that it was not effectively contributing to service delivery. In these instances, the researcher delved into gaining an in-depth understanding of the reasons behind such contradictory statements. This strategy, endorsed by Pitts (1994) and recommended by Brewer and Hunter (1989), involves asking participants to provide reasons for observed patterns when appropriate. The significance of developing such a formative understanding is acknowledged by Maanen (1979), who states that:

“Analysis and verification is something one brings forth with them from the field, not something which can be attended to later, after the data are collected. When making sense of field data, one cannot simply accumulate information without regard to what each bit of information represents in terms of its possible contextual meanings”.

Furthermore, the researcher enhanced familiarity with the different Ministries that participated in the research by making frequent visits to the 16 Ministries before data collection and engaging in discussions and dialogues with the participants. Erlandson et al. (1993) are among the many who recommend "prolonged engagement" between the investigator and the participants to gain an adequate understanding of an organization and establish a relationship of trust between the parties.

Conformability for qualitative data is conducted to demonstrate that the qualitative research in this study was impartial and not influenced by the researcher's assumptions or biases. The research findings of this study are objective and offer a true reflection of the data collected from the Ministries in question. Conformability in this research was achieved by providing a summary of the content of each interview question during the interview. This was done to showcase overlapping themes, reduce bias, and ensure that all comments were considered as they added value to the findings of the study. Therefore, qualitative reporting involves presenting details and providing a clear picture from the interviews to minimize researcher bias.

Transferability in qualitative research assesses the degree to which the study's results can be applied to other contexts, circumstances, and settings, and it is analogous to

generalizability. The results of this study can be considered transferable to other nations since the research was conducted in 16 out of 18 Ministries in GB. Therefore, the sample size was sufficiently large to facilitate accurate generalization of the results. Moreover, semi-structured interviews were employed to ensure a comprehensive capture of data and a deeper understanding of the phenomena. Additionally, triangulation, using both structured interviews and questionnaires, was employed to enhance the credibility and trustworthiness of the data.

Reliability and validity of data

Reliability and validity are essential criteria for establishing the trustworthiness of research results. These fundamental criteria are employed to assess the correctness and precision of the research. All measurements need to be accurate, valid, and relevant to the intended purpose. As per Saunders et al. (2003), measurements must also be precise and reliable, ensuring that the same result is obtained upon re-measurement. Additionally, there should be consistency in results or observations across different researchers and on different occasions.

To data collection, this study has adopted a multi-methods approach, utilizing both semi-structured interviews and self-administered questionnaires. Across the entire research process, spanning phases prior to, during, and subsequent to data collection, several procedures were implemented to uphold the reliability and validity of the research findings. The following subsections will elaborate on these procedures.

Reliability test: Cronbach's alpha test

Reliability is a quality of measurement focused on accuracy, precision, and consistency. It pertains to how consistently a test measures a characteristic. As noted by Easterby-Smith et al. (2002), reliability involves stability: If a researcher administers the same instrument to the same individual on separate occasions, will it yield similar results?

In this research project, the researcher implemented various procedures to ensure error-free data collection methods and minimize instrument biases. Certain key questions were posed in both tools, and within the questionnaire, specific questions were repeated in different sections and presented in a dissimilar order.

In this study, the reliability of the questionnaire was tested using the Cronbach Alpha test. The questionnaire, which employed a 5-point Likert scale, was designed to measure a characteristic reliably, ensuring consistency in scores for individuals repeating the test. Hair et al. (2020) simplify the interpretation of the Cronbach's alpha coefficient by categorizing its strength into four distinct thresholds. The calculated alpha value in this study was 0.902 and above, confirming the dependability of the survey instrument. The reliability coefficient, denoted by "r," ranges from 0 to 1.00, with $r=0$ indicating no reliability and 1.00 indicating perfect reliability. In this study, if Cronbach's Alpha > 0.6 , the instrument is considered reliable; if Cronbach's Alpha < 0.6 , the instrument is not reliable. This is outlined in the Cronbach's Alpha Determination Thresholds (see Table 3).

Table 3
Cronbach Alpha Reliability Thresholds

Alpha coefficient range	Strength of correlation
<0.6	Poor
0.6 to <0.70	Moderate
0.70 to <0.80	Very good
0.80 to <0.90	Excellent

Validity Test

Validity means how accurately a test gauges its intended construct (Mugenda et al., 2003). The two primary categories of validity are: internal and external validity. For this research, internal validity is particularly relevant. Internal validity is characterized by the degree to which the instrument and procedure accurately measure what they are intended to measure (Syanda et al., 2014). This study employed two methods of data collecting data which are questionnaires and structured interviews for the purpose of enhancing validity. The use of these two research instruments improved the validity of results, with interviews offering additional depth of information when the questionnaire had limitations. Various procedures were implemented by the researcher to enhance validity.

Pilot study

A pilot study involving 15 participants, representative of the target population across all Ministries/Departments, was conducted to enhance the validity of the

questionnaire instrument. Adjustments were made to the questionnaire following the feedback and insights gained from the pilot study. Additionally, the target population for the main study comprised 357 participants, resulting in a remarkable 100% response rate.

Use of a multi-method approach

This study employed various methods of data collection to enhance validity. According to Sanders et al. (2000), utilizing different methods helps ensure that the data aligns with the actual situation on the ground, reducing the likelihood of respondents providing information they believe aligns with the researcher's expectations. The utilization of a multi-method approach improves triangulation, which validates data through crosschecking from various perspectives, thus ensuring multiple forms of validity.

Use of literature Review

To enhance the validity of this study, the scales used were adopted from various studies through extensive literature reviews that emphasized the reliability and validity of their research instruments. According to Sekaran (2003), the use of established and validated scales is crucial as it ensures the production of relevant results.

Self-administered instruments

The researcher personally administered both the questionnaire and interviews, distributing the questionnaire and conducting interviews. The researcher introduced and explained the questionnaire to ensure participants understood it, and for those who had questions, clarification was provided through phone calls or in-person visits. Briefings between the researcher and participants were conducted during the delivery and collection of the questionnaire to confirm their active participation. However, in some cases, participants did not complete the questionnaire or left some questions unanswered until the researcher arrived for collection, at which point clarifications were provided.

Interaction with interviewees

The credibility of a semi-structured interview is linked to the ability of the researcher to effectively tap into the information and interpretations held by the participants (Saepudin et al., 2022). This study prioritized the validity of semi-structured interviews. The researcher enhanced the validity of the interviews through active engagement and interaction with the interviewees, posing probing questions, making frequent visits to their offices, and maintaining flexibility. Sufficient time was provided for the interviewees to prepare and the researcher ensured confidentiality by assuring participants that the gathered data would solely be utilized for scholarly or educational purposes. The researcher also clearly defined the research topic and conducted the interviews with good interpretation and professionalism.

Presentation of Results: Qualitative Analysis

The qualitative aspect of the study aimed to address the question: What are the perceived barriers to effective service delivery among GB employees despite continuous training efforts? To achieve this, semi-structured interviews were conducted with 20 participants, including Deputy Managers, HR and Administration personnel, and Training Coordinators, who are responsible for selecting and coordinating training programs within government Ministries and Departments. The justification for the selected data collection techniques was presented in the methodology chapter. Using both a questionnaire and semi-structured interviews was a deliberate choice in this study to effectively address the objectives. The main aim of this section is to present and analyse the data gathered from semi-structured interviews.

As outlined in the chapter for the research methodology, the researcher aimed to administer semi-structured face-to-face interviews with Deputy Managers of HR & Admin and TCs across different Government Ministries and Departments. In the methodology section of the study, explanations for conducting interviews with the officials were also provided. In essence, the aim of interviewing Deputy Managers HR & Admin and Training Coordinators in various Ministries/Departments in the Botswana Public Service was to gain insights into the broader perspective of T&D, to understand the effectiveness and challenges from different key stakeholders, not solely relying on T&D and other Ministry officials. The interviews aimed to understand the perspectives of Deputy Managers HR & Admin and Training Coordinators regarding T&D. The objectives encompassed investigating their perspective on the perceived barriers to effective service delivery in the public service, identifying challenges and issues encountered in T&D, and seeking recommendations to improve the efficacy of training and development functions.

The interview results are analyzed using descriptive methods, incorporating frequency distribution statistics. Key quotes from the interviews are included to emphasize significant points. This section is organized into specific areas of focus, including insights from Deputy Managers of HR & Admin and Training Coordinators on the role of Training and Development in Ministries and Departments. It also examines the perceived importance of T&D outcomes and the challenges faced in its implementation. Additionally, it explores the application of acquired knowledge and skills in the workplace to enhance service delivery.

To obtain an in-depth knowledge of the position of Training and Development in the Public Service, a target of 48 Deputy Managers HR & Admin and Training Coordinators was established. However, the point of saturation was reached at 20th respondent; that means twenty Deputy Managers HR & Admin and Training Coordinators from sixteen Ministries/Departments were interviewed. In qualitative research, saturation serves as a benchmark for ending data collection or analysis. It indicates the point at which no new information emerges, and themes are fully developed. Saturation is reached when data becomes repetitive, making additional collection unnecessary.

Transcripts were reviewed with participants to confirm the credibility and accuracy of the captured data. Having participants verify the data allows for feedback and validation, ensuring that the information recorded during interviews is accurate (O'Reilly, 2013).

A thematic data analysis method was employed. Thematic analysis is a qualitative approach used to identify and examine patterns within a data set, highlighting themes that help explain the topic under investigation (Maguire & Delahunt, 2017). Exploratory coding was used to

establish saturation, with codes emerging directly from the data. Thus, this section comprises the following parts: the T&D position in the organization (Ministry/Department); the training outcomes importance and transferring skills and knowledge.

Profile of the Public Service Employees who were Interviewed

Participants for the interviews were recruited through personal contacts, recognized as the most effective method for fostering strong rapport and trust. As clarified in section 4.4, the term 'public officials' refers to individuals employed across various Government Ministries, including Deputy Managers of HR & Admin and Training Coordinators. The Managers HR and Administration, despite their willingness to participate in the interviews did not take part in this study because of their busy schedule. The researcher had to opt for the Deputy Managers HR & Admin and Training Coordinators who were also busy, but they managed to create time for the interviews. The purpose of the study was explained which then resulted in Deputy Managers HR & Admin expressing genuine interest and willingness to participate in the study.

Identification of Codes and Categories

The researcher employed a labor-intensive and time-consuming manual coding approach for analyzing the qualitative data. According to Basit (2003, as cited in Mattimoe et al., 2021), the decision to use manual or computer-based coding methods in qualitative research depends on various factors, including the project's timeline, scope, budget, and the researcher's expertise and preference. As a novice in qualitative data analysis, the researcher chose manual coding, utilizing Microsoft Word and Excel for the process.

The researcher began by thoroughly familiarizing herself with each transcript before applying a manual, line-by-line descriptive coding method (Saldaña, 2013). Initial codes were closely aligned with the interviewees' narratives, with significant keywords and phrases highlighted. This systematic approach, paired with reflective analysis, was maintained throughout the coding process. In the second phase, the researcher focused on identifying commonalities and patterns to develop categories, adding new ones as emerging trends were observed. Saldaña (2013) notes that coding is not a rigid process but rather a means for researchers to interpret the data. Themes were subsequently derived based on the study's research questions, incorporating both positive and negative experiences shared by teachers that influenced their motivation, demotivation, or decisions regarding turnover.

An exploratory approach was employed for coding and identifying categories and themes to address the research questions. approach was employed for coding and identifying categories and themes to address the research questions. Extracts of these codes and categories are provided below.

These codes capture participants' perceptions of the effectiveness of training programs, including positive outcomes and barriers that hinder their contribution to improved service delivery.

RQ1: What are the perceived barriers to effective service delivery among GB employees despite continuous training efforts?

Extracts of the codes and categories are provided below:

Table 4.

Summary of codes on satisfaction and barriers related to overall training impact on service delivery

Themes	Categories	Codes	Code Description	Extracts
	Inadequate monitoring and evaluation	Favouritism, No TNA, No follow ups, Training not aligned to performance gaps, No monitoring and evaluation, Training plan does not factor competency gaps	Deputy Managers-HR & Admin and Training Coordinators believe that training is not conducted based on requisite skills. Even after training there are no follow ups nor monitoring and evaluation	“...there is no monitoring and evaluation of training outcomes. Training is not effective because of a number of things. The training plan is not strategic to cater for the training outcomes as opposed to getting certificates” (P11)
	Importance of training and T&D function	Boosts morale, enhance service delivery, training not taken seriously, training is a motivating factor, offers return on investment, provides confidence and satisfaction, equips employees to offer quality services, solves performance issues, enhances skills and job knowledge, improve Ministry overall performance, bring positive results, is an important tool for driving results	Deputy Managers-HR & Admin believe if proper TNA is conducted, training can yield positive results as it will boost employees’ confidence and satisfaction	“... training is not a waste of time and money because when TNAs are properly conducted and training programmes are conducted according to the needs then it could be just a matter of providing the right work environment for the application of training” (P02)
	The effectiveness of the training function	Work environment not conducive to transfer acquired knowledge and skills, training programs seem to be failing to meet the set objectives, training conducted to qualify employees for promotion and not for service delivery,	Deputy Managers-HR & Admin believe that training fails to address service delivery issues and training is conducted not to address competency gaps but for promotional purposes	““No because even though there is training but it does not mostly address competency gaps because people are still complaining about poor service delivery” (P07)

		<p>employees not trained on performance needs or service delivery, training impact not measured or evaluated, employees are sent for relevant programs even though there are still complaints on service delivery, training does not mostly address competency gaps, no follow ups on trained officers, TNA never done, no pre and post training assessments, training not tied to service delivery, training fails to achieve outcomes, training does not close competency gaps, training plan does not address the needs of the Ministry, training does not have targeted competencies, training provides skills to perform well</p>		
	Influence of training on service delivery	<p>some people work for salary and not service delivery, TNAs are rarely conducted, training is not based on service delivery, training process is not linked to performance results, training provides skills and results in service delivery, people are trained but poor service delivery still persists, the management is also resistant to change, no opportunity to</p>	<p>Deputy Managers-HR & Admin believe that TNAs are rarely done and as a result it fails to address performance issues. They add that management is resistant to changes suggested by trained employees which leads to continued poor service delivery</p>	<p>“No, because TNAs are rarely conducted in order to ensure that training is relevant and translates into service delivery” (P03)</p>

		<p>apply training, service delivery complaints still persist after training employees, Government still blamed for low productivity despite employees' training, training does not address competency issues, training has reduced customer complaints, still long queues</p>		
	Main problems of training in Ministries/Departments	<p>Insufficient of training budget, development of training plans, no TNA, no training impact evaluation, Training is not linked to employee competency gaps, poor assessment of employee training needs, some employees are reluctant to share their knowledge and apply what they have learned, some employees are training for certification not for performance, it takes too long to train people, culture and environment does not support the application of new ideas, system is not flexible to accommodate ideas, haphazard training</p>	Deputy Managers-HR & Admin believe that the lack of TNAs, insufficient training budget, absence of training evaluation, prohibitive work environment are some the problems of training in Ministries/Departments	<p>“There is budget constraints, there is no training needs assessment and the impact of training is not evaluated” (P04)</p>
	Application of training by employees	<p>Some fail to apply because of, bureaucracy and red tape, lack of motivation and supervisor support, environment is prohibitive, unavailability of resources, poor work ethics,</p>	Deputy Managers-HR & Admin believe that bureaucracy, lack of employee motivation, lack of supervisor support, poor alignment of training to job requirements are prohibitive to application of training	<p>“Well Some do apply, there are a number of factors that have made it difficult such as bureaucracy and red tape, lack of motivation and supervisor support” (P01)</p>

		management is not willing to change, mostly trainings are not in line with job requirements, allow employees to apply their training, train according to ministry needs		
	Efforts needed to improve training impart	Management buy in, train some supervisors to know the field work, training must be based on TNA, training must be based on performance appraisal records, evaluate training, intensify the supervision, Conduct training impact assessment, create a good environment	Deputy Managers-HR & Admin believe that in order to improve training impact trainings must be based on TNAs, performance appraisal records, good supervision and ensure good working environment	“I think it all starts from good TNAs, and then programs are designed based on real work needs to ensure that training becomes practical. Also there should be training specialists to evaluate training” (P03)
	General comments	Training to be taken seriously to improve service delivery, disseminated Research findings to the public service, the training function should be a well-resourced division, training evaluation must be intensified, get subordinates perception on management leadership styles	Deputy Managers-HR & Admin suggest that training must be taken seriously in terms of impact evaluation, resourcing the training function, supervisors to consider their leadership styles	“Management must take training serious, train strategically for service delivery by matching training with performance gaps and evaluate training” (P09)

Emerging Themes

The qualitative data analysis revealed that Deputy Managers for HR & Admin and Training Coordinators share similar perspectives regarding the challenges associated with training and its impact on service delivery. Table 5 below provides a summary of the key themes related to training barriers that hinder effective service delivery.

Table 5

Summary of training barriers to effective service delivery

Themes	Theme Description	Categories
Satisfaction/dissatisfaction with Overall Training	This theme explores participants' perceptions of the training function, emphasizing their experiences and satisfaction levels. It also highlights the challenges that impact the overall effectiveness of training programs.	Absence of training needs analysis. Failure to recognize employees' potential, budget constraints. Poorly designed training plan, training fails to address service delivery needs, failure of Management to take training seriously, training not aligned to addressing performance gaps, training is not strategic and fails to address outcomes
Strategic Position of T&D	This theme examines the role of T&D as a strategic function within the Ministry/Department. It focuses on how T&D aligns with Ministry/Department goals, its integration into workforce planning, and its perceived importance in driving performance, capacity building, and service delivery improvements.	Training not based on service delivery, no TNAs are conducted, people are not trained based on needs, Training coordinators train to meet objectives for positive appraisals
Significance of Training Outcomes	This theme highlights the importance of training in achieving measurable results, including improved employee performance, enhanced service delivery, and organizational growth. It emphasizes how well training outcomes align with Ministry/Department objectives and the extent to which they address identified skills gaps and developmental needs.	Low quality service delivery, low government overall performance, raises employee morale, does not improve government reputation, improve employee satisfaction
Current Problems and Challenges of T&D		Bureaucracy and red tape, lack of motivation, lack supervisor support, prohibitive environment, lack of Management support, insufficient funds, lack of well-defined performance objectives, the system trains people for progression only, rigid system, poor work ethics, management reluctance to change the culture, the system trains people for progression only, lack of training impact assessment, lack of TNAs

Research Question Themes

Three key themes emerged as responses to the research questions. These include Satisfaction with Overall Training, Strategic Position of T&D, Significance of Training Outcomes, and Current Problems and Challenges of T&D. The following section explores the main themes and their corresponding categories.

Theme 1 - T&D problems and challenges

The theme is analyzed through five categories: the first being Satisfaction with Overall Training, the second focusing on Reasons for Satisfaction, the third addressing the Existence and Importance of T&D, the fourth highlighting the Importance of T&D, and the fifth examining Training and Development as a Waste of Time and Money. These categories are elaborated upon in the following subheadings.

Satisfaction/dissatisfaction with Overall Training

A significant number of the interviewed Deputy Managers HR & Admin and Training Coordinators expressed dissatisfaction with the T&D functions and programs in their respective Ministries/Departments. The following were their reasons for discontent with the T&D function in their Ministries/Departments.

Unfortunately, out of the twenty respondents, seventeen (81%) participants indicated a dissatisfaction with overall training function in their respective Ministries/Departments, while only three which is 14.3% expressed satisfaction.

Reasons for Dissatisfaction

The respondents who expressed satisfaction with the overall training function/programme in their Ministries stated that training enhances the employees' skills and knowledge. A respondent from the Ministry of Wildlife, said they have sent over 2000 employees for training, and they do TNAs. The respondent further added that, they have a training plan approved by the training Board comprising of Directors and Deputy Directors. Most employees have benefited from a formal training that impacts service delivery. However, the majority of those who indicated dissatisfaction with the overall training function/programme cited many reasons as follows:

The Deputy Manager HR and Admin from the MLG & RD expressed dissatisfaction by the training programmes in his department because the Ministry fails to recognize employees' potential. Employees without potential are sent for training and those with potential are left behind, to him this is bad because it demoralizes hard workers with potential to perform better if they are accorded the opportunity to grow through proper T&D. The respondent from the MOPAGPA expressed dissatisfaction in the T&D in the Department because:

“There are budget constraints and these results in some employees taking years before they could be trained.”

The respondent from the Ministry of Transport & Communications confessed being dissatisfied with the T&D in the transport Ministry because there is no training needs conducted before training. Training is just conducted haphazardly without considering the needs of the Ministry. Also, there is no training evaluation.

A respondent from the MLG & RD expressed dissatisfaction with training programmes in the Ministry and the reason that there is a poorly designed training plan that is not informed by TNAs or service delivery but rather on political basis. The Ministry of Finance's Deputy Manager HR and Administration was quoted as saying:

"No, because the training plan does not factor the competency gaps and it only focuses on people due for training without prioritizing the Ministry needs".

On whether the Deputy Manager HR & Admin Finance was satisfied with the training programme in the Ministry, the respondent made it clear that she was not satisfied. The reason given was that, even though officers are sent for training there are always complaints about poor service delivery.

The Deputy Manager HR & Administration from MELSD had this to say;

People are not satisfied with the training as people are doing something similar to training but not training. They do it just to push numbers for performance assessments. Never a follow up to ensure trained officers do what they have been trained, poor service delivery still persists after training.

The response from the Deputy Manager HR & Admin from Immigration Department was a “No”. The argument was that training is not taken serious by Management and that it seemed they did not think training was a powerful tool that could transform the Ministry, even after being conducted there is no follow up on the impact.

The response from the Deputy Manager HR & Admin from the Ministry of Infrastructure, on whether he was satisfied with the training programme or not, was;

No, the volume of training is low and it is not aligned with performance gaps and Training is not conducted according to performance gaps leading to poor service delivery there is no monitoring and evaluation of training outcomes. Training is not effective because of a number of things. The training plan is not strategic to cater for the training outcomes as opposed to getting certificates.

On the same note the response from the Deputy Manager HR & Admin from the MLG & RD was that the problem with their Ministry is that the training plan is not based on needs assessment. It is conducted haphazardly, something that makes training seem to be inefficient.

The dissatisfaction reasons with the training function/programmes are now summarized as follows: absence of training needs analysis, failure to recognize employees’ potential, budget constraints, poorly designed training plan, training fails to address service delivery needs, failure of management to take training seriously as a powerful tool, training that is not aligned to addressing performance gaps, and training that is not strategic and fails to address outcomes.

Table 6*Satisfaction with Overall Training*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	4.8	4.8	4.8
	No	17	81.0	81.0	85.7
	Yes	3	14.3	14.3	100.0
	Total	20	100.0	100.0	

Existence and Importance of T&D

Table 7 shows the frequency table of the respondents when asked if they had a T&D department in the Ministry/Department. Those who responded in the negative were asked to provide the reasons. In addition, they were also asked if they thought training and development function and programs were crucial for the Ministry/Department success. Of the twenty participants who were interviewed, twelve participants (51.1%) stated that they had a T&D department in their Ministries/Department, while eight (38.1%) have indicated otherwise (see table 7).

Table 7*Existence of T&D*

		Frequency	Percent
Valid	No	12	57.1
	Yes	8	38.1
	Total	20	95.2
Missing	System	1	4.8
Total		20	100.0

On whether or not T&D is important for the Ministry/Department's success, the following responses were provided by the participants. The Deputy Manager HR and Administration from the Ministry of Lands responded with a "Yes" and reasoned that, it boosted employee's morale. Similarly, the respondent from Ministry of Agriculture indicated that they had a T&D at the Ministry, highlighting and stated that it helps the Ministry and boosted the Ministry' skills capacity.

When asked on whether or not T&D was important for the success of the Ministry, the Deputy Manager HR & Admin from MOPAGPA responded as follows:

"The department is not having any T&D programme, this may be because training is not taken seriously as an important tool for driving service delivery."

Respondent from the Ministry of Transport concurred with Deputy Manager HR & Admin from MOPAGPA and noted the following:

"The Department does not have the T&D as it seems management is not committed to training, also training budget is not enough."

Regarding the same question on whether or not T&D is crucial for the success of the MDJS, the Deputy Manager HR & Admin stated that it was important for the success of the Ministry as it helps boost employee morale and further stated that the training plan needs to be informed by training needs for positive results and the ultimate need for effective service delivery. The respondent from the Ministry of Wildlife outlined that indeed it was very important as it helped in identifying performance gaps. On the same note, Deputy Manager HR & Admin (MOTE) responded as follows:

“T&D is very important because if training is well executed by training personnel (HR) then there would be good results.”

The response from Ministry of Environment, Labour, Productivity & Skills Development (MELSD) also affirmed that the training function and programs were essential for the Ministry’ success. The respondent further stated that, for employees to keep pace with current demands in terms of service delivery they must be trained all the time. The representative from the Ministry of Nationality, Immigration, and Gender Affairs (MNIGA) similarly viewed T&D as pivotal for the Ministry's success, emphasizing that effective training equips employees to deliver high-quality services. The respondent from the Ministry of Finance and Development Planning (MFDP) also underscored the significance of the T&D function, asserting that successful implementation leads to the provision of high-quality services.

The respondent from the Ministry of Youth Empowerment, Sports, and Development (MYESD) explicitly mentioned that the ministry lacks a training and development department. Furthermore, they expressed uncertainty about the reasons behind the absence of such a department. The respondent outlined that whenever training is conducted, it is because

employees are sent out for long and short courses, but it does not it did not translate into quality service delivery.

The Deputy Manager HR & Admin from the Ministry of Health and Wellness (MHW) highlighted that the Ministry lacks a training and development department due to a perceived lack of seriousness from management regarding training. Additionally, the respondent noted that when training programs are conducted, they often fail to address the service needs adequately. The second respondent from the Ministry of Health affirmed that the Ministry did not have T&D because training is regarded as a small function. The Deputy Manager HR and Administration from Ministry of Basic Education (MOBE) also stated that there was no T&D department done and seemed not to know why, because there was no reason advanced.

Generally, the interviewed Deputy Managers HR & Admin mentioned that no T&D department existed in their Ministries/Departments. The responses to that question prompted a discussion on the significance of Training and Development, as follows:

Importance of T&D

All interview respondents from different Departments and Ministries who participated in the interviews stated that T&D was important for varied reasons as identified below.

The Deputy Manager HR & Admin from Ministry of Lands did not give any further reasons as to why T&D was important, while the Deputy Manager HR & Admin from the MoA reasoned as follows:

“Training can add value to service delivery, but it also depends on the trained individual as they must apply what they would have learned.”

When asked whether T&D was important or not, the respondent from MOPAGPA was as follows:

“Training can add value to service delivery and also training is a motivating factor to the trainees.”

The respondent from the Ministry of Transport and Communication confessed that training bridges competency gaps, addresses poor performance and poor service delivery. Similarly, the respondent from MDJS highlighted that training must drive service delivery as people must be trained based on their competency gaps. Deputy Managers HR & Admin from MJDS, MENT, MOTE, MELSD, MNIG, and MIH all indicated that they do understand that training is important in their respective Ministries/Departments. On the other hand, the official from Infrastructure made it clear that when properly conducted after needs assessment training becomes an effective tool to help people to perform their jobs better. While the two respondents from the Ministry of Local Government reasoned that training could add value to service delivery is a motivating factor and that when training is conducted in a strategic manner the outcomes can be achieved.

The Deputy Manager HR & Admin from MFDP was also in agreement and outlined that if properly training could help improve service delivery. The respondent from the MYSC, he outlined that indeed training is important because when training can target performance and service delivery there will be quality service delivery and customer complaints would reduce.

The two Deputy Managers HR & Admin from MoHW were also in agreement that training is important and argued that when done well it can improve the Ministry's overall performance, while the other was only in agreement without giving further details. Finally, the respondent from the MOBE said training is important because training is an important tool for driving results.

Training and Development as a money and time waste

When asked on whether or not training and development was considered a time and money waster, the following responses were provided by the respondents. Firstly, Deputy Manager HR & Admin from the MLWS stated that is not a time and money waster because if the training process is properly carried out, service delivery could be enhanced. Similarly, the Deputy Manager HR & Admin from the MoA was also against the assertion that training and development wastes time and money, to him it is because when TNAs are properly conducted, and training programmes are conducted according to the needs assessments then it could be just a matter of providing the right work environment for the application of training.

When asked on whether or not training and development wastes time and money, the Deputy Manager HR & Admin from MOPAGPA responded by saying that it was not and reasoned that training is a motivator. The respondent also added that, employees from training can tackle problems differently after training. On the other hand, the Deputy Manager HR & Admin from the Ministry of Transport and Communication also highlighted that training and development does not waste of time and resources as it motivates employees to perform better and closes skills and competency gaps especially if it is done well. Similarly, the respondent

from MDJS was in disagreement with the assertion that training and development was a time and money waster because when employees are sent for training they get motivated and depending on whether the training function was carried out properly, they can be productive and offer quality services.

The Deputy Manager HR & Admin from the MJDS expressed the opinion that training and development was not a time and money waster as it is a powerful tool if conducted well. The participants from MENT also stated that Training and Development is not a money and time waster because he believed when sending employees for relevant training, it is a return on investment.

On the other hand, the Deputy Manager HR & Admin from MOTE was also in agreement with other respondents and made it clear that it equips officers with more knowledge to perform better and offer good service delivery. Training can boost employees' morale, confidence and satisfaction even though confidence and morale can also be boosted by financial rewards.

MELSD, MNIC and the two Deputy Managers HR & Admin from MIH all concurred that training is not a money and time waster as it enhances skills, job knowledge, motivates, and it drives performance.

Two Deputy Managers HR & Admin from the Ministry of MLG & RD indicated that training does waste time and money because trained employees can do the work better in terms

of closing performance gaps. Also, training is a motivator, and that training should help people do their work better as it enhances if it is strategic.

However, the Deputy Manager HR & Admin from MFED expressed agreement that training is perceived as a time and money waster and reasoned being that it is not serving the purpose for which it was done which is service delivery. Similarly, the respondent from the MYSC expressed that training and development wasted resources as follows:

“Yes, as long as the outcome is not service delivery in this Ministry training will be a waste of money.”

Deputy Managers HR & Admin from the Ministry of Health, MLWS and MOBE all concurred that training does not waste money and time because employees need to be trained in order to perform better. Trained employees in the Ministry fare better than untrained ones in terms of performance and employees service delivery. When done well it can be effective and achieve its intended purpose. Furthermore, when the right people are given the right training productivity and quality service delivery are the end results.

Theme 2 - Strategic Position of T&D

The theme is examined across six categories: the first covers T&D Strategic Position, the second emphasizes Training Needs Analysis and Employee Nomination, the third explores Training and Development (T&D) Strategies, Policies and Plans, the fourth highlights the Commitments of Upper Management and Line Managers, the fifth focuses on the Strategic

Position of Training and Development, and the sixth addresses the Rank of the T&D Function. These categories are discussed in detail under the following subheadings.

The Garavan's HRD Strategic criteria was stressed when Deputy Managers HR & Admin were asked if they agreed with these criteria in their Ministries/Departments' situation. When questioned about their perception of the strategic role of Training and Development in their Ministries/Departments, the Deputy Managers HR & Admin and Training Coordinators had the following responses.

The Deputy Manager HR & Admin from the Ministry of MLWS responded that he had no idea on whether training and development has a strategic role or not. The response from the MoA official was that he perceives training as being strategic.

On the other hand, the Deputy Manager HR & Admin from MOPAGPA stated that T&D is not strategic because if it was, the Ministry could be taking it seriously and not to assign it to any person as it was the case. Similarly, when asked on perception on whether or not training is strategic, the respondent from MoTC responded that it was not because there was no evaluation of training impact and a similar was provided by the Deputy Managers HR & Admin from MDJS.

However, the respondent from the MENT said that he perceived training as being strategic and added that training plan comes from the Ministry' strategy. He further stated that, in most cases the training function is not assigned to qualified Training Coordinators, and they

do not follow the training plan because of budget constraints. The respondent, added that there the other problem is lack of evaluation on training impact.

The MOTE Deputy Manager HR & Admin said that training is not strategic and mentioned that, something may not be right because there is no training evaluation even though some of the trained officers do perform well at the work place while others are low performers, something he stated could be attributed to individual behavior. Similarly, the respondent from the MELSD said that training is not strategic because; the training plan is not informed by needs assessments, wrong employees are sent for training and, Training Coordinators send people for training just to meet their performance objectives in terms of numbers for positive appraisals.

Therefore, on the question on whether training is strategic or not, most respondents stated that it was not. The Deputy Managers HR & Admin from MNIG, MIH, MLG & RD, MoHW, MENT, MFED, MYSC, MLWS, and MoBE all concurred that T&D is not strategic. The respondents revealed many important factors as follows: training is not based on service delivery, no TNAs are conducted, people are not trained based on needs but other things like promotions, and training coordinators send people for training just to meet their performance objectives in terms of numbers for positive appraisals.

As shown in Figure 29, 20% of Deputy HR & Admin and Training Coordinators were divided in their opinions on various aspects of Training and Development in their Ministries/Departments. For instance, 80% disagreed that TNAs are evaluated depending on environmental change, while 55% expressed disagreement that training strategies (plans and

policies) are incorporate with Ministries' strategies. On the other hand, 45% expressed agreement that training policies and plans are aligned to the overall Ministries' policies and plans. Similarly, there was a divided opinion on whether Training Managers are involved in the formulation of the Ministry/Department's overall strategy, with 50% agreeing and 50% disagreeing. Only 15% were in agreement that training policies and plans are flexible, and just 14% agreed that training and development plans are adaptable and flexible to dynamic conditions. Additionally, 25% expressed agreement that top managers in various Ministries are involved in supporting and facilitating all T&D activities.

Furthermore, 80% of the interviewed Deputy HR & Admin managers and Training Coordinators indicated that top management are of the view that the T&D function is crucial to the Ministry's performance overall. In contrast, 90% expresses disagreement that the relationship between the line managers and training staff is founded on mutual understanding, and 71.4% were in agreed that line managers' help with the management of Training and Development activities. 57% disagreed that Training and Development strategic plans are linked to the Ministry's personnel policies. Conversely, 55% of Deputy HR & Admin managers expressed disagreement that training managers are part of the Ministry's board meetings and were in disagreement that their Ministries emphasize cost-effectiveness evaluation as a means to assess the effectiveness of training. Finally, 95% were in agreement that Ministries have a budget set aside for training and development. This analysis encapsulates the responses from Deputy HR & Admin managers and Training Coordinators regarding the strategic criteria for training and development. However, their responses have unveiled various other themes that will be addressed in the subsequent sections.

Training Needs Analysis and Nomination of Employees

As shown in Table 20, 20% indicated that the assessment of training needs is conducted based on environmental changes, whereas 80% expressed the belief that training needs are not evaluated in accordance with environmental changes. Deputy HR & Admin Managers were queried about the training needs analysis process in their Ministries, encompassing the procedures involved and how trainees are selected. Their responses disclose unexpected insights into the unprofessional and subjective nature of the TNA process in most of the surveyed Ministries.

As previously mentioned, dissatisfaction with T&D activities in their Ministry, as expressed by 19 participants, is notably attributed to inadequate TNA and deficient techniques. Employees determine their needs for training by completing a specific questionnaire, allowing them to decide whether to participate in T&D programs based on personal preferences. Another flawed TNA technique involves relying on employees' line managers to identify training needs, often lacking objective and systematic methods, resulting in occasional nominations of individuals who do not require training.

T&D, Policies and Plans

Deputy HR & Admin managers were asked about Training and Development plans and strategies. Initially, they were queried about the alignment of training strategies with the overarching organizational strategies. In their responses, 55% stated "no," while 45% affirmed "yes." Furthermore, 55% expressed disagreement regarding the integration of training policies

and plans with the general organization's plans and policies. Again, 85% disagreed that Training and Development plans demonstrate flexibility and adaptability to evolving circumstances, and only 15% believed that Training and Development plans are in accordance with the Ministry's HR or personnel policies.

It is noteworthy that all Deputy HR & Admin managers and Training Coordinators unanimously concurred that there is no distinct and specific T&D strategy in place. This strategy is crafted or revised annually by Training and Development and HR managers, working collaboratively with managers from other departments. The final approval is then granted by the heads of Ministries. However, the majority of the Deputy HR & Admin managers and Training Coordinators affirmed that training policies and plans are seamlessly incorporated into the overall plans of the Ministry, emphasizing the formality of these policies and plans. Furthermore, participants all agreed that Training and Development plans and policies exhibit sufficient flexibility to accommodate any environmental changes during the implementation process. They also concurred that Training and Development plans and policies align harmoniously with the plans and policies of the HR or personnel department. One Deputy HR and Administration manager expressed that:

"T&D has clear, formal written policies and plans, which are flexible to adapt to any change in the Ministry environment. They are sufficient to meet the employees' needs and the top management's needs for general managerial improvement."

Commitments of Upper Management and Line Managers

The commitment and top management support are crucial prerequisites for Training and Development activities' success, including the understanding, commitment, appreciation and support of line managers. Therefore, it was essential to examine these elements in the surveyed Ministries. Deputy HR & Admin managers were questioned regarding whether top management in Ministries is committed to supporting and facilitating T&D activities. Only 25% agreed with this statement, suggesting potential challenges in securing complete commitment and support from top management for T&D initiatives in the surveyed Ministries.

Deputy HR & Admin Managers and Training Coordinators were also asked about the beliefs of top Ministry officials regarding the essential function of the Training and Development in the overall performance of the Ministries. However, when Deputy HR & Admin Managers and Training Coordinators were questioned about the commitment and support of line managers for T&D, provided negative responses. Only 25% of them agreed that top Ministry officials demonstrated commitment to the T&D function. Several indicators were identified to gauge the level of commitment and support for T&D initiatives, including budget allocations. However, some Ministries either lacked budget availability or faced insufficient allocations. Additionally, the timing of training sessions, often scheduled in the afternoon rather than during the workday, and the prevalence of off-the-job training when compared to on-the-job training was identified as a factor influencing perceptions of commitment and support.

On the contrary, participants in the questionnaire provided additional evidence and comments regarding the extent of commitment and support from the management of Training and Development activities. two questionnaire participants expressed the belief that upper

managers lack commitment and support for all T&D programs. They perceive that the importance assigned to specific T&D programs depends on the associated costs. Consequently, disagreements may arise between upper managers and Training and Development staff regarding the significance of certain T&D programs. Additionally, one Deputy HR and Administration Managers wrote:

"There is a difference of philosophies and beliefs between the people who are in charge of T&D and the top management."

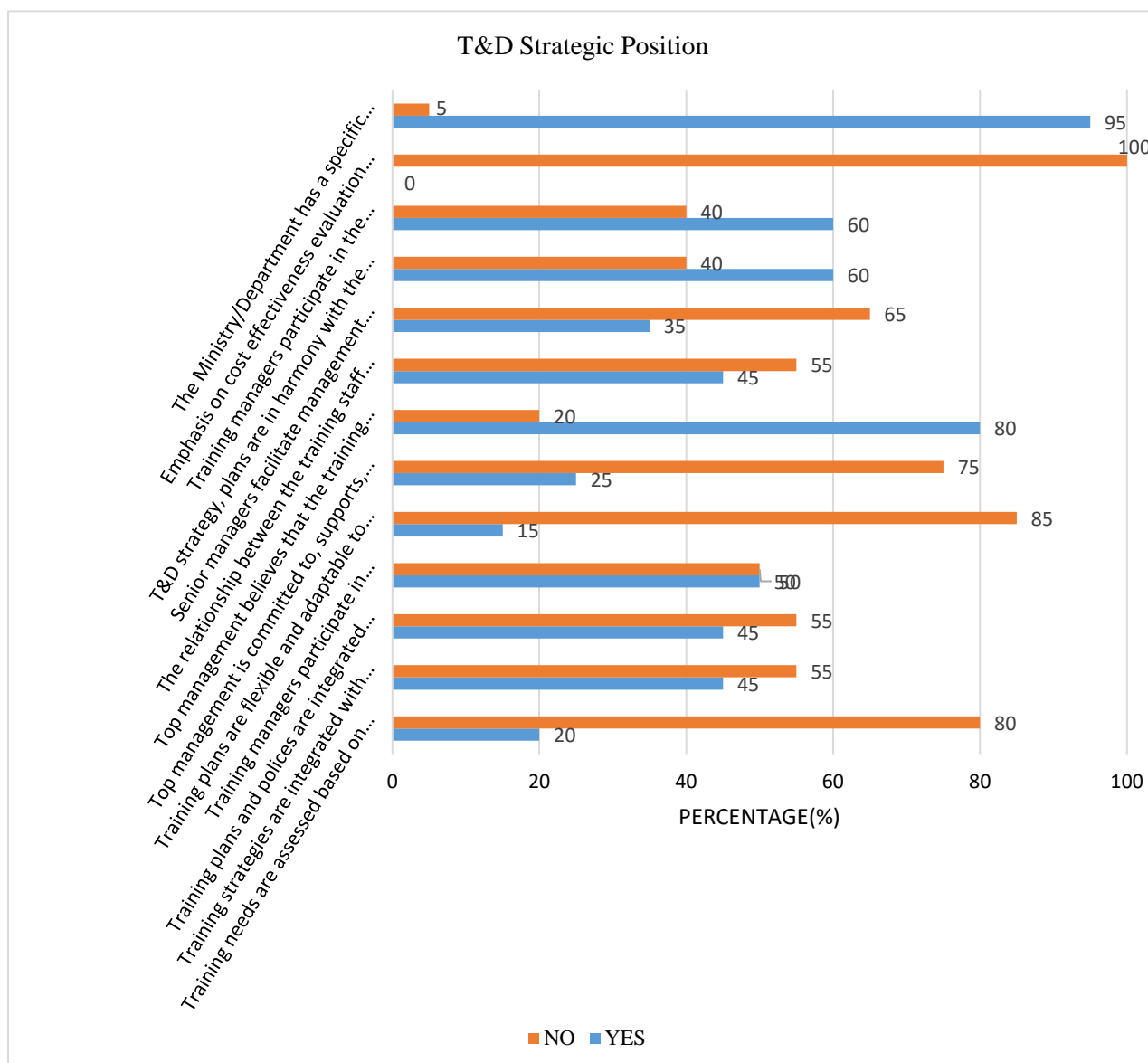


Figure 5: Training and Development Strategic Position

Rank of T&D

When asked where they do rank the training function in their Ministry/Department, Deputy HR & Admin Managers and Training Coordinators provided answers as follows. 15% stated that their Ministries have no systematic training, while 13 of Deputy HR & Admin Managers 65% stated that training activities are isolated and tactical, implemented in a

piecemeal manner as a reaction to current organizational challenges, indicating a reactive approach. None of the Deputy HR and Administration Managers ranked their Ministries or Departments emphasis on cost-effectiveness evaluation as a means to gauge the efficacy of training, while 30% of Deputy HR and Administration ranked their Ministries and Departments as having training which is an integral process in the formulation of strategy (proactive strategic influencing role).

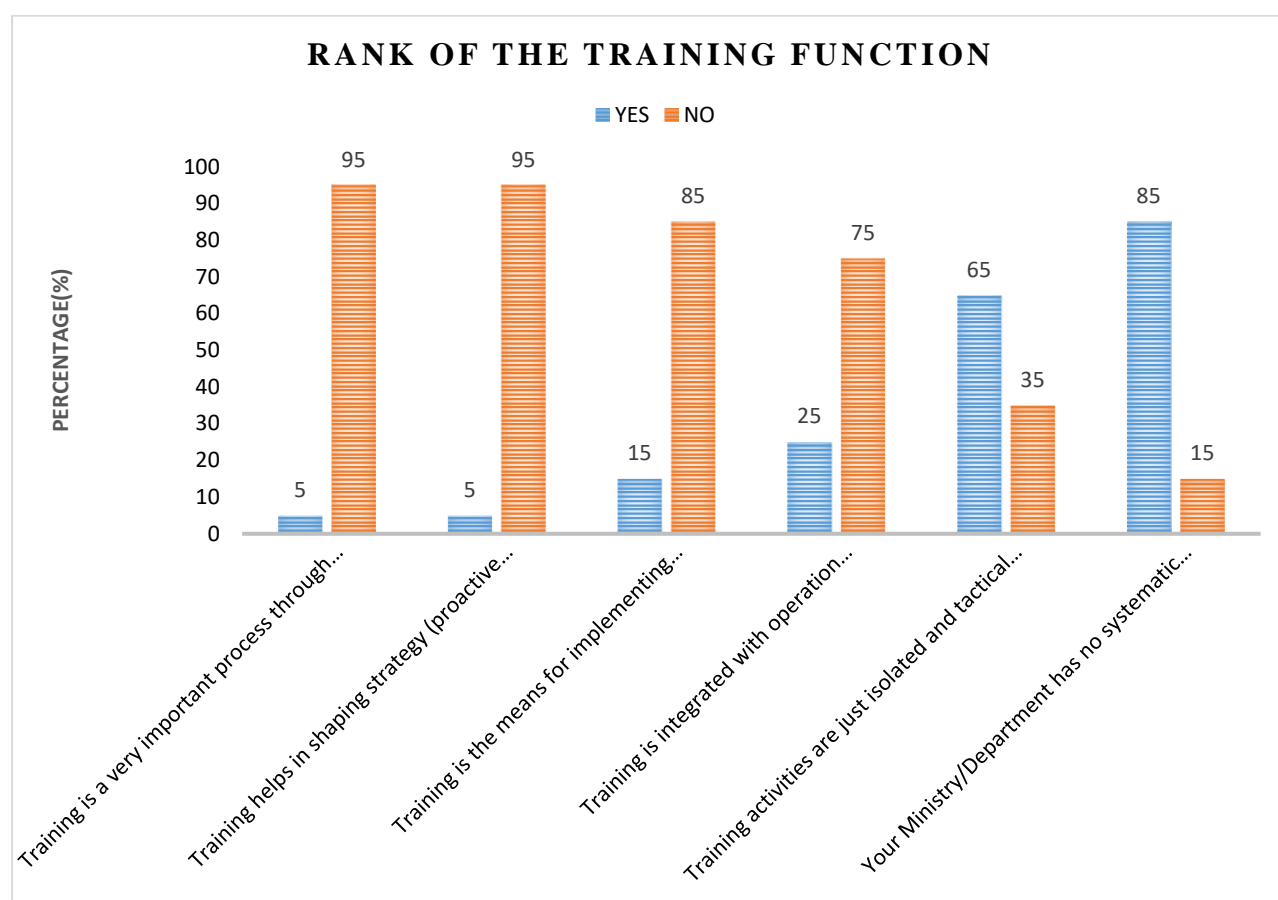


Figure 6: Rank of the training function

Theme 3 - Significance of Training Outcomes

The theme is examined by a Figure 7 below:

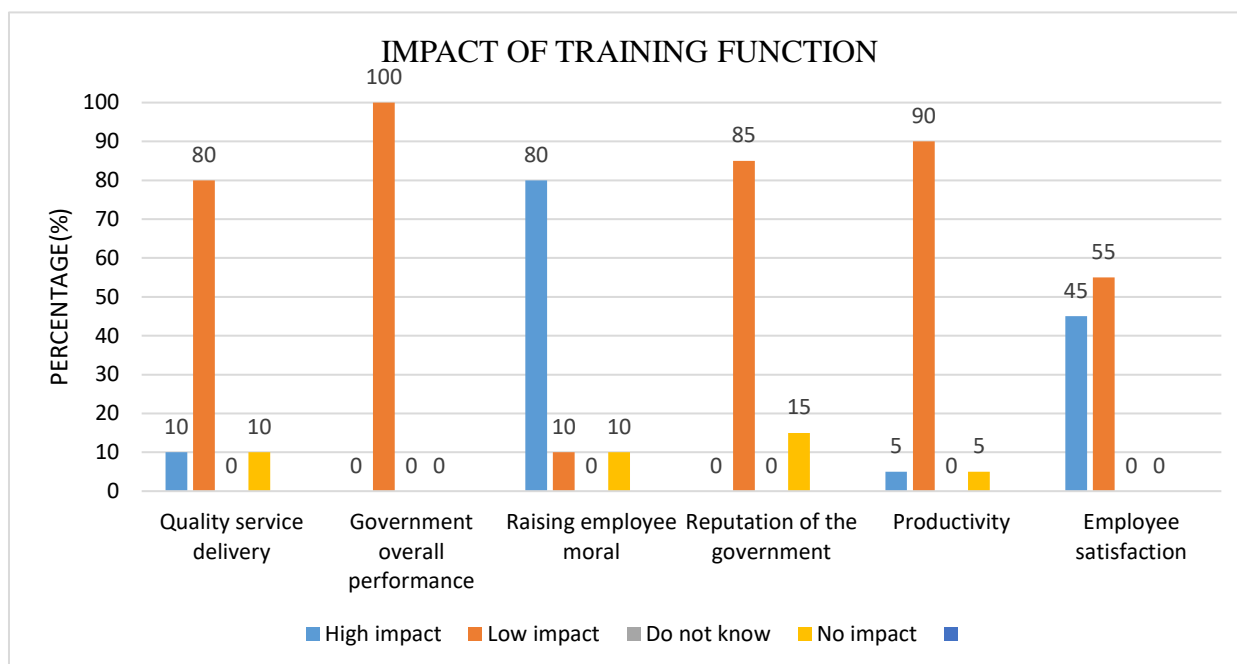


Figure 7: *Impact of Training Function*

Summary of the perceived barriers to effective service delivery

The table 8 below provides a summary of the findings regarding the barriers to effective service delivery within the GB.

Table 8

Summary of barriers to effective service delivery

Main barriers	Minor Themes
T&D problems and challenges	Absence of training needs analysis, failure to recognize employees' potential, budget constraints, poorly designed training plan, training fails to address service delivery needs, failure of Management to take training seriously as a powerful tool, training that is not aligned to addressing performance gaps, bureaucracy and red tape, lack of motivation, lack supervisor support, prohibitive environment, lack of Management support, lack of well defined performance objectives, the system trains people for progression only, rigid system, poor work ethics, lack of training impact assessment
Strategic Position of T&D	Training is not strategic and fails to address outcomes, training is not based on service delivery,

Significance of Training Outcomes	<p>no TNAs are conducted, people are not trained based on needs but other things like promotions, training coordinators send people for training just to meet their performance objectives in terms of numbers for positive appraisals, T&D needs are not evaluated in response to changes in the environment, T&D managers do not take part in the development of the Ministry/Department's overall strategy, upper management is committed to supporting and facilitating training activities, training plan and strategy are aligning with the policies of the Ministry/Department</p> <p>T&D does not play a proactive and influential role in shaping strategic direction, T&D does not serve as the mechanism for implementing corporate strategy and accomplishing goals, T&D is not integrated with operational management, T&D activities assume a reactive approach</p>
--	---

The barriers mainly revolved around a lack of strategic alignment, with T&D failing to proactively influence organizational direction, integrate with operational management, or align with corporate strategies and departmental policies. Additionally, there was an absence of comprehensive training needs analysis (TNA), resulting in poorly designed training plans that did not address service delivery needs or adapt to changing environments. Misaligned training practices were also evident, as participants were often selected based on promotions or numerical targets rather than actual performance gaps.

Resource constraints, including limited budgets, bureaucratic processes, and inflexible systems, further impeded the effective implementation of the initiatives. The lack of management and supervisor support, coupled with insufficient recognition of training as a powerful tool, added to the challenges. Moreover, workplace issues like poor motivation, weak work ethics, and prohibitive environments limited the practical application of training. Lastly, the failure to assess the impact of training and to establish clear performance objectives highlighted gaps in evaluating the effectiveness of T&D programs.

Presentation of Results: Quantitative Analysis

The primary analysis of the mixed methods study results will be presented systematically, aligning with the research questions. This section focuses on showcasing the results derived from the questionnaire responses, placing particular emphasis on quantitative data. The data analysis involves the utilization of tables, graphs, and various statistical figures to effectively present the findings of the research.

Demographics

Analysis of the Results pertaining to the Characteristics of Ministries/Departments

This segment relates to D Section of the questionnaire and intends to present and analyse the data related to demographics and general information of the participants and Ministries/Departments.

The Participants' Job Title

The results show that mostly, the participants included 163 Service Leaders (D band), constituting 45.7% of the total. Following closely were 158 Contributors (C band), making up 44.3%. Directors (E band) were represented by 16 participants, accounting for 4.5%. Additionally, one participant identified as a specified Contributor (B band), while another mentioned the job title of Internship, indicating participation in the Government Internship Programme (see Figure 8).

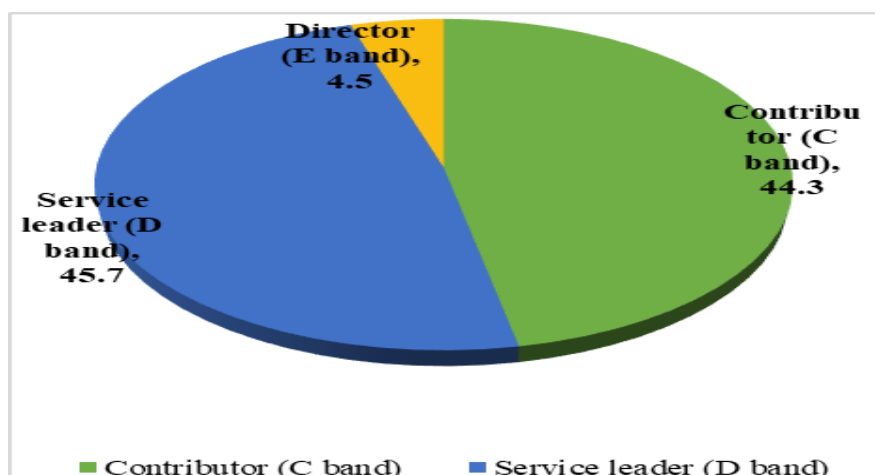


Figure 8: *Job Title Category (Questionnaire Participants)*

The Participants' Job Status

In Figure 9, it is evident that 163 participants, constituting 45.7%, held middle management positions across various Ministries and Departments. Those in a supervisory status (C band) amounted to 162 participants, making up 45.4%. Top management participants totaled 12, representing 3.4% of the participants (refer to Figure 9).

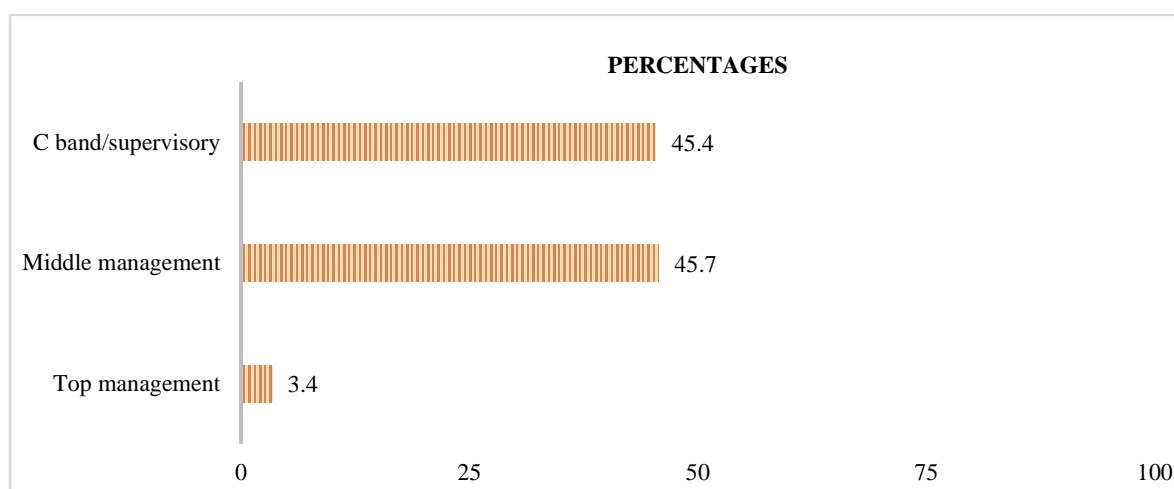


Figure 9: *Participants' Status within the Ministry/Department*

Participants' Total Work Experience

Figure 10 respectively show 96 participants, which is 26.9% had between 11 to 15 years' work experience. Followed by 95 participants, which is 26.6% had between 16 to 20 years' work experience. Followed by 82 participants, which is 23% had between 6 to 10 years of work experience. Followed by 13 participants, which is 3.6% had 5 years and below of work experience. Lastly, 48 participants had more than 20 years of work experience, which is 13.4%.

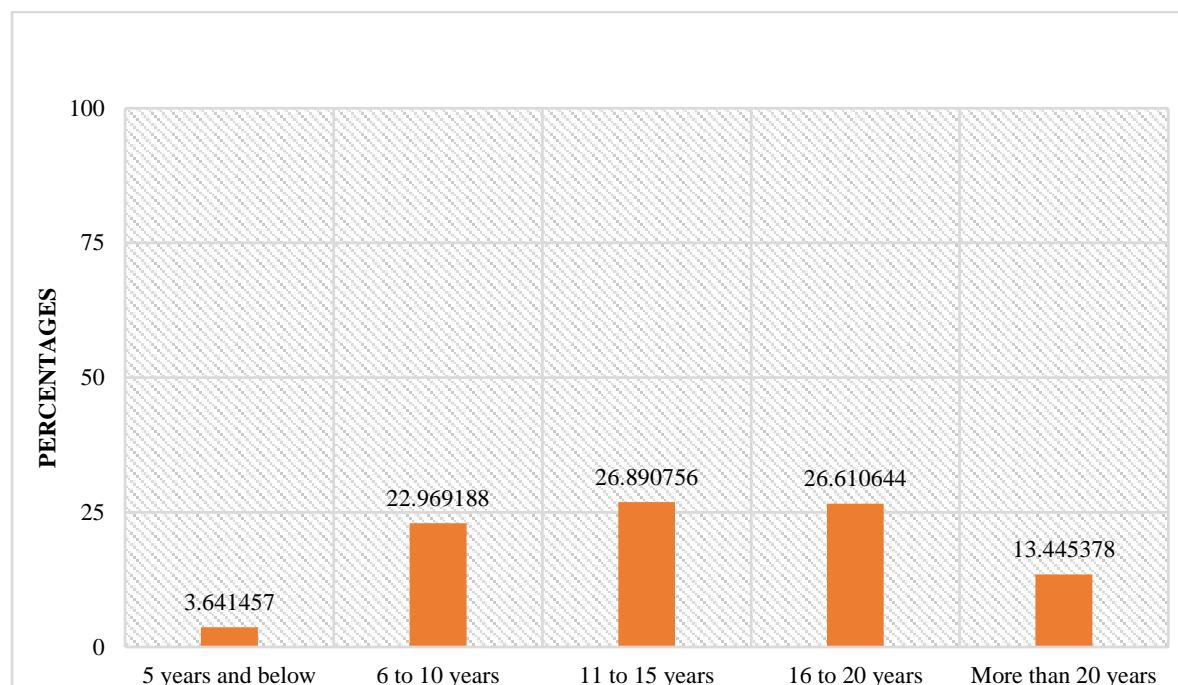


Figure 10: *Participants' Total Work Experience*

Work Experience in T&D

In the field of training, 86 participants, accounting for 24.1%, indicated that they have 5 years and below of experience. Participants with 6 to 10 years of experience numbered 62,

constituting 17.4% of the participants. Additionally, 28 participants, or 7.4%, reported having 11 to 15 years of experience, while 15 participants (4.2%) had 16 to 20 years of experience. Those with more than 20 years of experience were 4, representing 1.1% of the participants. The table 9 below is showing a detailed breakdown of participants' professional background in training.

Table 9

Work Experience in Training and Development for Participants

Work experience in T&D field	Frequency	Percent (%)
5 years and below	86	-2+ 4.1
6 - 10 years	62	17.4
11 - 15 years	28	7.8
16 - 20 years	15	4.2
Above 20 years	4	1.1
Total	195	54.6

Name of Ministry/Department

Table 10 below shows the name of Government Ministries that participants were coming from.

Table 10

Participants Ministries

Table 10
Participants Ministries

Ministry	Frequency	Percent
Administration of Justice	8	2.2
Ministry for Presidential Affairs, Governance & Public Administration (MPAGPA)	38	10.6
Ministry of Agricultural Development & Food Security (MoA)	34	9.5
Ministry of Basic Education (MoBE)	33	9.2
Ministry of Defence Justice & Security (MDJS)	16	4.5
Ministry of Employment, Labour Productivity & Skills Development (MELSD)	21	5.9
Ministry of Environment, Natural Resources Conservation & Tourism (MENT)	18	5.0
Ministry of Finance & Economic Development (MFED)	18	5.0
Ministry of Health & Wellness (MoHW)	21	5.9
Ministry of Infrastructure & Housing Development (MIHD)	14	3.9
Ministry of Land Management, Water & Sanitation Services (MLWS)	19	5.3
Ministry of Local Government and Rural Development (MLG & RD)	16	4.5
Ministry of Nationality, Immigration & Gender affairs (MNIG)	19	5.3
Ministry of Tertiary Education Research, Science & Technology (MoTE)	12	3.4
Ministry of Transport & Communications (MoTC)	23	6.4
Ministry of Youth Empowerment, Sports & Culture Development (MYSC)	15	4.2
Total	325	91.0

Education Levels of the Participants

Figure 11 below illustrates the education levels of questionnaire participants. Those with a high school education comprised 2 participants, accounting for 0.6% of the total. Participants with technical college-level education numbered 9, constituting 2.5%. Most participants held a bachelor's degree, with 186 individuals representing 52.1%. Those with a master's degree or its equivalent were 119, making up 33.33%. Other participants indicated their highest education level as follows: diploma level (5 participants, 1.4%), post-graduation diploma (1 participant), certificate (1 participant), and advanced diploma-ATT (1 participant).

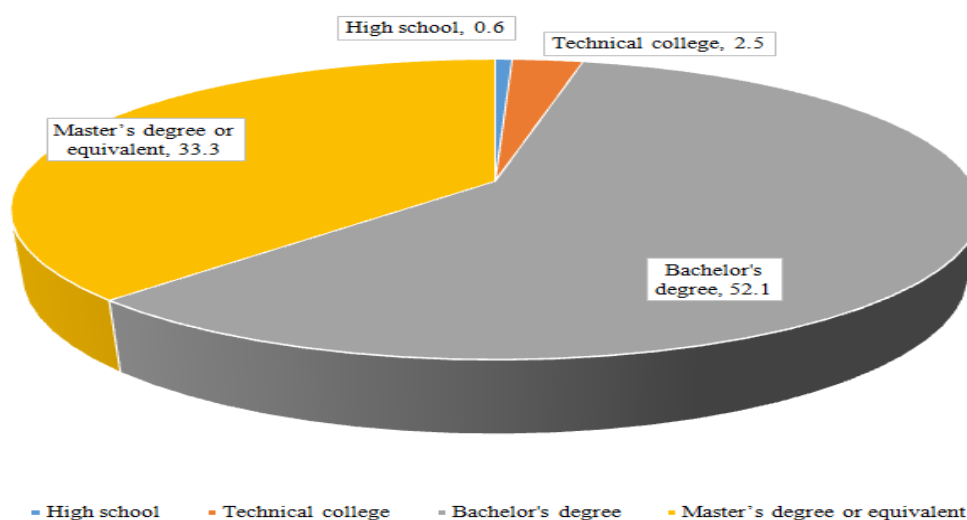


Figure 11: *The Participants' Education Level*

Participants' Age

Figure 12 below illustrates the age distribution of participants. Those aged 24 to 33 accounted for 58 participants, constituting 16.3% of the total. Participants aged 34 to 41 numbered 123, representing 34.3%. In the age group of 42 to 49, there were 102 participants, making up 28.6%. Those aged 50 to 54 were 35 participants, comprising 9.8% of the total.

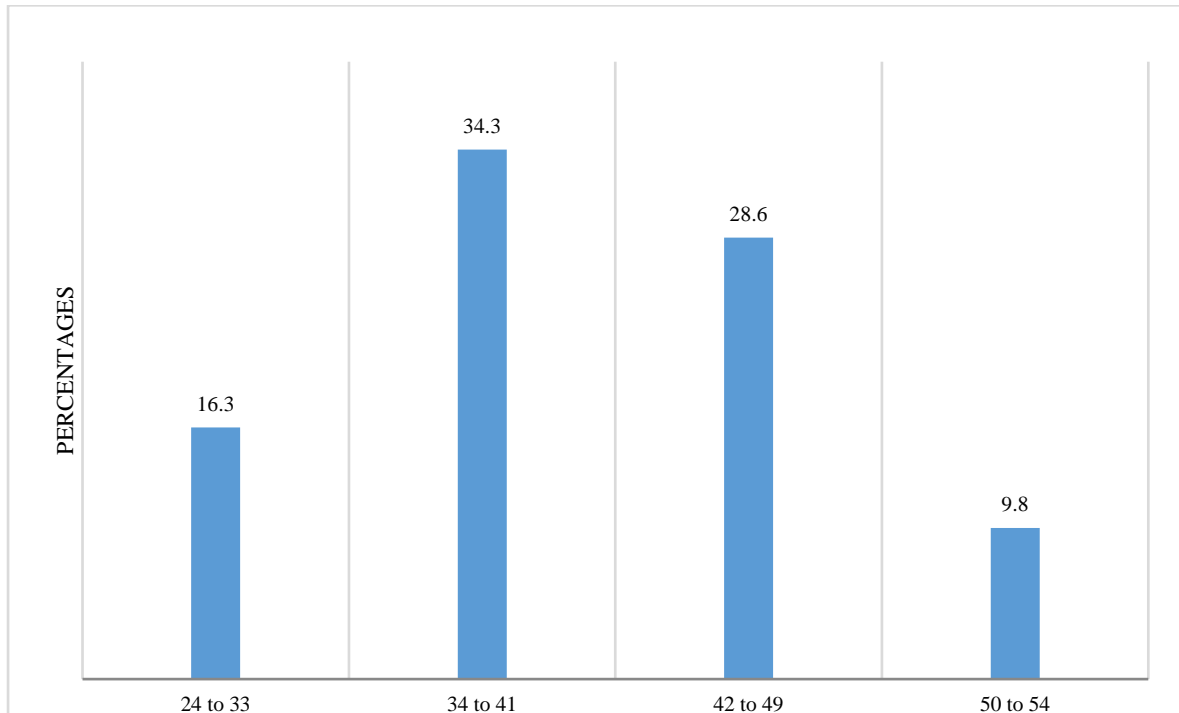


Figure 12: *Age of the Participants*

Participant' Gender

Figure 13 illustrates the gender distribution among participants in the study. The majority of participants were male, with 165 individuals, representing 46.2% of the total. Females constituted 158 participants, making up 44.3% of the total. Additionally, 7 participants, accounting for 2%, chose the option "prefer not to answer".

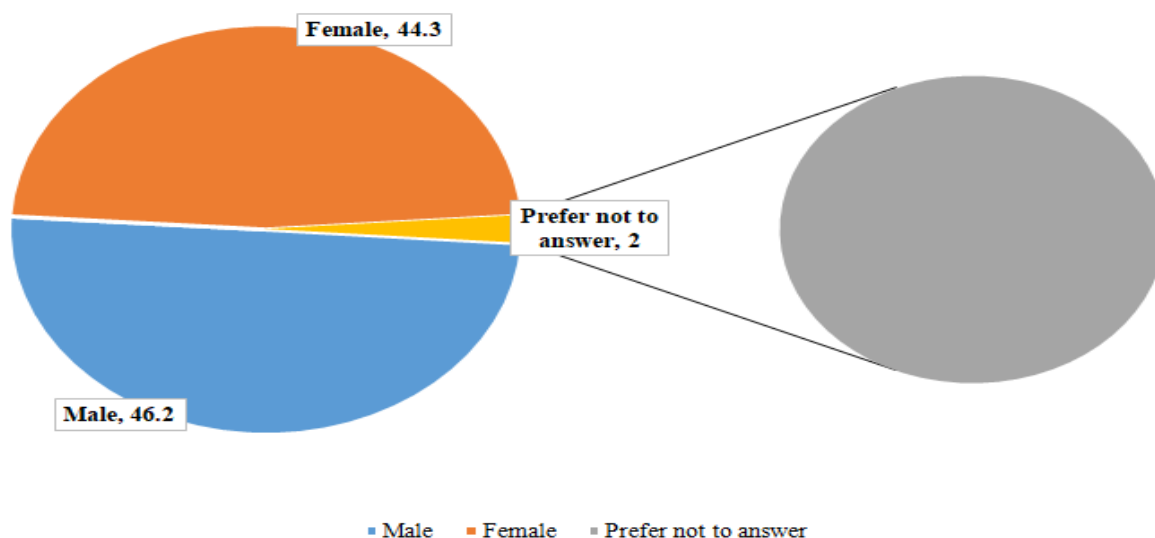


Figure 13: *Gender of the Participants*

Presentation and analysis of data relating to Current practices of T&D in the Botswana Public Service

This section is dedicated to presenting and analysing the findings associated with Section A of the questionnaire, focusing on how T&D practices are conducted in the Ministries/Departments of the Botswana Public Service. The section is segmented into three primary components: Training Needs Assessment (TNA), methods utilized in training delivery, and the stage of training evaluation and subsequent follow-up.

Training Needs Assessment (TNA)

This phase focused on recognizing disparities between the current state of affairs in the Ministries/Departments and the anticipated behaviours of employees concerning the acquired knowledge and skills.

In Part 1 of Section A in the questionnaire, the data presentation and analysis are centered on the methods and practices involved in conducting TNA. This includes exploring the frequency, methods utilized, identification of training needs, TNA indicators, and the situations under which employees undergo training.

Conducting Formal TNA

Table 5 illustrates that 163 participants which is 45.7% of the participants have indicated that sometimes they conduct formal and development needs assessment in their Ministries; 136 participants which is 38.1% of the participants indicated that they rarely conduct formal T&D needs assessment in their Ministries; 32 of the participants which is 9% have indicated that they never conduct formal T&D needs assessment; 20 of the participants which is 5.6% indicated that they mostly conduct training needs assessment while 4 participants who constitute 1.1% of the participants have indicated that they always conduct formal T&D needs assessment in their Ministries/Departments.

The results have indicated that most Ministries conduct TNA sometimes, signifying that it is not taken seriously. This is validated by a big number of participants that indicated that they rarely do training needs analysis in their Ministries/Departments. Furthermore, the high number of participants indicating that they rarely conduct formal training needs analysis is highlights the fact that most of the Ministries do not do formal training needs analysis. They just train without identifying the training needs. Therefore, the results show the reason why trainings in the Public Service have not been effective. However, T&D needs analysis in the Botswana Public Service is only done in few Ministries/Department (see Table 11).

Table 11*Whether Training Needs Analysis is Conducted*

	Frequency	Percent (%)
Never	32	9
Rarely	136	38.1
Sometimes	163	45.7
Mostly	20	5.6
Always	4	1.1
Total	355	99.4

Frequency of Conducting TNA in Ministry/Department

Concerning the frequency of conducting training needs assessments in their Ministries/Departments, the majority has indicated that they conduct it in 5 years and above. Out of 138 respondents of this question 38.7% of the participants have indicated that they carryout TNAs from 5 years and above, 84 participants which 23.5% have indicated that they carry it out annually; 58 participants which 16.2% have indicated that they do it every 2-3 years; 22 participants which is 6.2% have indicated that they conduct it every 4-5 years whilst 17 participants which is 4.8% indicated that they conduct TNAs every half year; 38 participants of the sample which is 10.6% did not respond the question.

The results have shown that most Ministries are taking long time to conduct TNAs which can be 5 years or more. This can render training to be ineffective since training should be a continuous process. Employee' skills need to be always updated through training. Regular

conduction of TNAs assist the Ministries to be able to identify the needs for training in time before challenges emanate (see Table 12).

Table 12

How Often TNA is conducted

	Frequency	Percent (%)
Every half year	17	4.8
Annually	84	23.5
Every 2-3 years	58	16.2
Every 4-5 years	22	6.2
5 years and above	138	38.7
Total	319	89.4

Formal TNA Methods

Indicators for TNA

Figure 11 is illustrating the extent to which different technique are used as indicators to assess training needs. The results are as follows:

Lack of knowledge: the majority has indicated that their Ministries/departments used lack of knowledge to indicate training needs to a small extent. 133 participants which is 37.3% have declared that they used lack of knowledge as an indicator of TNAs, 82 participants which is 23% have indicated that they used lack of knowledge to a considerable extent as an indicator for training needs, 79 participants which is 22.1% have indicated that they used lack of

knowledge as an indicator to a very small extent as an indicator of training needs, 31 participants which 8.7% have indicated that they used lack of knowledge to a greater extent as any indicator of training needs, 16 participants which 4.5% have used lack of knowledge to a lesser extent and 16 participants did not respond to this technique which constitutes 4.5%. This proves that most Ministries/Departments lack of knowledge since lack of knowledge is mostly related to poor performance and lack of requisite skills. Whenever there is lack of knowledge, mostly there will be poor performance, accidents, failure to meet targets and a lot of factors which may hinder performance and quality service delivery. This may explain why there is a prevalent use of the absence of knowledge as an indicator for identifying training requirements in most Ministries.

Lack of skills: on absence of skills as an indicator for training requirements the results show that, majority has indicated that they used it to a small extent. A higher number of 152 participants which is 42.6% has indicated that they used lack of skills as an indicator of training needs to a lesser extent; 67 participants which is 18.8% has indicated that they used lack of skills to a considerable extent as an indicator of the training needs; 57 participants which is 16% has indicated that they used lack of skills to a very small extent as an indicator of training needs; 52 participants which is 14.6% has indicated that they used lack of skills as an indicator of training needs to a greater extent, and 15 participants which is 4.2% used lack of knowledge to indicate training needs to a very great extent. However, 14 participants which are 3.9% didn't respond to the question. Therefore, the results show that they use lack of skills to a lesser extent, meaning that in the Public Service there is limited skills measurement techniques as well as skills benchmarking methods.

Poor performance: most of the participants have indicated that they use poor performance to indicate training needs. The results show that 129 respondents which are 36.1% of the respondents use poor performance to indicate training needs to a very small extent; 128 respondents which are 35.9% has indicated that they use poor to indicate training needs to a small extent, on the other side 37 participants which are 10.4% has indicated that they use poor performance as an indicator of training needs to a great extent and 13 participants which 3.6% participants have indicated that they use poor performance to a very great extent as a technique for training needs indicator. However, 18 participants didn't respond to this technique which is 5% of the participants. Performance of employees is very important since it is linked to performance of the Ministry, hence it was used to measure training needs. Employee performance in Ministries can be easily measured against acceptable performance. Therefore, many performance measuring tools which can be used by Ministries make it easy to detect the performance that is why most Ministries used poor performance to indicate needs for training.

Introduction of new work methods: a number of 90 participants which is 25.2% of respondents has indicated that their Ministries/Departments introduce new work methods as a technique of indicating training needs to a very small extent; 69 participants which is 19.3% of the participants has indicated that their Ministries/Departments use introduction of new work methods as a training need to a small extent; 79 participants which is 22.1% of the participants have shown that they use it to a considerable extent. On the other hand, 82 participants which are 23% of the respondents have shown they use it to a great extent and 17 participants which 4.8% indicated that they used it to a very great extent and 20 participants which is 5.6% did not respond to this technique.

Customer satisfaction: most of the participants have indicated that they do not use customer satisfaction to predict training needs; 175 participants which is 49% has shown that they use customer satisfaction as an indicator for training needs to a very small extent; 88 participants which are 24.6% of the participants has indicated that they use customer satisfaction to a small extent; 51 participants which is 14.3% has indicated that they use it to a considerable extent. Conversely, 16 participants have expressed that they use customer satisfaction as a technique to indicate training needs to a great extent and 12 which 3.4% indicated that they use it to a very great extent. However, 15 which 4.2% did not give their responses to the method.

Therefore, the results show that the Public Services do not use customer satisfaction. That means, even though Ministries have customer satisfaction instruments, they are not taken seriously to measure the level of customer satisfaction. Furthermore, satisfaction can also be bias especially in the Public Service since there are a variety of stakeholders with different and conflicting needs which can lead to biases on identifying training needs of officers.

Poor service quality: most of the respondents have shown that their Ministries use this technique as an indicator for training to small extent. On this technique 186 participants which is 52.1% of the participants has shown that they use it to very small extent; 81 participants which is 22.7% indicated that they use to a small extent; 50 participants which is 14% are using it to a considerable extent. On the other hand, 14 participants which is 3.9% have indicated that they use it to great extent while 9 participants which is 2.5% have indicated that they use it to a very great extent and 17 participants which is 4.8% did not indicate their responses.

These results show that the focus of training is not based on poor quality of service as the majority of participants have expressed that their Ministries do not consider poor service quality as an indicator for training.

Low profitability: most of the respondents have indicated they use low profitability to a very small extent as an indicator for training needs. 216 participants which 60.5% of the participants have shown that they use it to very small extent; 69 participants which is 19.3% are using it to a small extent, while 36 participants which is 10.1% are using it to a considerable extent. On the other side, 11 participants which is 3.1% have indicated that they used low profitability to indicate training needs to great extent and 5 which is 1.4% are using it to a very great extent. However, 20 participants which is 5.6% did not respond to this technique.

High Turnover: on high turnover as an indicator for training needs, the majority have indicated that they utilize it to a very small extent. A number of 242 participants which is 67.8% of respondents has indicated that they use it to a very small extent; 49 participants which is 13.7% are using it to small extent and 24 participants which is 6.7% are using it to a considerable extent. However, 19 participants which is 5.3% are using it to a great extent and 5 which is 1.4% are using it to a very great extent and 18 participants did not show their responses.

Frequent employees' transfer to other division: the results have indicated that most of the responses have indicated that their Ministries/Departments use frequent employee transfer to a very small extent. A number of 206 participants which is 57.7% has indicated that

they use it to a very small extent; 77 which is 21.6% use this technique to a small extent and 42 which is 11.8% use this technique to a considerable extent; 10 participants which is 2.8% indicated that they use it to great extent; 7 which is 2% indicated that they use it to a very great extent and 15 participants which is 4.2% did not show their responses on this technique.

Low employee morale: the majority have indicated that their Ministries/Departments use it to very small extent. A total of 183 participants which is 51.3% of the participants have shown that they use it to a very small extent; 68 participants which is 19% has shown that they use it to a small extent and 45 participants which is 12.6% have indicated that they use it to considerable extent, while 27 participants which is 7.6% have indicated that they use it to a great extent and 19 which is 5.3% have indicated that they use it to a very great extent. 15 participants which is 4.2% did not indicate anything on this technique.

High absenteeism: on absenteeism, the majority has indicated that their Ministries/Departments used it as an indicator to show needs for training to a very small extent. A number of 227 participants which is 63.6% have indicated that they used it to a lesser extent; 57 which is 16% participants have indicated that they used it to a small extent and 39 which is 10.9% have indicated that they used it to a considerable extent; 5 which is 1.4% of the participants have indicated that they used this technique as an indicator to great extent and 12 which is 3.4% have indicated that they used it to a very great extent. 17 participants which is 4.8% did not indicate their position.

On others, one respondent has indicated that career progression path is used as an indicator of training needs. Figure 14 below is illustrating the indicators used to assess training needs in Ministries/Departments.

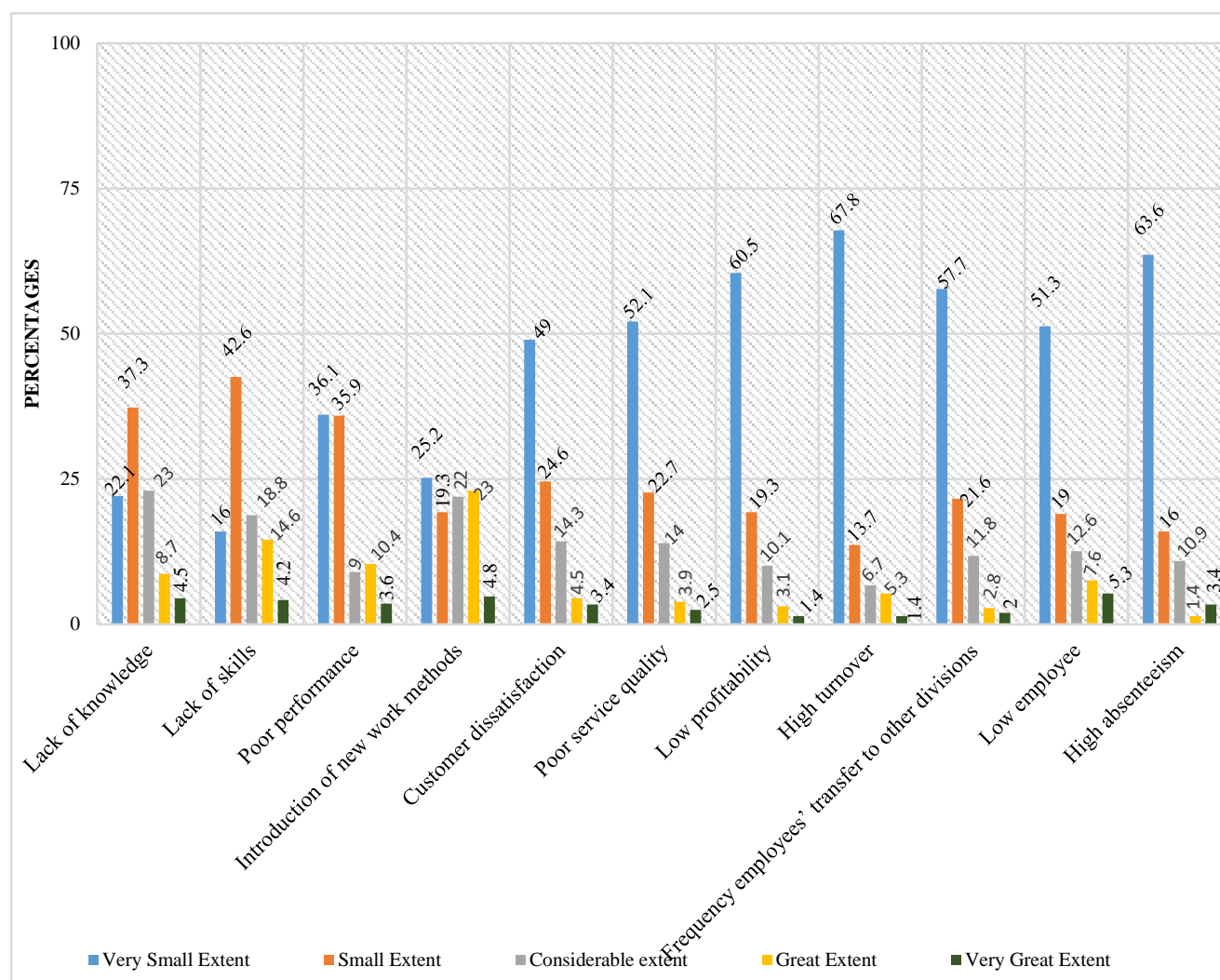


Figure 14: TNA Indicators

Conditions for providing T&D

Table 7 is indicating the results of conditions under which training is provided Ministries/Departments. Different situations were presented below to evaluate the circumstances in which the offering of training is considered.

When newly hired employees join the organization: On the statement that, when employees are newly recruited the majority which are 140 participants and 39.2%, have indicated that their Ministries/Departments conduct training for their new employees sometimes and not always; 96 participants which is 26.9% have indicated that they rarely train new employees; 38 which is 10.6% have indicated that they never train new employees; 65 participants which is 18.2% have indicated that they mostly train newly recruited employees and 12 which is 3.4% have indicated that they always train new employees.

This results clearly show that most Ministries/Departments train new employees mostly through induction so that they may they could adapt and fit well in the organization and become productive in time. However, for some of the Ministries/Departments there is no induction training for new employees. As a result, employees may suffer from poor motivation as well as poor performance.

When employees require training on new technologies, equipment, and updated working methods: In terms of providing training for employees in response to the demand for new technologies, equipment, and updated working methods, survey respondents revealed varying practices within their Ministries/Departments. A significant portion, comprising 42.6% or 152 participants, expressed that training is occasionally conducted when employees require guidance on these new aspects. Additionally, 18.2% or 63 participants reported that their

Ministries/Departments infrequently organize training sessions in such situations. A smaller subset, constituting 8.7% or 31 participants, stated that they never conduct training for employees facing the need for new technologies, equipment, or working methods.

Furthermore, 26.1% or 93 participants indicated that their Ministries/Departments predominantly engage in training when employees seek guidance on new technology, equipment, and working methods. A more proactive approach was reported by 2.8% or 10 participants, who claimed that their Ministries/Departments consistently provide training in these scenarios.

It is obvious that in the Public Service, most Ministries/Departments only train employees when introducing new technologies sometimes and that means they are reactive instead of proactive. Moreover, the Public Service may also be thinking of training as a cost which could be causing a delay to approve training whilst the technology is already needed to be used. Therefore, these results also justify the reason for poor delivery of services by Government officers.

When there are gaps revealed in performance appraisal assessment: On the statement that their In addressing training needs based on performance appraisal assessments, the practices within Ministries/Departments exhibit diverse approaches. A notable portion, comprising 33.1% or 118 participants, reported that they infrequently conduct training sessions when performance appraisal assessments reveal gaps. Conversely, 16.8% or 60 participants mentioned that they never utilize performance appraisal results as a basis for training employees.

However, 24.9% or 89 participants indicated that they occasionally leverage performance appraisal outcomes to identify gaps for training purposes. Moreover, 20.4% or 73 participants expressed a predominant tendency to conduct training when performance appraisal assessments highlight areas of improvement. A more proactive stance was reported by 3.4% or 12 participants, affirming that they consistently conduct training whenever performance appraisal assessments reveal gaps.

Therefore, the majority of Ministries/Departments do not train employees after performance appraisals which nullifies the significance of the process. Performance appraisal assessment is considered as an activity which is done as a culture but not with the aim of getting vital performance information with the aim to train for improvement of results. Consequently, employees lose confidence in performance appraisal exercise and view it as a burden instead of viewing it as an exercise that facilitates their empowerment to perform better.

When employees are promoted or transitioned to assume new positions: On the assertion whether Ministries/Departments are doing training when employees are promoted to assume new roles, 147 which is 41.2% have acknowledged that sometimes they conduct training in such situations. 97 participants which is 27.2% have indicated that they rarely conduct training when employees are promoted to assume new roles; 70 participants is 19.6% never do training when employees are promoted or transitioned to assume new positions; 24 participants which is 6.7% have indicated that they mostly do training when employees are promoted or transitioned to assume new positions; 6 participants which is 1.7% of the survey

participants have expressed that their Ministries/Departments consistently provide training whenever employees are promoted or transitioned to assume new positions.

The results indicate that in the Public Service, there is a general assumption that when employees are promoted or transitioned to assume new positions, they can fit well in their new roles without the benefit of training since they are already in the system. Furthermore, the Public Service mostly upgrades and promotes employees based on experience as well as qualifications which is considered as proof that the individual has already acquired the requisite skills.

When a department requests it: On whether training is done when as department request it. The prevailing sentiment among participants suggests that training is primarily initiated in response to department requests. A significant majority, accounting for 35.6% or 127 participants, have conveyed that training is mostly conducted when requested by the department. Additionally, 17% of participants have indicated a consistent practice of conducting training whenever the department makes a request. On the other side, 112 which is 31.4% of the participants have indicated that they sometimes do training when the department has requested it; 60 participants which is 16.8% have indicated that they rarely do training when a department and 35 participants which is 9.8% never do training upon department requisition.

In most cases, when departments request the training it means that they have identified the need for it. The Ministry may not just grant the training regardless of getting information from the departmental heads. The department leaders are the ones who have first-hand

information of the need to train. Therefore, the Senior Managers at Ministry level must seriously consider departmental requests for training to increase effective service delivery.

When the employees request it: On whether the Ministry do training when employees request it, 148 participants which is 41.5% have indicated that they rarely do training upon employee requisition, 112 which is 31.4% of the participants have indicated training is rarely granted when employees request it and 69 participants which is 19.3% of the participants indicated that trainings is sometimes done when employees request it. On the other hand, 13 participants which is 3.6% have indicated that they mostly do training when the employees request it and 6 participants which is 1.7% indicated that they always do trainings when the employees request it.

These results have indicated that employees in the Botswana Public Service do not have power to influence T&D. Employee's involvement and participation in T&D issues are not taken into consideration. On the same point, it is also a rare thing for employee to request for training in the Public Service since they know that the chances for success are slim.

Table 13*Conditions for Providing Training*

	N		R		S		M		A	
	C	%	C	%	C	%	C	%	C	%
When newly hired employees join the organization	38	10.6	96	26.9	140	39.2	65	18.2	12	3.4
When employees require training on new technologies, equipment, and updated working methods	31	8.7	65	18.2	152	42.6	93	26.1	10	2.5
When there are gaps revealed in performance appraisal assessment	60	16.8	118	33.1	89	24.9	73	20.4	12	3.4
When employees are promoted or transitioned to assume new positions	70	19.6	97	27.2	147	41.2	24	6.7	6	1.7
When a department requests it	35	9.8	60	16.8	112	31.4	127	35.6	17	4.8
When the employees request it	112	31.4	148	41.5	69	19.3	13	3.6	6	1.7

Training Delivery Methods

This section is presenting part 2 analysis of questionnaire in section A, which concerns itself with training delivery methods used in GB Ministries/Departments. It seeks to find answers on: whether or not they receive support from external providers; the form of training they use; type of support they receive from entities or individuals outside of the organization that offer training (external providers); methods of training used by external providers; and whether in-house training is offered. Figure 4.9 below is illustrating the response rate of the form of training employed by Ministries/Departments in the Public Service.

The Used Training Approach

On-the-job training: A breakdown of responses reveals varying practices within Ministries/Departments regarding the utilization of on-the-job training as a delivery method. A significant portion, comprising 40.1% or 143 participants, reported that on-the-job training is rarely conducted. Furthermore, 30.8% or 110 participants stated that this form of training is never used in their Ministries, while 10.4% or 37 participants indicated that on-the-job training is occasionally implemented.

Furthermore, 8.1% or 29 participants expressed a predominant tendency to conduct on-the-job training, and 5.9% or 21 participants affirmed that they consistently implement on-the-job training in their Ministries.

The reason which may cause Ministries not to conduct on on-the-job training might be the fear of mistakes which might hinder the Ministry or department processes and systems since they are working with the public's information as well as governmental activities which may need maximum accuracy. This could be the explanation for their infrequent engagement in training that is conducted on-the-job.

Off-the-job in the Ministry but not on-the-job: 137 participants which is 38.4% have indicated that sometimes they do off-the-job training but within the Ministry and not on-the-job, 122 participants which is 34.2% have indicated that they rarely do off-the-job training within the Ministry and not on-the-job and 41 participants, representing 11.5% of the total, have expressed that they never participate in off-the-job training within the Ministry. On the other hand, 31 participants which is 8.7% of the participants have indicated that they mostly

use this form of training and 4 participants which is 1.1% stated that they used it as a form of training delivery.

Sometimes Ministries opt for off-the-job training within the Ministry instead of on-the-job because they have proper training facilities as well as a way to save time and cost. This also is an assurance that the employees effectively participate in the training since training is conducted at their usual place of work. However, some other Ministries may prefer off-the-job outside the organisation because employees may demand to be out of their usual work environment so that they will concentrate more without work related disturbances.

External training (outside the organisation): 155 participants which is 43.4% of respondents have indicated that they always do external training in their Ministries; 102 participants which is 28.6% have indicated that they mostly do external training. On the other side, 57 participants which is 16% have indicated that sometimes they do external training, 18 participants which is 5% of the participants have indicated they rarely do external trainings and 12 participants which is 3.4% have indicated that they never do external training. This has indicated that most of the Ministries prefer external training which can be the reason why most Ministries have limited training activities because it is left to the training providers to make that choice. On the other side, Ministries/Departments prefer this form of training because most of the trainees need to be free from their work environment when attending training. It's also a way motivating employees. The other forms of training delivery that were mentioned are; employees are attached to other Ministries/Departments on secondment and external training outside the country.

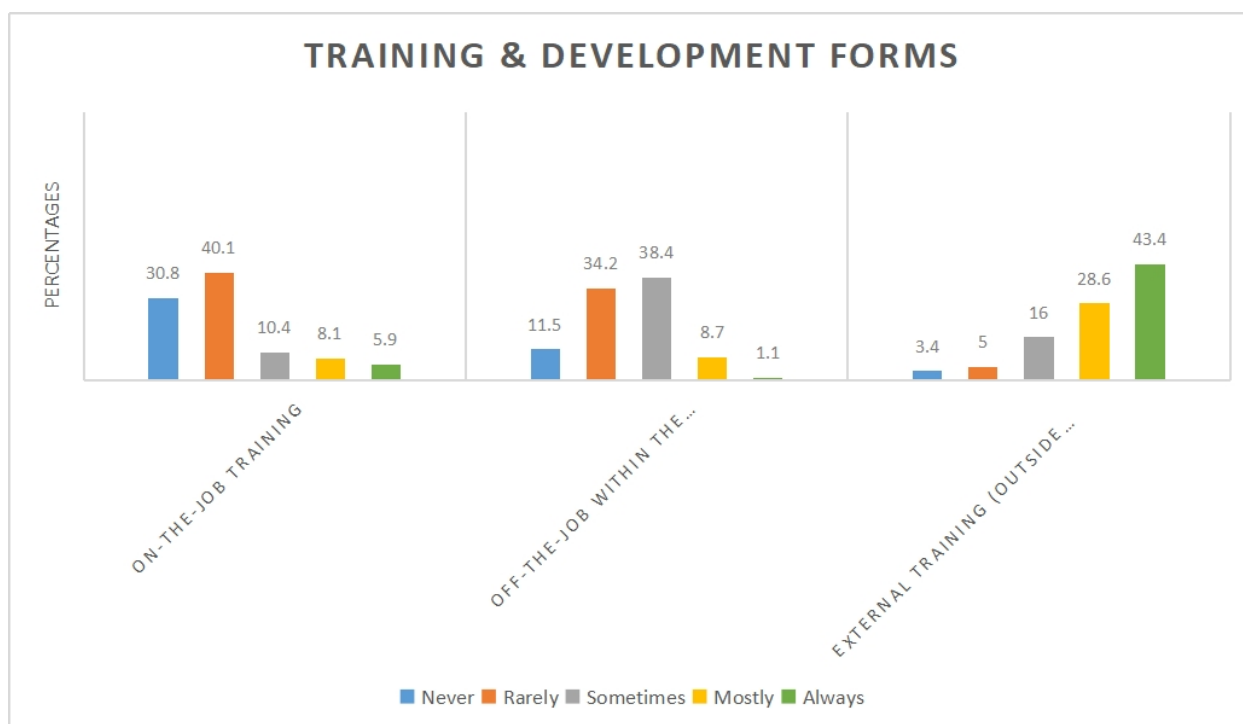


Figure 15: *Training Approach Used*

Assistance Acquired from External Providers

On whether the Ministry/Department obtain support from external providers in the preparation or execution of training programs. 278 (78.2%) of the participants have agreed that 'Yes' they get external assistance by sending Public Officers to be trained externally. However, 55 (15.4%) participants from the Botswana Public Service have declared that 'No' they do not acquire external assistance during the preparation or implementation of training programs. This has indicated that most of the Ministries acquire assistance from the external training providers mostly because the external training service providers are specialists or experts in the areas of training needed. The training consultancy mostly provides better service for the sake of maintaining loyalty with the Ministry for business' sake. Figure 16 below is illustrating the results.

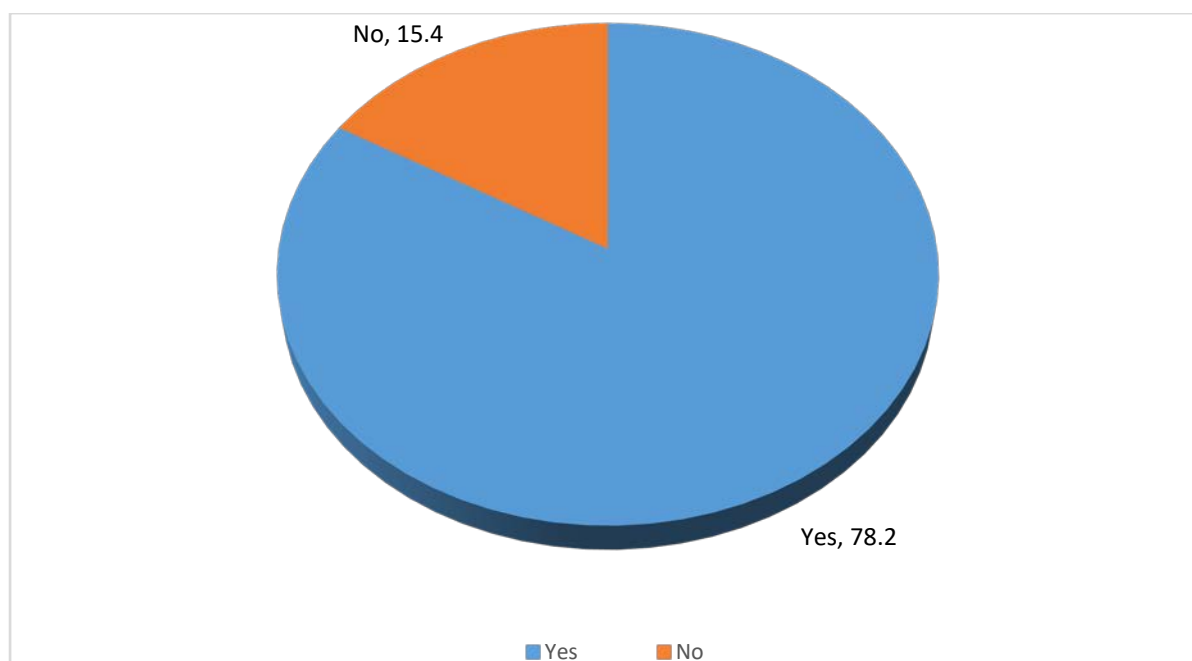


Figure 16: *Assistance Acquired from External Providers*

Reasons for Acquiring Assistance from External Trainers

In this question several reasons were given by the respondents on why their Ministries/department acquires assistance from external providers. The participants have indicated that absence of professional trainers and absence of qualified trainers. The Ministries were looking for external trainers since they are experts and specialize on the training they want. The external consultancy can have special knowledge which they can share with the Ministry. On the same hand, if employees got training from their counterpart's they won't take it serious because they will be used to their workmates.

The other reason mentioned why their department or Ministry acquire assistance from external providers is the absence qualified trainer and also no training unit in their Ministries.

For training to be successful it needs a professional trainer who is also experienced. This is the reason why Ministries acquire assistance from external consultancy. Most of the government offices do not have training facilities, some just have boardrooms which are small and therefore, cannot cater for large numbers. Others do not have training facilities are, hence they seek for external assistance.

The other point which was mentioned was that they always engage external trainers and always trained by external trainers. Some Ministries just believe that external training service providers offer excellent services, so they use them always. They also have assumptions that external training providers actually provide high quality training since they are continuously into the training business.

Also, the other reason which was mentioned was Ministries acquire external assistance because Botswana is a developing country so they need external assistance. Since Botswana is a developing country they just have an assumption that if they get external training services they can get advanced skills from other sources. However, the superiority of external training from outside the country is not yet proven. It can also be argued that acquiring external assistance can be a way of getting new ideas and a feeling of being international.

Other mentioned that they engage external assistance because they are no trainers in their Ministries as well as lack of necessary skills needed for the training. While other reasons mentioned to acquire external assistance is that, there are bilateral agreement with other countries that involve sponsorship. Highly technical courses need highly skilled trainers who can deliver required services and some are in countries like Singapore, United Kingdom, etc.

This may compel some Ministries to acquire external assistance. On the other hand, training contracts with external consultancy or memorandum of agreements may compel Ministries to abide by the agreement.

Furthermore, other participants mentioned that they acquire external assistance for training on capacity building because capacity buildings are always done with external experts. The other reason is that they acquire external assistance to provide trainings as a way of complimenting internal training skills and also as a way of making consultation for skilled trainers. The other respondent mentioned that they acquire assistance to take advantage of the expertise of external trainers and sometimes Ministries/Departments take advantage of donor funded trainings which require outsourcing of trainers. Mostly the donated programs come with their supporting facilitators as well as training resources. In this case the Ministries/Departments are left with no option other than following the requirements. However, these donated programs may come also with objectives which are not aligned with the strategy of respective Ministries.

The other reason mentioned for acquiring external assistance for training is for budgeting purposes and also the type of programs offered by service providers. When training programs suit their needs, they can outsource. When Ministries need a course which is consistent with the findings with the inferences derived from the analysis of training needs, their Ministry may outsource experts from externally. Therefore, they outsource where there is scarcity of skills they need in their Ministry.

The other reason mentioned was that Public Officers prefer certificated courses o to improve their skills and competencies which are not available within specialized functions. Mostly Public Officers prefer certificated courses just for promotion, pay rise and filling of positions. For instance, during covid-19 there was a general high uptake of health, safety and environment (SHE) course by Public Officers in order to fill those posts in the Public Service. On those factors, the high update of a SHE course was mainly for certification and filling higher posts by the responsible personnel.

The other participant has indicated that they just acquire external assistance in their Ministries because it is normalized in their Ministry and also because some there is lack qualified trainers in their Ministries. The other reason also affirmed that most approaches are generic to employment to the sector, hence Ministries acquire assistance from external sources. Some participants mentioned that mostly they prefer external training for upgrading their educational qualification. Other participants also mentioned that officers are always sent out for external training because it is a usual activity.

In addition, the other reason why Ministries prefer external training providers is because of their accredited courses with Botswana Qualification Authority (BQA). Similarly, they acquire external assistance because of their better training skills, better innovative training methods, better training content and certification & accreditation.

On the same knot, the other participant mentioned that they acquire external assistance because some institutions are there to offer assistance to the public service therefore they

provide training service. The other reason why they acquire external assistance training providers it's because they use new technologies and also to leverage on staff competencies.

Furthermore, bench marking is another reason why Ministries/Departments acquire training from external providers. The other reason is to establish a new learning environment for trainees in order to bridge employee competency gaps. The other reason mentioned is to have more exposure from different trainers and some required courses are not available in the Botswana Public Service College which offers only short course from 2 to 5 days only. These are non-credit bearing short courses meant to capacitate the Public Service employees. However, some Ministries are taking them serious as they are tailor made for the Public Service to bridge some competency gaps and as a refresher course.

The other reason mentioned was to identify topics which best suit the Ministries/Departments needs and to put trainers as well as trainees in a position where they can effectively conduct a training sessions. Additionally, the analysis serves as a guide for designing and developing effective training programs. Lastly, they mentioned that, their outsourcing of training from external providers had considered more experience especially industry experience. For example, the BPSC is mandate to conduct Ministries/Departments needs assessment and provide programmes that are tailor made to bridge competency gaps.

The type of Assistance Provided External Providers

This section is presenting the findings regarding the nature of assistance offered by external providers. Figure 14 is showing results from the Botswana Public Service participants.

Changing external T&D programs to to align with the Ministry/ Department's needs: most of the participants have indicated that the predominant form of support they receive from external training providers is in customizing external T&D to meet the specific needs of their Ministries/Departments. 117 participants which are 32.8% have indicated that they mostly outsource training providers to create a change to the external training to meet the needs of their Ministries/Departments and 87 participants which are 24.4% indicated that they outsource training providers for the same reason. Conversely, 81 participants have indicated that they sometimes outsource external training provide; 19 participants which is 5.3% have indicated that they rarely outsource training providers and 13 participants which is 3.6% indicated that they never engage external training providers for the same reason.

The external trainers cannot merely make changes to suit the Ministry needs if they are not much familiar with what is happening in that Ministry. For a successful change to happen they should be well versed with the work environment. On the Ministry side, they should know they need are relevant to bridge competency gaps. Ministries must evaluate the training to monitor the difference brought by the proposed changes in terms of service delivery.

Design the T&D programs from the beginning: most of the participants have expressed that they mostly get assistance of designing the T&D programs from the beginning. 164 participants which is 45.9% of the participants have indicated that they design the T&D programs from the beginning, 84 participants, constituting 23.5%, have conveyed that they consistently receive assistance right from the beginning for the design of training programs. On the other hand, 42 participants which is 11.8% have indicated they sometimes get external

assistance to design the training programs from the beginning, 12 participants which is 3.4% have indicated that they rarely get external assistance and 14 participants, comprising 3.9%, have indicated that they never receive support in designing the T&D program from its inception.

Therefore, Ministries/Departments engage external training providers for designing the T&D programs from the beginning so that they make a significant input in program design to try and address delivery issues. This can assist to provide effective programs for Ministries/Departments. However, some Ministries may not engage external training providers in designing the training program from the beginning, in order to make an input to course design. Therefore, engaging external providers from the beginning of the program design may result in a more comprehensive training program without gaps.

Provide the Ministry/Department with specialist experiences in T&D programs:

the results have indicated that 122 participants which is 34.2% of the participants have indicated that they mostly get assistance from external training provider of providing the Ministry with specialists experienced in training and development programs, 120 which are 33.6% have indicated that they get external assistance of providing the Ministry or department with specialized expertise in T&D programs. Conversely, 38 participants which are 10.6% indicated that they sometimes outsource, 19 which are 5.3% indicated that they rarely and 21 which are 5.9% showed that they never get external support for provision of the Ministry or department with specialized experiences in T&D programs. Since most of the Ministries do not have internal experts and specialists in some the training they need, it is best to acquire the

assistance of external service providers. However, experts need to be guided so that they provide training which is in line with the Ministry's training needs assessment.

Conduct the T&D program: most of the participants have stated that they always get external assistance to conduct T&D program. 144 participants which are 40.3% have shown that they always get that assistance, 124 which are 34.7 have indicated that they mostly get assistance. On the other side 32 participants which are 9% have also indicated that they sometimes get assistance whilst 9 which and 2 % and 7 which are 2% rarely and never get external assistance respectively. This indicated that there are a lot of benefits from the external trainers that is why most Ministries engage external training service providers.

Evaluate the T&D program and content: on this item the majority of the participants which are 134 (37.5%) have indicated that they rarely seek for external training providers to evaluate the training program and content, 28 participants, constituting 7.8%, have indicated that they have never received external help in evaluating the T&D program and its content. 80 participants, accounting for 22.4%, have expressed that they primarily receive external assistance in evaluating the T&D program and its content. Additionally, 22 participants (6.2%) have indicated that they consistently receive external assistance, while 49 participants (13.7%) have mentioned that they occasionally seek external support for evaluation of T&D program and content.

The results have indicated that the Public Service gets a lot of training assistance from the external training providers. This implies that the external training service providers have expertise on the line of training which can be needed by Ministries. The external training

providers that invest much into providing training services and they have best facilitators therefore provide better services. On the same hand, for the external training providers to deliver what is expected they should also provide a pre-assessment training evaluation and post-assessment training. This can assist to identify the training need then and design the training, evaluate the changes and success of the training. Therefore, collaboration of Ministries/Departments with training providers is very essential for the successful deliverance of the training. Figure 17 below is illustrating the results on the assistance Ministries/Departments got from external providers.

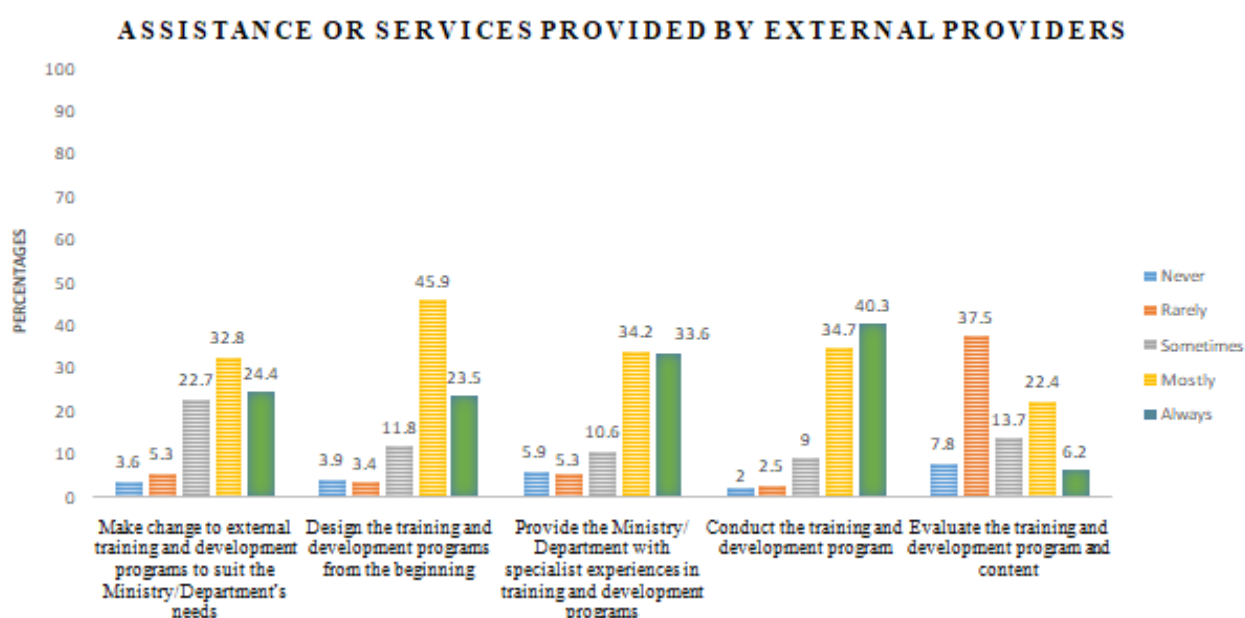


Figure 17: *Services Provided by External Providers*

Offering In-House Training?

Figure 18 is illustrating the results on whether or not their Ministry/Department is offering its own in-house training programs. 194 participants which is 54.3% have indicated

that they have their own in-house training. On the other hand, 131 which is 36.7% do not have their own in-house training program.

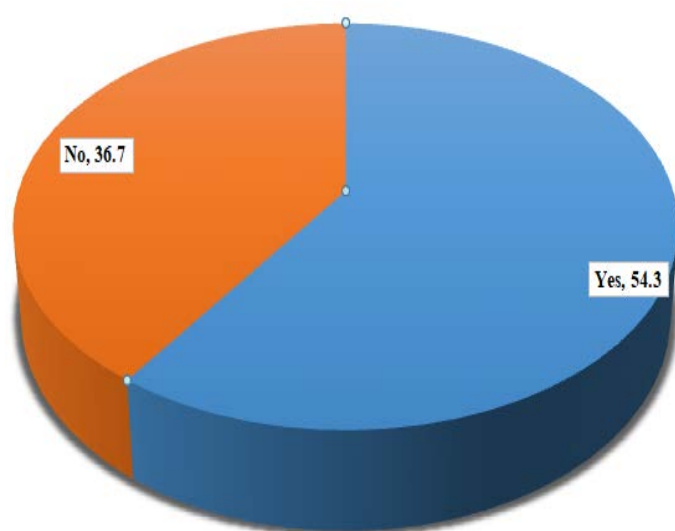


Figure 18: *Offering In-House Training*

External Training Conducted

The majority which are 92 participants which is 25.8% indicated that they conduct about 61% to 80% of external training programmes from the total T&D programmes conducted by their Ministry/Department, 33 which are 9.2% scored 41% to 60% of external, whilst 32 which is 9% registered 0% to 20%. On the other side, 25 which is 7.4% participants scored 81% to 100% and 13 which is 3.7% registered 21% to 40% of external training programmes from the total T&D programmes conducted in their Ministry/Department. This indicated that most Ministries conduct their training externally. Figure 19 is illustrating these results.

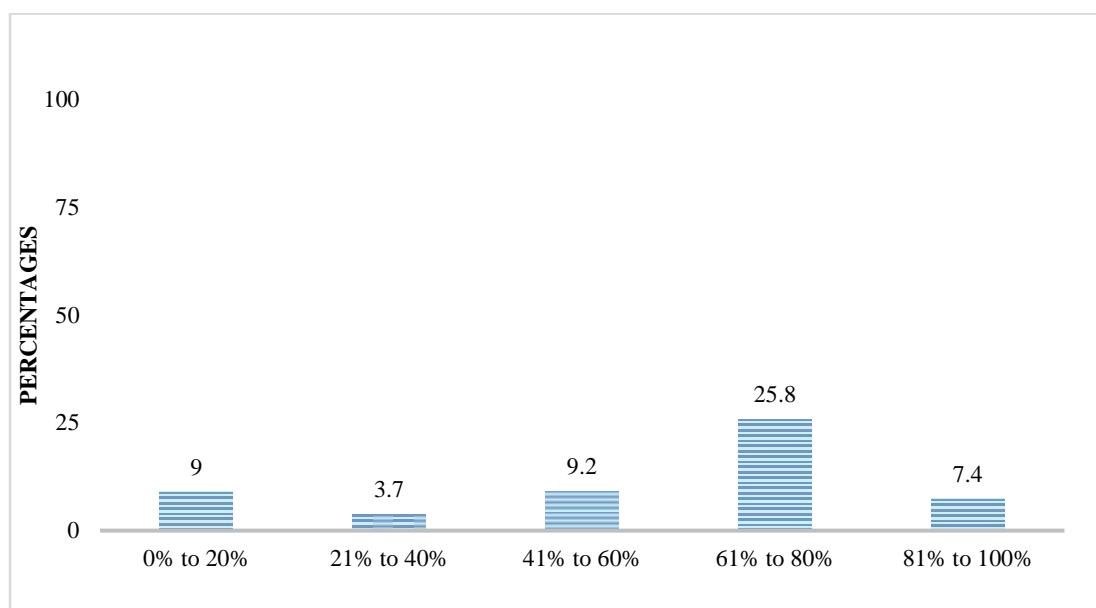


Figure 19: *External Training Conducted*

Training and Development Approaches Employed by Ministries/Departments and External Providers

Table 14a and Table 14b are displaying the results of the training methods used by the Ministries/Departments and external providers respectively.

Lectures : 66 participants which is 18.5% have indicated that they always use lectures to conduct training, 59 which is 16.5% have indicated that they mostly use lectures to conduct training and 62 participants indicated that they sometimes use lectures to conduct trainings. 11 participants which is 3.1% have indicated that they rarely use lectures, while 21 participants which is 5.9% have indicated that they never used lectures to conduct trainings.

Seminars or conferences: on using seminars or conferences the majority which are 98 or 27.5% have indicated that they mostly use seminars. 23 participants which is 6.4% have

indicated that they always use it, while 73 participants which is 20.4% have indicated that they sometimes use it. On the other hand, 21 participants which is 5.9% have indicated that they rarely use conferences or seminars, while 13 participants which is 3.6% have indicated that they never.

Group work (discussion): on this item the majority which is 112 or 31.4% have indicated that they never use group work or group discussion to conduct training; 28 participants which is 7.8% have indicated that they rarely conduct training using group work. On the other hand, 36 participants which is 10.1% have indicated that they mostly use group work (discussion); 12 which is 3.4% have indicated that they always conduct training using group work (discussion), while 34 participants which is 9.5% have indicated that they sometimes use group discussion to conduct training.

Individual projects: the majority of the participants constituting 38.7% which are 138 participants have indicated that they never used individual projects to conduct trainings; 6.5% which are 22 participants have indicated that they rarely use individual projects, while 22 participants which is 6.2% have indicated that they sometimes use it. On the other hand, 22 participants which is 6.2% have indicated that they always use individual project to conduct trainings and 12 participants which are 3.4 have indicated that they mostly use individual project to conduct training.

Role playing: 151 participants which is the majority of the participants which constitute 42.3% of the sample have indicated that they never used role play as a method of conducting training and 12 participants which is 3.4 have indicated that they rarely use role

play to conduct training. 30 participants which 8.4% have indicated that they sometimes use role play to conduct training. On the other hand, 12 participants which is 3.4% have indicated that they always and mostly use role play as a way of conducting training respectively.

Games: the majority of the participants which is 149 respondents or 41.7% have indicated that they never used games as a method for training; 15 participants which is 4.2% have indicated that they rarely use games to conduct trainings. On the other hand, 28 participants which is 7.8% have indicated that they sometimes use games to conduct training. However, 20 participants which is 5.6% have indicated that they mostly use games and 3 participants which is 0.8% have indicated that they always used games to conduct training.

Demonstration: 134 participants which is 37.5% have shown that they never used demonstration as a training method; 19 participants which is 5.3% have indicated that they rarely used demonstration as a method for conducting trainings. 34 participants which is 9.5% participants have indicated that they sometimes conduct trainings using demonstrations. Additionally, 22 participants which is 6.2% of participants have indicated that they mostly use demonstrations as a training method and 10 participants that are 2.8% of the participants were always using demonstrations.

Case studies: 137 of the participants which is 38.4% of the participants have indicated that they never used case studies as a method of conducting trainings; 21 participants which is 5.9% have indicated that they rarely conduct training through cases studies. 7% which are 25 participants have indicated that they sometimes use case studies to conduct trainings. On the other hand, 21 participants which is 5.9% have indicated that they mostly use case studies and

10 participants which is 2.8% have indicated that they always use case studies to conduct trainings.

Computer based trainings: the majority of participants have stated that they never utilize computer-based training as a method for conducting training. 121 participants which is 33.9% have indicated that; 33 participants which is 9.2% of the sample have indicated that they rarely use computer-based methods to conduct training. On the other hand, 29 participants which is 8.1% have indicated that they sometimes used computer-based training methods to conduct training; 26 (7.3%) and 8 (2.2%) have indicated that they mostly and always used computer base training methods respectively.

Interactive video: 132 participants which is 37% of the participants have indicated that they never used interactive videos to conduct trainings; 38 participants which is 10.6% have indicated that they rarely use interactive videos; 5.9% of the sample which are 21 participants have shown that they sometimes used it to conduct videos, while 22 participants which is 6.2% have indicated that they mostly use it as a training method and 5 participants which is 1.4% of the sample have indicated that they have always used interactive videos to conduct training.

Coaching: For coaching, 130 participants which is 36.4% have stated that they never utilized coaching as a method to training employees; 25 participants which is 7% have indicated that they rarely use coaching to conduct training. On the other hand, 40 participants which is 11.2% have indicated that they sometimes used coaching as a method for conducting trainings; 16 participants which is 4.5% have indicated that they mostly use it and 7 participants which is 2% have indicated that they always used it as a training method.

Job rotation: the majority of participants which is 152 or 42.6% of the sample have shown that they never used job rotation as a way to conduct training and 25 participants which is 7% have indicated that they rarely use job rotation to conduct training. Those who sometimes used job rotation to conduct trainings are 33 participants which is 9.2%; 8 participants which is 2.2% and 7 which is 2% mostly and always use job rotation as a training method respectively.

Finally, the other training method which was mentioned was sending officers for attachment for on-the-job training. Other participants have mentioned that they are not aware of the external trainings. Table below is showing the training frequencies results of the methods employed by Ministries/Department to conduct training.

Use of lectures was shown as a prime method of training used by Ministries/Departments to conduct training. Lectures are generally the most common method of training and it is cheap and easy to conduct. Some Ministries/Departments may use lectures because of lack of resources as well as more experienced facilitators. The other training method which was used in Ministries/Departments is conference or seminars. Mostly Ministries/Departments used these methods because it services a big number of participants at a time when compared with other methods and it is also effective. The methods that are seldom employed include individual projects, group discussions, demonstration, case study, role play, coaching, games, computer-based training and, job rotation. However, some of these methods such as: group discussion, demonstration and role play can be jointly used with seminars and lectures for effectiveness. Therefore, in between the lecture, the facilitator can use demonstration, group discussions and role play.

Table 14a*Training Methods used by Ministries/Departments*

	Never		Rarely		Sometimes		Mostly		Always	
	C	%	C	%	C	%	C	%	C	%
Lecturers	21	5.9	11	3.1	62	17.4	59	16.5	66	8.5
Seminars/conferences	13	3.6	21	5.9	73	20.4	98	27.5	23	6.4
Group work(discussions)	112	31.4	28	7.8	34	9.5	36	10.1	12	3.4
Individual projects	138	38.7	22	6.2	22	6.2	12	3.4	22	6.2
Role playing	151	42.3	12	3.4	30	8.4	12	3.4	12	3.4
Games	149	41.7	15	4.2	28	7.8	20	5.6	3	0.8
Demonstration	134	37.5	19	5.3	34	9.5	22	6.2	10	2.8
Case studies	137	38.4	21	5.9	25	7	21	5.9	10	2.8
Computer based training	121	33.9	33	9.2	29	8.1	26	7.3	8	2.2
Interactive Video	132	37	38	10.6	21	5.9	22	6.2	5	1.4
Coaching	130	36.4	25	7	40	11.2	16	4.5	7	2
Job rotation	152	42.6	25	7	33	9.2	8	2.2	7	2

Training methods used by external providers

Lectures: most of the participants have stated that external training provider always use lectures as training method. 206 participants which is 57.7% of the sample has indicated

that lectures are always used by external providers; 69 participants which is 19.3% have indicated that lectures are mostly used by external trainers and 19 participants which is 5.3% have indicated that external training providers sometimes use it. On the other hand, 2 participants which is 0.6% and 6 participants which is 1.7% have indicated that external training providers rarely and never used lectures as training method respectively.

Seminars/conferences: for seminars and conferences, 94 participants which is the majority which constitutes 26.3% of the participants have indicated that seminars are not employed by external training providers as methods of training and 40 participants which is 11.2% have indicated that external service providers rarely use seminars of conference as a method of training. Additionally, 71 participants which is 19.9% of the sample have indicated that external providers mostly use seminars and conference; 29 participants which is 8.1% have shown that external service providers always use it as a training method and 58 participants which is 16.2% have indicated that external training providers sometimes used it as a training method.

Group work (discussion): most of the participants have stated that external training providers mostly use group discussion as a training method. 82 respondents which are 23% have indicated that external training providers use group discussion training method; 61 participants which are 17.1% have indicated that external training providers use group discussion as a training method and 92 participants which is 25.8% have indicated that external training providers sometimes use group discussion as a method for training. On the other hand, 29 participants which is 8.1% of the participants have indicated that external training providers

never used group work or discussion and also 26 participants which is 7.3% have indicated that they rarely used group work or discussion as a training method.

Individual projects: 92 participants who represent 25.8% of participants have indicated that external participants sometimes use individual projects to conduct training, 76 participants which is 21.3% have shown that external trainers always use individual projects to train people and 57 participants which is 16% have indicated that external participants mostly use individual projects for training. On the other side, 45 participants which is 12.6% have indicated that external participants never used individual projects and 23 participants which is 6.4% have indicated that external participants rarely use individual project to conduct trainings.

Role play: the majority of the participants which is 123 participants or 34.5% of the sample have indicated that external training service providers never used role plays to conduct trainings and 85 participants which is 23.8% of the participants have indicated that external training services providers rarely used role play to conduct training .On the other hand, 50 participants which is 14% have indicated that external service providers sometimes use role play as training methods. 25 respondents which is 7% and 10 which are 2.8% have indicated that external training providers have most and always used role play to conduct training respectively.

Games: 119 participants which is 33.3% have indicated that external training service providers sometimes used games as a method of training. Additionally, 73 participants who is 20.4% have indicated that external training providers never used games and 64 participants which is 17.9% indicated that they rarely use games to do training. However, 29 participants

which is 8.1% have indicated that external training providers mostly use games while 5 participants which is 1.4% have indicated that external training providers always used games to conduct training.

Demonstration: on demonstration, as a training method used by external training service providers, 74 participants which is 20.7% of the sample have indicated that they rarely used demonstration and 65 participants which is 18.2% have indicated that external trainers never used demonstration as a method for training. On the other side, 60 participants which is 16.8% of the sample have indicated that sometimes external service providers conduct training using demonstration. 64 participants which is 17.9% have indicated that they mostly used demonstration and 32 which is 9% have indicated that they always used demonstration to conduct training.

Case studies: the majority of the participants which are 102 participants which is 28.6% of the sample have indicated that case studies were sometimes used by external training service; 54 participants which is 15.1% of the participants have indicated that mostly external providers used case studies and 53 participants which is 14.8% of the sample have indicated that external service providers always use case studies. On the other hand, 47 participants which is 13.2% of the participants have indicated that external service providers never used case studies to conduct training and 36 participants which is 10.1% indicated that they rarely used case studies as a training method.

Computer based training: for computer-based trainings, 103 participants which constituted 28.9% of the sample have indicated that sometimes the external training service

providers use computer-based training method, 63 participants which is 17.6% of the participants have indicated that mostly external service providers use computer-based trainings and 19 participants which is 5.3% have indicated that external service providers always use computer-based training. On the other hand, 58 participants which is 16.2% of the sample and 49 which is 13.7% of the sample have indicated that external training providers rarely and never use computer-based trainings respectively.

Interactive videos: The results have illustrated that 118 participants which is 33.1% have indicated that external training providers never use interactive videos and 103 which is 28.9% participants have shown that they rarely use interactive videos. 13.4% of the participants which are 48 respondents have indicated that external participants sometimes use interactive videos, 3.9% of the participants which are 14 have indicated that external service providers mostly used interactive videos, while 2% which are 7 participants have shown that external service providers always use interactive videos.

Coaching: Most participants have conveyed that external training service providers never used coaching as training method. 173 participants which is 48.5% of the participants have indicated that they never used coaching and 62 participants which is 17.4% of the sample have indicated that external training providers rarely use coaching as a method of training. Additionally, 34 participants which is 9.5% of the sample have indicated that external training providers sometimes used coaching as a training method; 18 participants which is 5% have indicated that they mostly use it and 5 participants which is 1.4% indicated that they always used coaching as training method.

Job rotation: The majority of the participants which is 54.6% or 195 participants have indicated that external training providers never used job rotation as a training method and 52 participants which is 14.6% have shown that they rarely used job rotation as a training method. In the other hand, 26 participants which is 7.3% of the participants have indicated that sometimes external training providers used job rotation as a training method. On the same hand, 11 participants which is 3.1% have indicated that coaching is mostly used and 2 participants which is 0.6% have indicated that external training providers always used job rotation as a training method.

The results also indicated that lectures are the major methods also used by external training providers as well by the Ministries/Departments. The other methods which are sometimes used by external training providers are; group discussions, individual projects, games, case studies, and computer-based training. It could be argued that, the reason why external training providers use a variety of methods is that there is competition, curiosity of providing better services, enough preparation as well as enough resources in terms of equipment and human resources. External training providers have invested in training and have facilities and experienced trainers who are waiting to deliver training. However, this does not mean that some of the methods such as job rotation are ineffective, it is only means that organization have a choice of methods to select from.

Table 14b*Methods of Training utilized by External Trainers*

	Never		Rarely		Sometimes		Mostly		Always	
	C	%	C	%	C	%	C	%	C	%
Lecturers	6	1.7	2	0.6	19	5.3	69	19.3	206	57.7
Seminars/conferences	94	26.3	40	11.2	58	16.2	71	19.9	29	8.1
Group work(discussions)	29	8.1	26	7.3	92	25.8	82	23	61	17.1
Individual projects	45	12.6	23	6.4	92	25.8	57	16	76	21.3
Role playing	123	34.5	85	23.8	50	14	25	7	10	2.8
Games	73	20.4	64	17.9	119	33.3	29	8.1	5	1.4
Demonstration	65	18.2	74	20.7	60	16.8	64	17.9	32	9
Case studies	47	13.2	36	10.1	102	28.6	54	15.1	53	14.8
Computer based training	49	13.7	58	16.2	103	28.9	63	17.6	19	5.3
Interactive Video	118	33.1	103	28.9	48	13.4	14	3.9	7	2
Coaching	173	48.5	62	17.4	34	9.5	18	5	5	1.4
Job rotation	195	54.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6

Evaluation and Follow up phase

This segment of the results presentation and analysis is associated with Part 3 of the questionnaire in Section A. It is about the evaluation and subsequent stage. Several questions were asked in the questionnaire for thorough understanding of this stage. Therefore, this analysis part covers the value of training evaluation, evaluation frequency, evaluation tools and methods, models of evaluation, evaluation outcomes, as well as the challenges and difficulties associated with the evaluation process.

Training evaluation Importance

Figure 20 is showing the results of the respondents on how important the measurement of training evaluation to their Ministry/Department is. On the importance of training evaluation in their Ministry/Department, the majority which 133 participants which is 37.3% of the participants have declared that it was regarded as relatively unimportant and on the other hand; 30 which is 8.4% of the sample have indicated that it was regarded as important at all. On the other hand, 116 which is 37.3 have indicate that the measurement of training evaluation is somewhat important in their Ministries. 39 participants, constituting 10.9% of the total, have expressed that the measurement of training evaluations in their Ministry is relatively important. Additionally, 27 participants, making up 7.6% of the total, have indicated that the measurement of training evaluation in their Ministry/Department is deemed very important.

The results have indicated that most of the Ministries/Departments were not giving much importance to the measurement of training evaluation. Training evaluating is very important and it measures effectiveness of the training. Therefore, Ministries/Department must evaluate training and have training evaluation methods.

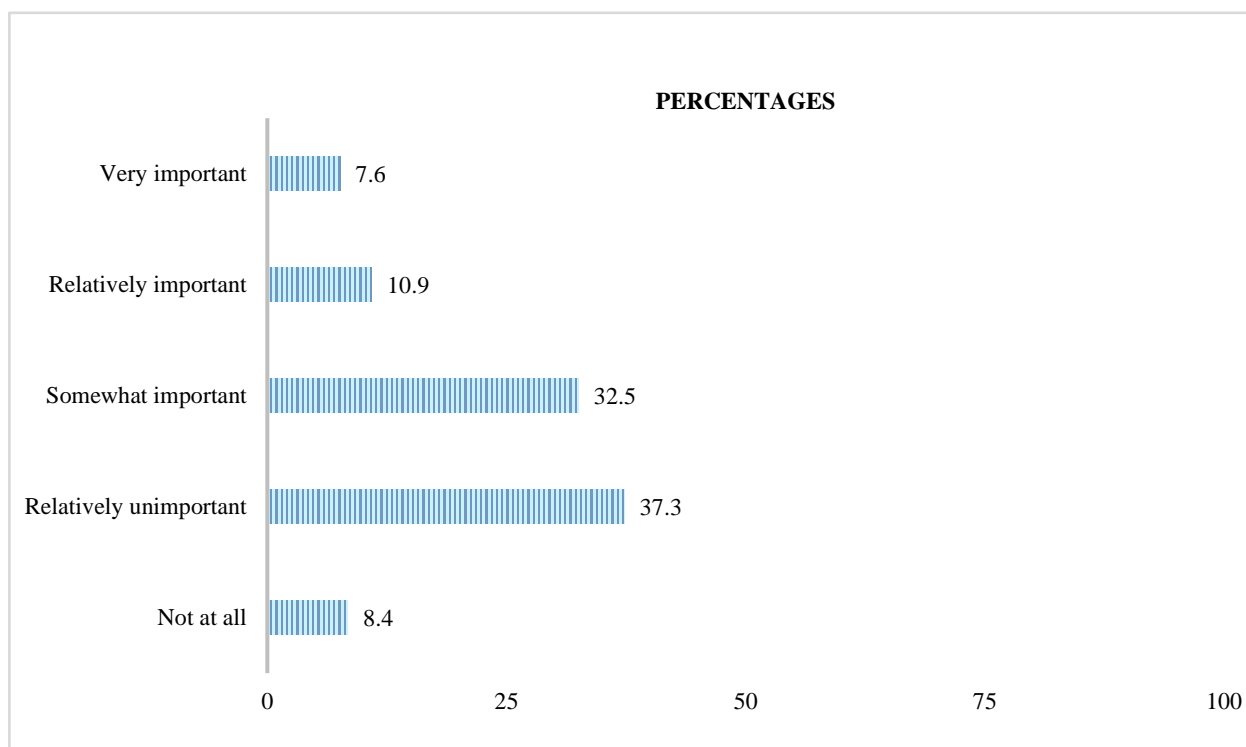


Figure 20: *The Importance of Measuring Training Evaluation*

Evaluation of Training Programs

Figure 21 is illustrating the findings on assessment of training programs. On the statement whether their Ministry/Department evaluate training programs, the majority which is 138 participants which is 38.7% of the sample have indicated that they never evaluate training programs and 117 participants which is 32.8% have indicated that they rarely evaluate training programs. 58 participants which is 16.2% of the sample have indicated that they sometimes evaluate training programs in their Ministry. On the other hand, 18 participants which is 5% have indicated that they mostly evaluate training programs and 13 participants which is 3.6% have indicated that they always evaluate training programs.

The findings show that most Ministries/Departments do not have training evaluation methods. It is an obvious indicator that they do not do training evaluation. Training evaluation needs to be done to assess if the training has met the objectives. It is very crucial to identify the gap filled by training and its effectiveness. Therefore, it means the impact of training was not known even though ultimately it was meant to improve service delivery.

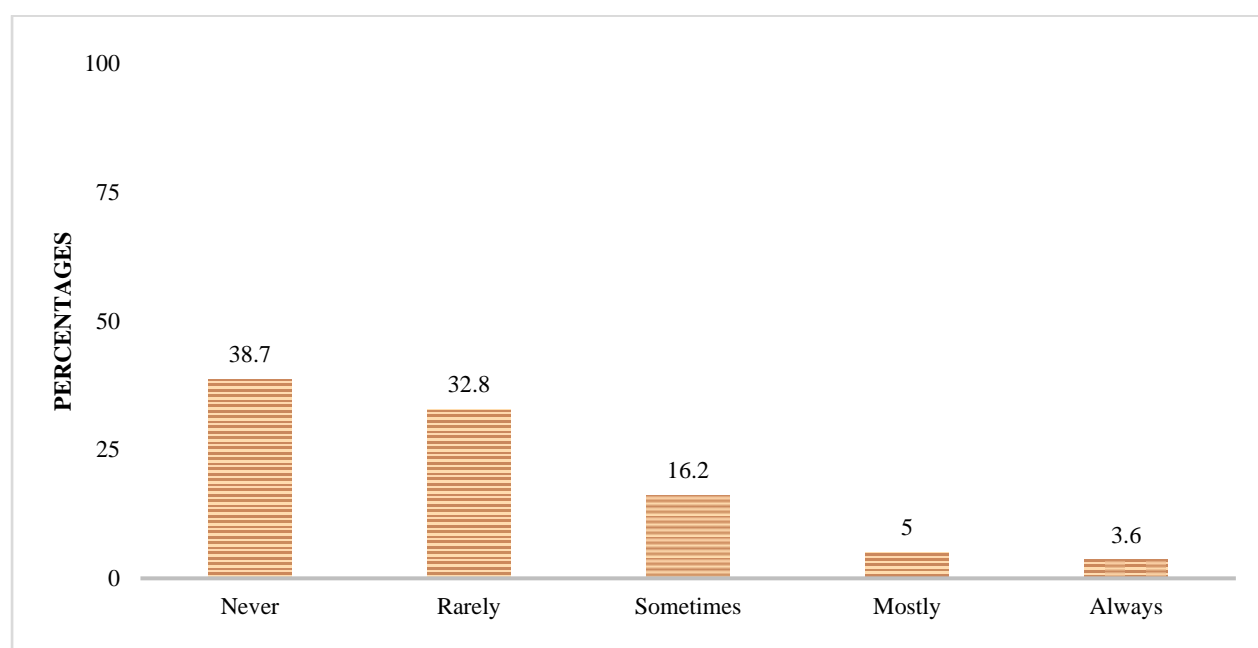


Figure 21: *Evaluation of Training Programs*

Methods of Evaluation

Figure 22 illustrates the results on the methods of evaluation used by Ministries/Departments to evaluate training.

Requesting employees to complete a questionnaire at the end of the program: most of the participants, comprising 106 individuals or 29.7% of the sample, have expressed that

they do not assess training programs through the method of having employees complete a questionnaire. 91 participants which is 25.5% of the sample have indicated that they rarely ask participants to fill questionnaire to evaluate training programs. Furthermore, 58 participants, accounting for 16.2% of the total, have mentioned that they occasionally request employees to complete questionnaires as part of the training evaluation process. 34 participants which is 9.5% have indicated that they mostly ask employees to fill questionnaires to evaluate the training and 25 participants which is 7% have declared that they always ask employees to fill questionnaires when evaluating the training program.

Conducting trainees interviews at the conclusion of each training program: Most of the participants have declared that they never use interviews to evaluate training programs which are 162 participants which is 45.4% and 61 participants which is 17.1% of the sample have indicated that they rarely interview the trainees when training programs end. On the other side, 73 participants which is 20.4% have indicated that they sometimes interview trainees by the end of the training. 13 participants which is 3.6 have indicated that they mostly use interviews and 6 participants which is 1.7% have indicated that they always use interview to evaluate training a program.

Testing the trainees before and after the training programs (pre and post-test): most of the participants which are 229 (64.1%) of the sample have indicated that they never test the trainees prior as well as post training programs. 46 participants which is 12.9% have indicated that they rarely do that, while 27 participants which is 7.6 have indicated that they sometimes test the trainees both prior to and following the training program. On the other hand, 9 participants which is 2.5% have indicated that they mostly do pre and post-training

assessments or tests and 3 which is 0.8% of the participants have declared that they always do pre and post-training assessments or tests.

Seeking feedback from managers or supervisors of the trainees' regarding their evaluation of the trainees' learning: 192 participants which is 53.8% of the participants have indicated that they never inquire with supervisors or managers for the assessment of their learning. Additionally, 75 participants, representing 21%, have indicated that they rarely engage in such inquiries. 32 participants which is 9% have shown that they sometimes ask their managers or supervisors for assessment of their learning. On the other hand, 13 participants which is 3.6% and 4 participants which is 1.1% have indicated that they mostly and rarely ask trainees' supervisors or managers for the assessment of their learning respectively.

Performance appraisal reports: the majority which are 133 (37.3%) have indicated that they mostly use performance appraisal as a training evaluation technique, while 13 (3.6%) have indicated that they always use performance appraisal report to evaluate training. 66 participants which is 18.5% have indicated that they sometimes use it to evaluate trainings. On the other hand, 45 participants which is 12.6% and 44 which is 12.3% have indicated that they rarely and never used performance appraisal report to assess training respectively.

According to the results most Ministries are using performance appraisals as a principal training evaluating tool. This illustrated that most Ministries/Department believe that performance appraisals can give them a true reflection of the training results. However, performance appraisal results depend on the performance appraisal method and the skills of the people who carrying out the performance appraisal activity. Furthermore, the use of one

method to evaluate training cannot be effective enough. The use of one evaluation method or technique can be more effective. Therefore, when complemented by other methods such as interviews, questionnaires and others coupled with skills of supervisors, performance appraisals can yield more accurate results. Figure 22 is illustrating these findings.

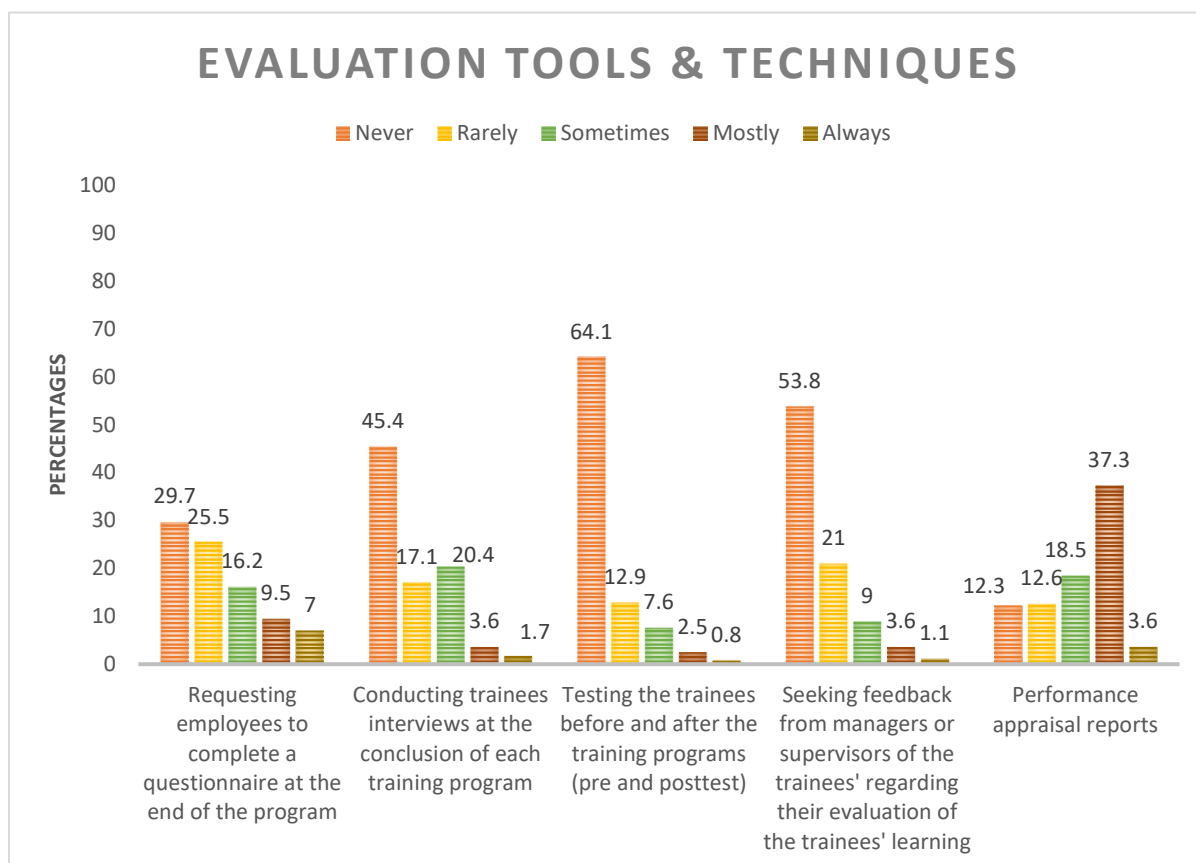


Figure 22: *Evaluation Methods*

Models of Evaluation

Figure 23 shows the participants results on the use of evaluation models when evaluating the effectiveness of T&D.

Participants were asked about three evaluation models which were Kirkpatrick Model, CIRO and CIPP to find out which one is the most widely used. They were also asked to specify any other model they used and was not listed.

Kirkpatrick: 21.3% of the participants which are 76 participants have indicated that they use Kirkpatrick model to a greater extent and 36 participants which is 10.1% of the sample have indicated that they used Kirkpatrick model to a very great extent. On the other hand, 35 participants which is 9.8% of the participants use Kirkpatrick to a considerable extent. 75 participants which is 21% of the participants and 67 participants which is 18.8% have declared that they used Kirkpatrick model to small extent and to a very small extent respectively.

CIRO: 152 participants which are 42.6% of the participants have indicated that they used CIRO to a very small extent and 28 participants which is 7.8% have indicated that they used CIRO to a small extent. 26 participants which is 7.3% have indicated that they have used CIRO to a considerable extent. On the other hand, 13 participants which is 3.6% have indicated that they used CIRO to a greater extent and 5 participants which is 1.4% have indicated that they used CIRO to a very great extent.

CIPP: 152 participants which is 42.6% have indicated that they used CIPP to a very small extent and 26 participants which is 7.3% have indicated that they used CIPP to a small extent. On the same hand, 23 participants which is 6.4% have indicated that they used it to a considerable extent. On the other, hand 17 participants which is 4.8% have indicated that they use CIPP to a great extent and 4 participants which is 1.1% have indicated that they used CIPP to a very great extent.

However, 6 participants which is 1.7% participants have indicated that they never attempted to use any of the model to evaluate training and others have indicated that they have no evaluation models in their Ministries. Other participants have indicated that they were not aware of these models, while some participants have mentioned that they are not sure because the training Coordinators and Management carry out the process of evaluation. Conversely, other participants have indicated that training evaluation forms are also used.

The results show that Ministries/Departments have indicated that they use Kirkpatrick to greater extent because it is simple and very clear to implement. This means the model is not much sophisticated and it is more applicable as it measures training effectiveness in terms of; Reaction, Learning, Behavior and Results. Kirkpatrick model can also provide human resources personnel and organization leaders with a valuable understanding into the total training programs as well as their effectiveness and outcomes. However, the CIRO model was used to a lesser extent in Ministries/Departments mainly because it only used for management training evaluation. This means that it cannot work alone if the training is involving non-managerial employees. On the other hand, the CIPP model was also used to a lesser extent since it is too complicated and covers a lot of things which makes it to be cumbersome and labour intensive.

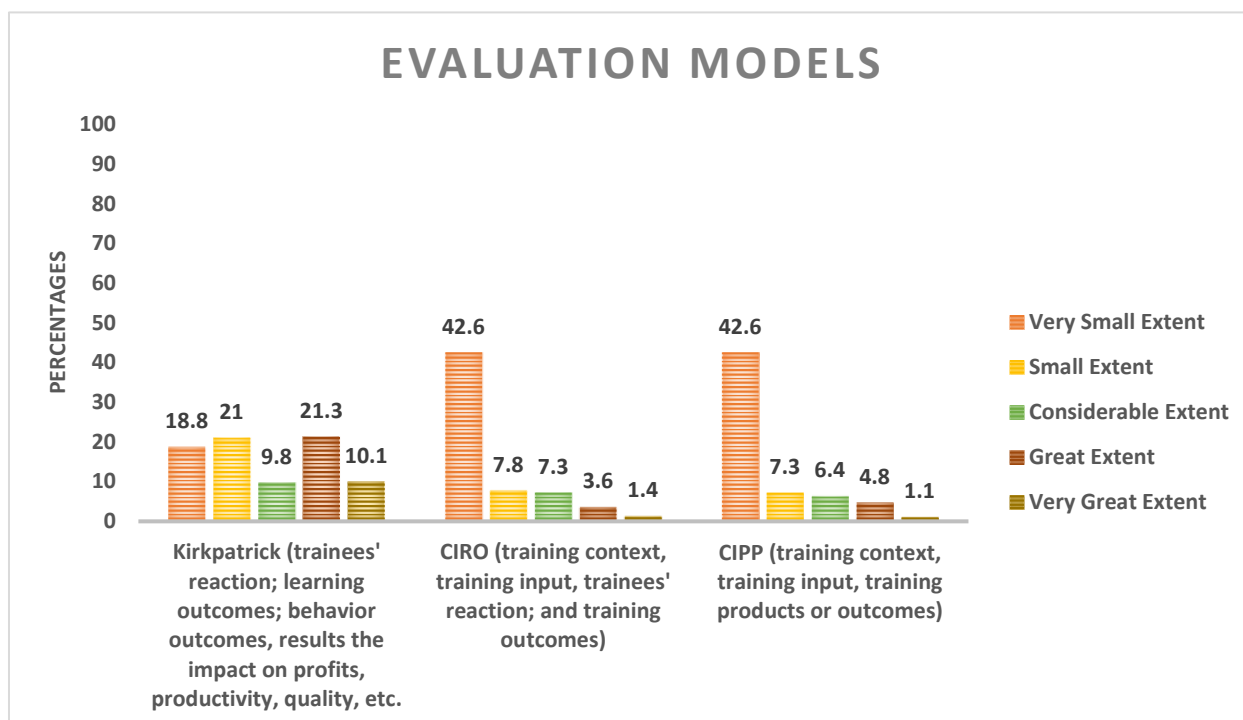


Figure 23: *Models of Training Evaluation*

Levels of Evaluation

Table 15 is illustrating the extent to which participants used the levels of outcome in their Ministries/Departments.

Extent of Outcome Evaluation

Trainee's reactions: most of the participants have expressed that they evaluate trainees' reactions to small extent. 160 participants which is 44.8% of the participants have indicated that they evaluated the feeling of the trainees to a small extent and 70 participants which is 19.6% have indicated that they evaluated trainee's reactions to a very small extent. In addition, 55 participants which is 15.4% have indicated that they evaluated trainee's reactions

to a considerable extent. 30 participants which is 8.4% of the participants have indicated that they evaluated trainees' reaction to a great extent as well as 19 participants which is 5.3% have indicated that they evaluated trainee reactions to a very greater extent.

Learner outcomes: 137 participants which is 38.4% of the sample have indicated they evaluated the learner outcomes to a small extent; 101 participants which is 28.3% have indicated that they evaluated learner outcomes to a considerable extent. However, 30 participants which 8.4% have indicated that they evaluated learner outcomes to a very small extent, while 50 participants which is 14% have indicated that they evaluated learner outcomes to a great extent and 13 which is 3.6% have shown that they extensively evaluate it.

Behaviour change: most of the participants which is 162 individuals or 45.5%, have mentioned that they assess the behavioural change of learners, which has small extent connection to on-the-job performance associated with the program. Additionally, 54 participants which is 15.1% have indicated that they evaluated behaviour change on performance to a very small extent. However, 84 participants which is 23.5% have indicated that they evaluate behaviour to a considerable extent, 29 participants which is 8.1% have indicated that they evaluate to a great extent and 5 participants which is 1.4% have indicated that they evaluate behaviour to a very great extent.

Results: most of the participants have indicated that they evaluated the results of the participants to a small extent which 159 participants or 44.5% of the sample. On the other hand, 50 participants which is 14% have indicated that they evaluated results to a very small extent. Those who evaluate results to considerable results were 82 participants which is 23%. On the

other hand, 30 participants which is 8.4% participants have indicated that they evaluated results to a great extent and 11 participants which is 3.1% have indicated that they evaluated results to a very great extent.

The results have indicated that the results of the training were evaluated to a small extent meaning that the training done in the Public Service is not result oriented or behaviour change oriented. Similarly, the training does not address the objectives, neither does it change employees' performance and service delivery. The Public Service evaluated these aspects to a very small extent and yet these are some of the major training objectives in organizations. Mostly, trainings are done to change behaviours and well as to improve performance of employees through knowledge and skills transfer. However, Ministries/Department do not evaluate any of the above to a greater extent (see Table 15).

Table 15

Extent of Outcomes Evaluation

	Very small extent		Small Extent		Considerable Extent		Greater Extent		Very Greater Extent	
	C	%	C	%	C	%	C	%	C	%
Trainees' Responses: Trainees' feelings and opinions regarding the program's materials, facilities, methods, content,	70	19.6	160	44.8	55	15.4	30	8.4	19	8.4

trainers, duration, and relevance.										
Learning Outcomes: The competencies, knowledge, and attitudes gained throughout the program.	30	8.4	137	38.4	101	28.3	50	14.0	13	3.6
Behavior change: The shift in on-the-job performance attributable to the program	54	15.1	162	45.2	84	23.5	29	8.1	5	1.4
Results: The effect in the organization's performance stemming from behavioral changes, including factors like cost savings, quality improvement, customer satisfaction, etc.	50	14.0	159	44.5	82	23.0	30	8.4	11	3.1

Difficulties and Challenges of Evaluation

Figure 21 is illustrating the difficulties and challenges of T&D programme evaluation. There are challenges or difficulties which Ministries may encounter in the assessment of training programs. This section is to explain the results of the extent of the challenges of difficulties to the Ministry or department when evaluating training programs.

Difficulties in measuring performance improvement in specific job roles: 152 participants which is 42.6% have agreed that they face challenges/difficulties when measuring improvement of performance in certain jobs and 72 participants which is 20.2% of the sample

have strongly concurred that they face these difficulties, while 80 participants which is 22.4 % have declared that they are not sure about the challenges/Difficulties of performance measurement improvement in specific job roles. On the other hand, 26 participants which is 7.3% have disagreed that there are difficulties in measuring the performance and 8 participants which is 2.2% have strongly disagreed that they face challenges/difficulties when measuring performance improvements in certain jobs.

Measuring performance improvement's difficulties is a major challenge which most participants agreed and strongly agreed to. The Ministries/Departments should come up with performance measuring techniques so that they see the changes brought by training. In this case, key performance indicators (KPIs) can be very important to put in place as well as carrying out performance management appraisal activities. Other difficulties may be caused by lack of inexperienced personnel as well as inadequate resources and time. However, if there are difficulties, the results of training cannot be not easily identified.

Challenges in assessing the change in trainees' behaviour over a short period: most of the participants which is 160 participants, accounting for 44.8%, have acknowledged that they encounter challenges in identifying the shift in trainees' behaviour in a brief period and 45 (12.6%) strongly agreed with the statement. 78 (21.8%) were not sure if they face difficulties when measuring the shift in trainees' behaviour within a brief time frame. Furthermore, 44 (12.3%) participants disagreed and 8 (2.2%) have strongly disagreed that they face difficulties when measuring the shift in trainees' behaviour within a brief time frame. Behaviour change is a continuous process; therefore, it needs to have effective measuring tools. Behaviour change also needs to be reinforced so that it can have a permanent effect.

Difficulties in identifying the appropriate quantitative measures: 151 participants which is 42.3% have concurred that they encounter challenges in determining the suitable quantitative measures and 51 participants which is 14.3% have strongly agreed that they encounter challenges in identifying the appropriate quantitative measures, while 83 participants which is 23.2% of the sample were not sure about the difficulties in identifying the appropriate quantitative measures. However, 28 participants which is 7.8% disagreed, while 21 participants which is 5.9% strongly disagreed that they have difficulties in identifying the right quantitative measures.

This a major challenge for the Botswana Public Service. The results show that they lack strong quantitative measures to measure training effectiveness; hence, they cannot quantify the results. Quantitative results can assist to easily identify the differences. They also need to be applied by skilled personnel.

High cost evaluation process: the majority of the participants which are 102 or 28.6% of the sample have strongly agreed that there is high cost of the evaluation process and 98 participants which is 27.5% have agreed, while 51 participants which is 14.3% declared that they were not sure about high cost of the evaluation process. On the other side, 42 participants which is 11.8% strongly agreed, while 39 participants which is 11.8% disagreed that there is high cost in the evaluation process. This can be another major reason which maybe causing the Ministries to avoid the evaluation since it is associated with high costs. Some of the cost may also include time value in doing the evaluation.

Majority of training outcomes have subjective nature: most of the participants were not sure that majority of the training outcomes have a subjective nature. 124 which is 34.7% were not sure. On the other hand, 78 which is 21.8% disagreed and 26 participants which is 7.3% have strongly disagreed that most training outcomes are subjective. However, 58 participants which is 16.2% agree and 47 which is 13.2% have strongly agreed that most of the outcomes of training have a subjective nature.

Lack of knowledge about evaluation process: most of the participants which are 176 or 49.3% have agreed that they lack knowledge about evaluation and 56 participants which is 15.7% have strongly agreed with that. 59 participants which is 16.5% declared that were not sure that they lack knowledge about evaluation process. On the other side, 29 participants which is 8.1% have disagreed, while 14 participants which is 3.9% have strongly disagreed that they lack knowledge about evaluation process. Most of the leader do not have the experience as well as knowledge about the evaluation. They do not know how to execute some of the evaluation methods as well as techniques. The Management also need to be trained on how to do evaluations properly for appropriate results. However, because of lack of knowledge and skills, evaluations currently done in Ministries could be bias.

Absence of job description: 109 participants which is 30% have disagreed that they face challenges and difficulties on evaluating because of the absence of job description and 34 participants which is 9.5% have strongly disagreed. On other hand, 84 participants agreed that there are difficulties and challenges on evaluating the absence of job description and 46 participants which is 12.9% have strongly agreed, while 57 participants which is 16% declared that they were unsure. Most of the job positions in the Public Service have good job

descriptions because they are procedural and have proper guidelines. However, because of the regular changes which are taking place some of the procedures are archaic. The Public Service must review their procedures at least yearly.

Time required doing evaluation well: the majority of participants have expressed a strong disagreement that they face challenges and difficulties to get time required to do evaluation. 97 participants which is 27.2% strongly disagreed and 52 participants which is 14.6% disagreed. On the other side, 80 participants which is 22.4% have strongly agreed, 36 which is 10.1% agreed, while 44 participants which is 12.3% were not sure that there are challenges and difficulties associated with the time required to conduct thorough evaluations.

Difficulties/challenges that arise in distinguishing the influence of training on ultimate results from the influences of other functions within the organization.: the majority of participants which are 109 participants or 30.5% have agreed that there are difficulties/challenges when trying to differentiate the influence of training on the final outcomes from other influences in the organizations' functions and 94 participant which is 26.3% have strongly agreed. 93 participants were not sure about the assertion. 27 participants which is 7.6% have disagreed and 12 participants which is 3.4% have strongly disagreed with the point that there are difficulties when differentiating the influence of training on the final outcomes from other influences in the organizations' functions.

There is no dedicated board or entity responsible for evaluating the training programs: most of the participants which are 152 respondents or 42.6% of the sample have strongly agreed and 108 which is 30.3% have concurred that there are no specific boards or

entities designated to oversee the evaluation of training programs. Those who were not sure were 43 which is 12%, while 14 participants which is 3.9% and 17 participants which is 4.8 have disagreed and strongly disagreed respectively that there is no designated board specifically responsible for the evaluation of training programs.

Challenges in engaging managers to take part in the evaluation process: 141 participants which is 39.5% of the participants and 76 participants which is 21.3% of the participant have strongly agreed and agreed in that order that there are difficulties/challenges in engaging managers to actively engage in the process of evaluation. 83 participants which is 23.2% were unsure about it. However, 19 participants which is 5.3% and 14 participants which is 3.9% have disagreed and strongly agreed respectively that there are difficulties/challenges to involve managers to take part in the evaluation process.

T&D objectives are not clear: 130 participants which is 36.4% participants and 22 participants which is 6.2% have disagreed and strongly disagreed respectively that T&D objectives are not clear. Those who were not sure about it were 93 which is 26.1% of the sample. 57 participants which is 16% and 33 participants, which is 9.2% have agreed and strongly disagreed respectively that T&D objectives were not clear.

The results have indicated that the Ministries are facing a variety of challenges/difficulties including the measurement of performance improvement in specific jobs, assessing changes in trainees' behavior over a short period, identifying appropriate quantitative measures, the high cost of the evaluation process, a lack of knowledge about the

evaluation process, and difficulties in isolating training influence from other influences in the organization's functions.

Finally, one of the participants has mentioned that training is only reserved for certain units, which can also cause difficulties in evaluating. The other one stated that the training Board needs to be changed in their Ministry/Department. The two bar graphs below are illustrating the responses frequency: figure 24a and 24b are illustrating the evaluation difficulties and challenges

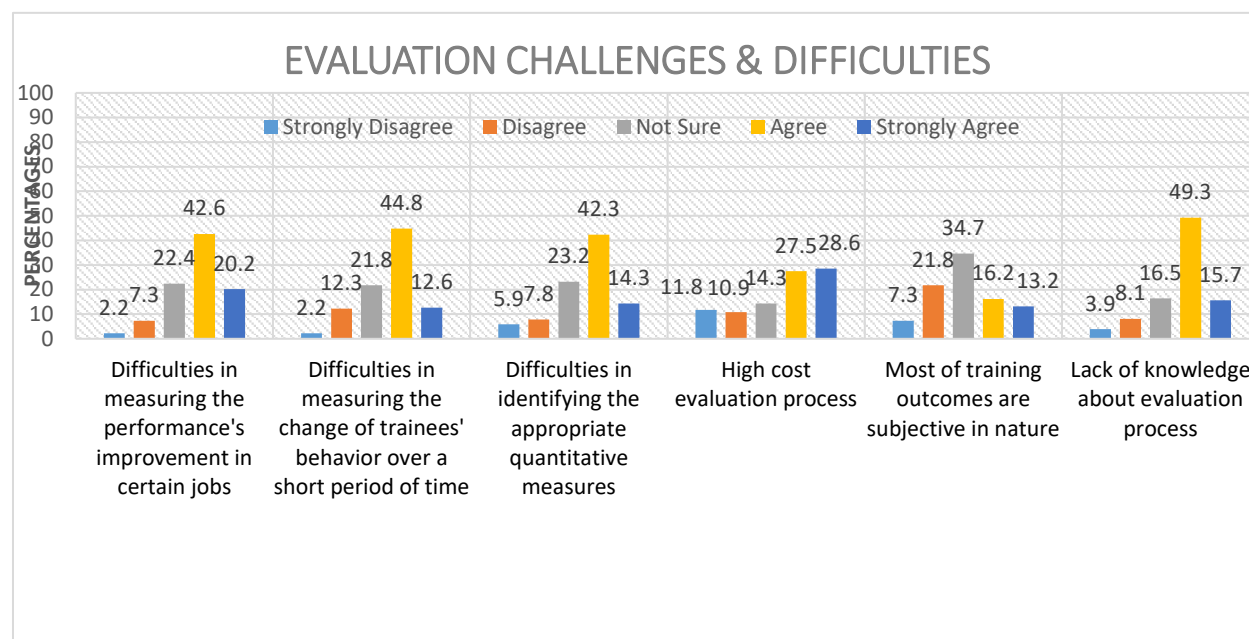


Figure 24a: *Evaluation Challenges and Difficulties*

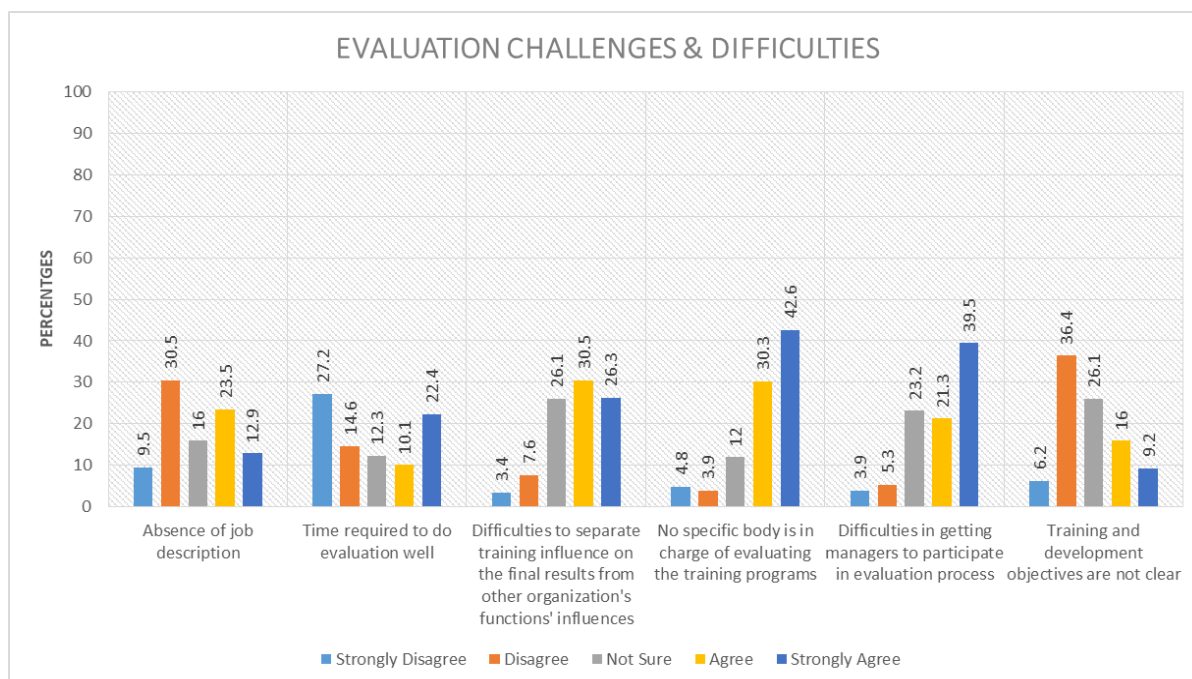


Figure 24b: *Evaluation Challenges and Difficulties*

Results Analysis Associated with the Effectiveness of Training and Development

Section B in the questionnaire analysis, is dedicated to presenting and analyzing findings concerning the efficacy of programs and Training and Development within the Botswana Public Service. This segment is subdivided into two crucial parts; the strategic significance of the Training and Development function in the Public Service according to the Strategic HRD Model by Garavan et al. (1999) and Training Maturity Model by Lee (1996), while the second part focuses on the effectiveness and outcomes of training, encompassing critical questions pertaining to the influence of Training and Development both on the employees' performance and Ministry/Departmental performance.

Impact and Effectiveness of Training

Status of T&D

Table 16 is showing the frequencies and percentages of responses concerning the status of the Training and Development unit in Ministries/Departments. Most participants have shown that T&D function is typically housed within the personnel or human resource department which are 236 participants or 66.1% of the respondents. 34 participants which is 9.5% have indicated that T&D is in the section within department and 29 participants which is 8.1% have indicated that they have a division within section, while 19 participants which is 5.3% indicated that they have a department responsible for T&D. Others have mentioned that they have BPSC which is a training unit fully controlled by the Directorate of Public \Service Management (DPSM) placed under the office of the president. The others have stated that T&D is irrelevant to their line of duty therefore they do not have the training unit.

An argument could be made that the reason why T&D functions are attached to the personnel department is because the Public Service is mostly reactive. However, the Human Resources Department function is controlled by the Ministry of Presidential Affairs and Public Administration under Office of the President (OP). Hence, the Training and Development (T&D) function should be adequately resourced, given its strategic placement within the Office of the President (OP). This resource allocation is expected to influence the effective performance of personnel or Human Resource Management (HRM) functions.

Table 16*Status of T&D within Ministries and Departments*

	Frequency	Percent (%)
Division within department	34	9.5
Division/unit within section	29	8.1
Department	19	5.3
T&D function is incorporated into either the personnel or human resource department	236	66.1
Total	318	89.1

Age of T&D Department/Unit

Participants who have declared that their T&D is less than 10 years were 26 which is 50%; 11 to 30 years were 23 which is 44.2%; which 31 to 50 years 2 which is 3.8% and above 50 year its just 1 which is 1.9%. Results indicate that the majority of Ministries have established the T&D unit between the years 11 to 30 because those are the years of a robust Public Service, when Botswana's economy started to grow drastically. Moreover, the majority have delayed and were established in the years less than 10 because the economy was also well developed and the demand of a changing environment on either working methods or technology. Also, that is the period when most of internal and external training consultancy were registered and accredited. Only a few Ministries were established between 31 and 50 years because the economy was not performing. Those Ministries could be the essential section of the Government. Figure 25 below is illustrating the frequency distribution on when the T &D units were established in the respective Ministries.

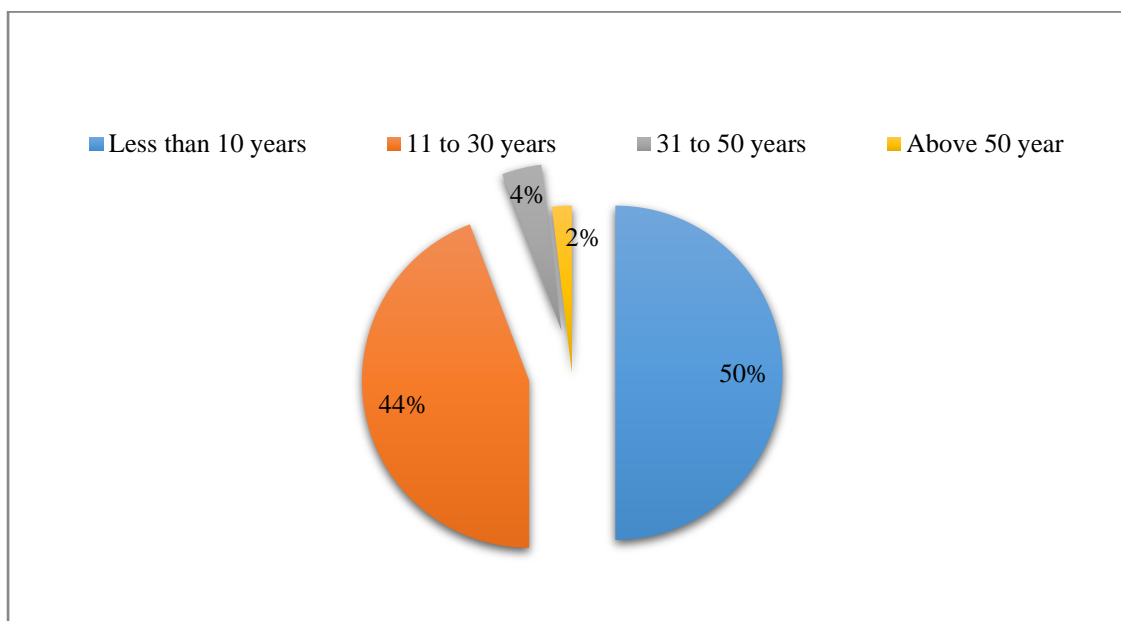


Figure 25: *Age of T&D Department/Unit*

To whom T&D Reports

Figure 26 illustrates that the majority of T&D division which are 238 respondents or 35.8% report to the Senior Managers. Those who indicated that they report to the Human Resources Manager and Administration were 212 which is 31.9% of the sample. 161 participants which is 24.2% have indicated that they report to the top managers, while 54 participants which is 8.1% have declared that they report to the Executive Managers (Permanent Secretaries and Deputy Permanent Secretaries). Others have indicated that they report to their supervisors. These results indicated that most of the Departments/Units employees report to their Senior Managers. The Senior Managers are mostly the ones close to the Permanent Secretaries (PS) and can communicate with that office to approve some T&D or can be delegated to approve them. Again, in Public Service there is too much bureaucracy and seniority in the Departments.

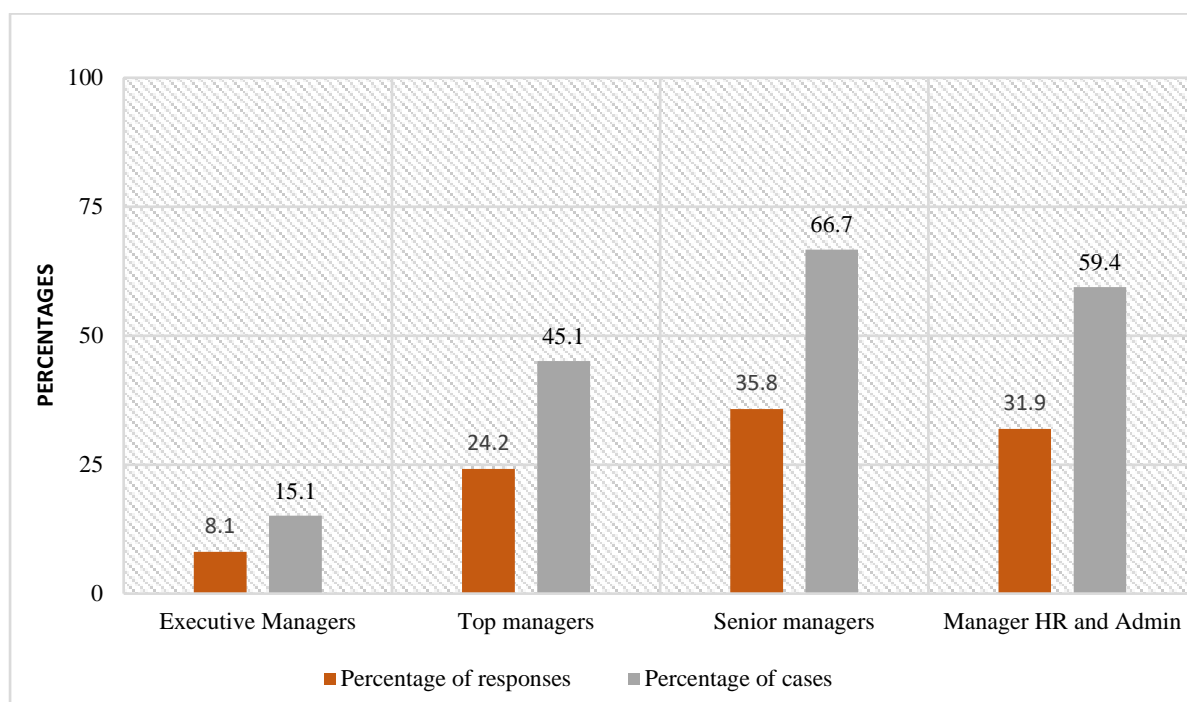


Figure 26: *To whom T&D Reports*

Formulation of T&D plans and Policies

Table 17 is illustrating the frequencies and percentages of those tasked with formulating training plans and policies. Senior Managers and Manager HR and Admin were indicated as the ones who have most responses showing that they have the responsibility to formulate training plans and policies. 220 (38.3%) responses have indicated that Senior Managers and HR Managers and Admin are responsible; 122 (21.3%) responses have indicated that Manager HR and Admin are responsible; 136 (23.7%) have indicated that it is the responsibility of Senior Managers, 74 (12.9%) have shown that top managers are responsible and 22 (3.8%) are responsible for the formulation of training plans and policies. It is evident that Senior Managers are the individuals responsible for formulating training policies. However, the involvement of line managers and Supervisors is very crucial since they are on the ground and know what is

expected. They are also the one to execute the plans. The formulation of T&D plans and policies need an inclusive holistic approach to the design and implementation.

Others have specified that in their Ministries' training policies and plans are formulated by the assistant Managers. While others have mentioned that their Chief Administration Officers (CAO), Heads of Department (HOD) as well as Supervisors are responsible for formulating plans and policies for training in their departments.

Table 17

Formulation of Training and Development Policies and Plans

Responsibility for developing training plans and policies	Frequency	Percentage of responses	Percentage of cases
Executive Managers	22	3.8	6.2
Top Managers	74	12.9	20.7
Senior Managers	136	23.7	38.1
Manager HR and Admin	122	21.3	34.2
Senior Managers and Manager HR and Admin	220	38.3	61.6
Total	574	100.0	160.8

The Strategic placement of T&D

Table 18 is illustrating strategic placement of the Training and development function and programs, in accordance with the Garavan et al. (1999) Strategic Human Resource Development (SHRD) model.

Training in my Ministry/Department is incorporated with the overall government strategy: most of the participants have agreed that training in their Ministry is integrated with the overall Government strategy, which are 203 participants or 56.9% of the participants. 27 participants which is 7.6 have strongly agreed with statement, while 72 participants which is 20.2% were not sure about the statement. On the other hand, 29 participants which is 8.1% disagreed and 13 which is 3.6% have strongly disagreed that T&D is aligned with the overall Government strategy in their Ministry/Department. For a training to be effective it should be linked to the achievement of the organizational strategy. Therefore, the training must be aligned with the Ministry and overall Government strategy. Otherwise, the training will be just remain an unimportant activity.

Employees have access to the Ministry/Department objectives and strategy: most participants have indicated that they have access to their Ministry/Departments' objective and strategies. 136 participants which is 38.1% have agreed that they have access, 35 participants which is 9.8% strongly agreed whilst 90 participants which is 25.2% of the participants expressed uncertainty about having access to the objectives and strategies of their Ministries/Departments. On the other, hand 72 participants which is 20.2% and 11 participants which is 3.2% have agreed and strongly disagreed respectively. This indicates that when employees have access to the objectives of the Ministry, all training activities can be aligned with the attainment of the Ministries' objectives. The T&D need to be aligned with the objectives of the training so that it will be easy to measure its effectiveness.

The Ministry/Department possesses a clearly outlined strategy concerning human resource development: most of the participants which are 145 or 40.6% have indicated that they were not sure if the Ministry/Department has a clearly outlined strategy concerning HRD. 94 participants which is 26.3% and 16 participants which is 4.5% agreed and strongly agreed respectively that the Ministry/Department has a clearly defined strategy to HRD. On the other hand, 83 participants which is 23.2% and 7 participants which is 2% have disagreed and strongly disagreed respectively that their Ministry/Department has a clearly outlined strategy concerning HRD.

The training strategy is formulated based on and integrated with the overarching Ggovernment framework: Out of the participants, 120 (33.6%) agreed, and 31 (8.7%) strongly agreed that the training strategy is formulated based on and integrated with the overarching Ggovernment framework. On the contrary, 112 participants (31.4%) expressed uncertainty about the connection between the training strategy is formulated based on and integrated with the overarching Ggovernment framework. Additionally, 64 participants (17.9%) agreed, and 15 participants (4.2%) strongly agreed that the training strategy is formulated based on and integrated with the overarching Ggovernment framework.

It is evident that establishing a robust link between the training strategy and integrated the overarching government framework is crucial. The government's strategy should exert influence on the training strategy, ensuring alignment to achieve strategic imperatives such as National Development Goals (NDGs).

Training policies and plan are incorporated within the overall Ministry/Department's policies and plans: in this case most of the participants which is 123 or 34.5% were not sure if training policies and plans are harmonized with the overall Ministry/Departments policies and plans. 116 participants which is 32.5% and 9 participants which is 2.5% have agreed and strongly agreed respectively that training policies and plans are harmonized with the Ministry /Department's policies and plans. On the other hand, 68 participants which is 19% and 29 participants which is 8.1% of the participants have indicated a combination of disagreement and strong agreement that the training policies and plans are harmonized with the policies and plans of the Ministry/Department.

The Government has an official (written) T&D plan and policy: most participants which are 192 or 53.8% have indicated that they agreed and 45 participants which is 12.5% have strongly agreed that the Government has as a formal (written) T&D plan and policy. 39 participants which is 10.9% were not sure that the Government has a formal (written) T&D plan and policy. On the other hand, 44 participants which is 12.3% and 22 which is 6.2% have disagreed and strongly disagreed that the Government have a formal (written) T&D plan and policy. Most of the Government activities need to be procedural so they set the training standards should be uniform across Ministries/Department.

The Ministry/Department possesses an informal (unwritten) plan and policy for Training and Development (T&D): most of the participants which are 133 respondents or 37.3% of the participants have indicated that they are not sure with the notion that their Ministry/Department has informal (unwritten) T&D policy. Furthermore, 73 participants, making up 20.4% of the sample, agreed, and 14 participants, constituting 3.9%, strongly agreed

that their Ministry/Department possesses an informal (unwritten) plan and policy for Training and Development (T&D). On the contrary, 90 participants, accounting for 25.2%, disagreed, and 35 participants, representing 9.8%, strongly disagreed that their Ministry/Department has an informal or unwritten T&D policy. Therefore, this is an indication that the Public Service has its formal way of doing things which should be on paper. Again, it indicates that the formal way of practices should not to be left as is.

Training Coordinators participate in formulating the Ministry/Department's overall strategy: on this item, the majority which are 186 participants which is 52.1% have concurred that training coordinators contribute in formulating the overall strategy of the Ministry/Department. 43 participants which is 12% have strongly agreed that training Coordinators play a role in formulating the Ministry/Department's overall strategy. On the other hand, 49 participants which is 13.7% declared that they were not sure, 47 participants which is 13.2% have disagreed and 19 participants which is 5.3 have strongly agreed that training Coordinators play a role in formulating the Ministry/Department's overall strategy. It is a good thing that the training Coordinators are engaged in the formulation of the overall strategy so that they meet the expectation of the Ministries by effectively coordinating the training function.

Plans and Policies regarding Training and Development (T&D) are formulated to be adaptable and flexible in response to changing conditions: Most of the participants disagreed that policies and plans are joined to T&D are adaptable and flexible to changing circumstance. 103 participants which is 28.9% have disagreed and 86 participants have strongly disagreed with the idea. On the other hand, 79 participants declared that they were not

sure, 59 participants which is 16.5% have agreed and 18 participants which is 5% have strongly agreed that plans and policies are linked to T&D and are adaptable and flexible to changing conditions. Public Service policies are mostly rigid and bureaucratic, which can negatively affect the implementation of the training in Ministries.

The senior management team is dedicated to offering support and facilitation for training activities: most of the participants disagreed which is 36.1% and 37 which is 10.4% have strongly disagreed that the senior management team is dedicated to offering support and facilitation for training activities 87 participants which is 24.4% were unsure about the notion. On the other side, 76 participants which is 21.3% and 13 participants strongly agreed that Senior Management teams are dedicated to supporting and offering full assistance and facilitation for training activities.

This proved why the Public Service training activities are not much successful. Without backing from upper management, it will be difficult for the Ministry/Department to have any success in training. The top management can support through approving training, releasing employees for training, providing resources etc. The Public Sector Senior Managers mostly commit themselves to other activities and take training as a cost which can make them limit their support.

Senior Management team acknowledges the critical importance of the training function to the overall performance of the Ministry/Department: 157 participants which is 44% of the participant have disagreed and 18 participants which is 5% strongly disagreed Senior Management Team acknowledges the critical importance of the training function to the

overall performance of the Ministry/Department. Furthermore, 70 participants expressed uncertainty about whether the Senior Management team believes that training is critical to the Ministry/Department's performance. Additionally, 88 participants, representing 24.6%, agreed, while 9 participants, constituting 2.5%, strongly disagreed that Senior Management Team acknowledges the critical importance of the training function to the overall performance of the Ministry/Department. Most employees believe that support from the top management is lacking and that management are not valuing T&D. By virtue of not providing resources, making delays on T&D etc. subordinates may just assume that top management are not committed and supportive. However, it could be the old norms and beliefs in the Public Service which generally made the management to not support the T&D.

Line managers, training staff, external trainers, and training specialists build their relationship on mutual understanding and an exchange of ideas to address issues that relate to human resource development (HRD): 130 participants which are 36.4% have disagreed and 20 participants which is 5.6% have strongly disagreed. On the other hand, 86 participants which is 24.1% declared that they are not sure, 91 participants agreed and 17 participants which is 4.8% have strongly agreed that line managers, training staff, external trainers, and training specialists build their relationship on mutual understanding and an exchange of ideas to address issues that relate to HRD. For training to be successful there should be a strong link between training providers and the line managers so that there is common understanding of what needs to be addressed by the training. The absence of a common understanding simply means that there will be a disjoint and training outcome cannot be archived.

Line managers play a facilitating role in managing Training and Development activities, offering coaching, monitoring, and support: the results have shown that most of the participants have indicated that they disagreed with the statement. 141 participants which is 39.5% have disagreed, while 35 participants which is 9.8% have strongly disagreed that line managers have any role in managing T&D activities, offering coaching, monitoring, and support. On the other hand, 79 participants which is 22.1% have declared that they were not sure. 79 which is 22.1% have agreed and 7 participants which is 2% have strongly agreed that play a facilitating role in managing T&D activities, offering coaching, monitoring, and support. The line managers have a day-to-day contact with employees, and they have special knowledge of the activities, hence they should provide support through coaching and monitoring. However, most employees detest micro-management but on the other hand if done well, can provide the desired results and shape the wanted behaviour.

Training plan, policies, and strategy are aligned with the Ministry/Department's personnel policies (e.g. salaries, recruitment, promotion, development security): the majority which are 138 participants which is 38.7% have disagreed and 42 participants which is 11.8% have strongly disagreed that the training plan, policies, and strategy are aligned with the Ministry/Department's personnel policies, encompassing aspects like salaries, recruitment, promotion, development security. On the other side, 97 participants declared that they were not sure about it; 58 participants which is 16.2% agreed, while 8 participants which is 2.2 participants have strongly disagreed that the training plan, policies, and strategy are aligned with the Ministry/Department's personnel policies, encompassing aspects like salaries, recruitment, promotion, development security. These results mean that there is no alignment of human resources activities with other Ministry policies, which can lead to disastrous results

in the Ministries/Departments. There should be a strong connection between these two so that training will be tailored to the overall policies. However, these results are antagonistic to the other results above that showed that T&D strategy is well connected to the Ministry/Department strategy.

Training objectives relate to the Ministry/Department's culture: 163 participants which is 45.7% have disagreed and 37 participants which is 10.4% have strongly disagreed that training objectives relate to the Ministry/Department's culture. On the other side 91 participants which is 25.5% were not sure about that. However, 41 participants which is 11.5% have agreed and 4 participants which is 1.1% have strongly agreed that training objectives relate to the Ministry/Department's culture. There should a strong connection between training and culture because other trainings conducted are done to change behaviours.

Training programs in my Ministry/Department contribute to instilling the culture of the Ministry/Department among employees: most of the participants disagreed that training programmes in their Ministry/Department help in imparting the Ministry/Department's culture to employees. 164 which is 45.9% disagreed and 55 which is 15.45% have strongly disagreed with this statement. On the other hand, 75 participants which is 21% were not sure with the statement. Those who agreed were 35 participants which is 9.8%, while 10 participants which is 2.8% have strongly agreed that training programmes in their Ministry/Department help to impart the Ministry/Department's culture to employees. Results also indicated that training programs do not change trainees' behaviours in terms of performance, relations at work etc. as assumed. If there is no behaviour change in terms of culture, inevitably the training becomes unsuccessful.

Training managers participate in the Ministry/Department Senior Management meetings: most of the participants have concurred that training managers participate in the Senior Management meetings of the Ministry/Department. The majority which are 196 participants or 54.9% and 39 participants which is 10.9% respectively agreed and strongly agreed that managers who training participate in their Ministry/Department Senior Management meetings. Followed by 42 participants which is 11.8% who declared that they were not sure. On the other hand, 37 participants which is 10.4% and 27 which is 7.6% have disagreed and strongly agreed respectively that training managers participate in the Ministry/Department Senior Management meetings. The involvement of training managers in meeting Senior Management is very crucial because they are the ones who initiate training and know the gaps training should fill. They are available for the management of T&D; hence they should take part in meetings to represent the employees.

The Ministry/Department prioritizes cost-effectiveness evaluation as a means to evaluate the efficacy of training: most of the participants which are 111 participants or 31.1% have disagreed and 79 participants which is 21.9% have strongly disagreed that the Ministry/Department emphasizes cost-effectiveness evaluation as a means to assess the training efficacy. On the other hand, 78 participants which is 21% of the sample agree and 12 participants which is 3.4% have strongly agreed and 57 which is 16% declared that they were not sure that the Ministry/Department emphasizes cost-effectiveness evaluation as a means to assess the efficacy of training. Results show that Ministries does not effectively carry out valuations and sometimes fear of cost implications.

Your Ministry/Department has a budget set aside for T&D: 155 respondents which is 43.4% have agreed as 71 which is 19.9% have strongly agreed that their Ministry/Department is allocated a dedicated T&D budget. 48 participants which is 13.4% and 18 which is 5% have agreed and strongly disagreed respectively, while 44 participants which is 12.3% were unsure that that their Ministry/Department has an allocated dedicated budget for T&D. This is the norm of the Public Service that each department or Ministry comes up with the overall budget on a yearly basis and provide justification for its approval. In this case all Ministries will be forced to provide their budgets according to government policies. However, it is very crucial for a Ministry or department to have a budget.

The Training and Development budget is adequate to fulfil T&D plans and objectives: most of the participants which are 115 or 32.2% and 68 participants disagreed and strongly disagree respectively that T&D budget is adequate to accomplish training plans and objectives. On the other hand, 24 which is 6.7% and 9 participants which is 2.5% have disagreed and strongly disagreed that the budget for T&D is adequate to accomplish training plans and objectives, while 23 participants were not sure about that. Most of the Public Service budget is never sufficient for the intended purpose. Therefore, there is need for sufficient budget allocation for the viability of the training.

The results show that a majority of participants have concurred that Training and Development (T&D) is strategic. However big number were still not sure if training in their Ministries/Departments were strategic (see Table 18).

Table 18
The Strategic Position of Training and Development

The strategic of training	Strongly Disagree		Disagree		Not Sure		Agree		Strong Agree	
	C	%	C	%	C	%	C	%	C	%
Training in my Ministry/Department is incorporated with the broader government strategy	13	3.6	29	8.1	72	20.0	203	56.9	27	7.6
You can access the Ministry/Department's aims and strategic plans	11	3.1	72	20.2	90	25.2	136	38.1	35	9.8
The Ministry/Department possesses a clearly outlined strategy concerning HRD	7	2.0	83	23.2	145	40.6	94	26.3	16	4.5
The strategy for training is formulated based on and integrated with the overarching Ggovernment framework	15	4.2	64	17.9	112	31.4	120	33.6	31	8.7
Training policies and plan are incorporated within the overall Ministry/Department's policies and plans	29	8.1	64	19.0	123	34.5	116	32.5	9	2.5
The Government has an official (written) T&D plan and policy	22	6.2	44	12.3	39	10.9	192	53.8	45	12.6
The Ministry/Department possesses an informal (unwritten) plan and policy for Training and Development (T&D)	35	9.8	90	25.2	133	37.3	73	20.4	14	3.9
Training Coordinators participate in formulating the	19	5.3	47	13.2	49	13.7	186	52.1	43	12.0

Ministry/Department's overall strategy										
Plans and Policies regarding Training and Development (T&D) are formulated to be adaptable and flexible in response to changing conditions	86	42.1	103	28.9	79	22.1	59	16.5	18	5.0
The senior management team is dedicated to offering support and facilitation for training activities	37	10.4	129	36.1	87	24.4	76	21.3	13	3.6
Senior Management team acknowledges the critical importance of the training function to the overall performance of the Ministry/Department	18	5.0	157	44.0	70	19.6	88	24.6	9	2.5
Line managers, training staff, external trainers, and training specialists build their relationship on mutual understanding and an exchange of ideas to address issues that relate to HRD	20	5.6	130	36.4	86	24.1	91	25.5	17	4.8
Line managers play a facilitating role in managing T&D activities, offering monitoring, coaching, and support	35	9.8	141	39.5	81	22.7	79	22.1	7	2.0
Policies, training plan, and strategy, and are aligned with the Ministry/Department's personnel policies (e.g. salaries, recruitment, promotion, development security)	42	11.8	138	38.7	97	27.2	58	16.2	8	2.2

Training objectives relate to the Ministry/Department's culture	37	10.4	163	45.7	91	25.5	41	11.5	4	1.1
Training programs in my Ministry/Department contribute to instilling the culture of the Ministry/Department among employees	55	15.4	164	45.9	75	21.0	35	9.8	10	2.8
Training managers participate in the Ministry/Department Senior Management meetings	27	7.6	37	10.4	42	11.8	196	54.9	39	10.9
The Ministry/Department prioritizes cost-effectiveness evaluation as a means to evaluate the efficacy of training	79	22.1	111	31.1	57	16.0	78	21.8	12	3.4
Your Ministry/Department has a budget set aside for T&D	18	5.0	48	13.4	44	12.3	155	43.4	71	19.9
The Training and Development budget is adequate to fulfil T&D plans and objectives	115	32.2	68	19.0	23	6.4	24	6.7	9	2.5

Sophistication Role of the T&D Function

Figure 27 shows how sophisticated the role of the T&D function (T&D) and the scope of its integration within the Government strategy.

Training assumes a pivotal role in formulating strategy (assuming a proactive and strategic influencing function): most of the participants have disagreed which is 121

participants or 33.9% of the participants and 44 participants which is 12.3% have strongly disagreed that training is a crucial function through which strategy is formulated. On the other, 69 participants which is 19.3% of the participants and 33 which is 9.2% participants agreed and strongly agreed respectively, while 75 participants which is 21% were not sure.

Training plays a pivotal role in shaping strategy (adopting a proactive and strategic shaping function): most of the participants who were 147 or 41.2% and 26 which is 7.3% have disagreed and strongly disagreed respectively that training help in shape strategy (proactive strategic shaping role). On the other hand, 101 participants which is 28.3% and 20 participants which is 5.6% have respectively agreed and strongly agreed that training plays a pivotal role in the formation of strategy (proactive strategic shaping role) whilst 46 participants which is 12.9% were not sure.

Training serves as the method for executing corporate strategy and attaining objectives (serving the role of implementation): 136 participants, comprising 38.1%, and an additional 22 participants, representing 6.2% of the sample indicated agreement, and an additional 6.2% expressed strong agreement with the assertion that training is instrumental in executing corporate strategy and attaining organizational goals. In contrast, 111 participants, making up 31.1%, disagreed, and 25 participants, constituting 7%, strongly disagreed with the idea that training serves as a means for executing corporate strategy and attaining organizational goals. Meanwhile, 47 participants, accounting for 13.2%, were not sure.

Training is integrated with operation management (operational role): 129 which is 36.1% of the participants have disagreed and 17 which is 4.8% of the participants strongly

disagreed that training is integrated with operation management. On the other hand, 109 which is 30.5% have agreed and 22 which is 6.2% strongly disagreed that training is integrated with operation management, while 62 participants which is 17.4% were not sure.

Training activities are piecemeal, tactical, isolated, and planned interventions conducted in response to current organizational challenges or circumstances (representing a reactive role): the majority of the participants which are 159 or 44.5% agreed and 87 participants which is 24.4% strongly concurred that training activities are piecemeal, tactical, isolated, and planned interventions implemented in response to existing organizational challenges or circumstances. On the other hand, 37 participants which is 10.4 % have disagreed and 6 participants or 1.7% of the sample strongly disagreed with the point that training activities are piecemeal, tactical, isolated, and planned interventions carried out to address the current organizational challenges or circumstances, while 50 participants, constituting 14%, were uncertain.

The Ministry/Department has no systematic training function: 184% of the participants which is 51.5% strongly agreed and 71 participants which is 19.9% agreed that the Ministry/Department has no systematic training function. On the other hand, 33 participants which is 9.2% and 7 which are 2% have disagreed and strongly disagreed respectively whilst 28 participants which is 7.8% were not sure that the Ministry/Department has no systematic training function (see Figure 27).

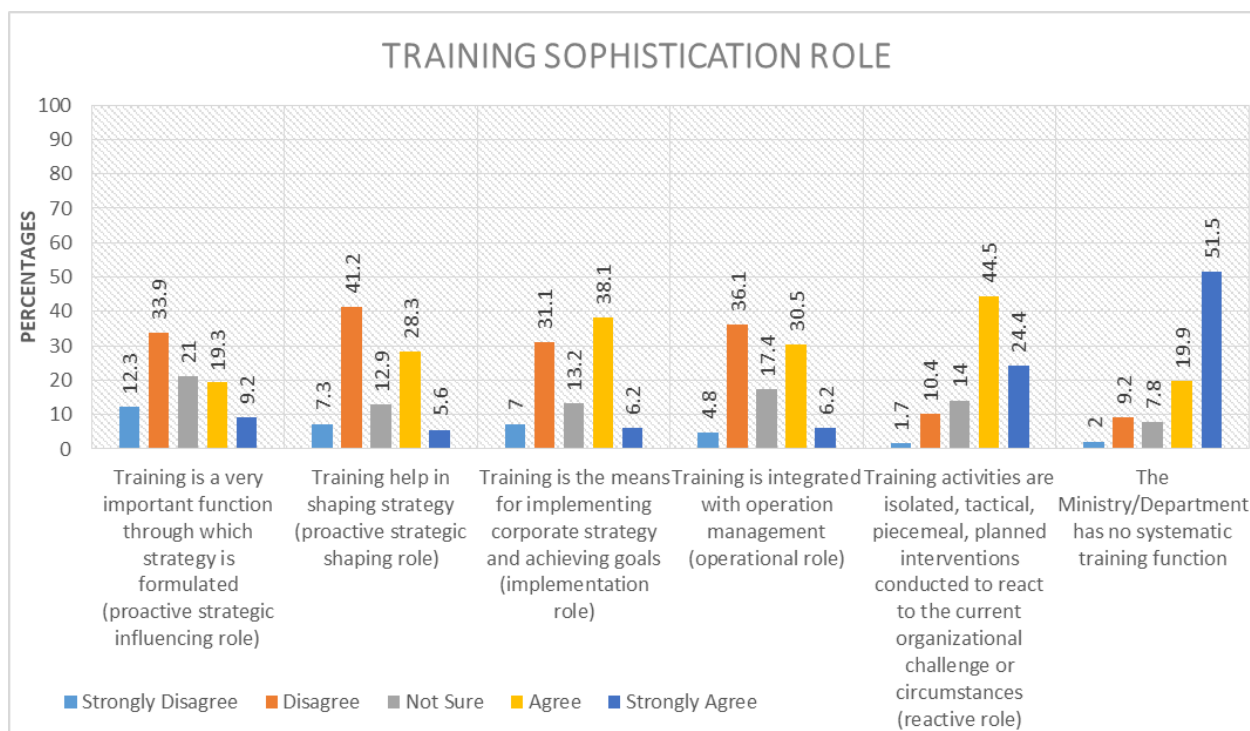


Figure 27: Sophistication Role of the T&D Function

Effectiveness of Training Impact

This segment of the presentation and analysis pertains to the second part of section B in the questionnaire. It provides an examination of the study findings regarding the effectiveness of employees' performance. Important questions are asked in relation to the objectives of T&D, the impact of training effectiveness on employee performance and the overall influence of T&D on organizational performance. The critical questions is whether employees can effectively apply the skills and knowledge gained in the workplace or not.

Objectives of T&D

Figure 28 is illustrating the results associated with the targeted objectives of T&D.

Assisting employees in effectively executing their current job tasks: the majority of the participants have disagreed that their Ministry/Department targets help employees to effectively carry out their current job responsibilities when conducting training. 129 participants which is 36.1% of the participants disagreed and 38 participants which is 10.6% have strongly disagreed that training in their Ministry/Department targets to effectively carry out their current job responsibilities. On the other hand, 72 participants which is 20.2% have agreed, while 18 which is 5% have strongly concurred that training helps to enhance employees' job performance, while 74 participants which is 20.7% have declared that they were not sure if it helps employees to effectively carry out their job responsibilities.

Enhancing employees' skills, knowledge and attitudes: 148 participants which is 41.5% agreed and 31 participants which is 8.7% strongly agreed that training enhance employees' skills, knowledge and attitudes. On the other hand, 43 participants which is 12% have disagreed and 15 which is 4.2% participants strongly disagree, while 92 participants, constituting 25.8% of the total, expressed uncertainty regarding whether training enhances employees' skills, attitudes, and knowledge.

Keeping employees updated on technical and procedural changes happening within the Ministry/Department: A total of 121 participants, representing 33.9%, agreed, and 42 participants, constituting 11.8%, strongly agreed training ensures that employees stay informed about technical and procedural changes happening within the Ministry/Department. Meanwhile, 105 participants, making up 29.4%, were unsure on the matter. Conversely, 39 participants, accounting for 10.9%, disagreed, and an additional 23 participants, representing

6.4%, strongly disagreed that training ensures that employees stay updated on technical and procedural changes within the Ministry/Department.

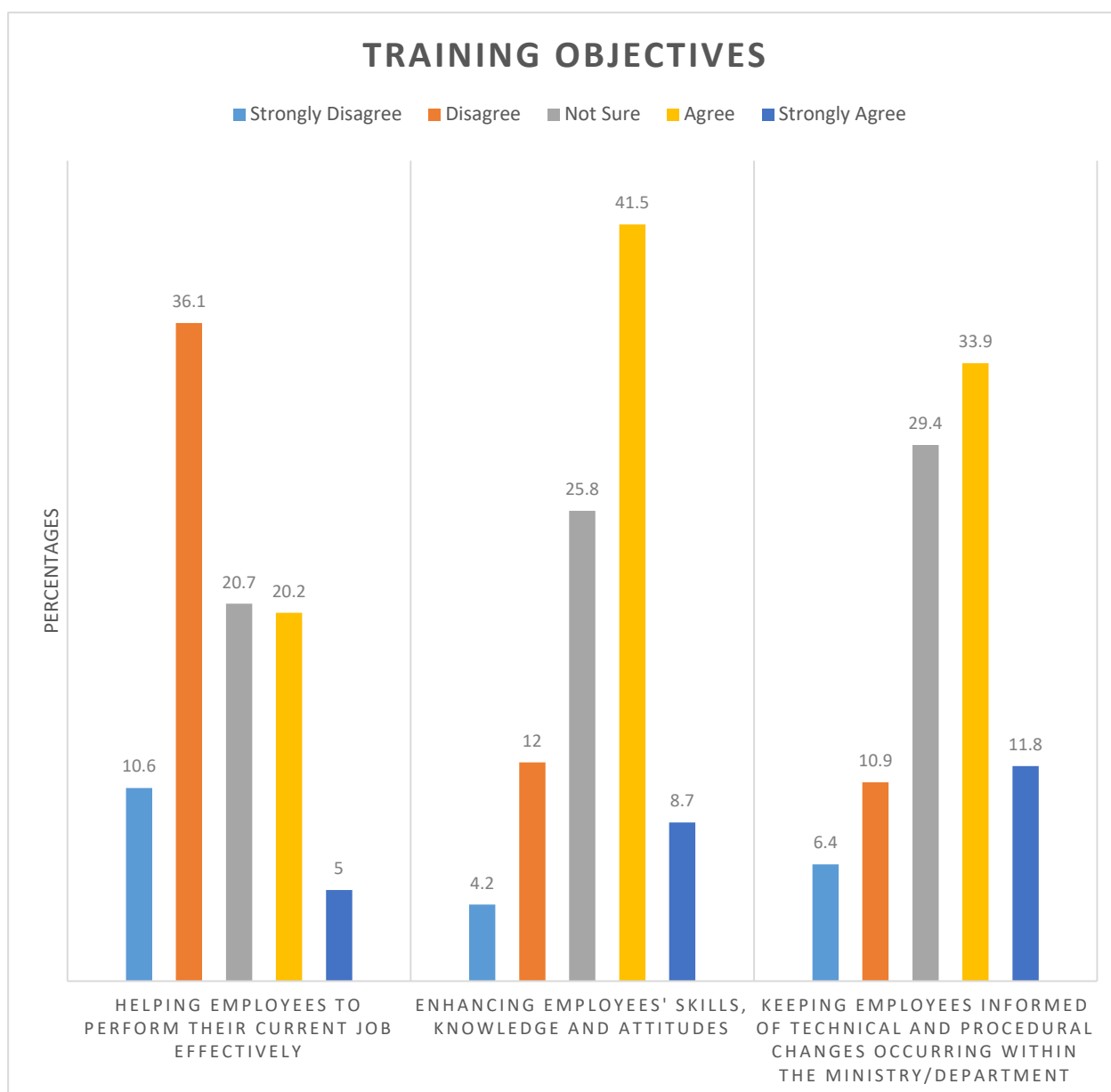


Figure 28: *Objectives of Training*

Training Impact on Employees' Creativity

Table 19 illustrates the frequency distribution of the influence of T&D on the creativity of employees.

Changing or improving employees' behaviour: 186 participants which is 52.1% have disagreed that training changes or improves employee's behaviour and 27 which is 7.6% have strongly disagreed that training programs change or improve employees' behaviour. On the other hand, 60 participants which is 16.8% have agreed and 13 which is 3.6% of participants have strongly agreed that training programs change or improve the behaviour of employees, while 54 which is 15.1% were unsure.

Improving employee' attitudes: most of the participants which are 175 participants which is 49% have disagreed and 47 which is 13.2% have strongly disagreed that training programs improve employees' attitude. On the other hand, 65 participants which is 18.2% have agreed and 16 which is 4.5% have strongly disagreed that training programs improve employees' attitudes, while 34 which is 9.5% were not sure if training programs improve employees' attitude.

Learning new ways of doing work: 142 participants which is 39.8% agreed and 45 which is 12.6% strongly have agreed that training programs can bring new ways of doing work. However, 70 participants which is 19.6% were not sure whilst 59 which is 16.5% have disagreed and 17 which is 4.8% have strongly disagreed that employees learn new ways of doing work through training programs.

Encouraging teamwork: most of the participants disagreed which are 113 or 31.7% of the sample and 59 which is 16.5% of the sample have strongly disagreed that training encourages teamwork. On the other hand, 87 which 24.4% have agreed and 16 which is 4.5% have strongly agreed, while 54 which is 15.1% participants were not sure if training programs encourages team effort.

Enhancing and increasing employees' skills and knowledge: 161 which is 45.1% of the sample agreed and 64 participants which is 17.9% have strongly agreed that training programs enhance and increase employees' skills and knowledge. On other hand, 48 participants which is 13.4% disagreed and 17 participants which is 4.8% have strongly disagreed that training programs enhance and increase employees' knowledge and skills.

Improving on-the-job performance: most of the participants which are 119 participants or 33.3% of the sample have disagreed and 29 which is 8.1% have strongly disagreed that training programs improve on the job performance. On the other side 107 which is 30% have agreed and 37 which is 10.4% have strongly agreed that training programs improve on-the-job performance, while 47 which is 13.2% were not sure if the training programs improve on-the-job training performance.

Increasing employees' satisfaction: most of the participants which are 141 which is 39.5% have agreed that training programs increase employee's satisfaction. 55 which is 15.4% have strongly agreed that training programs increase employee satisfaction. On the other hand, 45 participants which is 12.6% have agreed and 31 which is 8.7% strongly agreed, while 62

which is 17.4% declared that they were not sure that training programs increase employee satisfaction.

Increasing employees' creativity: 99 participants which is 27.7% agreed and 20 which is 5.6% strongly agreed that training programs increase employees' creativity. On the other hand, 86 participants which is 24.1% disagree and 80 which is 22.4% strongly disagreed that training programs increase employee creativity, while 48 which is 13.4% were not sure.

Increasing employees' productivity: most of the participants disagreed that training programs increase employee productivity. 98 participants which is 27.5% have strongly disagreed and 67 participants disagree that training programs increase employee productivity. On the other hand, 96 participants which is 26.9% is agreed and 22 participants have strongly agreed that training programs increase employees' productivity. 49 participants which is 13.7% were not sure if training programs increase employees' productivity.

Increasing employees' motivation and commitment: most of the participants agreed that training programs increase employees' commitment and motivation. The majority which is 143 or 40.1% agreed and 50 which is 14% strongly agreed that training programs increase employee's commitment and motivation. On the hand, 81 participants were not sure whether training programs increase employee commitment or not. But 31 participants which is 8.7% strongly disagreed, while 26 participants which is 22.7% disagreed that training programs increase employees' commitment and motivation.

The other participants have mentioned that the training programs should encompass all the employees in the Ministry/Department and not just a few selected people. Table 19 is illustrating the results of the training outcome and its impact on employees.

Table 19

The Influence of Training on Employees' Creativity

Training outcomes and impact on employees	SD		D		NS		A		SA	
	C	%	C	%	C	%	C	%	C	%
Enhancing employees' behavior	27	7.6	186	52.1	54	15.1	60	16.8	13	3.6
Enhancing employee' attitudes	47	13.2	175	49.0	34	9.5	65	18.2	16	4.5
Learning innovative ways of doing work	17	4.8	59	16.5	70	19.6	142	39.8	45	12.6
Promoting collaborative work	59	16.5	113	31.7	54	15.1	87	24.4	16	4.5
Fostering skill and knowledge development among employees	17	4.8	48	13.4	47	13.2	161	45.1	64	17.9
Enhancing on-the-job performance	29	8.1	119	33.3	17	13.2	107	30.0	37	10.4
Improving employees' satisfaction	31	8.7	45	12.6	62	17.4	141	39.5	55	15.4
Enhancing employees' creativity	80	22.4	86	24.1	48	13.4	99	27.7	20	5.6
Enhancing employees' productivity	98	27.5	67	18.8	49	13.7	96	26.9	22	6.2
Enhancing employees' motivation and commitment	31	8.7	26	7.3	81	22.7	143	40.1	50	14.0

Impact of Training on the Organisations' Performance

Figure 29 illustrates how training affects the performance of Ministries/Departments through a distribution of frequencies.

Training influences on organizational outcomes: most of the participants have indicated that training programs influence on organizational outcomes. 115 participants which is 32.2% disagreed and 40% strongly disagreed that training programs influence organizational outcomes. 77 participants which is 21.6% declared that they were not sure if training programs have an influence on organizational outcomes. On the other side, 75 participants which are 21% have agreed, while 16 which is 4.5% have strongly agreed that training programs have an influence on organization outcomes.

Productivity and efficiency: 147 which is 41.2% of the participants disagreed and 36 participants which is 10.1% have strongly disagreed that training programs improve productivity and efficiency. On the other hand, 76 participants which is 21.3% agreed and 26 participants which is 7.3% have strongly agreed that training helps to improve efficiency and productivity. 41 participants were not sure that training improves productivity and efficiency.

Quality service: most of the participants have disagreed that training improve quality service. 148 participants which is 41.5% strongly disagree and 77 have disagreed that training improves the quality of service. On the other side, 52 participants which is 14.6% agreed and 15 which is 4.2% of the participants strongly expressed disagreement with the idea that training can enhance the quality of service. 31 participants were unsure whether training helps to improve the quality of service in the Ministries/Departments.

Innovation and change: most of the participants have strongly disagreed that training can have impacts on innovation and change in their Ministries/Departments. 119 participants which are 33.3% have strongly disagreed and 90 which is 25.2% disagreed that training can have impact on innovation and change. On the other hand, 58 participants which is 16.2% of the participants agreed, and an additional 4.8% (17 participants) strongly agreed that training can have an impact on innovation and change. Meanwhile, 42 participants, constituting 11.8%, expressed uncertainty on this matter.

Increasing job satisfaction: most of the participants have expressed that training contributes to an increase in satisfaction. 109 which is 30.5% of the participants agreed and 22 which is 6.2% participants strongly agree that training have an impact on job satisfaction. On the other hand, 92 participants have strongly disagreed and 43 which is 12% have disagreed, while 58 which is 16.2% were not sure that training has an impact on increasing job satisfaction.

Increasing customer satisfaction: most participants have expressed that they disagreed that training increase customer satisfaction. 130 participants which is 36.4% have strongly disagreed and 77 which is 21.4% disagrees that training increases customer satisfaction. On the other hand, 47 participants which is 13.2% of the participants agreed and 15 which is 4.2% have strongly agreed that training increases customer satisfaction, while 55 participants which is 15.4% declared that they were not sure that training has an impact on customer satisfaction.

Decreasing turnover rate: most of the participants have strongly disagreed that training decreases turnover rate. 104 which is 29.1% strongly disagreed while 82 participants

disagreed that training decreases turnover rate. On the other hand, 61 participants which is 17.1% have agreed and 23 which is 6.4% strongly agreed that training decreases turnover rate whilst 56 which is 15.7% were not sure with the idea.

Increasing profitability: most of the participants have strongly disagreed that training increases profitability to their Ministries. 107 which is 30% of the participants strongly disagreed and 86 participants which is 24.1% disagreed that training increases profitability. 60 participants were unsure if training improves profitability. Conversely, 52 participants which is 14.6% have agreed and 19 which is 5.3% of the participant have strongly agreed that training can improve profitability.

Bridges competency gaps: 111 participants which is 31.1% of the participants have strongly disagreed and 35 participants which is 9.8% disagreed that training bridges competency gaps. On the other hand, 87 which is 24.4% of the participants have agreed and 26 which is 7.3% have strongly agreed that training bridges competency gaps, while 65 which is 18.2% of the participants were unsure that training bridges that gaps.

Cost saving: 157 which is 44% of the participants have indicated that they strongly disagreed, while 49 which is 13.7% have disagreed that training saves costs. 55 participants, making up 15.4% of the total, expressed uncertainty (not sure) regarding whether training saves costs. On the other side, 47 which is 13.2% of the participants and 47 which is 13.4% have agreed and strongly agreed respectively that training saves costs.

Decreasing absenteeism rate: most of the participants which are 167 or 46.8 of the participants have strongly disagreed and 32 which is 9% disagreed that training decreases absenteeism rate. On the other hand, 61 participants which is 17.1% of the participants have agreed and 26 which is 7.3 strongly agreed that training decreases absenteeism, while 40 participants which is 11.2% were not sure if training can cause decrease in absenteeism rate.

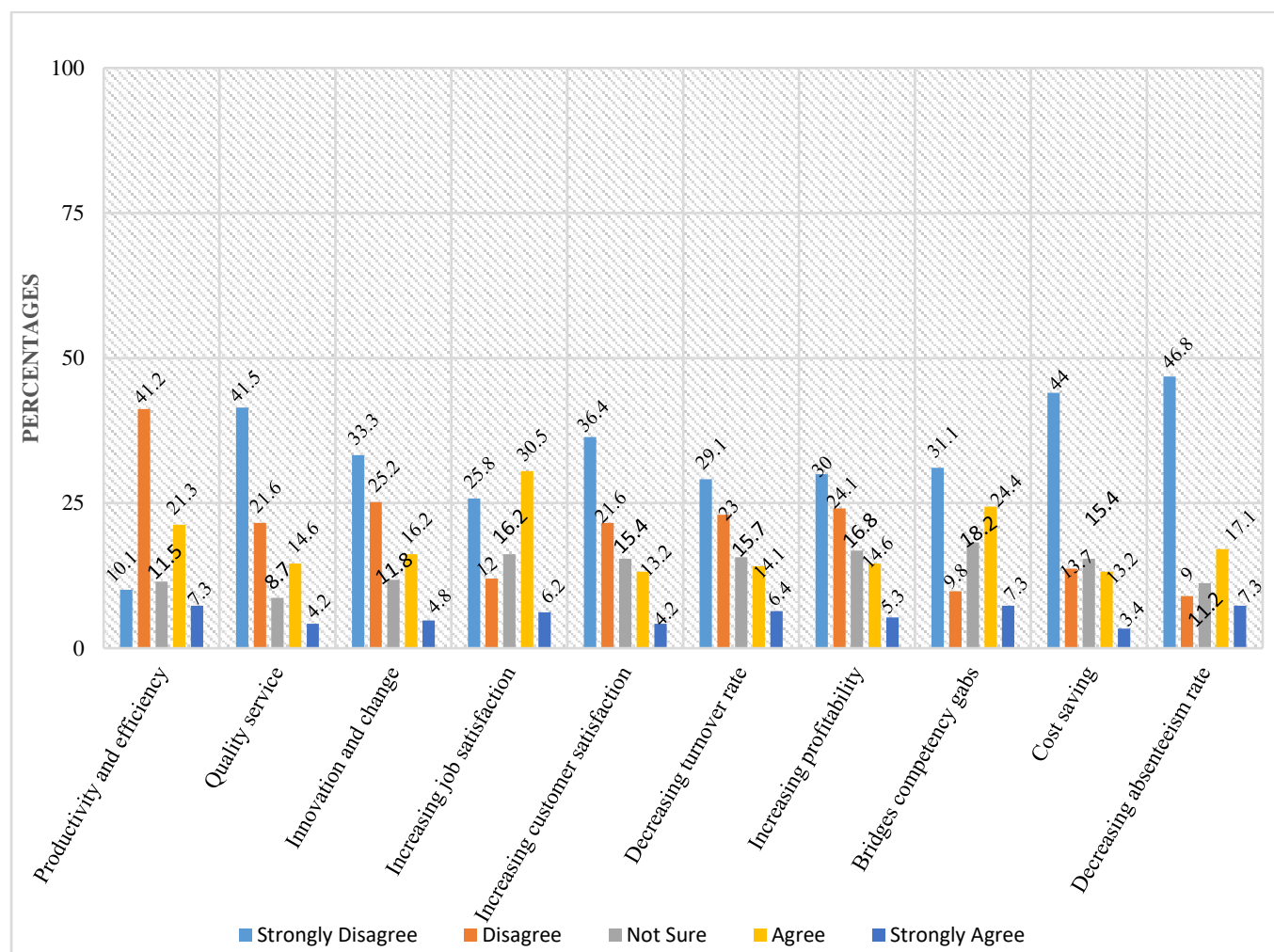


Figure 29: Impact of Training on Performance of Ministries/Departments

Application of gained knowledge and skills

Figure 30 illustrates the outcomes of applying acquired knowledge and skills within the workplace.

The results have indicated that the majority of the participants have chosen 'No'; trained employees fail to consistently apply acquired knowledge and skills in their workplace. 167 participants which is 46.8% have showed that trained employees fail to utilize gained the skills in their workplaces. On the other side, 125 which is 35% have indicated that 'Yes' trained employees fail to utilize the knowledge and skills acquired in their workplaces, while 64 participants did not respond to the question. The pie chart below is showing the results.

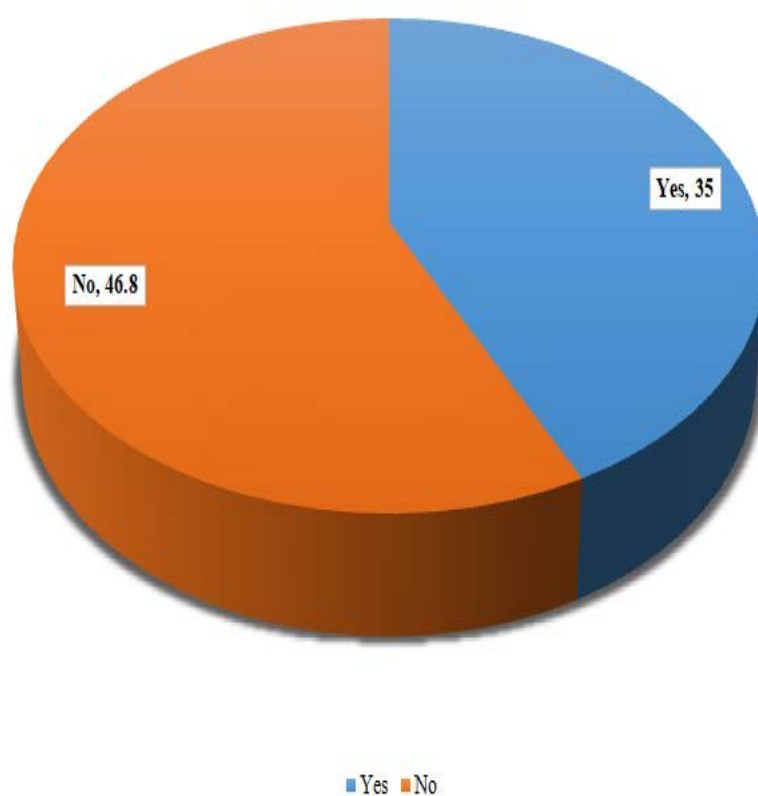


Figure 30: *Application of Acquired Knowledge and Skills*

Factors that Prevent Employees from Implementing Acquired Skills and Knowledge

Figure 31 illustrates the factors that hinder employees from applying skills and knowledge acquired in their workplace.

Absence of assistance from management: most participants have agreed that there a deficiency in management support prevents the employees from using their knowledge and skills acquired during training. 158 participants which is 44.3% of the participants have agreed and 52 participants, representing 14.6%, strongly agreed that the absence of management support hinders employees from utilizing the skills and knowledge acquired during training. 20 which is 5.6% participants have declared that they were unsure if it is caused by lack of management support. On the other hand, 16 which is 4.5% of the participants have disagreed and 3 which is 0.8% have strongly disagreed that lack of management support prevents the employees from using their knowledge and skills acquired during training.

Organization culture does not encourage change: most of the participants have indicated that employees are encountering obstacles that hinder the utilization of gained skills and knowledge in their workplaces because the organization culture does not encourage change. 148 participants which is 41.5% of the participants and 55 which is 15.4% have strongly agreed that organization culture which does not encourage change causes employees cannot use their learned skills and knowledge in their workplaces. 24 participants which is 6.7% were not sure about the idea. On the other side, 19 participants which is 5.3% have indicated that they disagree and 4 which is 1.1% have strongly disagreed that employees are prevented to apply knowledge and skills that they have gained in their workplaces because organization culture does not encourage change.

Workplace environment is not conducive to implement acquired training: most participants have agreed that workplace environment is not conducive to implement acquired skills. 115 participants which is 32.2% have agreed and 73 which is 20.4% have strongly agreed that workplace environment is not conducive to implement acquired trained skills and knowledge. 44 participants which is 12.3% declared that were not sure. However, 12 participants which is 3.4% of the participants have disagreed and 4 which is 1.1 have strongly disagreed that workplace environment is not conducive to implement acquired trained skills and knowledge.

Employee dissatisfaction: Most of the participants have indicated that they agreed with the idea that employee dissatisfaction is a factor causing employees not to utilize the knowledge and skills gained through training. 134 participants which is 37.5% agreed whilst 60 which is 16.8% of the participants have strongly agreed that employee dissatisfaction causes employees not to execute the gained skills and knowledge obtained through training. 32 participants which is 9% were unsure if employee dissatisfaction causes employee not to execute the gained skills and knowledge obtained through training. Also, 16 participants which is 4.5% and 6 which 1.7 have agreed and strongly disagreed respectively that employee dissatisfaction causes employees not to implement the trained skills and knowledge.

Others have pointed that employees fail to use the learned skills and knowledge because sometimes they attend irrelevant programs which are not applicable to their jobs. In addition, the other point mentioned was that there was usually a mismatch between the skills and knowledge trained and job description, hence the in-applicability. The other one mentioned

that some employees do not apply skills because they do not apply themselves and not because of the above stated reasons (see Figure 31).

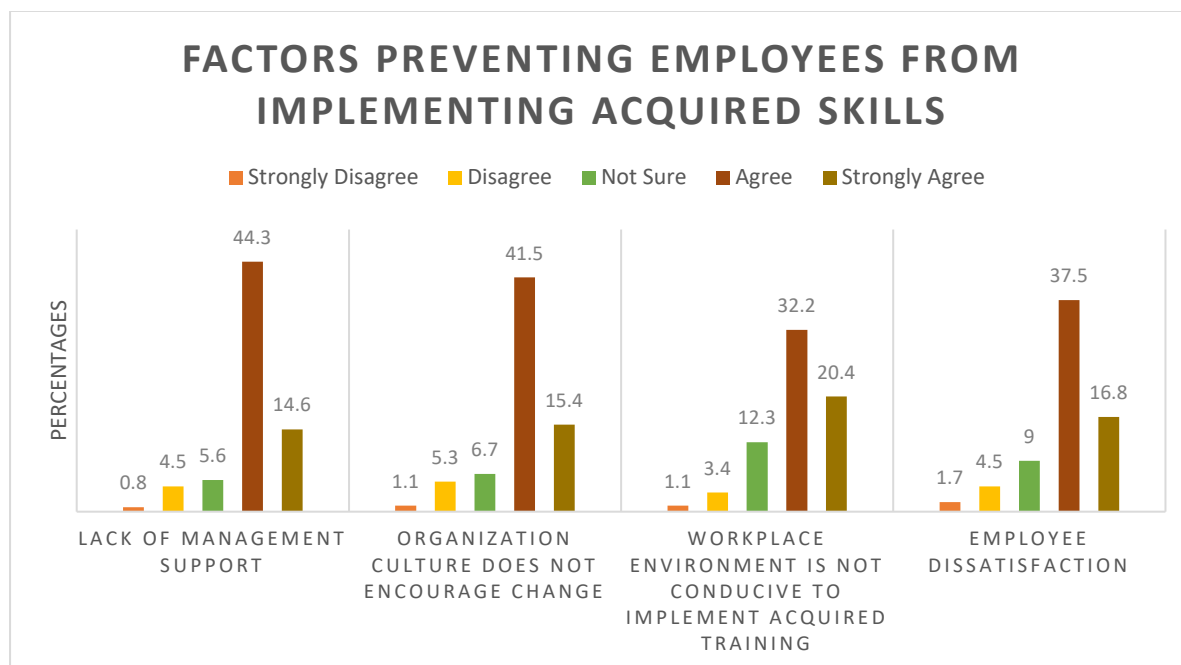


Figure 31: *Factors that Prevent Implementing of Gained Skills and Knowledge*

Results Analysis Associated with T&D Challenges and Problems

This section of the questionnaire is labelled as Section C and seeks to present the findings' analyses that relate to the main problems and challenges in GB Ministries/Departments. This section addresses research question number 3. These factors have the potential to hinder the Training and Development effectiveness in the Botswana Public Service.

Challenges and Problems of T&D

Management does not support training programmes: most participants have indicated their agreement that management lacks support for training programs. 162 participants which is 45% have agreed and 43 participants have strongly agreed that the Management does not support training programmes. 69 participants which is 19.3 % have declared they were not sure that Management fails to support training programmes. On the other hand, 56 participants which are 15.7% have disagreed and 10 which is 2.8% have strongly disagreed that Management fails when it comes to supporting training programs.

Certain SMs do not believe in the significance of training: 171 participants which is 47.9% have agreed and 64 participants which is 17.9% have strongly agreed that other Senior Managers fail to recognize the importance of training. On the hand, 57 which is 16% have disagreed and 11 which is 3.1% have strongly disagreed that other Senior Managers fail to recognize the importance of training, while 37 participants which is 10.4% have declared that were not sure that some Senior Managers are failing to believe that training is significance.

Absence of long-term plan for developing HR: most participants have indicated that there is a deficiency in having a long-term plan for HR development. 131 participants which are 36.7% have agreed and 129 which is 36.1% of the participants have strongly concurred/agreed that there is no long-term plan for HR development is a big issue that could impact human resource development. On the other side, 36 which is 10.1% of the participants have disagreed and 7 which is 2% of the participants have strongly disagreed, while 34 which is 9.5% have declared that they were not sure that there is an absence of long-term plan for HR development could be a problem which faced by Ministries in T&D of human resources.

Absence of cooperation and coordination between different departments and the Training and Development (T&D) department/division (HR): 180 participants which is 50.4% and 117 which is 32.8% have strongly agreed and agreed respectively that absence of cooperation and coordination between different departments and the training and development department/division (HR) was a problem in T&D in their Ministries. On the other side, 21 which is 5.9% of the participants and 5 which is 1.4% have disagreed and strongly disagreed respectively, that absence of cooperation and coordination between different departments and the training and development department/division (HR) is a problem also faced when on developing employees. 18 participants which is 5% were not sure about that.

Poor quality training programmes: most participants have expressed disagreement with the notion that there are poor-quality programs. 114 participants which is 31.9% of the participant have disagreed and 30 which is 8.4% have strongly disagreed that poor quality of programmes is a problem faced by their Ministry in T&D. 90 participants which is 25.2% were not sure. However, 75 which is 21% of the participants have agreed and 25 which is 7% have strongly agreed that poor quality training programmes is the problem faced in Ministries and departments.

High cost associated with Training and Development programmes: on high cost of T&D program, the majority have agreed that there are high costs. 137 participants which is 38.4% have agreed and 88 which is 24.6% participants have strongly agreed that high cost associated with Training and Development programmes is a challenge Ministries and Departments faced. On the other hand, 41 participants which is 11.5% have disagreed and 37

participants which is 10.4 have strongly disagreed that high cost of training and development programmes is a concern in T&D. However, 31 participants which is 8.7% were not sure.

Inaccurate training needs analysis: most of the participants have indicated that inaccurate training needs analysis is a challenge in their Ministries on T&D. 178 participants which is 49.9% have strongly agreed, while 66 which is 18.5% have agreed that inaccurate training needs analysis is the problem in T&D. 47 which is 13.2% of the participants were unsure that inaccurate training needs analysis is a problem in T&Ds. On the other hand, 32 which is 9% of the participants disagreed and 11 which is 3.1% strongly disagreed that inaccurate training need analysis is a problem which is faced by Ministry on T&D of human resources.

Lack of private training centers: most of the participants which are 92 or 25.8% have strongly disagreed and 70 which is 19.6% participants have disagreed that lack of private training is the challenge or problems faced in T&D in their Ministries or department. 59 which is 16.5% were not sure about it. On the other hand, 54 which is 15.1% strongly agreed and 49 which is 13.7% agreed that lack of private training is a problem which Ministries face in T&D.

Mismatch between the offered training programs and job related skills: The majority of the participants which are 150 or 42% strongly agreed, while 118 which is 33.1% participants have agreed that the issue faced by their Ministries in human resources training and development is the misalignment or inconsistency exists between the offered training programs and the requisite skills for the job. 29 participants' who is 8.1% participants were not sure. On the other hand, 26 which is 7.3% have disagreed, while 13 which is 3.6% have strongly

disagreed that the issue faced by their Ministries in human resources T&D is the misalignment or inconsistency exists between the offered training programs and the requisite skills for the job.

Work environment has no support for the adoption of new behaviors learned in T&D programs: the majority of participants have agreed that their work environment has no support for the adoption of new behaviors learned in T&D programs 144 participants which is 40.3% and 107 which is 30% have agreed and strongly agreed respectively that work environment has no support for the adoption of new behaviours learned in T&D programs 58 which is 16.2% were unsure about it. On the other side, 19 which is 5.3% and 11 which is 3.1% agreed and strongly disagreed respectively that work environment has no support for the adoption of new behaviours acquired in T&D programs.

Absence of motivation among employees: 176 participants which is 49.3% have agreed and 88 which is 24.6% have strongly agreed that lack of motivation among employees is a problem faced in T&D in their Ministries/Departments. 36 which is 10.1% were unsure about it. On the other hand, 25 participants which is 7% have disagreed and 7 which is 2% have strongly disagreed that lack of motivation among employees is a problem which T&D face in Ministries/Departments.

The Ministries/Departments do not link training programs with their performance development plan: The majority of participants have concurred that Ministries/Departments do not integrate training programs with their performance development plans. 151 which is 42.3% of the participants have agreed and 133 which is 37.3%

of participants strongly agreed that Ministries/Departments do not connect training programs with their performance development plans. 36 participants which is 10.1% were not sure. On the other hand, 12 participants which is 3.4% have agreed and 8 which is 2.2% have strongly agreed that the Ministries/Departments do not connect training programs with their performance development plan.

Sending inappropriate persons to the training programs: many participants expressed disagreement that there are problems of sending inappropriate persons to the training programs. 125 participants which is 35% disagreed and 9 which is 2.5% disagreed that there are problems of sending inappropriate persons to the training programs. Again 85 participants which is 23.8% have agreed and 65 participants have strongly disagreed that sending inappropriate persons to the training programs is a problem which they face on T&D. 54 which is 15.1% were unsure.

Professionals' shortage in the HR department: most of the participants have agreed that there is inadequacy of professionals in the HR department. 176 which is 49.3% have agreed and 63 which is 17.6% of participants have strongly disagreed that shortage of professionals in HR department is a problem faced by T&D in their Ministries/Departments. 56 participants which is 15.7% were not sure about this. 27 which is 7.6% of the participants and 16 which is 4.5% have agreed and strongly agreed respectively that a shortage of professionals in the training and development is a problem which Ministries are facing.

Limited resources, both in terms of time and budget, hinder the implementation of the training program: most of the participants which is 131 or 36.7% have strongly agreed

and 93 which is 26.1% have agreed that there is limited resources, both in terms of time and budget, hinder the implementation of the training program. On other side, 48 participants which is 13.4% and 20 which is 5.6 participants have disagreed and strongly disagreed respectively that there is limited resources, both in terms of time and budget, hinder the implementation of the training program. On the other hand, 47 participants which is 13.2% were unsure if there is limited resources, both in terms of time and budget, hinder the implementation of the training program in their Ministries/Departments.

Difficulties to evaluate T&D outcomes: 156 participants which is 43.7% have agreed and 68 which is 19% strongly agreed that there are difficulties to evaluate T&D outcomes. 64 which is 17.9% participants were unsure if there are difficulties to evaluate T&D outcomes. On the other hand, 39 which is 10.9% participants and 8 which is 2.2% participants have agreed and strongly agreed respectively that there are challenges in assessing T&D outcomes.

Limited motivation for engaging in T&D due to insufficient support from family, friends, etc: most of the participants strongly disagrees that low/limited motivation to engage in T&D due to insufficient support (family, friends etc) is a faced in Ministries/Departments. 132 participants which is 37% strongly disagreed and 100 which is 28% have strongly disagreed that there is low/limited motivation to engage in training and development due to a lack of support (family, friends etc), while 44 which is 12.3% were unsure. 32 participants which is 9% have agreed and 29 which is 8.1% have strongly agreed that low/limited motivation to engage in T&D as a result of inadequate support (family, friends etc) is a problem faced by their Ministries/Departments.

Ineffective training plans with regard to both content and methodologies: 122 which is 34.2% participants agreed and 39 which is 10.9% participants strongly agreed that ineffective training plans with regard to both content and methodologies is a problem that faced in Ministries/Departments in T&D of employees. On the other hand, 111 which is 31.1% disagree and 6 which is 1.7% have strongly disagreed that ineffective training plans with regard to both content and methodologies is a problem that was faced by Ministries/Departments in T&D of employees, while 56 which is 15.7% have declared that they were unsure about it.

Employees face challenges in applying their newly acquired ideas, skills, and knowledge: 159 which is 44.5% participants strongly agreed, while 112 which is 31.4% of the participants have agreed that Employees face challenges in applying their newly acquired ideas, skills, and knowledge. 43 participants which is 12% were not sure about it. On the other hand, 16 participants which is 4.5% have disagreed while 6 which is 1.7% have strongly disagreed that Employees face challenges in applying their newly acquired ideas, skills, and knowledge (see Table 20).

Table 20

Factors that hinder Training and Development

Possible factors hindering Training and Development	SD		D		NS		A		SA	
	C	%	C	%	C	%	C	%	C	%
There is a lack of support from management for training programs	10	2.8	56	15.7	69	19.3	162	45.4	43	12.0

Certain SMs do not believe in the significance of training	11	3.1	57	16.0	37	10.4	171	47.9	64	17.9
Absence of long-term plan for developing HR	7	2.0	36	10.1	34	9.5	135	36.7	129	36.1
Absence of cooperation and coordination between different departments and the T&D department/division (HR)	5	1.4	21	5.9	18	5.0	117	35.8	180	50.4
Insufficient training programmes	30	8.4	114	31.9	90	25.2	75	21.0	25	7.0
High cost of Training and Development programmes	37	10.4	41	11.5	31	8.7	137	38.4	88	24.6
Absence of on-the-job training	15	4.2	47	13.2	42	11.8	84	23.5	145	40.6
Inaccurate TNAs	11	3.1	32	9.0	47	13.2	66	18.5	178	49.9
Absence of private training centers	92	25.8	70	19.6	59	16.5	49	13.7	54	15.1
Mismatch between the offered training programs and job related skills	13	3.6	26	7.3	29	8.1	118	33.1	150	42.0
Work environment has no support for the adoption of new behaviors learned in Training and Development programs	11	3.1	19	5.3	58	16.2	144	40.3	107	30.0
Absence of employees' motivation	7	2.0	25	7.0	36	10.1	176	49.3	88	24.6
The Ministries/Departments do match training programmes with	8	2.2	12	3.4	36	10.1	151	42.3	133	37.3

their performance development plan										
Sending unsuitable persons to the training programmes	9	2.5	125	35.0	54	15.1	85	23.8	65	18.2
Professionals' shortage in the HR department	16	4.5	27	7.6	56	15.7	176	49.3	63	17.6
Limited resources, both in terms of time and budget, hinder the implementation of the training program	20	5.6	48	13.4	47	13.2	93	26.1	131	36.7
Difficulties to evaluate Training and Development outcomes	8	2.2	39	10.9	64	17.9	156	43.7	68	19.0
Limited motivation for engaging in Training and Development due to insufficient support from family, friends, etc	132	37.0	100	28.0	44	12.3	32	9.0	29	8.1
Ineffective training plans with regard to both content and methodologies	6	1.7	111	31.1	56	15.7	122	34.2	39	10.9
Employees face challenges in applying their newly acquired ideas, skills, and knowledge	6	1.7	16	4.5	43	12.0	112	31.4	159	44.5

Statistical Tests

In this study, the heatmap was used to present the results of Spearman's correlation test. The decision to utilize a heatmap as a method to display results of Spearman's correlation test was

driven by the need to effectively communicate complex relationships between variables in a visually intuitive manner. Heatmaps provide a clear and immediate visualization of correlation strengths and directions through colour gradients, making it easier to identify significant patterns and associations at a glance. This approach is particularly useful given the study's focus on diverse variables with non-linear or monotonic relationships, which are central to the interpretation of Spearman's correlation.

By using a heatmap, the study enhanced comparative analysis across multiple correlations, highlighted key relationships relevant to the research objectives, and simplified the presentation of large datasets. The visual format supports accessibility for diverse audiences while maintaining the statistical rigor of the underlying Spearman correlation coefficients. Overall, the heatmap complements the analytical framework by bridging complex statistical outputs with actionable insights, aligning with the study's objective to understand and address patterns impacting service delivery.

Research Questions

RQ2: What is the existing relationship between the use of external training providers and the perceived effectiveness of training programs?

H₂₀: There is no difference in the effectiveness between the use of external trainers and reliance on internal trainers.

H_{2A}: The use of external trainers is adjudged more effective than reliance on internal trainers.

Table 21a

Mann-Whitney Test for the relationships between the use of external training providers and perceived effectiveness of training programs in Botswana Public Service

Mann-Whitney Test

Ranks				
	Does your Ministry/Department seek assistance from external providers, such as trainers or training institutions, during the preparation or implementation of training programs?	N	Mean Rank	Sum of Ranks
Do trained employees use the acquired knowledge and skills in their workplaces	Yes	265	154.73	41004.50
	No	42	149.37	6273.50
	Total	307		

Table 21b

Mann-Whitney U Test Statistic Results

Test Statistics ^a	
Do trained employees apply the knowledge and skills they acquire in their workplaces?	
Mann-Whitney U	5370.500
Wilcoxon W	6273.500
Z	-.434
Asymp. Sig. (2-tailed)	.664

a. Grouping Variable: Does your Ministry/Department seek assistance from external providers, such as trainers or training institutions, during the preparation or implementation of training programs?

A Mann-Whitney test was conducted to determine if there is a significant difference in the utilization of acquired knowledge and skills in the workplace among trained employees, with consideration given to whether the Ministry/Department acquires assistance from external providers during training programs. The test yielded a Mann-Whitney U value of 5370.500 and a Wilcoxon W value of 6273.500. The calculated Z statistic was approximately -0.434. The

asymptotic significance (2-tailed) (p-value) was found to be 0.664 and since the p-value is greater than the significance level $\alpha = 0.05$, there is enough evidence to support the null hypothesis. This result suggests that there was no statistically significant difference in the utilization of acquired knowledge and skills between employees who received training from external providers and those who did not. The non-significant p-value indicates that any observed differences in the utilization of knowledge and skills between the two groups are likely due to random chance rather than a meaningful relationship. Therefore, based on this analysis, it seems that the source of training (external providers or internal programs) does not significantly impact the degree to which employees apply their acquired skills and knowledge in the workplace.

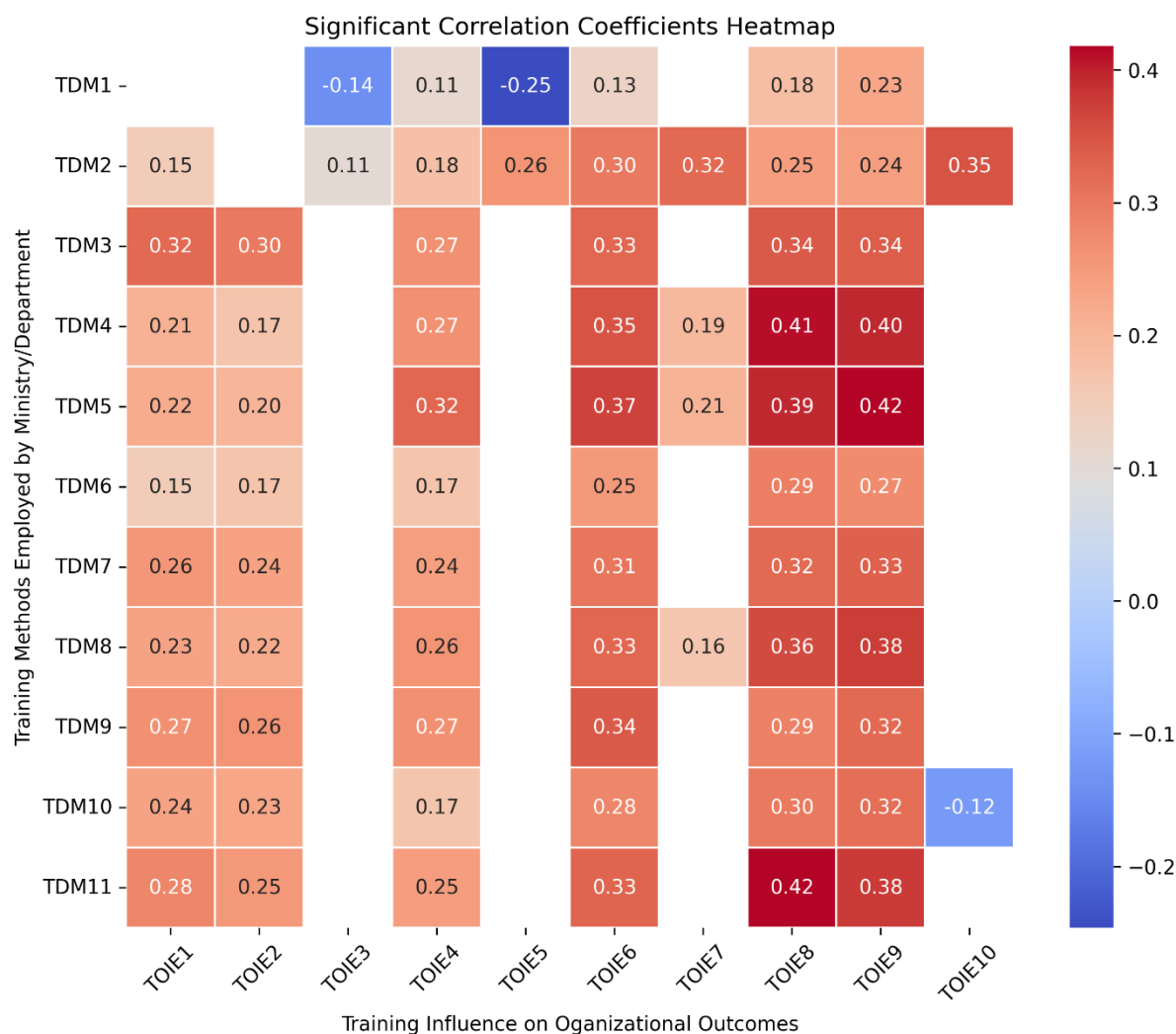
In terms of perceived effectiveness, the non-significant result of the Mann-Whitney test implies that there is no substantial difference in the perceived effectiveness of training programs between employees who receive training from external providers and those who do not. This suggests that regardless of the source of training, whether it be from external providers or internal programs, employees perceive similar levels of effectiveness in terms of acquiring and utilizing knowledge and skills in their workplace. Therefore, organizations may not need to prioritize external training programs over internal ones or vice versa solely based on perceived effectiveness. Other factors such as cost-effectiveness, accessibility, and alignment with organizational goals may need to be considered when determining the most suitable training approach. This finding suggests that Ministries can achieve comparable service delivery outcomes by optimizing internal training resources and ensuring that both internal and external programs are closely aligned with organizational service delivery goals.

RQ3: What is the relationship between the T&D methods provided by Ministries/Departments and external providers, and their impact on service delivery within the Botswana Public Service?

For the following research question, the significant results were only shown in the heatmap to display the strength of the relationship of variables. This means that the following are the correlation coefficients that had p-value less than 0.05 and hence there was not enough evidence to support the null hypothesis, thus we reject the null hypothesis. The test used to address this research question was the Spearman's Rank Correlation Test, using the following variables: T&D methods used by the Ministry/department, T&D methods used by external providers, and training service delivery outcomes of the employee after training.

H3.1₀ There is no significant correlation between the T&D methods used by Ministries/Departments and service delivery after receiving training.

H3.1_A: There is significant correlation between the T&D methods used by Ministries/Departments and service delivery after receiving training.



The correlation coefficients between "Changing or Improving Employees' Behaviour" (TOIE1) and various training delivery methods (TDMs) range from 0.1482 to 0.3229. Among the examined methods, TDM3 (group work) demonstrates the highest positive correlation with TOIE1, indicating that utilizing group work in training programs may significantly contribute to changing or improving employees' behaviour. Moreover, TDM11 (coaching) and TDM9 (computer-based training) also show relatively strong positive correlations with TOIE1, suggesting that incorporating coaching sessions and computer-based training methods may positively influence employees' behaviour within the organization. Conversely, TDM6 (games) exhibits a relatively weaker positive correlation with TOIE1 compared to other methods,

implying that its impact on changing or improving employees' behaviour may be less pronounced. Notably, TDM1 (lectures) shows no significant correlation with TOIE1, indicating that this method may not directly contribute to changing or improving employees' behaviour within the organizational context. Overall, these findings highlight the importance of implementing training methods such as group work, coaching, and computer-based training to effectively influence employees' behaviour in organizations.

The correlation coefficients between "Improving Employees' Attitudes" (TOIE2) and various training delivery methods (TDMs) range from 0.1691 to 0.2999. Among the examined methods, TDM3 (group work) demonstrates the highest positive correlation with TOIE2, indicating that utilizing group work in training programs may significantly contribute to improving employees' attitudes within the organization. Additionally, TDM9 (computer-based training) and TDM7 (demonstration) also show relatively strong positive correlations with TOIE2, suggesting that incorporating computer-based training sessions and demonstration methods may positively influence employees' attitudes. Conversely, TDM6 (games) exhibits a relatively weaker positive correlation with TOIE2 compared to other methods, implying that its impact on improving employees' attitudes may be less pronounced. Notably, TDM1 (lectures) and TDM2 (seminars/conferences) show no significant correlation with TOIE2, indicating that these methods may not directly contribute to improving employees' attitudes within the organizational context. Overall, these findings underscore the importance of implementing training methods such as group work, computer-based training, and demonstrations to effectively enhance employees' attitudes in organizations.

The correlation coefficients between "Learning New Ways of Doing Work" (TOIE3) and various training delivery methods (TDMs) range from -0.1423 to 0.1056. Among the examined methods, TDM1 (lectures) demonstrates the lowest negative correlation with TOIE3, suggesting that traditional lecture-based training may not be conducive to fostering learning new ways of working. Conversely, TDM2 (seminars/conferences) exhibits a slightly positive correlation with TOIE3, although the correlation is relatively weak. Notably, the remaining training methods (TDM3-TDM11) show no significant correlation with TOIE3. These findings imply that none of the training delivery methods examined in this study have a substantial impact on facilitating learning new ways of doing work among employees. This suggests the potential need to explore alternative training approaches or incorporate additional methods that may better support the development of innovative work practices and processes within organizations.

The correlation coefficients between "Encouraging Teamwork" (TOIE4) and various training delivery methods (TDMs) range from 0.1128 to 0.3249. Among the examined methods, TDM1 (lectures) demonstrates the lowest positive correlation with TOIE4, suggesting a relatively weak association between traditional lecture-based training and fostering teamwork among employees. Conversely, TDM5 (role playing) exhibits the highest positive correlation with TOIE4, indicating a stronger relationship between role-playing activities and encouraging teamwork. Additionally, TDM3 (group work) and TDM4 (individual projects) also show moderate positive correlations with TOIE4, suggesting that these interactive and participatory training methods may contribute to enhancing teamwork dynamics within organizations. However, the correlations for TDM6 (games), TDM10 (interactive video), and TDM11 (coaching) are relatively lower, indicating a weaker

association with encouraging teamwork. Overall, these findings suggest that incorporating interactive and collaborative training approaches such as group work, individual projects, and role-playing activities may be more effective in fostering teamwork among employees compared to traditional lecture-based methods.

The correlation coefficients between "Enhancing and increasing employees' skills and knowledge" (TOIE5) and various training delivery methods (TDMs) range from -0.2463 to 0.2606. Among the examined methods, TDM1 (lectures) exhibits the lowest negative correlation with TOIE5, suggesting a weak inverse association between traditional lecture-based training and enhancing employees' skills and knowledge. Conversely, TDM2 (seminars/conferences) demonstrates the highest positive correlation with TOIE5, indicating a stronger relationship between seminar and conference-style training and increasing employees' skills and knowledge. However, the correlations for TDM6 (games) and TDM7 (demonstration) are relatively lower and not significant, suggesting a weaker association with enhancing employees' skills and knowledge. Overall, these findings imply that seminar and conference-style training may be more effective in improving employees' skills and knowledge compared to traditional lecture-based methods.

The correlation coefficients between "Improving on-the-job performance" (TOIE6) and various training delivery methods (TDMs) range from 0.1297 to 0.3709. Among the examined methods, TDM1 (lectures) shows the lowest positive correlation with TOIE6, suggesting a weak association between traditional lecture-based training and improving on-the-job performance. Conversely, TDM5 (role playing) demonstrates the highest positive correlation with TOIE6, indicating a stronger relationship between role-playing activities and enhancing

employees' on-the-job performance. Moreover, TDM4 (individual projects), TDM7 (demonstration), TDM8 (case studies), and TDM9 (computer-based training) also show relatively high positive correlations with TOIE6, suggesting that these methods may effectively contribute to improving employees' on-the-job performance. Overall, these findings suggest that interactive and participatory training methods, such as role-playing, individual projects, demonstrations, case studies, and computer-based training, may be more effective in enhancing on-the-job performance compared to traditional lecture-based approaches.

The correlation coefficients between "Increasing employees' satisfaction" (TOIE7) and various training delivery methods (TDMs) range from 0.1643 to 0.3243. Notably, TDM2 (seminars/conferences) exhibits the highest positive correlation with TOIE7, indicating a relatively strong relationship between attending seminars or conferences and enhancing employees' satisfaction levels. Additionally, TDM5 (role playing) also shows a moderate positive correlation with TOIE7, suggesting that engaging in role-playing activities during training sessions may contribute to increasing employees' satisfaction. However, TDM4 (individual projects) demonstrates a weaker positive correlation with TOIE7 compared to other methods, implying that individual project-based training may have a less pronounced impact on enhancing satisfaction levels among employees. Overall, these findings suggest that participatory training methods, such as seminars/conferences and role-playing, may be more effective in improving employees' satisfaction within the organization.

The correlation coefficients between "Increasing employees' creativity" (TOIE8) and various training delivery methods (TDMs) range from 0.1837 to 0.4180. Notably, TDM4 (individual projects) exhibits the highest positive correlation with TOIE8, indicating a

relatively strong relationship between engaging in individual projects and enhancing employees' creativity. Similarly, TDM5 (role playing) and TDM8 (case studies) also show strong positive correlations with TOIE8, suggesting that these interactive training methods may effectively stimulate creativity among employees. On the other hand, TDM1 (lectures) demonstrates a weaker positive correlation with TOIE8 compared to other methods, implying that traditional lecture-based training may have a less pronounced impact on enhancing employees' creativity levels. Overall, these findings suggest that engaging employees in interactive and hands-on activities, such as individual projects, role-playing, and case studies, may be more effective in fostering creativity within the organization.

The correlation coefficients between "Increasing employees' productivity" (TOIE9) and various training delivery methods (TDMs) range from 0.2293 to 0.4171. Notably, TDM5 (role-playing) demonstrates the highest positive correlation with TOIE9, indicating a relatively strong relationship between engaging in role-playing activities and enhancing employees' productivity. Similarly, TDM4 (individual projects) and TDM8 (case studies) also exhibit strong positive correlations with TOIE9, suggesting that these interactive and hands-on training methods may effectively contribute to increasing employees' productivity levels. On the other hand, TDM1 (lectures) shows a comparatively weaker positive correlation with TOIE9, implying that traditional lecture-based training may have a less pronounced impact on enhancing employees' productivity. Overall, these findings suggest that engaging employees in interactive and practical training activities, such as role-playing, individual projects, and case studies, may be more effective in fostering productivity within the organization.

The correlation coefficients between "Increasing employees' commitment and motivation" (TOIE10) and various training delivery methods (TDMs) range from -0.1192 to 0.3480. Notably, TDM2 (seminars/conferences) exhibits the highest positive correlation with TOIE10, suggesting that engaging employees in seminars and conferences may have a relatively strong association with enhancing their commitment and motivation levels. Conversely, TDM10 (interactive video) shows a negative correlation with TOIE10, albeit a weak one, implying that this training method might not be as effective in increasing employees' commitment and motivation. It's essential to note the absence of significant correlations for the remaining training delivery methods (TDM1 to TDM9) with TOIE10. Overall, these findings indicate that seminars and conferences may play a pivotal role in fostering employees' commitment and motivation, while interactive video training may need further refinement to achieve similar outcomes.

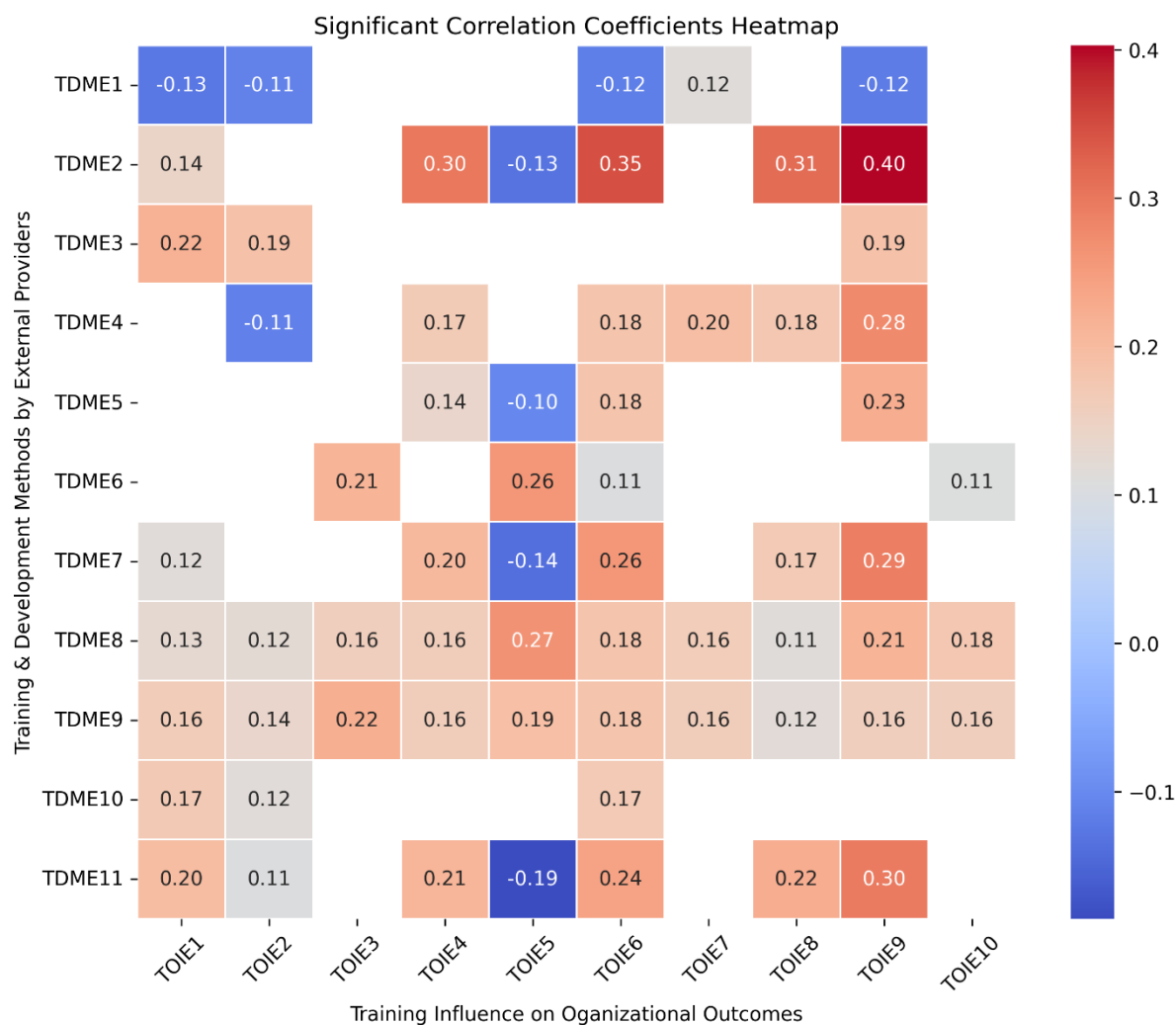
Note that the hypothesis posits a significant positive relationship between training and development methods utilized by ministries/departments, including both internal and external providers, and employee outcomes within the ministry. Across various aspects of employee outcomes (TOIE), specific training delivery methods consistently exhibit strong correlations. Notably, methods such as group work, coaching, and computer-based training show significant positive correlations with changing/improving employees' behaviour (TOIE1) and improving employees' attitudes (TOIE2). These outcomes directly contribute to enhanced service delivery by fostering a more skilled, motivated, and collaborative workforce. Additionally, interactive and participatory methods like role-playing, individual projects, and demonstrations consistently show strong correlations with fostering teamwork (TOIE4), enhancing skills/knowledge (TOIE5), enhancing job performance (TOIE6), boosting satisfaction

(TOIE7), stimulating creativity (TOIE8), and boosting productivity (TOIE9). Seminars/conferences also emerge as effective in enhancing satisfaction and commitment/motivation. However, traditional lecture-based methods exhibit weaker associations across several outcomes, suggesting their limited effectiveness. Conversely, traditional methods like lectures exhibit weaker correlations with critical outcomes, indicating their limited effectiveness in supporting service delivery goals.

Overall, interactive and participatory training methods appear more effective in driving positive employee outcomes, while traditional methods may need to be supplemented or adapted to achieve desired results. The overall strength of the correlation coefficients varies, with some methods showing stronger associations than others, indicating varying degrees of effectiveness in influencing employee outcomes.

H3.2₀: There is no significant correlation between the T&D methods used by external providers and service delivery after receiving training

H3.2_A: There is a significant correlation between the T&D methods used by external providers and service delivery after receiving training



The correlations between "changing or improving employees' behaviour" (TOIE1) and various training delivery methods (TDMs) range from -0.13 to 0.22, providing insights into how different training approaches relate to employees' perceptions of training effectiveness in behaviour change. Notably, group work, computer-based training, interactive video, and coaching display moderate positive correlations with TOIE1, suggesting their potential effectiveness in shaping employees' perceptions of training efficacy in behaviour change. Conversely, lectures show a relatively weak and negative correlation, implying their limited impact. Additionally, demonstration and case studies exhibit weak positive correlations, indicating potential but less significant influences. Overall, these correlations underscore the

varied effectiveness of training methods in promoting behaviour change among employees, highlighting the importance of selecting appropriate methods tailored to desired outcomes.

In the context of "Improving employees' attitudes" (TOIE2), correlations with various training delivery methods range from -0.11 to 0.18. Group work shows the highest positive correlation, suggesting its effectiveness in enhancing attitudes. Conversely, lectures and individual projects exhibit weak negative correlations, indicating less favourable impacts on attitudes. Case studies and computer-based training display moderate positive correlations, suggesting positive contributions to attitude improvement. Overall, these correlations highlight the varying effectiveness of training methods in influencing employee attitudes within the organization.

Regarding "Learning new ways of doing work" (TOIE3), correlations with various training delivery methods range from 0.16 to 0.22. Computer-based training shows the highest positive correlation, indicating effectiveness in facilitating the adoption of new work methods. Games also display a moderate positive correlation, suggesting potential effectiveness in enhancing employees' ability to learn new methods. Conversely, case studies exhibit a weaker positive correlation, implying a relatively minor influence. Several other methods show no significant correlations, underscoring the importance of selecting appropriate training methods tailored to enhance employees' learning and adaptation to new work methods.

For "Encouraging teamwork" (TOIE4), correlations with various training delivery methods range from 0.1371 to 0.2999. Seminars/conferences exhibit the highest positive correlation, indicating effectiveness in fostering teamwork. Coaching and demonstration also

show strong positive correlations, suggesting significant contributions to encouraging teamwork. Conversely, role-playing exhibits a weaker positive correlation, implying a less influential role. Several other methods show no significant correlations, highlighting the importance of selecting appropriate methods tailored to enhance teamwork dynamics and collaboration.

Concerning "Enhancing and increasing employees' skills and knowledge" (TOIE5), correlations with various training delivery methods range from -0.1857 to 0.2662. Case studies demonstrate the highest positive correlation, suggesting effectiveness in enhancing employees' skills and knowledge. Similarly, games show a positive correlation, indicating potential contributions to skill and knowledge enhancement. Conversely, seminars/conferences, role-playing, and coaching display negative correlations, suggesting limitations in their effectiveness. Several other methods show no significant correlations, emphasizing the importance of selecting appropriate methods tailored to enhance employees' knowledge and skills.

For "Improving on the job performance" (TOIE6), correlations with various training delivery methods range from -0.1151 to 0.3470. Seminars/conferences exhibit the highest positive correlation, suggesting effectiveness in improving on-the-job performance. Additionally, demonstration and coaching show relatively strong positive correlations, indicating significant contributions to performance improvement. Conversely, lectures demonstrate a negative correlation, suggesting limitations in its effectiveness. Several other methods show moderate positive correlations, emphasizing the importance of selecting appropriate methods tailored to enhance job performance.

In terms of "Increasing employees' satisfaction" (TOIE7), correlations with various training delivery methods range from 0.1152 to 0.1955. Individual projects exhibit the highest positive correlation, suggesting significant contributions to enhancing job satisfaction and engagement. Lectures and case studies also show positive correlations, albeit to a lesser extent. Conversely, computer-based training demonstrates a relatively weaker positive correlation, suggesting limited effectiveness. Several other methods show no significant correlations, highlighting the importance of selecting appropriate methods tailored to enhance job satisfaction and engagement.

For "Increasing employees' creativity" (TOIE8), correlations with various training delivery methods range from 0.1139 to 0.3143. Seminars/conferences demonstrate the highest positive correlation, suggesting effectiveness in enhancing creativity. Coaching also shows a relatively strong positive correlation, indicating significant contributions to fostering creativity. Conversely, case studies demonstrate a weaker positive correlation, suggesting limited effectiveness. Several other methods show no significant correlations, emphasizing the importance of selecting appropriate methods tailored to enhance creativity.

Regarding "Increasing employees' productivity" (TOIE9), correlations with various training delivery methods range from 0.1571 to 0.4028. Seminars/conferences demonstrate the highest positive correlation, indicating effectiveness in increasing productivity. Moreover, coaching and demonstration also show relatively strong positive correlations, suggesting significant contributions to productivity. Conversely, computer-based training exhibits a weaker positive correlation, suggesting less pronounced impact. Several other methods show

no significant correlations, emphasizing the importance of selecting appropriate methods tailored to improve productivity.

For "Increasing employees' commitment and motivation" (TOIE10), correlations with various training delivery methods range from 0.1063 to 0.1754. Case studies demonstrate the highest positive correlation, suggesting significant contributions to increasing commitment and motivation perceptions. Moreover, computer-based training also shows a positive correlation, indicating potential effectiveness. Conversely, games exhibit a relatively weaker positive correlation, suggesting less pronounced impact. Several other methods show no significant correlations, underscoring the importance of selecting appropriate methods tailored to improve commitment and motivation perceptions.

The hypothesis suggests a positive relationship between training methods used in Ministries/Departments and employee outcomes, with a focus on behaviour change, attitude improvement, learning new methods, teamwork, skill/knowledge enhancement, job performance, satisfaction, creativity, productivity, motivation, and commitment. The analysis of correlations reveals that certain training methods, such as group work, coaching, and computer-based training, consistently exhibit moderate to strong positive correlations across various outcomes. Conversely, traditional methods like lectures often show weaker correlations, indicating their limited effectiveness. Interactive and participatory methods consistently demonstrate stronger associations with positive outcomes, emphasizing the importance of tailored training approaches. Overall, while some methods show significant correlations, others exhibit weaker or even negative associations, highlighting the need for careful selection of training methods aligned to specific service delivery objectives.

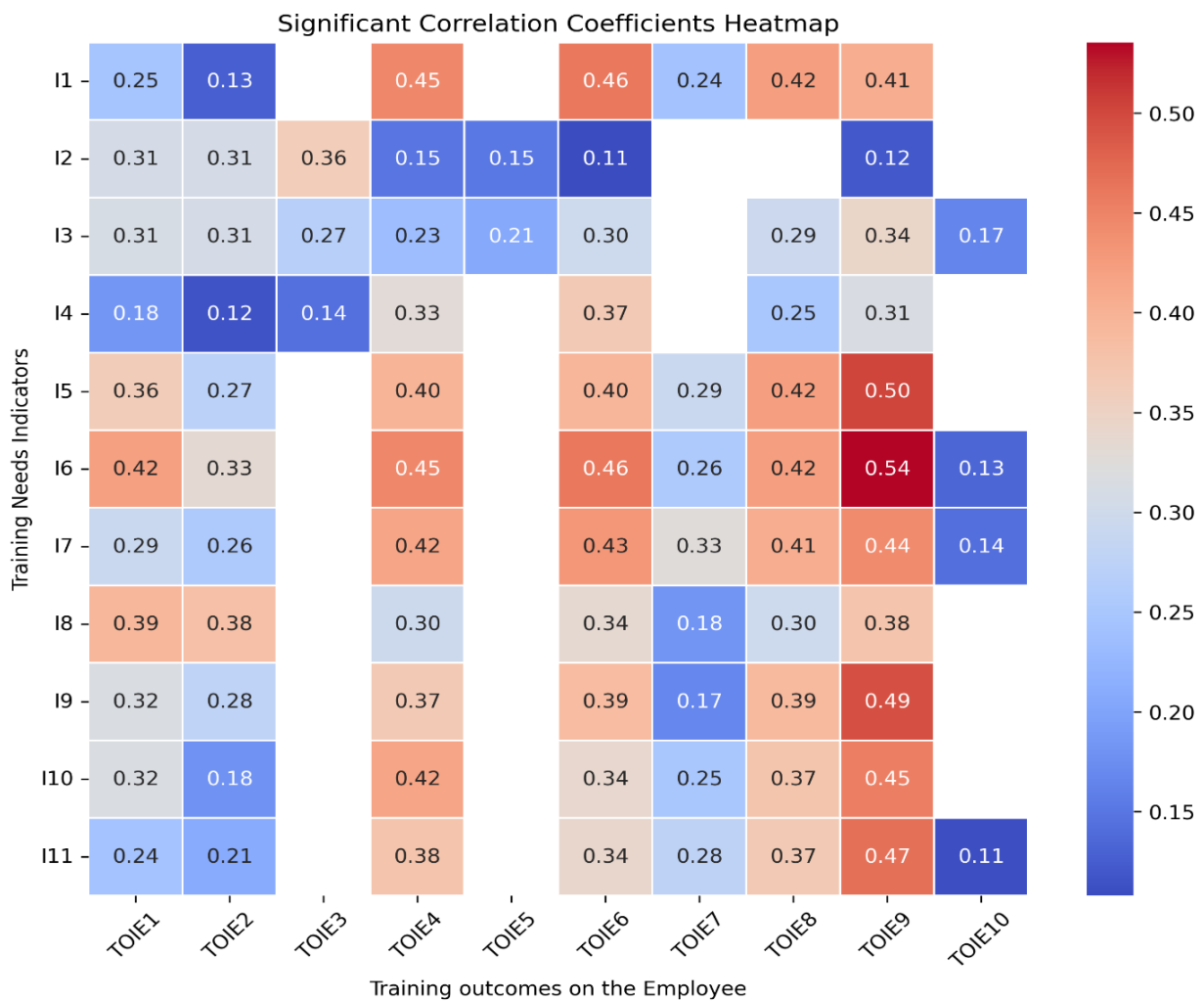
Note that the hypothesis suggests a significant positive correlation between the T&D methods used by Ministries/Departments, encompassing both internal and external providers, and the outcomes of service delivery within the Ministry. External training providers using participatory methods, such as role-playing and case studies, demonstrate a similar pattern of effectiveness like training provided by the Ministry/departments in promoting service delivery outcomes. Overall, these findings underscore the importance of adopting interactive and practical training methods, both internally and through external providers, to equip employees with the competencies necessary for delivering high-quality public services. Ministries should focus on methods that align with their unique service delivery requirements to optimize the impact of training initiatives.

RQ4: What is the association between the training indicators used to assess training needs and the effectiveness of service delivery?

For the following research question, the significant results were only shown in the heatmap to display the strength of the relationship of variables. This means that the following are the correlation coefficients that had p-value less than 0.05 and hence there was not enough evidence to support the null hypothesis, thus we reject the null hypothesis. The test used to address this research question was the Spearman's Rank Correlation Test, using the following variables: training indicators used to assess training needs, influence of training on the Ministry/Department outcomes, and influence of training on the employees' outcomes and service delivery.

H₄₀: There is no significant correlation between the indicators used to assess training needs, the outcomes of training programs, and the effectiveness of service delivery in Ministries/Departments.

H_{4A}: There is a significant correlation between the indicators used to assess training needs, the outcomes of training programs, and the effectiveness of service delivery in Ministries/Departments.



In this analysis, we explore the correlation between various training needs indicators (I1-I11) and training outcomes (TOIE1-TOIE10). The Spearman's rank correlation coefficients

presented in the heatmap offer insights into the relationship between these indicators used and outcomes (service delivery).

Changing or Improving Employees' Behaviour (TOIE1): The correlation coefficients between TOIE1 and the training needs indicators (I1-I11) range from 0.12 to 0.42, indicating a moderate positive correlation. Notably, indicators related to high turnover (I8) and poor service quality (I6) show stronger correlations with TOIE1 compared to other indicators. This suggests that addressing these training needs may contribute significantly to changing or effectively improving employees' behaviour.

Improving Employees' Attitudes (TOIE2): The correlation coefficients between TOIE2 and the training needs indicators range from 0.12 to 0.38, reflecting a low to moderately correlated relationship. While indicators such as lack of skills (I2), poor performance (I3), poor service quality (I6), and high turnover (I8) exhibit moderately positive correlations with TOIE2, the correlations are comparatively weaker for other indicators. This suggests that improving employees' attitudes may be influenced more significantly by addressing specific skill-related deficiencies and performance issues within the organization. Additionally, focusing on enhancing service quality and reducing turnover rates could also contribute positively to fostering a more favourable attitude among employees.

Learning New Ways of Doing Work (TOIE3): For TOIE3, the correlation coefficients with training needs indicators range from 0.144 to 0.361, indicating a low to moderately correlated relationship. Indicators related to poor performance (I3) and lack of skills (I2) demonstrate moderate positive correlations with TOIE3, suggesting that addressing these

training needs may contribute to facilitating the adoption of new work methods effectively. However, it is worth noting that other variables show a very weak correlation and are not significantly related to learning new ways of doing work.

Encouraging Teamwork (TOIE4): TOIE4 shows correlations ranging from 0.148 to 0.446 with training needs indicators, indicating a low to moderately correlated relationship. Notably, indicators associated with lack of knowledge (I1) and poor service quality (I6) exhibit relatively strong positive correlations with TOIE4, suggesting that addressing these training needs may play a vital role in fostering teamwork among employees. Additionally, the results demonstrate a relatively strong positive association between encouraging teamwork and training indicators such as customer dissatisfaction, low profitability, and low morale. This implies that improving teamwork dynamics within the organization could positively impact various aspects of organizational performance and employee satisfaction.

Improving and augmenting Employees' Skills and Knowledge (TOIE5): The correlation coefficients between TOIE5 and training needs indicators range from 0.15 to 0.21. Lack of skills (I2) and poor performance (I3) show weak positive correlations with TOIE5, indicating that addressing these areas may contribute to enhancing employees' skills and knowledge to some extent. However, the correlations suggest that there might be other factors beyond the identified training needs indicators that influence the effectiveness of training in improving employees' skills and knowledge. Further exploration of these factors could provide insights into developing more targeted training programs to achieve desired outcomes in skill enhancement and knowledge acquisition.

Improving On-the-Job Performance (TOIE6): For TOIE6, correlation coefficients range from 0.11 to 0.46, indicating a very weak to low correlation. However, indicators related to poor service quality (I6) and lack of knowledge (I1) demonstrate comparatively stronger correlations with TOIE6, suggesting that addressing these training needs may lead to substantial improvements in on-the-job performance. Moreover, training indicators such as customer dissatisfaction and low profitability also exhibit a relatively strong relationship with improving on-the-job performance, indicating that focusing on enhancing service quality and addressing customer concerns could positively affect employees' job performance.

Increasing Employees' Satisfaction (TOIE7): Correlation coefficients between TOIE7 and training needs indicators range from 0.17 to 0.33. Indicators associated with poor service quality (I6) and lack of knowledge (I1) exhibit relatively moderate positive correlations with TOIE7, suggesting that addressing these training needs may contribute to enhancing employees' satisfaction levels.

Increasing Employees' Creativity (TOIE8): TOIE8 shows correlations ranging from 0.29 to 0.42 with training needs indicators. Indicators related to poor service quality (I6), customer dissatisfaction (I5), Low profitability and lack of knowledge (I1) demonstrate relatively stronger positive correlations with TOIE8, implying that addressing these training needs may foster creativity among employees.

Increasing Employees' Productivity (TOIE9): For TOIE9, correlation coefficients range from 0.12 to 0.54, with most of them above 0.4. Indicators such as customer dissatisfaction (I5) and poor service quality (I6) exhibit moderate to strong positive correlations with TOIE9,

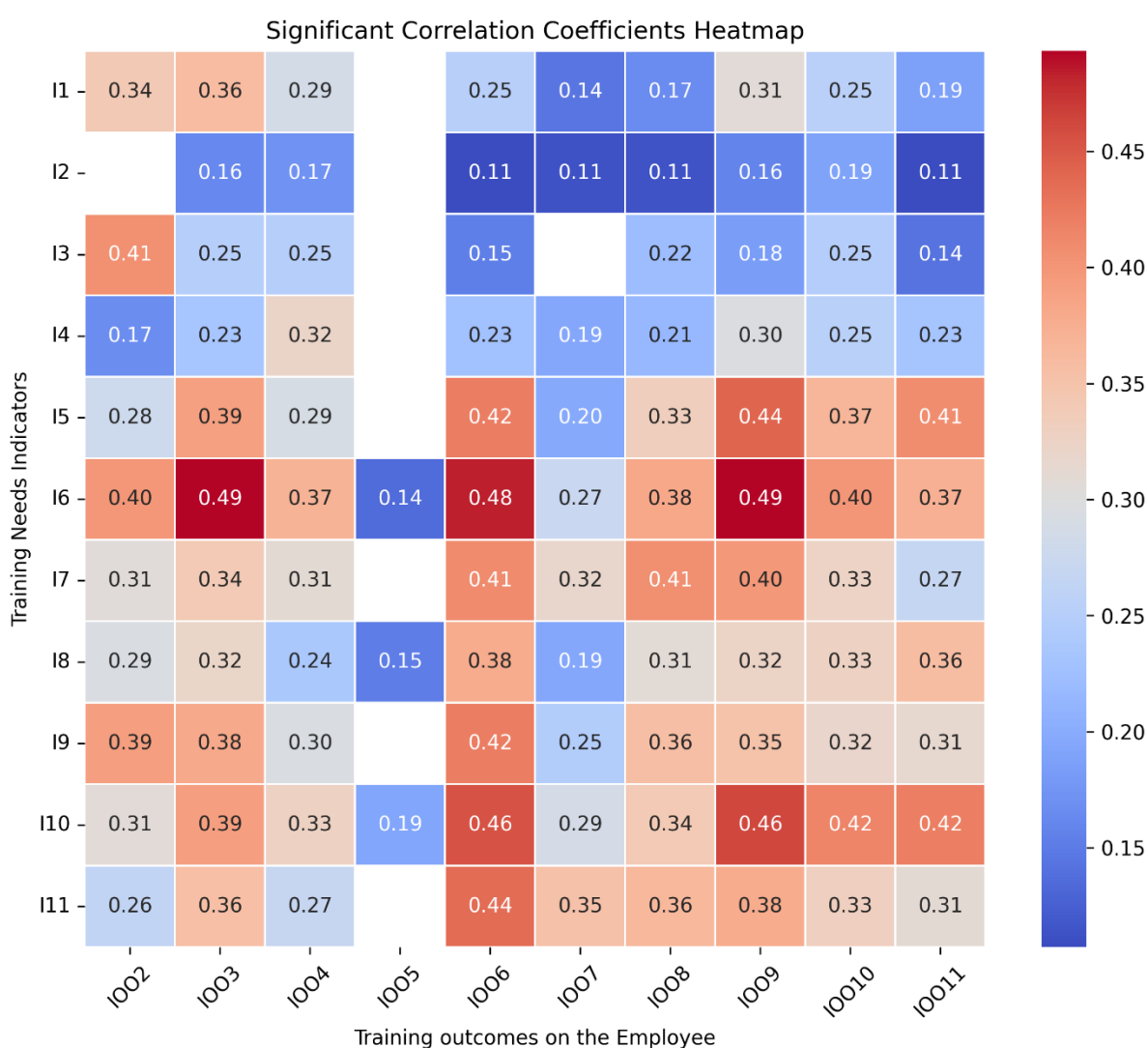
suggesting that initiatives targeting these training needs may lead to improvements in employees' productivity. Additionally, with correlation coefficients above 0.4, the training indicators, frequent employees' transfers to other divisions (I9), lack of knowledge (I1), low profitability (I7), low employee morale (I10), and high absenteeism (I11) also show significant relationships with TOIE9, indicating areas where interventions could potentially enhance productivity.

Increasing Employees' Commitment and Motivation (TOIE10): The correlation coefficients between TOIE10 and training needs indicators range from 0.110 to 0.166. While indicators related to poor service quality (I6) and lack of knowledge (I1) demonstrate relatively stronger positive correlations with TOIE10, the overall correlations are relatively weaker compared to other outcomes.

The hypothesis posits that Ministries/Departments using training indicators like poor performance, poor service quality, and low employee morale to assess training needs will significantly impact service delivery effectiveness. Across various aspects of employee perceptions of training effectiveness (TOIE), common strong correlations emerge with specific training indicators. Notably, indicators related to poor service quality consistently show strong positive correlations across TOIE1, TOIE2, TOIE3, TOIE4, TOIE5, TOIE6, TOIE7, TOIE8, and TOIE9. This suggests that addressing service quality issues through training interventions is crucial for improving various dimensions of employee behaviour, attitudes, learning, teamwork, skills, knowledge, on-the-job performance, satisfaction, creativity, and productivity within organizations. Additionally, indicators such as lack of knowledge, customer dissatisfaction, low profitability, low employee morale, and high absenteeism also demonstrate

significant correlations with employee perceptions of training effectiveness, indicating areas where targeted interventions could lead to notable improvements. This pattern underscores the importance of targeted training efforts tailored to address specific organizational challenges to enhance overall service delivery effectiveness, employee satisfaction, and organizational performance.

Training indicators on the Ministry/Department outcomes:



The correlation coefficients between "Productivity and efficiency" (IOO 2) and various training indicators (I) range from 0.1675 to 0.4052. Notably, I3 (poor performance) demonstrates the strongest positive correlation with IOO 2, indicating that addressing performance issues through training initiatives is associated with higher levels of productivity and efficiency within organizations. Similarly, I6 (poor service quality) and I9 (Frequent employees' transfer to other divisions) display moderate to strong positive correlations with IOO 2, suggesting that improving service quality and reducing employee turnover through training interventions can contribute to enhanced productivity and efficiency. On the other hand, I4 (Introduction of new work methods) exhibits a relatively weaker positive correlation with IOO 2, implying that while implementing new work methods may contribute to productivity and efficiency gains, its impact may not be as pronounced as addressing performance and service quality issues. Overall, these findings highlight the importance of targeted training efforts in addressing performance deficiencies and improving service quality to enhance productivity and efficiency within organizations.

The correlation coefficients between "Quality service" (IOO 3) and various training indicators (I) range from 0.1624 to 0.4933. Notably, I6 (poor service quality) demonstrates the strongest positive correlation with IOO 3, indicating that addressing service quality issues through training initiatives is strongly associated with delivering high-quality services within organizations. Similarly, I5 (Customer dissatisfaction) and I10 (Low employee morale) also display moderate to strong positive correlations with IOO 3, suggesting that improving customer satisfaction and employee morale through training interventions can contribute to enhancing the services quality provided. Conversely, while I3 (poor performance) and I4 (Introduction of new work methods) exhibit positive correlations with IOO 3, their

relationships are relatively weaker compared to the aforementioned indicators. These findings underscore the critical role of targeted training efforts in improving service quality, customer satisfaction, and employee morale to achieve organizational goals related to delivering high-quality services.

The correlation coefficients between "Innovation and change" (IOO 4) and various training indicators (I) range from 0.172 to 0.370. Among these indicators, I6 (poor service quality) demonstrates the strongest positive correlation with IOO 4, indicating that addressing service quality issues through training initiatives is positively associated with fostering innovation and facilitating organizational change. Additionally, I4 (Introduction of new work methods) and I10 (Low employee morale) also exhibit moderate positive correlations with IOO 4, suggesting that implementing new work methods and improving employee morale through training interventions can contribute to fostering innovation within organizations. While other training indicators such as I1 (lack of knowledge) and I7 (Low profitability) also display positive correlations with IOO 4, their relationships are comparatively weaker. These findings highlight the significance of targeted training efforts in promoting innovation, embracing change, and driving organizational growth and adaptability.

The correlation coefficients between "Increasing job satisfaction" (IOO 5) and various training indicators (I) exhibit a range of associations, with values between 0.135 and 0.192. Notably, I10 (Low employee morale) demonstrates the highest positive correlation with IOO 5, indicating that addressing employee morale issues through training interventions may lead to increased job satisfaction within the organization. Similarly, I8 (High turnover) also displays a moderate positive correlation with IOO 5, suggesting that implementing training programs

aimed at reducing turnover rates could contribute to enhancing job satisfaction among employees. While other training indicators such as I6 (poor service quality) exhibit positive correlations with IOO 5, their relationships are comparatively weaker. It's also noteworthy that some training indicators, including I1 (lack of knowledge) and I2 (lack of skills), show no significant correlation with IOO 5. These findings underscore the importance of targeted training strategies in improving job satisfaction levels and fostering a positive work environment within organizations.

The correlation coefficients between "Increasing customer satisfaction" (IOO 6) and various training indicators (I) span a range of values, from 0.108 to 0.483. Notably, I6 (poor service quality) exhibits the highest positive correlation with IOO 6, indicating that addressing service quality issues through training interventions may significantly contribute to enhancing customer satisfaction levels within the organization. Similarly, other training indicators such as I9 (regular employees' transfer to other divisions) and I10 (lack employee morale) demonstrate strong positive correlations with IOO 6, suggesting that mitigating these issues through training programs could also lead to improved customer satisfaction. While some training indicators, like I1 (lack of knowledge) and I2 (lack of skills), show positive correlations with IOO 6, their relationships are relatively weaker. These findings emphasize the importance of targeted training initiatives in enhancing customer satisfaction and fostering positive relationships with clients.

The correlation coefficients between "Decreasing turnover rate" (IOO 7) and various training indicators (I) range from 0.112 to 0.352. Among these, I11 (High absenteeism) demonstrates the highest positive correlation with IOO 7, indicating that addressing

absenteeism issues through training programs may contribute to reducing turnover rates within the organization. Similarly, other training indicators such as I6 (poor service quality) and I10 (Low employee morale) exhibit moderate positive correlations with IOO 7, suggesting that improving service quality and employee morale through training interventions could also lead to lower turnover rates. However, some training indicators, like I1 (lack of knowledge) and I2 (lack of skills), show relatively weaker positive correlations with IOO 7. These findings underscore the potential impact of targeted training initiatives in decreasing turnover rates and promoting employee retention within the organization.

The correlation coefficients between "Increasing Profitability" (IOO 8) and various training indicators (I) range from 0.114 to 0.406. Among these, I7 (Low profitability) demonstrates the highest positive correlation with IOO 8, indicating that addressing issues related to low profitability through training programs may contribute to increasing overall profitability within the organization. Similarly, other training indicators such as I6 (poor service quality) and I9 (Frequent employees' transfer to other divisions) exhibit moderate to strong positive correlations with IOO 8, suggesting that improving service quality and reducing employee turnover through training interventions could also lead to enhanced profitability. However, some training indicators, like I1 (lack of knowledge) and I2 (lack of skills), show relatively weaker positive correlations with IOO 8. These findings highlight the potential effectiveness of targeted training initiatives in improving organizational profitability by addressing various underlying issues.

The correlation coefficients between "Bridges competency gaps" (IOO 9) and various training indicators (I) range from 0.158 to 0.492. Among these, I6 (poor service quality)

demonstrates the highest positive correlation with IOO 9, indicating that training interventions aimed at improving service quality could effectively bridge competency gaps within the organization. Similarly, other training indicators such as I5 (Customer dissatisfaction) and I10 (Low employee morale) exhibit moderate to strong positive correlations with IOO 9, suggesting that addressing customer dissatisfaction and boosting employee morale through training programs may contribute to bridging competency gaps among employees. However, some training indicators, like I2 (lack of skills) and I3 (poor performance), show relatively weaker positive correlations with IOO 9. These findings underscore the importance of targeted training initiatives in enhancing overall competency levels within the organization by addressing specific performance and skill gaps.

The correlation coefficients between "Cost saving" (IOO 10) and various training indicators (I) range from 0.190 to 0.415. Among these, I6 (poor service quality) demonstrates the highest positive correlation with IOO 10, indicating that training interventions aimed at improving service quality could lead to significant cost savings within the organization. Similarly, other training indicators such as I5 (Customer dissatisfaction) and I10 (Low employee morale) exhibit moderate to strong positive correlations with IOO 10, suggesting that addressing customer dissatisfaction and boosting employee morale through training programs may contribute to cost-saving initiatives. However, some training indicators, like I2 (lack of skills) and I3 (poor performance), show relatively weaker positive correlations with IOO 10. These findings highlight the potential for targeted training efforts to not only enhance organizational performance but also drive cost-saving measures through improved employee skills, performance, and morale.

The correlation coefficients between "Decreasing absenteeism rate" (IOO 11) and various training indicators (I) range from 0.107 to 0.420. Notably, I10 (Low employee morale) exhibits the strongest positive correlation with IOO 11, indicating that addressing low morale through targeted training interventions could lead to a reduction in absenteeism rates within the organization. Similarly, I5 (Customer dissatisfaction) demonstrates a significant positive correlation with IOO 11, suggesting that improving customer satisfaction through training initiatives may also contribute to lower absenteeism rates among employees. Additionally, I4 (Introducing new work methods) and I6 (Low standard service quality) show moderate positive correlations with IOO 11, implying that implementing new work methods and enhancing service quality through training programs could further support the reduction of absenteeism. However, some training indicators, such as I2 (Lack of skills) and I3 (Poor performance), display relatively weaker positive correlations with IOO 11. These findings underscore the potential of targeted training efforts to improve employee morale, address customer concerns, and ultimately reduce absenteeism rates within the organization.

In summary, as the hypothesis suggests that Ministries/Departments using training indicators such as poor performance, poor service quality, and low employee morale to assess training needs significantly impact service delivery effectiveness. Analysis of correlation coefficients reveals key findings across various indicators. Notably, poor performance (I3), poor service quality (I6), and frequent employee transfer (I9) show strong positive correlations with productivity and efficiency (IOO 2), highlighting the importance of addressing performance issues to enhance organizational effectiveness. Similarly, poor service quality (I6), customer dissatisfaction (I5), and low employee morale (I10) exhibit strong positive correlations with quality service (IOO 3), emphasizing the critical role of training interventions

in improving service quality and customer satisfaction. Additionally, poor service quality (I6) emerges as a common strong correlate across change and innovation (IOO 4), enhance job satisfaction (IOO 5), boost customer satisfaction (IOO 6), reduce turnover rate (IOO 7), bridging competency gaps (IOO 9), cost-saving (IOO 10), and decreasing absenteeism rate (IOO 11), underscoring its significance in various aspects of organizational performance and effectiveness. Addressing poor service quality, therefore, becomes crucial for organizations aiming to improve overall productivity, foster a positive work environment, and achieve long-term success in a competitive marketplace.

These findings indicate a consistent pattern and underscores the critical role of targeted training efforts in addressing performance deficiencies and enhancing service quality, ultimately leading to improved organizational effectiveness in delivering services. Thus, ministries/departments should prioritize training initiatives tailored to address specific performance issues identified through indicators like poor performance, poor service quality, and low employee morale to maximize service delivery effectiveness and achieve organizational goals.

The hypothesis posits that Ministries/Departments using training indicators like poor performance, poor service quality, and low employee morale to assess training needs will significantly impact service delivery effectiveness. The correlation analysis highlights that specific training indicators, such as poor service quality, customer dissatisfaction, and low employee morale, have strong positive associations with improved training outcomes, including enhanced productivity, creativity, and job satisfaction. Addressing these indicators through targeted training programs significantly contributes to better service delivery by

equipping employees with the skills, knowledge, and motivation required to meet organizational goals effectively. Ministries and Departments should focus on addressing key challenges identified through these indicators to ensure that training initiatives directly enhance employee performance and, ultimately, service delivery outcomes. Therefore, the findings confirm that there is a significant correlation between the indicators used to assess training needs, the outcomes of training programs, and the effectiveness of service delivery in Ministries/Departments. This suggests that well-identified training needs and effective program outcomes are closely linked to improved service delivery performance.

Summary of hypotheses analysis

The table 22 below summarizes the results in relation to the initial hypotheses made during the inception phase of this thesis. All the hypotheses formulated were alternative hypotheses, and there was sufficient evidence to support all of them, with the exception of Hypothesis 2.

Table 22

Summary of the hypotheses analysis

Hypothesis	Details of hypothesis	Sign	Result
H2	The use of external trainers is adjudged more effective than reliance on internal trainers	-	Rejected
H3	There is a significant correlation between T&D methods and service delivery.	+	Supported
H4	There is a significant correlation between the indicators used to assess training needs, the outcomes of training programs, and the effectiveness of service delivery in Ministries/Departments.	+	Supported

Evaluation of Findings

This section examines the impact of training on service delivery in the Botswana Public Service, emphasizing the mediating role of barriers to training effectiveness. It integrates and evaluates insights from both quantitative and qualitative research methods, presenting the empirical findings gathered from the public service respondents. According to Dawadi et al. (2021), the convergent triangulated mixed-methods approach involves collecting data from both methodologies simultaneously, conducting independent analyses, and integrating the results during the evaluation phase. A narrative approach was adopted to compare and interpret the qualitative and quantitative data, framing the analysis around the research questions.

The study focused on four main objectives: identify and analyse perceived barriers to effective service delivery despite continuous training efforts among GB employees, examine the association between the utilization of external training providers and the perceived effectiveness of training programs, investigate the extent of the relationship between the T&D methods offered by Ministries/Departments and external providers, and their impact on the outcomes of employees within the Botswana Public Service as well as investigate the relationship between the training indicators employed for assessing training needs and the effectiveness of service delivery. Guided by the study's objectives, the findings of the investigation reveal key insights.

Perceived Barriers to Service Delivery Effectiveness and Assessment of Training Needs

This study sought to identify the perceived obstacles to effective service delivery among GB employees, despite ongoing training efforts. This objective was explored through the qualitative component of the research. The results revealed that there are two main barriers stand out as primary problems namely; Lack of Management and Workplace Support for T&D and Ineffective Training Needs Analysis and Evaluation. One officials interviewed from the MIH made it clear that:

There is need to create a culture that allows trained employees to apply what they have learned, train to bridge competency gaps, evaluate training and not to train following the order of people but what the Ministry needs first by conducting training needs.

When asked on the effectiveness of the training programmes an official from the MAO said:

No, training programmes seem to be failing to meet their objectives and I think there is a strong need to look into some reporting structures and also make the work environment conducive for employees to transfer their acquired knowledge and skills.

The findings are in line with Arulsamy et al. (2023) suggestion that managers should actively engage and prioritize attention to T&D programs. Arulsamy et al. (2023) emphasized the need for a supportive workplace environment for effective knowledge transfer. Furthermore, he emphasised the importance of a dedicated department of T&D and highlighted that the commitment of upper management is crucial for integrating Training and Development

into the organizations' strategic planning. A supportive top management can elevate the status of T&D to a strategic level, aligning it with the overall organizational strategy.

The recommendations provided by Arulsamy et al. (2023) align with the study findings. Arulsamy et al. (2023) proposed the adoption of a knowledge transfer culture within the organization, emphasizing mechanisms that facilitate trained individuals in sharing their knowledge with other employees. This could include providing a copy of training modules.

With these results and suggestions, it indicates that T&D should be taken by the Public Service as a continuous process. The Ministries/Departments should foster a culture of learning, aspiring to become learning organizations. As Senge (1990) suggests, a learning organization is characterized by continuous expansion of individuals' capabilities to achieve desired outcomes, the fostering of new and expansive patterns of thinking, the release of collective aspirations, and continual collaborative learning. This will create the desired conducive environment to implement new skills from the training as well as becoming innovative.

The results indicate that Ministries/Departments face various barriers, including issues in the measurement of performance improvement in specific jobs, assessing changes in trainees' behaviour over a short period, identifying appropriate quantitative measures, high costs of the assessment process, lack of understanding about the evaluation process, challenges in isolating training effects from other organizational functions, difficulty in engaging managers in the evaluation process, absence of a specific board for evaluating training programs, and a general lack of awareness about the evaluation process. These findings align

with the results from earlier research by Othayma et al. (2022), Al-Athari & Zairi (2002), Griffin (2010), Hung (2010), and Saad & Mat (2013). The common challenges identified include inadequate HR practices, a shortage of qualified professionals for systematic evaluation, a lack of overall management interest in T&D evaluation, and insufficient engagement from staff who perceive training as peripheral rather than integral to their roles. Other factors highlighted in the literature include resource constraints, including materials, qualified professionals, and management support, along with inadequacies in the evaluation system itself.

The research findings indicate that Ministries/Departments face several major challenges in their Training and Development (T&D) functions. These challenges include the absence support from top management, inconsistencies between the offered T&D programs and required job skills, issues related to sending inappropriate personnel for training, and a work environment that does not support the implementation of new behaviours. The other challenges indicated include high training costs, training is not linked to employee competency gaps hence and lack of training needs assessments and evaluation, lack of compliance audits, lack of TNAs, lack of skills audits and risk assessments done and non-availability training impact assessments where the main training programs problems. A significant number of respondents stated that they are not satisfied with training in their Ministries/Departments because:

It is conducted haphazardly, without proper training needs assessments or evaluations.

The training plans fail to address competency gaps or performance needs, instead prioritizing individuals based on schedules rather than aligning with the Ministry's

requirements. This lack of strategic focus renders the training inefficient and contributes to poor service delivery.

The study results indicate both agreements and disagreements with the findings of Arulsamy et al. (2023). The identified factors contributing to T&D failure include the absence of a long-term plan for developing HR, low quality training programs, insufficient on-the-job training, incorrect TNAs, private training absence centers, discrepancies between the provided T&D and job skills, and sending inappropriate individuals to training programs.

This study findings diverge from the results of Arulsamy et al. (2023) regarding certain challenges in Training and Development (T&D). While Arulsamy et al. (2023) did not identify difficulties such as the absence of management support T&D, work environment not supporting new behaviors acquired through T&D programs, absence or low motivation among employees, absence of professionals in the Training and Department department, and insufficient time and budget to carry out training programs, this current study identifies budget constraints, high costs, absence of management support and lack of motivation as challenges faced by Ministries/Departments in T&D.

The study results are consistent with the findings of Darshani (2018), which revealed no significant effect of the job applicability of training on employee performance. Darshani argued that activities conducted within the organization are designed to enhance employees' knowledge and improve their overall performance.

Indeed, the identified challenges in T&D can potentially undermine the self-efficacy of participants, eroding their confidence and belief in their ability to apply acquired knowledge and skills in the workplace. Addressing these challenges is essential for cultivating a positive training environment and bolstering the effectiveness of T&D initiatives. These findings highlight potential constraints on HCT, as obstacles hindering both training and service delivery (Aman-Ullah et al., 2022). HCT underscores the importance of investing in employees' skills and knowledge to enhance organizational performance. However, barriers in T&D processes may thwart the achievement of this potential, indicating a need for strategic interventions to overcome such impediments. Marginson (2017) discusses the limitations of HCT in his study titled, "Limitations of human capital theory" published in *Studies in Higher Education*, stating that while HCT is essential, it alone is not adequate, as various training-related and context-related factors, beyond training itself, influence the outcomes of training.

The study has reflected on several solutions which the Ministry/Departments can employ to deal with the problems as well as to improve effectiveness. The proposed strategies, such as training supervisors and management to be actively involved in designing training based on real work needs and fostering a learning culture in the organization, align with best practices in T&D. These strategies emphasize the importance of leadership engagement and creating an organizational culture that values continuous learning, both of which are essential for the success of T&D initiatives. Implementation of these strategies can contribute to overcoming challenges and improving the overall effectiveness of training initiatives. The results have indicated that the best solution can be from within the organization.

These findings are in line with the quantitative findings that pick lack of management support and limited application of new skills significantly hinder the effectiveness of training programs in improving employee behavior and attitudes, which are essential for delivering quality services. Addressing these organizational barriers through enhanced leadership involvement, interdepartmental collaboration and post-training application strategies is critical for maximizing training's impact on service delivery.

External training Providers and Training Programs Effectiveness

The Mann-Whitney test results reveal that there is no statistically significant difference in the perceived effectiveness of training programs between Ministries/Departments that engage external providers and those relying on internal training resources. This finding suggests that the origin of training, whether external or internal does not significantly impact employees' ability to apply acquired skills and knowledge in the workplace. These results contradict the initial hypothesis that external providers would lead to more effective training outcomes compared to internal programs. Instead, they highlight the need for broader considerations in evaluating training effectiveness, transcending the mere source of training.

The study of Arulsamy et al. (2023) emphasizes that effective T&D should be a systematic function integrated into an organization's strategic plans, policies, and objectives rather than reactive measures to immediate organizational needs. The absence of significant differences in training effectiveness between external and internal programs may indicate a lack of strategic alignment in training interventions within the Botswana Public Service. This misalignment is further evidenced by findings suggesting that training programs are not

adequately addressing Ministries/Departments goals and objectives, as noted in similar studies (Al-Abdallah et al., 2023). These deficiencies underscore the critical importance of conducting thorough TNAs to ensure that employee training is tailored to specific competency gaps and organizational priorities.

Moreover, both the interview and questionnaire findings underscore the need for Ministries and top management to adopt a more serious approach to T&D. This includes evaluating training impacts and ensuring alignment with strategic goals. The absence of training evaluation and top management's perceived lack of commitment suggests an immature and ineffective T&D framework in the Botswana Public Service. Such inefficiencies hinder the realization of strategic and operational benefits that training programs can offer.

Aligning these findings with HCT, as discussed by Marginson (2017), further illustrates that ineffective training programs undermine the potential of human capital investments to enhance organizational performance. Strategic and impactful training programs are essential to reduce barriers impeding the application of acquired skills and knowledge. By fostering strategic alignment and commitment to effective T&D, Ministries can reinforce the principles of HCT, enabling employees to meaningfully contribute to service delivery and organizational success.

These findings indicate that the effectiveness of training programs in the Botswana Public Service is less dependent on whether the training is sourced internally or externally and more on how well these programs are strategically aligned with organizational needs. The lack of differentiation between the two training sources suggests a broader issue with the maturity

and effectiveness of T&D frameworks, including inadequate TNAs and a lack of systematic training evaluation. These shortcomings highlight missed opportunities for leveraging training to address competency and performance gaps. The results call for a more strategic and evaluative approach to T&D, emphasizing its role as a critical enabler of improved service delivery and organizational success.

Moreover, the findings of this study corroborate Hosen et al.'s (2023) quantitative research on "Training & development, career development, and organizational commitment as the predictor of work performance," which highlighted that well-designed training programs and policies are crucial for improving job performance, regardless of the training source. Similarly, this study supports this view by emphasizing the importance of strategic training initiatives and policies in enhancing organizational commitment and work performance. Both studies underscore the significance of fostering an environment where employees receive proper T&D opportunities, which ultimately leads to improved job performance. Additionally, like Hosen et al. (2023), this research highlights that the role of organizational commitment is vital in mediating the relationship between T&D and work performance, further validating the critical role that structured training plays in optimizing employee outcomes, including effective service delivery. Both studies emphasize that when employees are engaged through well-designed training programs, their commitment to the organization strengthens, which in turn enhances their performance and the quality of service provided. This connection reinforces the idea that organizational commitment not only supports improved work performance but also contributes to better overall service outcomes.

T&D methods and impact on service delivery

T&D methods and impact on service delivery

The correlation analysis between training delivery methods (TDMs) used by Ministries/Departments and various aspects of employee service delivery reveals the relationship between training strategies and organizational performance, in line with HCT. The findings emphasize the importance of investing in human capital through tailored training interventions to improve employee skills, attitudes, and performance. Positive correlations observed between methods such as group work, coaching, and computer-based training with behavioral changes and improved attitudes reinforce HCT's assertion that investing in education and skill development enhances both individual and organizational performance (Maringe, 2015). In contrast, weaker correlations with traditional lecture-based methods suggest that more dynamic approaches to training are needed, aligning with HCT's focus on continuous learning and skill enhancement (Maringe, 2015).

Additionally, the study found strong correlations between interactive and participatory training methods, such as role-playing, individual projects, and demonstrations, with outcomes like teamwork, knowledge/skill enhancement, job performance, satisfaction, creativity, and productivity. These findings support HCT's proposition that investments in human capital contribute to organizational effectiveness. Furthermore, the positive correlation between seminars/conferences and increased employee satisfaction and motivation further supports HCT, demonstrating that training investments lead to higher employee engagement and organizational success.

Weaker correlations with traditional lecture-based methods emphasize the limitations of a one-size-fits-all approach to training. This highlights the need for organizations to adopt more interactive and tailored methods to maximize the effectiveness of training programs.

Overall, the correlation analysis provides empirical support for HCT, emphasizing the crucial role of T&D in improving organizational performance and competitiveness. By aligning training strategies with organizational objectives and investing in employee skills, organizations can leverage their human capital for sustainable growth (Aman-Ullah et al., 2022).

The correlations between TDMs provided by external trainers and employee service delivery further reveal the effectiveness of various training approaches. These findings also align with HCT, which underscores the importance of investing in human capital through training and education to enhance both individual and organizational performance (Maringe, 2015). Positive correlations between methods like group work, coaching, and computer-based training with improved behavior, attitudes, teamwork, skills/knowledge, job performance, and motivation suggest that investments in employee development enhance service delivery (Maringe & Mourad, 2012).

In contrast, traditional methods like lectures, which show weaker correlations with positive outcomes, highlight the need for ongoing investment in adaptive training methods to ensure organizational effectiveness (Maringe & Mourad, 2012). The variability in correlations across training methods emphasizes the importance of strategic decision-making when selecting approaches tailored to specific organizational goals and desired service delivery outcomes. This aligns with HCT's principle of optimizing investments in human capital to maximize returns, as not all methods yield equally significant results in every context (Eleyae, 2021).

The analysis of TDMs used by both internal Ministries/Departments and external providers reveals both similarities and differences in their approaches. Both recognize the importance of investing in human capital through customized training to improve employee performance, as evidenced by the positive correlations between interactive methods (group work, coaching, computer-based training) and various aspects of service delivery (Maringe, 2015).

The findings also align with Arulsamy et al. (2023), who found that T&D activities are closely tied to organizational goals and performance. Similarly, Nor (2023) found that employee T&D significantly impacts the performance of decentralized public institutions, with positive relationships between training methods, seminars, workshops, and improved public service delivery. Both studies emphasize the importance of T&D in enhancing service delivery efficiency.

These findings further align with those of Mpofu and Hlatywayo (2015), who conducted a quantitative study to explore the relationship between the quality of employee training and development (T&D) and service delivery within a selected municipality. Their research underscored the importance of having well-structured T&D systems and processes in place to improve employee performance, which ultimately leads to better delivery of essential services to communities. The study suggested that improved, efficient, and effective service delivery by municipal employees can be achieved through high-quality T&D programs, delivered by instructors who use appropriate training methods, as these factors significantly influence employee behavior.

However, the study also identifies limitations with traditional lecture-based methods, which show weaker correlations with positive service delivery outcomes. This discrepancy underscores the need for more dynamic and tailored approaches to training to achieve maximum effectiveness (Aman-Ullah et al., 2022). Both Ministries/Departments and external providers understand the importance of strategically selecting training methods aligned with organizational goals, as not all methods produce equally significant results in all contexts (Eleyae, 2021).

While similarities exist, differences emerge in organizational context and control over training interventions. Ministries/Departments often have more influence and resources to implement comprehensive training aligned with organizational objectives, whereas external providers may offer a wider range of options but lack an in-depth understanding of the organization's specific context. This could explain why the hypothesis that T&D methods by external providers would have a stronger impact on service delivery in Botswana's public service was not fully supported. Instead, the findings revealed that T&D methods employed by Ministries/Departments showed a stronger positive relationship with service delivery outcomes. This suggests the need for external providers to collaborate more closely with organizations to design contextually relevant training programs (Stevens, 1999).

The qualitative findings supported these results by indicating that ineffective training methods and the lack of a thorough training needs analysis contribute to barriers affecting both internal and external in-service training. Data also showed that 80% of participants believed both internal and external training programs positively impacted employee morale. Although in-service training may not directly address all service delivery challenges, it plays a key role

in motivating employees. If aligned with well-designed, needs-based training, it could indirectly enhance service delivery outcomes.

In conclusion, both Ministries/Departments and external training providers acknowledge the critical role of T&D in improving employee performance and organizational success, in line with HCT. However, differences in organizational context and control require tailored approaches to maximize the impact of training on service delivery. By adapting training methods to fit organizational goals and investing in human capital, Ministries/Departments can enhance service delivery and foster sustainable growth and competitiveness.

Assessment of Training Needs and Service Delivery Effectiveness

In organizational development, understanding the intricate relationship between training indicators and outcomes is crucial for fostering a culture of continuous improvement and service delivery. This study delved into the correlation between various training needs indicators and outcomes, shedding light on their impact on both employee and organizational performance, particularly in the context of service delivery. The study examined two of hypotheses, aiming to uncover whether specific training indicators significantly influence training outcomes within Ministries/Departments. Spearman's rank correlation coefficients were utilized to analyse the relationship between training needs indicators (I1-I11) and training outcomes with emphasis on quality service delivery (TOIE1-TOIE10, IOO2-IOO11) from both employee and organizational perspectives.

The analysis revealed several key insights into how training interventions affect employee behaviour, attitudes, skills, and job satisfaction. Notably, indicators such as poor performance, poor service quality, and high turnover demonstrated moderate positive correlations with various aspects of service delivery. Addressing these indicators through targeted training initiatives significantly impacted employee behaviour, attitude improvement, skill enhancement, and job satisfaction levels.

Similarly, the study explored the impact of training indicators on organizational outcomes related to productivity, service quality, innovation, customer satisfaction, turnover rates, profitability, competency development, cost-saving, and absenteeism. Results indicated that training interventions targeting specific indicators, such as poor service quality and low employee morale, significantly influenced organizational effectiveness in delivering services. Addressing these indicators led to improvements in productivity, service quality, innovation, customer satisfaction, reduced turnover rates, enhanced profitability, competency development, cost-saving measures, and decreased absenteeism rates.

The qualitative findings further corroborated the quantitative results, providing deeper insights into the effectiveness of tailored training interventions in enhancing service delivery. Interviews with key stakeholders, including Deputy Managers of HR & Admin and Training Coordinators, revealed a consensus that aligning training methods with the specific needs of individual Ministries or Departments plays a crucial role in improving both employee competence and overall performance. By customizing training programs to address the unique challenges and requirements of each department, these interventions not only bridge existing

competency gaps but also ensure that employees are equipped with the skills necessary to perform their roles more effectively.

Furthermore, the participants emphasized that targeted training fosters a sense of relevance and engagement among employees, as the content and delivery methods are directly applicable to their daily tasks. This alignment enhances motivation and retention of knowledge, which in turn leads to better decision-making, improved efficiency, and more responsive service delivery to the public. Training initiatives that are closely linked to the strategic goals and operational needs of the ministries were seen as essential for developing a workforce that can effectively address the evolving demands of government service provision. Ultimately, the findings suggest that a well-structured, needs-based training approach has the potential to significantly elevate the quality of public service, contributing to greater citizen satisfaction and the achievement of national development objectives.

This research aligns with the study by Nor (2023) titled "Improving Employee Performance and Public Service Delivery through Training and Development: Case of the Civil Service of the Federal Government of Somalia." The findings from Nor's study revealed a significant and positive impact of employee T&D methods on the performance and service delivery of decentralized entities in public institutions.

This study also aligns with the findings of Hassan (2020), which demonstrate a positive correlation between the training dimension and public service delivery. The research identified a strong and significant relationship between training, seminars, workshops, and enhanced public service delivery.

Moreover, these results are consistent with the principles of HCT, which emphasizes the significance of investing in employees' knowledge, skills, and abilities (Maringe, 2015). According to this theory, T&D initiatives contribute to enhancing human capital, leading to improved individual and organizational performance. Therefore, the observed improvements in service delivery performance can be attributed to the accumulation of human capital through targeted training interventions, aligning with the fundamental principles of HCT. This underscores the strategic significance of allocating resources to employee development to achieve organizational goals and improve service delivery outcomes (Aman-Ullah et al., 2022).

Summary of the section

The research on the effect of training on service delivery in the Botswana public service underscores the critical role of strategic alignment, effective evaluation, and organizational commitment in optimizing T&D initiatives. Key findings reveal systemic barriers, including insufficient management support, inadequate TNA, and poor alignment of training programs with organizational goals and competency gaps. These factors undermine the potential of training to enhance service delivery and organizational performance.

Aligned with HCT, the study highlights that ineffective T&D frameworks diminish the return on human capital investments, limiting both individual and organizational gains. While in-training delivery methods like interactive and participatory approaches (e.g., group work, coaching, and computer-based training) demonstrate strong correlations with improved employee behavior, attitudes, and performance, traditional lecture-based methods show weaker

impacts. This suggests the need for dynamic, participatory, and contextually relevant in-training methods tailored to specific organizational needs.

Notably, the study challenges the assumption that external training providers yield superior outcomes compared to internal programs. Ministries and Departments often achieve stronger impacts due to their deeper understanding of organizational context, although external providers can complement these efforts when collaboration ensures relevance and alignment. The findings emphasize that training effectiveness is less about the source and more about strategic implementation, systemic evaluation, and management engagement.

Qualitative data reinforce the importance of creating a supportive learning culture, as described by Senge's concept of a learning organization which emphasizes the importance of creating a culture that supports continuous learning and adaptation (Senge, 1990). Participants noted that while in-service training boosts morale, its potential to address service delivery challenges remains limited without robust TNA, strategic integration, and post-training evaluations.

In conclusion, the study advocates for a structured, strategic, and evaluative approach to T&D in the Botswana Public Service. By aligning training with organizational objectives, addressing systemic inefficiencies, and fostering environments that enable skill application, Ministries and Departments can better leverage T&D to drive sustainable service delivery improvements and organizational success. These findings align with HCT's principles, emphasizing that investing in tailored, needs-based training is essential for enhancing human capital and achieving competitive advantages.

CHAPTER 5: IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSION

Introduction

This chapter presents the primary findings of the study, aligning them with the objectives and research questions introduced in Chapter 1. It offers a comprehensive overview of the evidence collected, consistent with the initial goals of the research. The study was conducted within the Botswana Public Service, an institution that has faced ongoing criticism for poor service delivery (Shonhe & Grand, 2019; Motlhabani, 2019). This inefficiency hinders Botswana's ambition to transition from a middle-income to a high-income economy, as outlined in Vision 2036. In response to these challenges, the Government of Botswana (GB) has made significant investments in in-service T&D to improve human capital, raise educational standards, enhance critical skills, and ensure inclusive access to education and training across the population.

The study tested several hypotheses: that Ministries using external training providers view their programs as more effective than those relying solely on internal resources; that there is a significant relationship between the training methods employed by Ministries/Departments and service delivery; that external providers' T&D approaches correlate with service delivery outcomes; and that training indicators are significantly linked to the results of training initiatives.

To test these hypotheses, the study employed a convergent triangulated mixed-methods approach. Data were collected from 354 Botswana government employees through

questionnaires and 20 semi-structured interviews with Deputy Managers of HR & Admin and Training Coordinators. The data were analyzed using both descriptive and inferential statistical methods. Additionally, thematic analysis of the interview data provided deeper insights into the relationships between the study's constructs, highlighting the mediating role of barriers to training effectiveness. This analysis illuminated how these barriers impact the outcomes of in-service training initiatives and their subsequent effect on service delivery.

Implications

This research has made noteworthy original input to the existing body of research, particularly in the domain of Training and Development within the Botswana public service context. The research has delved into a previously underexplored area in Botswana, providing valuable insights and contributing to theoretical, academic and practical knowledge. The following section outlines contributions of this research, both the theoretical and practical as well as managerial contributions drawing from the existing literature review and theoretical framework presented in Chapter 2.

The findings of this study are supported by recent research from Arulsamy et al. (2023), Darshani (2018), Senge (1990), Othayma et al. (2022), Al-Athari and Zairi (2002), Griffin (2010), Hung (2010), Saad and Mat (2013), Marginson (2017), Maringe (2015), Aman-Ullah et al. (2022), Maringe and Mourad (2012), Eleyae (2021), Stevens (1999), Nor (2023), Hassan (2020) and Hosen et al. (2023).

The theoretical contributions

Validation of Human Capital Theory (HCT): This study contributes significantly to theory, particularly concerning the study variables which include TNA, training strategy, identification as well as removal of training challenges and types of training. The study provides empirical evidence supporting the principles of HCT by demonstrating the positive impact of T&D on both organizational and employee outcomes. This study is considered as a milestone in the validation of a HCT with a specific emphasis on effective training for delivering high-quality services. It has integrated existing research from diverse sources, including T&D in various countries, strategic T&D, and the relationship between T&D and quality service delivery into a centripetal perspective.

The academic contributions

Bridging Gaps in the Literature: No similar study has ever been conducted within the context of the Botswana Public Service, particularly in terms of assessing the effect of training on service delivery while considering the mediatory role of hindrances to training effectiveness. This study made significant contributions to the relevant literature from various angles, addressing both the positive impacts of training on employee performance and the barriers that impede its effectiveness in the public sector. By exploring how tailored training interventions influence service delivery, and examining the specific obstacles, such as limited resources, inadequate training methods, and organizational constraints, that hinder training effectiveness, this research provides valuable insights into the complexities of improving public service performance in Botswana. These findings offer a comprehensive understanding of the dynamic relationship between training and service delivery, highlighting not only the

potential benefits but also the critical challenges that must be overcome to ensure the successful implementation of training programs.

Firstly, it investigated the effects of training programs in the Botswana Public Service. Secondly, the study built on previous research by incorporating the perspectives of public service employees. Also, the extensive literature review conducted across these domains has identified gaps, indicating the need for more empirical studies in this specific area. Consequently, this study not only consolidates, refines, and adds to existing empirical work but also addresses some of the identified gaps in the literature, enhancing the overall understanding of T&D in the context of providing services of high quality.

Pioneering Empirical Research: This study constitutes a significant contribution to the body of knowledge as the initial exploratory empirical investigation conducted in the Botswana Public Service, specifically within Ministries/Departments. By undertaking this pioneering empirical research, the study expands and enhances the understanding of T&D practices in the Botswana Public Service. It addresses gaps in the existing T&D literature, providing valuable insights into the current state of T&D within the Botswana context. The findings and observations from this study contribute to the broader knowledge base, shedding light on the unique challenges and dynamics associated with T&D in the Botswana Public Service.

Integration of Employee and Organizational Perspectives: By examining training outcomes from both employee and organizational perspectives, the study offers a comprehensive understanding of the impact of training interventions on service delivery.

Enhancement of Organizational Performance: The study highlights the crucial role of training in improving various aspects of organizational performance, including productivity, service quality, innovation, customer satisfaction, and profitability.

Comprehensive Examination of Training and Development Management: This study can be characterized as a comprehensive exploratory examination that amalgamates essential factors crucial for the effective management of a T&D function within organizations. It systematically integrates critical objectives into a cohesive and organized research framework. The study delves into the current management practices of training within the Botswana Public Service, providing an in-depth exploration of the training effectiveness on employees' delivery of services. By addressing these critical aspects, the research contributes valuable insights that can inform and guide the management of T&D functions in the context of service delivery by Botswana Public Service.

Strategic Importance of Training: This research raises awareness about T&D as a crucial strategic function. By emphasizing the importance of training, it underscores its potential contribution to helping governments and organizations achieve their national development goals. The research offers insights that contribute an improved comprehension of how training can be strategically approached and effectively implemented. This awareness and understanding can be instrumental in shaping policies and practices related to T&D within the public sector, ultimately supporting broader societal and organizational development objectives.

Unveiling New Issues in Training and Service Delivery: This has unveiled several new underlying issues that should be considered when studying the effect of training on government service delivery such as employees' motivation, lack of management support and inadequate training budget.

Opportunities for Future Research: The study has uncovered a range of new and diverse facts and ideas that could serve as valuable directions for future research endeavors. They create opportunities for further investigation, allowing future researchers to delve deeper into specific areas or explore related dimensions that have surfaced during this study.

Managerial Contributions

It is worth noting that one of the core objectives and research questions was to identify and make suggestions on actions that could improve the effectiveness of training in the Botswana Public Service in order to provide quality services to the general populace. The findings and suggestions that relate to this objectives are supported by pragmatic recommendations presented by the research participants.

This research contributes to public policy by providing insights to policymakers and stakeholders in T&D about critical factors necessary for effective training that results in efficient service delivery. Specifically, the study offers three key contributions: (1) identifying obstacles to effective and efficient service delivery, (2) pinpointing significant factors that facilitate effective training, and (3) proposing potential solutions to improve service delivery.

Other managerial contributions include the following: The study has contributed that, for effective T&D, the public sector should consider carrying out training needs analysis. Through this analysis, the Ministries/Departments should conduct frequent TNA to achieve the best training results, as TNA starts from the micro level to the macro level or from the organizational level down to the personal level. The analysis in this study makes a meaningful contribution to the literature on T&D in Botswana. It underscores the significance of performance appraisal in the context of Human Resource (HR) practices within Ministries/Departments. Moreover, it advocates for a broader perspective by suggesting the integration of other methods alongside performance appraisal, emphasizing the importance of a comprehensive approach for effective TNA results. This insight provides a nuanced understanding of the different methods in enhancing T&D processes and contributes to the continued discourse on HR practices and T&D in the context of Botswana. The study has made a noteworthy contribution to the literature by highlighting that employees often find motivation when they undergo training outside the organization. Consequently, the study recommends that Ministries/Departments predominantly engage in formal Training and Development programs to enhance motivation, engagement, and ultimately achieve improved results. This insight adds to the existing body of knowledge on effective T&D strategies and their influence on employee motivation and performance within organizational settings. The research has made a significant contribution by highlighting the crucial role of upper management and line management support and involvement for the strategic effectiveness of T&D. Additionally, the study emphasizes the importance of recognizing T&D at a strategic level within organizations. This insight underscores the necessity of leadership support and strategic integration of T&D initiatives for optimal impact and effectiveness. These findings provide valuable guidance for organizational leaders and policymakers seeking to enhance the strategic positioning of

Training and Development in their respective contexts. Finally, the study has made a valuable input to the literature by highlighting that the majority of T&D challenges faced by Ministries/Departments originate from within the organizations themselves. This insight emphasizes the importance of formulating solutions to address challenges internally within the Ministries/Departments. Understanding the internal sources of challenges provides a basis for targeted interventions and improvements in T&D practices, contributing to more effective and sustainable solutions within organizational contexts.

Overall, the study contributes to the existing body of knowledge by deepening our understanding of how training and development initiatives contribute to organizational effectiveness and quality service delivery.

Recommendations

The subsequent recommendations are derived from the research questions, an analysis of existing literature, as well as paying close attention to the results of this empirical study. This recommendations could greatly aid in policy formulation, but they do not imply that all policies should change based on these findings.

Recommendations for application

HR units of Ministry/Department could carry out regular Performance Analysis before conducting training programmes

The study suggests that authorities in the Botswana Public Service should analyse performance prior to implementing T&D programs. To do this, it is advised to use a number of ways to determine which personnel require training. The major sources of performance data available to management for evaluating the performance of public sector employees include performance appraisals, performance measures, turnover, accidents, safety incidents, grievances, absenteeism, and customer complaints.

Having identified the performance data, management should determine the differences between high and low performing employees on specific competencies and on whether providing training on those competencies improves employee job performance and service delivery or not.

In addition to pinpointing performance gaps, a regular training needs assessment can also help Public Service officials to identify which employees are in need of training and what kind of training is best suited to their work needs.

Furthermore, the researcher advises routine training needs assessments because it will aid Government Ministries and Departments in effectively developing focused training programs. A crucial first step in helping Ministries/Departments establish a targeted training plan tailored to their needs is conducting a training needs analysis. Government Ministries/Departments might utilize the results of a training requirements analysis to design a training strategy that will be used whenever they develop their ministerial training.

Use different techniques to identify training needs or performance deficiencies.

According to the study, multiple methodologies should be used by Ministries and Departments in the Botswana Public Service to determine where training is needed or where performance gaps exist. Senior managers and employers can apply a variety of strategies, as indicated by Park and Kim (2009). Those strategies include; direct observation, questionnaires, interviews, focus groups, assessments/surveys, records & report studies, consultation with individuals in key positions or with specific knowledge, review of pertinent literature, assessments/surveys, and work samples are some of the techniques that the officials in various GB Ministries can use to pinpoint training requirements or performance deficiencies. According to Park and Kim (2009), another way to determine whether training is necessary or not is to look at the job requirements and the incumbent's abilities and qualifications. If the incumbent's abilities and qualifications don't seem to match the job requirements, officials should think about those employees as potential beneficiaries of T&D programs.

Identify those who are in need of training before undertaking the T&D programme as guided by the training need analysis.

The second recommendation is for the top management and line managers within the Botswana Public Service to identify individuals who need training and specify the type of training they require. This is due to the fact that providing training to those who do not require it or the incorrect type of training is ineffective. Using the training resources effectively requires doing a training needs analysis. To achieve this, each Ministry/Department should undertake organizational (Ministerial), individual, and market analyses to guarantee the provision of appropriate training.

The research findings also prompt a recommendation to all Government Ministries to do person analyses. Analyzing potential trainees and trainers participating in the process is the focus of this. The critical inquiries that this study should address include identifying the recipients of training, assessing their existing knowledge level on the subject, understanding their preferred learning methods, and determining the individuals or entities responsible for delivering the training. Do the training staff possess the requisite skills, and are there any modifications to the equipment, software, or new rules that call for or mandate training?

Additionally, it is recommended that work analysis or job analysis be conducted by the HR departments of various government Ministries. Work analysis is an examination of the nature of the work to be done and the prerequisites for carrying it out. This analysis aims to identify the primary responsibilities and level of expertise needed, as doing so helps to guarantee that the training that is created will have appropriate connections to the job's content.

Employ methods to measure skills

Government Ministries to have techniques to test staff competency in light of the study's findings, which the absence of procedures used to measure skills. According to Belcourt (1999), there are various methods for measuring competence that includes; annual reviews, 360-degree feedback forms, analyses of key performance indicators, and regular one-on-one meetings with a line manager.

Analysis of Key Performance Indicators (KPIs)

It is advised that top managers and line managers in the Botswana Public Service use real-world examples to illustrate achievements and failures in order to help employees identify important goals to work toward. Some examples could be the number of members of the public who showed up each hour for a specific service or a goal to keep an HR employee's absence rates below 3% each pay period.

Ministries/Departments to engage both on-the-job and off-the-job training Initiatives

The research findings also suggest that the Ministries/Departments should engage in both on and off-the-job training. According to Goldstein and Ford (2002), various people and different occupations call for different training approaches. While it is true that for some positions, on-the-job training is best, it should be highlighted that for other jobs, off-the-job training is best.

By incorporating on-the-job and off-the-job training, Ministries are likely to retain important individuals because the Botswana Public Service is one of those worst affected by the mass flight of critical personnel. In reality, hiring managers frequently view T&D as a competitive advantage. Government Ministries assist staff members in developing a sense of value inside the Ministry by providing career development initiatives. It encourages loyalty, which eventually leads to higher employee retention and a reduced staff turnover rate.

The study also advises that T&D programs in the Botswana Public Service should focus on equipping workers with future leadership abilities, since this can be crucial in developing a company for growth and evolution. Both new hires and current employees with managerial potential might be chosen by the Ministries' human resources specialists. According to the Society for Human Resources Management (SHRM), professional development programs ensure that an organization aligns with future business goals by providing training to promotable individuals.

The study's other recommendation is that the various government Ministries' T&D departments conduct both on-the-job and off-the-job training since empowered leaders are better able to persuade and win the trust of their workforce. As a result, such workers will experience a higher sense of independence, value, and confidence in their work. Employee autonomy is defined by SHRM as the degree to which an employee feels independent and has the ability to make independent decisions about their work.

Engage external training service providers when designing the training programs from the beginning to enable collaboration of internal and external trainers

Regarding TNA, the process should be systematic. Instead of relying on the opinions of employees' immediate supervisors and personnel considerations, training needs should be evaluated using objective systematic procedures. Highlighting the significance of incorporating employee performance appraisal records and job descriptions for the identification of training needs, it is recommended that employees should be nominated for

T&D based on their actual training requirements rather than for social or cultural considerations (such as relatives or friendships).

Actions to enhance T&D effectiveness and the overall situation in the Botswana Public Service include.

To enhance the effectiveness of Training and Development (T&D) in the Botswana Public Service, the researcher recommends a shift in perspective. T&D should be viewed not merely as a prestige activity but as a necessary investment, shedding the perception of being a cost to minimize. Training Coordinators play a pivotal role and should demonstrate accountability, persuading people in their organisations about the importance of T&D activities. Instead of fragmented, stand-alone activities to immediate organizational needs, T&D should operate as a systematic function integrated with and traced to overall organizational strategies, plans, and policies.

Furthermore, designating a specific department, division, or unit for Training and Development is recommended, with T&D personnel possessing qualifications, education, and specialization in the subject. Integrating Training and Development with progression as a reward such as promotion, and a punishment system is essential for an effective Training Needs Assessment process and enhanced capacity building. T&D initiatives should be applicable to all employees and managerial cadres, encompassing line managers. Caution is advised in the implementation and transfer of western management and developmental ideas and programs.

This study proposed that, for effective address the needs for training, the stakeholders should jointly develop appropriate training policies. These policies set guidelines and a

framework for how to successfully conduct and implement the results of surveys on training needs assessments so that staff members are aware of their career advancement opportunities and training deficiencies can be effectively addressed. Government Ministries should also create a transparent database of the competencies and skill gaps in their workforce and share it with all relevant parties so that different Ministries/Departments can review it and give priority to the training programs that will have the greatest immediate impact.

Ministries/Departments should allocate enough budget for in-service training

HR departments should optimize training structure and reduce costs in light of the conclusion that Government Ministries do not allocate enough funding for such programs. Ministries can consider ways to increase the cost-efficiency of their training budgets after prioritizing the training needs of their staff and developing an initial training plan. They can examine the total cost of training per employee and can take into account several ways to reduce it both internally and externally

There are numerous choices available internally for Ministries that cannot afford to hire outside assistance to successfully train their staff. They can use group training, allowing them to train several personnel at once and receive volume discounts. The alternative is for the relevant Ministries to identify trainers from inside and concentrate on educating one employee with strong interpersonal and communication abilities before having them instruct the rest. The Ministry can add training colleagues to their job description. Lastly, if there aren't enough resources available, the affected Ministries can conduct regular, informal activities that are a fantastic method for team members to get active, informed, and inspired.

These events can be weekly or monthly. Training officers or line managers can choose a topic of conversation in advance and address all questions and concerns they may have; nevertheless, they should pay attention to the information that employees are providing throughout the encounter and summarize it in follow-up emails or notes for easy access.

In addition, the researcher recommends Ministries to have cross-trained staff members because budget constraints prevent them from hiring outside trainers. This is standard procedure in companies that depend on an adaptable workforce. Line managers assign new roles or responsibilities to their staff after consulting with human resources, and they should sit with someone who is skilled at doing the tasks you want them to learn. Roles need to be switched up frequently to keep Ministry employees engaged and learning new things. A mentorship program benefits new and inexperienced employees without the government actually having to pay for their training; all that is needed is to have a senior worker who acts as a mentor and helps ease their transition into the corporate environment. Government Ministries can expand on cross-training employees and have mentorship programs. A mentoring program's additional advantage is improved accountability.

The researcher also provides external recommendations as follows; as a result of limited resources and budget constraints to carry out T&D, resources can be distributed to optimize training costs. It is critical that Ministries/Departments should recycle materials. First and foremost, materials such as videos and other training resources often have a lengthy shelf life and can be utilized frequently. Many workplaces prefer not to keep items that aren't regularly utilized around, but textbooks, CDs, and DVDs can be kept and used by new employees, so they shouldn't be thrown out right away. Secondly, the Ministries ought to

aggressively embrace and introduce online training for training programs that are mostly theoretical. Online solutions are less expensive than conventional training. Most of the training materials are available online and as a result electronic learning is typically connected with lower material expenses. When employees are able to attend courses remotely, it promotes flexibility and lowers travel expenses.

Limitations of the Study

All research projects have limitations that are not easily avoidable and this study is not exempt. However, in this project the researcher has attempted to minimize them. Therefore, the limitation of this project are as follows;

Researcher bias in data collection: The main data source in this study is questionnaires, which may be biased due to the perspectives of the respondents. Moreover, the researcher works in the field of T&D. However, to mitigate this, the study employed a mixed methods approach. Alongside a survey questionnaire, interviews were used to collect qualitative data for common themes discussed in the interviews. The researcher is cognizant of two potential biases: interviewee bias and researcher bias, especially when closely involved in the case. To mitigate these biases, a structured mechanism was employed for data analysis. In fact, the researcher's acquaintance with the context assisted in gathering data and enabled access to key interviewees.

Future research directions in training and development for Service delivery improvement: Further research is inevitable as it raises new questions and may also tackle the

limitations identified in this study, including addressing methodological challenges. The findings suggest potential areas for future research, especially regarding T&D issues, organizational conditions, and exploring executive leadership perspectives on T&D and service delivery.

Limitations of scope and resources for comprehensive study: the study has only concentrated on the training impact on employees' service delivery in the Botswana Public Service which can affect generalizability of the study to other industries. It is not possible to generalize to other sectors because of different context and organizational environment. Therefore, a comparative study in other developing nations could offer further insight into how training affects service delivery. Additional resources could help mitigate logistical challenges and reduce the methodological limitations identified earlier in data collection. Collaborative research involving research teams and multiple researchers could facilitate this process.

Expanding the sample for enhanced study credibility: The sample has only included the Deputy Managers from Corporate Services office, Training Coordinators and Public Officers based in Gaborone City only. It was supposed to include Senior Managers and Public Officers from the various districts in order to improve credibility of the study.

Limitations in statistical data analysis tools: the research was constrained in its use of statistical data analysis tools due to the difficulty in sorting out the data.

Future Research Recommendations

This study can be argued to have addressed significant issues and pursued key objectives, making a noteworthy contribution as one of the initial endeavors to empirically explore the nature and extent of strategic Training and Development practices within GB Ministries and Departments. It effectively identified key issues and challenges faced by T&D activities, while also scrutinizing the pivotal role of Training and Development in aiding the overall performance of the Botswana Public Service.

However, it is important to recognize that the findings and conclusions drawn from this study are preliminary, warranting verification through additional research using either the same or a different methodology. To enhance the comprehensiveness of future work, it is advisable to ensure that all pertinent aspects of T&D are thoroughly covered, according other researchers the opportunity to present a more comprehensive understanding of the current situation. A follow-up study, possibly conducted in five or ten years, could yield valuable insights and contribute to the continuous improvement of T&D practices. The acknowledged limitations in this study can be exploited as future research opportunities.

One could argue that this study findings have uncovered and examined a number of additional issues that require further investigation. The discussion around the qualitative and quantitative research data raises a number of additional facts and questions, as demonstrated in Chapter 4.

Consequently, the researcher identifies several promising avenues for future studies. Hence, due to the limitations of this study, for a deeper understanding of the implications of these results, future studies could explore several areas. Targeting specific groups, such as

Senior Managers and Permanent Secretaries, as well as the general public, to explore their perspectives on the effectiveness and challenges of training programs could yield valuable insights and contribute significantly to the existing body of knowledge.

More case studies could be conducted to thoroughly examine the nature and objectives of training, specifically focusing on particular Government Ministries. These studies have the potential to provide additional details and insights, expanding upon the findings of this study. To gain deeper insights into the development and administration of T&D programs by external training service providers used by Government Ministries and Departments in Botswana, a case study research approach could be employed. Furthermore, to assess the impact of T&D on employee morale and explore strategies to motivate employees, future studies could employ a multi-method approach. This study has explored various insights that could be valuable for future research. Additionally, the current study did not aim to explore the perspectives of external training providers, assuming that insights from Government Ministries are more critical for enhancing T&D effectiveness. However, future research could examine the opinions of these external providers.

Another limitation to address in future research is that this study focused solely on assessing the impact of T&D on employee service delivery within Botswana's Public Service Ministries/Departments, which may limit generalizability. Predictor variables could differ in other organizations outside Government Ministries, particularly those with specialized training programs like health and safety. Therefore, further research should examine this theoretical framework in other organizations with different training programs and cultural contexts to enhance generalizability.

Additionally, this study specifically explores the effects of T&D on employee service delivery within Botswana Public Service Ministries, addressing aspects such as the position of T&D in Ministries, the strategic nature of training, and challenges in T&D implementation. Future research could investigate the effects of training characteristics, such as delivery methods, to provide a more comprehensive understanding of the subject. Another limitation of this study is the exclusion of environmental factors and individual characteristics in the assessment of training outcomes.

Future research could explore the evaluative effects of these factors on training outcomes. Furthermore, the research methodology used in this study also has limitations, as data was only collected from those who participated in the training. To gain a comprehensive understanding of the subject, future research should collect data from multiple sources, including both trainees and their supervisors. Evaluations with a comparison group of trained individuals are also advisable, as self-assessment measures could have contributed to common-method variance. Hence, future research could draw from a variety of sources, including Permanent Secretaries and Directors.

The use of a self-administered questionnaire approach in this study also presents a limitation, as data collected from a single source may affect causal predictions. To address this, qualitative data and in-depth interviews with participants would be beneficial. Employing multiple research approaches may help clarify the results.

Lastly, the research analysis in this study focused exclusively on Ministries/Departments within the Botswana Public Service, which limits its applicability to

other countries. Given cultural differences, it remains uncertain whether similar patterns would be observed in Government Ministries in neighbouring southern African nations or other populations. Future studies could explore the cross-cultural aspects of this topic to determine if the findings are specific to Botswana or can be extended to other organizations and countries.

Convenience sampling was employed in this study, meaning not all eligible members of the target community had equal access to participation opportunities. Consequently, the knowledge derived from this convenience sample might not accurately reflect the wider population from which it was drawn (Etikan et al., 2016; Pruchno et al., 2008). Despite using a convenience method with larger samples and statistical confirmation of sample characteristics meeting target population criteria, caution is advised in generalizing the study's findings beyond the parameters of its design. Drawing conclusions from research studies using convenient methodologies should be approached with care (Pruchno et al., 2008).

Depending on how the research's emphasis leads to the recruitment of participants with certain traits, the generalizability of results from such samples to the equivalent larger population may be considered to be relatively excellent (Hultsch et al., 2002). Future critical research is needed to demonstrate that these study results are not unique to this particular sample.

Conclusions

This section will wrap up the study by summarizing the main research findings concerning the research aims, questions, and theory, along with the value and contribution to

the literature. The section wraps up by highlighting the thesis's contribution to both literature and practice applications, recognizing its limitations, and suggesting areas for future research.

The current literature lacks satisfactory explanations for why training often fails to lead to effective and efficient service delivery, and it lacks suitable theoretical approaches applicable to the Botswana Public Service context. To fill this gap, this study aimed to explore the connection between government in-service training and service delivery. By doing so, it seeks to enhance our comprehension of the factors that both hinder and support effective training.

This research aimed to address four key questions: (1) What are the perceived barriers to effective service delivery among GB employees despite ongoing training efforts? (2) What is the existing relationship between the use of external training providers and the perceived effectiveness of training programs? (3) What is the relationship between the T&D methods provided by Ministries/Departments and external providers, and their impact on service delivery within the Botswana Public Service? (4) What is the association between training indicators used to assess training needs and the effectiveness of service delivery? Data for the study were collected from 354 public officers across various GB Ministries/Departments through a questionnaire survey, alongside interviews with 20 participants.

Three (3) hypotheses were proposed for this research. They are:

- H2: The use of external trainers is adjudged more effective than reliance on internal trainers.
- H3: There is a significant correlation between T&D methods and service delivery.

H4: There is a significant correlation between the indicators used to assess training needs, the outcomes of training programs, and the effectiveness of service delivery in Ministries/Departments.

All the hypotheses formulated were alternative hypotheses, and there was enough evidence to support each of them, except for Hypothesis 2.

Therefore, this findings indicate that Ministries/Departments can achieve similar service delivery outcomes by effectively utilizing internal training resources and ensuring that both internal and external training programs are well-aligned with their goals. The findings confirmed a significant positive correlation between the T&D methods used by Ministries/Departments, encompassing both internal and external providers, and the outcomes of service delivery within the Ministry. These findings also highlight the need for interactive and practical training methods, both internal and external, to develop employees' competencies for delivering high-quality public services. Ministries should prioritize training approaches that align with their specific service delivery needs to maximize the effectiveness of training initiatives. The study also reveals that addressing training indicators like poor service quality, customer dissatisfaction, and low employee morale through targeted programs leads to improved training outcomes and service delivery, including increased productivity, creativity, and job satisfaction. By equipping employees with the necessary skills, knowledge, and motivation, these programs significantly enhance service delivery. Ministries and Departments should focus on resolving the challenges highlighted by these indicators to ensure that training initiatives effectively improve employee performance and service delivery outcomes.

Furthermore, the study highlights the perceptions of Deputy Managers in HR & Admin and TCs regarding the barriers that impede the effectiveness of in-service training and their subsequent effect on service delivery within the Government of Botswana public service. The main barriers identified were a lack of strategic alignment in T&D, with programs failing to integrate with Ministerial/Departmental goals and operational management. There was no comprehensive TNA, leading to poorly designed programs that did not address service delivery needs. Resource constraints, lack of management and supervisor support, and workplace issues like low motivation and a prohibitive environment further hindered effective in-service training. Additionally, the absence of impact assessment and clear performance objectives highlighted gaps in evaluating T&D effectiveness.

The study findings suggest that while the Government of Botswana's public service is generally dissatisfied with the alignment of training to service delivery needs, there is potential for improvement. Public service employees could be motivated to deliver high-quality services to citizens if the training function were strategically aligned with organizational goals and service requirements.

This study emphasizes the critical role of in-service training T&D in enhancing service delivery within the Botswana Public Service. The findings indicate that Ministries and Departments can improve service outcomes by better utilizing internal training resources and aligning both internal and external training programs with organizational goals. The study advocates for interactive and practical training methods that focus on developing competencies essential for high-quality public service delivery. It suggests that addressing issues like poor service quality, customer dissatisfaction, and low employee morale through targeted training

can lead to improved productivity, creativity, and job satisfaction, ultimately boosting service delivery.

Furthermore, the study highlights the importance of regular TNAs to improve perceptions of employee development and organizational performance. It also underscores the need for evaluating training programs, with many Ministries using the Kirkpatrick model for assessment. The research reveals significant correlations between various factors that affect in-service training and service delivery outcomes, pointing to the complex relationship between training delivery methods and employee performance.

The study also validates Human Capital Theory (HCT) by demonstrating the positive effects of effective training on both organizational and employee outcomes. However, it also acknowledges the limitations of HCT, noting that external factors such as management support, motivation, and organizational culture are equally important in influencing training effectiveness and service delivery.

The research contributes to the literature on T&D by identifying key barriers to effective training, such as lack of strategic alignment, poor TNA, resource constraints, and insufficient management support. It also provides practical insights for organizations to design and implement T&D programs that are closely aligned with strategic goals, thereby improving service delivery. The study also emphasizes the value of incorporating employee perspectives in shaping T&D strategies.

In summary, this study underscores the significance of employee T&D in improving organizational efficiency and effectiveness. Through strategic training investment in employee T&D programs, organizations can encourage a skilled and motivated workforce that contributes to their service delivery and overall success. Furthermore, the study concludes that T&D play a crucial role in enhancing employee performance and productivity and service delivery. It emphasizes that well-structured training programs, guided by a thorough Training Needs Analysis (TNA) and followed by post-training evaluations, are essential for enhancing employees' skills, motivation, and overall job efficiency. These improvements, in turn, positively impact service delivery and contribute to the overall success of the organization.

REFERENCES

- Abdullah, R. (2014). The study of employees' satisfaction and its effects towards loyalty in the hotel industry. *International Journal of Business and Social Science*, 2(3), 147–155.
- Abdallar, M. (2009). Cultural influences on Arab management development: A case study of Jordan. *Journal of Management Development*, 6(3), 19-33.
- Abhisheck, F., & Senthilkumar, R. (2018). *Training needs analysis and evaluation*. London: Institute of Personnel Management.
- Abhishek, G., Senthilkumar, C. B., & Nallusamy, S. (2022). Examining training in large municipalities: Linking individual and organizational training needs. *Public Personnel Management*. <https://doi.org/10.1177/00910260211012448>
- Ackey, S. (2013). Human resource policies and company performance: A quantitative approach using longitudinal data. *Organization Studies*, 18, 857-874.
- Acton, T., & Golden, W. (2003). Training the knowledge worker: A descriptive study of training practices in Irish software companies. *Journal of European Industrial Training*, 27(4), 137-146. <https://doi.org/10.1108/03090590310468958>
- Agboola, T. O. (2016). Service compact and service delivery in Nigeria: An empirical study. *International Journal of Politics and Good Governance*, 7(7), 1-26.
- Agnaia, A. (1996). Assessment of management training needs and selection for training: The case of Libyan companies. *International Journal of Manpower*, 17(3), 31-51.
- Ahmad, I., & Din, S. (2009). Evaluating T&D. *Gomal Journal of Medical Sciences*, 7(2), 165-166.

- Akinboade, O. A., Mokwena, M. P., & Kinfack, E. C. (2014). Protesting for improved public service delivery in South Africa's Sedibeng District. *Social Indicators Research*, 119(1), 1-23. <https://doi.org/10.1007/s11205-013-0377-9>
- Aktar, S., Sachu, M. K., & Ali, M. E. (2012). The impact of rewards on employee performance in commercial banks of Bangladesh: An empirical study. *IOSR Journal of Business and Management*, 6(2), 9-15.
- Alam-Siddiquee, N. (2008). Service delivery innovations and governance: The Malaysian experience. *Transforming Government: People, Process and Policy*, 2(3), 194-213.
- Alan, R. E. (2014). *Human resource planning and development*. New York: Prentice-Hall Inc
- Alawneh, M. K. (2008). Factors affecting training transfer: Participants' motivation to transfer training. *Online Submission*, ERIC ED501629.
- Alias, S. A., Noor, N. M., Rahim, A. R. B. A., & Ong, M. H. B. A. (2017). The influence of work environment factors on the effectiveness of training among civil service employees in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 7(4), 1081-1097.
- Alias, S. A., Ong, M. H. A., Rahim, A. R. A., & Hassan, R. (2019). The role of training design factors in influencing training effectiveness among public service employees. *International Journal of Academic Research in Business and Social Sciences*, 9(5), 898–913. <http://dx.doi.org/10.6007/IJARBSS/v9-i5/6016>
- Alimohammadi, L., Mirghafourvand, M., Zarei, F., & Pirzeh, R. (2018). The effectiveness of group counseling based on Bandura's self-efficacy theory on sexual function and sexual satisfaction in Iranian newlywed women: A randomized controlled trial. *Applied Nursing Research*, 1-25. <https://doi.org/10.1016/j.apnr.2018.06.011>

- Allan, C., & Allan, J. (2018). Training needs assessment: A must for developing an effective training program. *Public Personnel Management*, 31(569).
- Alliger, G. M., Tannenbaum, S. I., Bennett Jr, W., Traver, H., & Shotland, A. (1997). A meta-analysis of the relations among training criteria. *Personnel Psychology*, 50(2), 341-358.
- Almannie, M. (2015). Barriers encountered in the transfer of educational training to workplace practice in Saudi Arabia. *Journal of Education and Training Studies*, 3(5), 10-17.
- Alvarez, K., Salas, E., & Carafano, C. M. (2004). An integrated model of training evaluation and effectiveness. *Human Development Review*, 3(4), 385-416.
- Alwekaisi, K. (2015). Perceptions of training programs in family-owned firms in the Kingdom of Saudi Arabia (Doctoral dissertation, Brunel University, London).
- Al Yahya, M. S., & Mat, N. B. (2013). Evaluation of the effectiveness of T&D: The Kirkpatrick model. *Asian Journal of Business and Management Sciences*, 2(11), 14-24.
- Al-Athari, A., & Zairi, M. (2002). Training evaluation: An empirical study in Kuwait. *Journal of European Industrial Training*, 26(5), 241-251.
- Al-Athari, A. (2000). The impact of multimedia-based training on employee training effectiveness and organizational performance (Doctoral thesis, Bradford University).
- Al-Athari, A., & Zairi, M. (2002). *Management theory and practice* (6th ed.). New Delhi: John Wiley & Sons.
- Al-Abdallah, G., Helal, R., Dandis, A., & Wright, L. T. (2023). Differences in how leaders and employees view organizational changes: Lessons from an international multicultural context. *Cogent Business & Management*, 10(2). <https://doi.org/10.1080/23311975.2023.2184884>
- Aman-Ullah, A., Mehmood, W., Saqib, A., & Abdullah, A. Y. (2022). Human capital and organizational performance: A moderation study through innovative leadership. *Journal of Innovation & Knowledge*, 7(4), 100261. <https://doi.org/10.1016/j.jik.2022.100261>

- Ampomah, P. (2016). The effect of training and development on employee performance in a private tertiary institution in Ghana: Case study of Pentecost University College (PUC) - Ghana. *Asian Journal of Social Sciences and Management Studies*, 3(1), 29–33. <https://doi.org/10.20448/journal.500/2016.3.1/500.1.29.33>
- Armstrong, M. (1996). *A handbook on personnel management practice* (5th ed.). London: Kogan Page.
- Armstrong, M. (1997). *A handbook of personnel management practice*. In D. Currie (Ed.), *Personnel in practice*. Oxford, UK: Blackwell Business.
- Armstrong, M. (2009). *A handbook of human resource management practice* (10th ed.).
- Armstrong, M. (2012). *A handbook of human resource management practice*. Kogan Page, London.
- Aroge, S. T. (2012). Employee training and development for optimum productivity: The role of Industrial Training Fund (ITF), Nigeria. *Developing Country Studies*, 2(3), 79-88.
- Arshad, M. A. B., Yusof, A. N. B. M., Arshad Mahmood, A., Ahmed, A., & Akhtar, S. (2015). A study on training needs analysis (TNA) process among manufacturing companies registered with Pembangunan Sumber Manusia Berhad (PSMB) at Bayan Lepas area, Penang, Malaysia. *Mediterranean Journal of Social Sciences*, 6(2), 9-15.
- Arshad, M., Yusof, A., Mahmood, A., Ahmed, A., & Akhtar, S. (2015). *Nature of training*. London: Sage.
- Arulsamy, A., Singh, I., Kumar, S., Jetal, D., Panchal, J., & Bajaj, M. (2023). Employee training and development enhancing employee performance: A study. 16, 406-416.
- Asenahabi, B. (2019). Basics of research design: A guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches*, 6(5), 76-89.

- Asim, M. (2013). Impact of motivation on employee performance with effect of training: Specific to education sector of Pakistan. *International Journal of Scientific and Research Publications*, 3(9), 1-9.
- Assi, M. K., & Raju, V. (2020). Evaluating training effectiveness: Critical studies in the last eight decades. *World Journal of Research and Review*, 11(1), 29-35.
- Atiyyah, H. S. (1991). Effectiveness of management training in Arabic countries. *Journal of Management Development*, 10, 22-29.
- Awan, H., Bukhari, K., & Iqbal, A. (2015). Service quality and customer satisfaction in the banking sector. *Journal of Islamic Marketing*, 2(3), 203–224.
<https://doi.org/10.1108/17590831111164750>
- Aziz, S. F. A. (2016). Evaluating training effectiveness using the Malaysian sample: Tracing the mediation effect of training motivation using SEM-AMOS. *International Journal of Economics and Financial Issues*, 6(6), 94-100.
- Babakus, E., Yavas, U., Karatepe, O. M., & Avci, T. (2018). The effect of management commitment to service quality on employees' effective and performance outcomes. *Journal of the Academy of Marketing Science*, 31(3), 272–286.
<https://doi.org/10.1177/0092070303031003005>
- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63-105. <http://dx.doi.org/10.1111/j.1744-6570.1988.tb00632.x>
- Baldwin, T. T., & Magjuka, R. J. (1991). Organizational training and signals of importance: Linking pretraining perceptions to intentions to transfer. *Human Resource Development Quarterly*, 2(1), 25-36.

- Baldwin, T. T., Ford, K. J., & Blume, B. D. (2009). Transfer of training 1988-2008: an updated review and agenda for future research. *International Review of Industrial and Organizational Psychology*, 24, 41-70.
- Baldwin, T.T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63-105.
- Baldwin, T.T., Magjuka, R.J., & Loher, B.T. (1991). The perils of participation: effects of choice of training on trainee motivation and learning. *Personnel Psychology*, 44, 51-65.
- Bansal & Thakur (2013). The Impact of Perception of Organizational Transfer Climate Factors and Trainees' Characteristics on Training Transfer: The Context of Mergers and Acquisitions. *Journal of International Business and Economics*, (1)1, 50-66.
- Bansal, A., & Tripathi, D. J. P. (2017). *Organizational performance*. Stanford University Press: Stanford.
- Bapna, R., Langer, N., Mehra, A., Gopal, R. & Gupta, A. (2013). Human capital investments and employee performance: an analysis of IT services industry, *Management Science*, 59(3), 64-58.
- Baron, R. A. (1983). *Behavior in organizations*. New York: Allyn & Bacon, Inc.
- Basariya, S. R. & Sree, V. (2019). Pros and Cons of On the Job training versus Off the Job Training. *International Journal of Scientific & Technology Research*, 8, 671-674.
- Basariya, S. R. (2019). Pros and Cons of on the Job training versus Off the Job Training. *International Journal of Scientific & Technology Research*, 8(10), 671-674.
- Bates, R. (2004). A critical analysis of evaluation practice: the Kirkpatrick model and the principle of beneficence. *Evaluation and Program Planning*, 27, 341-347.

- Bates, R., & Khasawneh, S. (2005). Organizational learning culture, learning transfer climate and perceived innovation in Jordanian organizations. *International Journal of Training and Development*, 9(2), 96–109. <https://doi.org/10.1111/j.1468-2419.2005.00224.x>
- Bates, R.A., Kauffeld, S., & Holton, III, E.F. (2007). Examining the Factor Structure and Predictive Ability of the German-Version of the Learning Transfer Systems Inventory. *Journal of European Industrial Training*, 31(3), 195-211.
- Becker, S. G. (1975). *Human capital: A theoretical and empirical analysis, with special reference to education*. National Bureau of Economic Research.
- Belcourt, A. (1999). Decision style and work satisfaction of Arab executives. *International Studies of Management and Organisation*, 19(2), 23- 37.
- Bennett, R., & Leduchowicz, T. (1983). What Makes for an Effective Trainer? *Journal of European Industrial Training*, 7(2), 3-46.
- Berger, A., & Bouwman, C. H. S. (2013). How Does Capital Affect Bank Performance During Financial Crises? *Journal of Financial Economics*, 109(1), 146-176.
- Berman, E. M., Bowman, J. S., West, J. P., & Wart, M. R. V. (2010). Motivation: Possible, probable or impossible? In *Human resource management in public service: Paradoxes, processes and problems* (pp. 180). California: SAGE Publications, Inc.
- Bhatti, M. A., & Kaur, S. (2010). The role of individual and training design factors on training transfer. *Journal of European industrial training*, 34(7), 656-672.
- Bimpitsos, C., & Petridou, E., (2012). A transdisciplinary approach to training: preliminary research findings based on a case analysis. *European Journal of T&D*, 36(9), 911-929.
- Blair, E., & Seo, D. C. (2007). Safety training: Making the connection to high performance. *Professional Safety*, 52(10), 42-48.

- Bless, C., & Higson-Smith, C. (2000). *Fundamentals of social research methods: An African perspective* (3rd ed.). Lansdowne, South Africa: Juta Education (Pty) Ltd.
- Blume, B., Ford, J., Baldwin, T., & Huang, J. (2010). Transfer of training: a meta-analytic review. *Journal of Management*, 36(4), 1065-1105.
- Boadu, F., Dwomo-Fokuo, E., Boakye, J. K., & Kwaning, C. O. (2014). T&D: A tool for employee performance in the District Assemblies in Ghana. *International Journal of Education and Research*, 2(5), 513-522.
- Bohlander, G., & Snell, S. (2004). *Managing human resources* (13th ed.). Mason, OH: Thomson/South-Western.
- Botlhale, E. (2017). Enhancing public project implementation in Botswana during the NDP 11 period. *Africa's public Service Delivery and Performance Review*, 5(1), 1-9.
- Botswana Government. (2015). *National Development Plan 11*. Gaborone: Government Printer.
- Bouwman, C. H. S. (2013). The role of corporate culture in mergers and acquisitions. In *Mergers and acquisitions practices, performance, and perspectives* (pp. 109-131).
- Bowlers, M., & Coates, F. (2009). Management and development: the training programmes for small and micro enterprises in Palestinian territories. *Management Research News*, 26(6), 39-67.
- Bowman, J., & Wilson, J. P. (2008). Different roles, different perspectives: A perception about the purpose of training needs analysis. *Industrial and Commercial Training*, 40(1), 38-41.
- Brewer, J., & Hunter, A. (1989). *Multimethod research: A synthesis of styles*. Newbury Park, CA: Sage.

- Brinkerhoff, R. O., & Montesino, M. U. (1995). Partnerships for training transfer: Lessons from a corporate study. *Human Resource Development Quarterly*, 6(3), 263-274. <https://doi.org/10.1002/hrdq.3920060305>
- Brinkerhoff, R. O., & Montesino, M.V. (1995). Partnerships for Training Transfer: Lesson from a Corporate Study. *Human Resource Development Quarterly*, 6(3), 263-273.
- Brockett, R.G. (1988). Ethical issues in education. New York: Teachers College Press.
- Brown, T.C. & McCracken, M. (2009). Building a bridge of understanding: how barriers to training participation become barriers to training transfer. *Journal of European Industrial Training*. 33(6), 492-512.
- Bryan, L. A. (1990). An Ounce of Prevention for Workplace Accidents. *T&D Journal*, 44(7).
- Bryman, A., & Bell, E. (2003). *Business research methods*. Oxford: Oxford University Press.
- Bryman, A., & Bell, E. (2011). *Business Research Methods*. 3rd Edition, Oxford: Oxford Univ. Press, p.386.
- Bryman, A., & Bell, E. (2011). *Business research methods* (3rd ed.). Oxford: Oxford University Press.
- Bryman, A., & Bell, E. (2015). *Business Research Methods* (4th ed.). Oxford University Press.
- Buckley & Caple (2009). *The theory practice of training*. London: Kogan Page.
- Burke, L. A., & Hutchins, H. M. (2007). Training transfer: An integrative literature review. *Human Resource Development Review*, 6(3), 263-296.
- Burke, M. J., Sarpy, S.A., Smith-Crowe, K., Chan-Serafin, S., Salvado, R.O., & Isla, G. (2006). Relative Effectiveness of Worker Safety and Health Training Methods. *American Journal of Public Health*, 96(2), 315-324.

- Burke, R. J., Koyuncu, M., Jing, W., & Fiksenbaum, L. (2015). Work engagement among hotel managers in Beijing, China: Potential antecedents and consequences. *Tourism Review*, 64(3), 4–18. <https://doi.org/10.1108/16605370910988791>
- Burns, R. B. (2000). *Introduction to research methods*. London: Sage.
- Callegaro, M., Villar, A., Krosnick, J., & Yeager, D. (2014). A critical review of studies investigating the quality of data obtained with online panels. In *City Research Online*. <http://dx.doi.org/10.1002/9781118763520.ch2>
- Cannon-Bowers, J. A., Rhodenizer, L., Salas, E., & Bowers, C. (1998). A framework for understanding pre-practice conditions and their impact on learning. *Personnel Psychology*, 51, 291-320.
- Carliner, S. (2003). *Training design basics*. American Society for Training & Development.
- Carman, J.M. (2014). Consumer perceptions of service quality: An assessment of the SERVQUAL dimensions. *Journal of Retailing*, 66(2), 27–45.
- Casteel, A., & Bridier, N. L. (2021). Describing populations and samples in doctoral student research. *International Journal of Doctoral Studies*, 16, 339-362.
- Chan, K.C.M. (2016). A critical analysis of a program evaluation: A case study on the effectiveness of a teacher training program. *Asian Journal of Educational Research*, 4(5), 24–33.
- Chanana, N., & Sangeeta. (2020). Employee engagement practices during COVID-19 lockdown. *Journal of Public Affairs*, 20(4), e2201.
- Charney, C., & Conway, K. (2005). *The trainer's tool kit*. New York, NY: AMACOM.
- Chebat, J. C., & Kollias, P. (2000). The impact of empowerment on customer contact employees' roles in service organizations. *Journal of Service research*, 3(1), 66-81.

- Chen, C.Y., Sok, P., & Sok, K. (2007). Exploring potential factors leading to effective training: an exclusive study on commercial banks in Cambodia. *Journal of Management Development*, 26(9), 843-856.
- Chidambaram, V., & Ramachandran, A. (2016). A review of customer satisfaction towards service quality of banking sector. *Social and Management Sciences*, 2(2), 71–79. <https://doi.org/10.3311/pp.so.2012-2.02>
- Chihete, N. (2015). *Human resource management: A critical approach*. London: New York.
- Chukwu, G. M. (2016). Trainer attributes as drivers of training effectiveness. *Industrial and Commercial Training*, 48(7), 367-373.
- Chung, Y., Gully, S. M., and Lovelace, K. J. (2016). Predicting Readiness for Diversity Training: The Influence of Perceived Ethnic Discrimination and Dyadic Dissimilarity. *Journal of Personnel Psychology*, 16(1), 25-35.
- Clarke, N. (2013). Transfer of training: The missing link in training and the quality of adult social care. *Health & Social Care in the Community*, 21(1), 15-25. <http://dx.doi.org/10.1111/j.1365-2524.2012.01082.x>
- Cohen, E.G. (1990). Teaching in Multiculturally Heterogeneous Classrooms: Findings from a model program. *McGill Journal of Education*, 26(1), 7-23.
- Collis, B. (2002). So how effective is your training? *Beverage Industry*, 93(1), 52.
- Collis, J. & Hussey, R. (2014). *Business research: A practical guide for undergraduate and postgraduate students* (4th ed.). London, Palgrave Macmillan.
- Conger, J. A., & Kanungo, R. N. (1998). *Charismatic leadership in organizations*. Sage Publications, Inc.
- Conover, W. J. (1999). *Practical nonparametric statistics* (3rd ed.). John Wiley & Sons.

- Cooper, D.R., & Schindler, P.S. (2001). *Business Research Methods* (7th ed.). Singapore: Irwin/McGraw-Hill.
- Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Sage Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design - qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano-Clark, V. L. (2007). *Designing and conducting mixed methods research*. SAGE Publications.
- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Sage.
- Creswell, J. W. (2014). *Qualitative, quantitative and mixed methods approaches* (4th ed.). SAGE.
- Daffron, S., & North, M. (2006). Learning transfer: Tips from software company professionals. *PAACE Journal of Lifelong Learning*, 15, 51-67.
- Gebrehiwot, D. G., & Elantheraiyan, P. (2023). A study on the effect of training on employee performance in the case of Mekelle City, Tigray, Ethiopia. *Social Sciences & Humanities Open*, 8(1), 100567. <https://doi.org/10.1016/j.ssaho.2023.100567>
- Dancey, C., & Reidy, J. (2014). *Statistics without maths for psychology* (6th ed.). Pearson.
- Daniel, C. O. (2018). Effects of training on organizational performance. *Asian Journal of Business and Management*, 6, 2321-2802. <https://doi.org/10.24203/ajbm.v6i5.5489>
- Darshani, R. K. N. D. (2018). The impact of training and development on employee job performance. *The Impact of Training and Development on Employee Job Performance*, 2(1), 19-19.

- Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-methods research: A discussion on its types, challenges, and criticisms. *Journal of Practical Studies in Education*, 2(2), 25-36. <https://doi.org/10.46809/jpse.v2i2.20>
- De Vos, A. S., Strydom, H., Fouché, C. B., & Delport, C. S. L. (2005). *Research at grassroots: For the social sciences and human professions* (3rd ed.). Pretoria: Van Schaik.
- DeCenzo, A. D., & Robbins, P. S. (2000). *Personnel/human resource management* (4th ed.). Prentice-Hall.
- Dessler, G. (2008). *Human resource management* (11th ed.). Pearson International Edition.
- DeSimone, R., Hornsby, J., Dowling, P., & Hall, M. (2003). *Training systems management*. OH: South-Western College.
- Dessler, G. (2016). *A framework for human resource management* (4th ed.). Pearson Education Inc.
- Diamantidis, A. D., & Chatzoglou, P. D. (2014). Employee post-training behaviour and performance: evaluating the results of the training processes. *International Journal of T&D*, 18(3), 149-170.
- Diamantidis, A.D., & Chatzoglou, P. (2012). Evaluation of formal training programmes in Greek organisations. *European Journal of T&D*, 36(9), 888 -910.
- Dirani, K. M., Abadi, M., Alizadeh, A., Barhate, B., Garza, R. C., Gunasekara, N., & Majzun, Z. (2020). Leadership competencies and the essential role of human resource development in times of crisis: a response to Covid-19 pandemic. *Human resource development international*, 23(4), 380–394.
- Dobre, O. (2013). Employee motivation and organizational performance. *Review of Applied Socio-Economic Research*, 5(3), 53–60.

- Doherty, L., & Bacon, S. (1982). *Correctional retraining in the Navy: An evaluation* (NPRDC Tech. Rep. 35-82). San Diego, CA: American Society for T&D.
- Donkor, A. K., & Banki, R. D. (2017). Assessing the impact of in-service training programmes on basic school teachers of China in the Kassena Nankana West District of Ghana. *Journal of Education and Human Development*, 6(4), 64–76. <https://doi.org/10.15640/jehd.v6n4a8>
- Dotsey, T. (2020). Effect of staff training on customer service. *Journal Title*, 3, 33-45.
- Drucker, P. (1995). *People and performance: The best of Peter Drucker on management*. Routledge.
- Dubin, R. (1976). Theory building in applied areas. In M. D. Dunnette(Ed.). *Handbook of industrial and organization psychology: 17-39*. Chicago: Rand McNally.
- Dugard, P., & Todman, J. (2017). *Understanding and using advanced statistics: A practical guide for students*. Sage.
- Dwivedi, N., & Rathod, D. (2017). The increasing scope of T&D competency. *An International Journal*, 9(1), 43-61.
- Dwomoh, A., Peterson, S., & Taylor, D. (2014). Managing T&D in Bahrain: the influence of culture. *Journal of Managerial Psychology*, 11(5), 26-32.
- Dzinkowski, R. (2000). The Value of Intellectual Capital. *Journal of Business Strategy*, 21(4), 3-3.
- Easterby-Smith, M. (1991). *Management research: An introduction* (2nd ed.). London: Sage Publications.
- ECDC Technical Report. (2017). *How to evaluate effectiveness of training*.
- Ednie, A., & Stibor, M. (2017). Influence and interpretation of intrinsic and extrinsic exercise motives. *Journal of Human Sport and Exercise*, 12(2), 414–425. <https://doi.org/10.14198/jhse.2017.122.18>

- Ekhayemhe, A. J., & Oguzie. S (2018). Assessing the Relationship between Rewards and Employees' Motivation in Some Selected Non-Profit Organizations in Abuja, Nigeria. *International Journal of Business Ethics and Governance (IJBEG)*, 1(1), 1-12.
- El Saghie, N.M. (2015). Managing service quality: Dimensions of service quality: A study in Egypt. *International Journal of African and Asian Studies* 9, 56–63.
- Elangovan, A. R., & Karakowsky, L. (1999). The role of trainee and environmental factors in transfer of training: An exploratory framework. *Leadership & Organization Development Journal*, 20(5), 268-275. <https://doi.org/10.1108/01437739910287180>
- Eleyae, N. C. (2021). *The relationship between human capital, productivity, and profitability* (Doctoral dissertation, Walden University). <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=11911&context=dissertations>
- Elliot, A. J. & McGregor, H. A. (1999). Test anxiety and the hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 76, 628-644.
- Elnaga, A., & Imran, A. (2013). The Effect of Training on Employee Performance. *European Journal of Business and Management*, 5(4), 137-147.
- Enosh, G., Tzafrir, S. S., & Stolovy, T. (2014). The development of client violence questionnaire (CVQ). *Journal of Mixed Methods Research*, 9(3), 273–290. <https://doi.org/10.1177/1558689814525263>
- Erasmus, B. J., & Van Dyk, P. S. (2001). *Training management in South Africa*. International Thompson Publishing.
- Erlandson, D. A., Harris, E. L., Skipper, B., & Allen, S. D. (1993). *Doing naturalistic inquiry: A guide to methods*. Sage.

- Ervin, K. S., & Hogan, R. L. (2013), Utilized TDMs as reported by Illinois ASTD members. *International journal of Science Commerce and Humanities*, 1(5), 279-290.
- Eskildsen, J. K., & Dahlgaard, J. J. (2016). A causal model for employee satisfaction. *Total Quality Management*, 11(8), 1081–1094. <https://doi.org/10.1080/095441200440340>
- Etikan, A., Dully, C., & White, S. (2016). Assessment of management training needs and selection for training: the case of Libyan companies. *International Journal of Manpower*, 17(3), 31-51.
- Fegade, T., & Sharma, P. (2023). Exploring the impact of employee training and development on organizational efficiency and effectiveness: A systematic literature review. *International Journal of Scientific & Technology Research*, 25(4), 1563. <https://doi.org/10.9790/487X-2504015663>
- Falola, H. O., Osibanjo, A. O., & Ojo, S. I. (2014). Effectiveness of T&D on employees' performance and organisation competitiveness in the Nigerian banking industry. *Bulletin of the Transilvania University of Braşov*, 7(56), 161-170.
- Fanibuyan, (2001). Training and development, a vital tool for organizational effectiveness. *Journal of business and management*, 6(2), 48-57.
- Fetters, M. D. (2016). Haven't we always been doing mixed methods research? Lessons learned from the development of the horseless carriage. *Journal of Mixed Methods Research*, 10(1), 3–11. <https://doi.org/10.1177/1558689815620883>
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Sage.
- Flippo, E. R. (1984). *Personnel management* (6th ed.). McGraw-Hill.
- Flouri, E. (2006). Parental interest in children's education. *British Journal of Educational Psychology*, 76, 41-55. <http://dx.doi.org/10.1348/000709905X52508>
- Fogli, L. (2006). *Customer service delivery: Research and best practices*. John Wiley & Sons.

- Ford, K. J., & Noe, R. A. (1987). Self-assessed training needs: The effects of attitudes toward training, managerial level, and function. *Personnel Psychology*, 40, 39-53.
- Forsyth, I., Jolliffe, A., & Stevens, D. (1995). *Evaluating courses: Practical strategies for teachers, lecturers and trainers*. London: Kogan Page.
- Fouka G., & Mantzorou, M. (2011). What are the major ethical issues in conducting research? Is there a conflict between the research ethics and the nature of nursing? *Health Science Journal*, 5 (1), 3-14.
- Foxon, M. (1993). A process approach to the transfer of training Part 1: The impact of motivation and supervisor support on transfer maintenance. *The Australian Journal of Education Technology*, 9(2), 130-143.
- Franceschini, F., & Terzago, M. (1998). An application of quality function deployment to industrial training courses. *International Journal of Quality and Reliability Management*, 15(7), 753-768.
- Frayne, C. A., & Latham, G. P. (1987). Application of social learning theory to employee self-management of attendance. *Journal of Applied Psychology*, 72(3), 387-392.
- Ganta, V.C. (2014). Motivation in the workplace to improve the employee performance. *International Journal of Engineering Technology, Management and Applied Sciences*, 2(6), 221–230.
- Garavan, T. N., Heraty, N., & Barnicle, B. (1999). Human resource development literature: Current issues, priorities and dilemmas. *Journal of European Industrial Training*, 23(4/5), 169-179. <https://doi.org/10.1108/EUM00000000004567>
- Gauld, D., & Miller, P. (2004). The qualifications and competencies held by effective workplace Trainers. *Journal of European Industrial Training*, 28(1), 8-22.

- Gaur, S., & Rajendra, G. B. (2021). *Management: Theory and practice* (15th ed.). New Delhi: Sultan Chand and Sons.
- Geingob, H. G. (2020). *State of the Nation Address*. Windhoek: Government Printer.
- George, T., & Singh, S. (2000). *Human resource development in organisation*. National Institute of Public Administration.
- Georgenson, D. L. (1982). The problem of transfer calls for partnership. *T&D Journal*, 36, 75-78.
- Ghauri, P., & Gronhaug, K. (2010). *Research methods in business studies* (4th ed.). Pearson.
- Ghosh, P., Satyawadi, R., Joshi, J.P., Ranjan, R., & Singh, P. (2012). Towards more effective training programmes: a study of trainer attributes. *Industrial and Commercial Training*, 44(4), 194-202.
- Giday, D., & Perumal, E. (2023). A study on the effect of training on employee performance in the case of Mekelle City, Tigray, Ethiopia. *Social Sciences & Humanities Open*, 8, 100567. <https://doi.org/10.1016/j.ssaho.2023.100567>
- Gilley, J. W., Egghland, S. A., & Gilley, A. M. (2002). *Principles of human resource development*. Basic Books.
- Graham, S., & Baker, B. (2003). *Journal of Management Development*, 22, 45–59.
- Gilley, J. W., Egghland, S. A., & Gilley, A. M. (2002). *Principles of human resource development*. Basic Books.
- Graham. S., & Baker, B. (2003). *Journal of Management Development*, 22, 45–59.
- Gist, M.E., & Stevens, C.K. (1998). Effects of practice conditions and supplemental training method on cognitive learning and interpersonal skill generalization. *Organizational Behavior and Human Decision Processes*, 75, 142-169.

- Gist, M. E., Stevens, C. K., & Bavetta, A. G. (1991). The effects of self-efficacy and post-training intervention on the acquisition and maintenance of complex person skills. *Personnel Psychology*, 44(4), 837-861.
- Glaveli, N., & Karassavidou, E. (2011). Exploring a possible route through which training affects organizational performance: The case of a Greek bank. *International Journal of Human Resource Management*, 22, 2892–2923.
- Goldstein, A., & Ford, J. (2002). Problems and obstacles of training in the Kuwait government sector. In *Government Administration and Development Symposium*, March, Civil Service Commission, Kuwait.
- Goldstein, I. L. & Ford, K. (2002). *Training in organizations: Need assessment, development and evaluation*. Belmont: Wadsworth group.
- Goldstein, I. L. (1989). *T&D in Organization* (3rd ed.). US: Pfeiffer.
- Goldstein, I. L. (1993). *Training in organizations: Needs assessment, development and evaluation* (3rd ed.). Monterey, CA: Brooks/Cole.
- Goldstein, I. L., & Ford, J. K. (2002). *Training in organizations* (4th ed.). Belmont, CA: Wadsworth.
- Goyal, P. K. (2015). Motivation: Concept, Theories and practical implications. *International Research Journal of Commerce Arts and Science*, 6(8), 71-78.
- Goyal, P. K. (2015). Motivation: Concept, Theories and practical implications. *International Research Journal of Commerce Arts and Science*, 6(8), 71-78.
- Gravetter, F. J., & Wallnau, L. B. (2014). *Statistics for the behavioral sciences* (9th ed.). Cengage Learning.
- Green, A. (2017). The advantages of an interview over a questionnaire. Retrieved May 6, 2022, from <https://bizfluent.com/info-8220458-advantages-interview-over-questionnaire.html>

- Griffin, A., & Hung, D. (2010). *Principles and practices of management* (7th ed.). New Delhi: Sultan Chand and Sons.
- Grönroos, C. (2011). *Service management and marketing: Managing the moments of truth in service competition*. Lexington Books.
- Gulris, Y., & Kamba, B. (2011). Manpower training and development for sustainable job performance in public organizations. *Journal of Business and Organizational Development*, 2(1), 16-35.
- Gwebu, K.L., & Wang, J. (2007). The role of organizational, environmental and human factors in e-learning diffusion. *International Journal of Web-Based Learning and Teaching Technologies*, 2(2), 59-78.
- Hair, J. F., Page, M., & Brunsveld, N. (2020). *Essentials of business Research methods*. 4 th ed. Routledge, New York
- Hair, J., Babin, B., Money, A., & Samouel, P. (2003). *Essentials of business research methods*. Wiley.
- Hallow, G. D. (2016). *Human resource management: A critical approach*. London: New York.
- Hamblin, A. C. (1974). *Evaluation and control of training*. McGraw-Hill.
- Harris, L., & Brown, G. (2010). Mixing interview and questionnaire methods: Practical problems in aligning data. *Practical Assessment Research & Evaluation*, 15(1), 1-19. <http://pareonline.net/pdf/v15n1.pdf>
- Hassan, A. S. M. (2020). The role of capacity building in public service delivery in Mogadishu-Somalia. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 7(6), 67–74. <https://doi.org/10.20431/2349-0381.0706008>

- Herschbach, D.R. (1997). Improving training quality in developing countries: Towards greater instructional Education + Training efficiency. *International Journal of Manpower*, 18(2), 90-118.
- Hesseling, P. M. (1966). *Strategy of evaluation research in the field of supervisory and management training*. Amsterdam: Van Gorcum.
- Holton III, F. E. (1996). The flawed four-level evaluation model. *Human Resource Development Quarterly*, 7(1), 5-21.
- Holton, E. (2005). Holton's Evaluation Model: New Evidence and Construct Elaborations. *Advances in Developing Human Resources*, 7(1), 37-54.
- Holton, E. F. I., Bates, R. A., & Ruona, W. E. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11(4), 333-360.
- Homklin, T., Takahashi, Y., & Kriengkrai, T. (2013). Effects of Individual and Work Environment Characteristics on Training Effectiveness: Evidence from Skill Certification System for Automotive Industry in Thailand. *International Business Research*, 6(12), 1-16.
- Hosen, S., Hamzah, S. R., Ismail, I., NoormiAlias, S., Aziz, M., & Rahman, M. (2023). Training & development, career development, and organizational commitment as the predictor of work performance. *Heliyon*, 9(12), e23903. <https://doi.org/10.1016/j.heliyon.2023.e23903>
- Hulley, S. B., Cummings, S. R., Browner, W. S., Grady, D., & Newman, T. B. (2013). *Designing Clinical Research: An Epidemiologic Approach* (2nd ed.). Philadelphia, PA: Lippincott.
- Hultsch, C., Molly, W., Al-Athari, A., & Zairi, M. (2002). Training evaluation: an empirical study in Kuwait. *Journal of European Industrial Training*, 26(5), 241-251.

- Hussey, J., & Hussey, R. (1997). *Business research: A practical guide for undergraduate and postgraduate students*. New York: Palgrave.
- Hutchins, H.M. (2009). In the trainer's voice: a study of training transfer practices. *Performance Improvement Quarterly*, 22(1), 69-93.
- Hutchins, H.M., Nimon, K., Bates, R. & Holton. E. (2013). Can the LTST Predict Transfer Performance? Testing intent to transfer as a proximal transfer of training outcome. *International Journal of Selection and Assessment*, 21(3), 251-263.
- Ikeanyibe, M. O. (2009). *Principles and practices of public personnel administration: A Nigerian perspective*. Onitsha: Perfect Image.
- Ismail, F., & Mohd, Y. H. (2023). Exploring The Role And Impact Of Human Capital Management On Organizational. *International Journal of Modern Trends in Business Research (IJMTBR)*, 6 (21), 35-42.
- Iqbal, N., Khan, M. M., Mohmand, Y. T., & Mujtaba, B. G. (2020). The impact of in-service training and motivation on job performance of technical & vocational education teachers: Role of person-job fit. *Public Organization Review*, 20(4), 529–548.
<https://doi.org/10.1007/s11115-019-00455-3>
- Jain, V. (2014). The impact of choice factors affecting student selection of higher education institutions: An empirical study. *Management Research*, 1(1), 55-67.
- Jagero, N., Komba, H. V., & Mlingi, M. N. (2012). Relationship between on the Job Training and Employee's Performance in Courier Companies in Dar es Salaam, Tanzania. *International Journal of Humanities & Social Science*, 2(22), 114-120.
- Jehanzeb, K., & Bashir, N. A. (2013). T&D program and its benefits to employee and organization: A conceptual study. *European Journal of Business and Management*, 5(2), 243-252.

- Jevana, R. J. (2017). *Understand training needs*. Priority SKY BHD.
- Johnson, J. H., Burke, C. S., Milham, L. A., Ross, W. M., & Salas, E. (2018). Challenges and propositions for developing effective team training with adaptive tutors. In *Building intelligent tutoring systems for teams* (pp. 1-20). Emerald Publishing Limited.
- Johnson, S. K., Garrison, L. L., Hernez-Broome, G., Fleenor, J. W., & Steed, J. L. (2012). Go for the goal(s): Relationship between goal setting and transfer of training following leadership development. *Academy of Management Learning & Education*, 11(4), 555-569.
- Jones, G. R., & George, J. M. (2008). *Contemporary management*. McGraw-Hill.
- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2017). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376–407. <https://doi.org/10.1037/0033-2909.127.3.376>
- Kamran, S., Ahmed, I., Iqbal, M. Z., Umar, M., & Kashif. (2022). *Training needs assessment practices in corporate sector of Pakistan*. Iqra University, Pakistan.
- Kaplan, A. (1964). *The conduct of inquiry: Methodology for behavioral science*. New York, NY: Thomas Y. Crowell.
- Kapoor. S., Chaubey, D., & Negi, A. (2015). Analysis Of Training Need Identification Process And Perceived Training Outcome. *Midas Touch International Journal Of Commerce, Management And Technology*, 3, 1-12.
- Karak, S., & Sen, S. S. (2019). *Management standards checklist (MSC) for the public service*.
- Kauppila, O. P. (2018). How does it feel and how does it look? The role of employee motivation in organizational learning type. *Journal of Organizational Behavior*, 39(8), 941–955. <https://doi.org/10.1002/job.2270>
- Kaur, P., Stoltzfus, J., & Yellapu V. (2018). Descriptive statistics. *International Journal of Academic Medicine*, (4), 60-63.

- Kempton, W., Boster, J. S., & Hartley, J. A. (1995). *Environmental values in American culture*. The MIT Press.
- Khan, A. A., & Mirz, E. H. (2016). Influence of Trainee Characteristics on Acquired Pharmacology Knowledge of Dental Professionals: A Pilot Study. *Indian Journal of Pharmaceutical Education and Research*, 50(3), S280-S2285.
- Khan, M. I. (2012). The Impact of Training and Motivation on Performance of Employees. *Business Review*, 7(2), 84-95.
- Khan, R. A. G., Khan, F. A., & Khan, M. A. (2011). Impact of T&D on Organizational Performance. *Global Journal of Management and Business Research*, 7(11). 63-68.
- Khan, R. A. G., Khan, F. A., & Khan, M. A. (2011). Impact of training and development on organizational performance. *Global Journal of Management and Business Research*, 11(7). Global Journals Inc.
- Khatiri, K. (2020). Research paradigm: A philosophy of educational research. *International Journal of English Literature and Social Sciences*, 5(5), 1435–1440. <https://doi.org/10.22161/ijels.55.15>
- Kheng, L., Mahamad, O., Ramayan, T., & Mosahab, R. (2014). The impact of service quality on customer satisfaction: A study of banks in Penang, Malaysia. *International Journal of Marketing Studies*, 2(2), 19–20. <https://doi.org/10.5539/ijms.v2n2p57>
- Khodov, L. (2015). The structure of small business and distinctive features of its motivation: Problem of economic transition. *Journal of Applied Psychology*, 45(11), 84–90.
- Kim, J. (2013). Political decentralization, subnational political capital, and intergovernmental transfers in Korea. *American Review of Public Administration*, 43(1), 109–129. <https://doi.org/10.1177/0275074012436600>

- Kiragu, F. K. (2015). Relationship between employee satisfaction and service quality: A survey of funeral homes in Nairobi City County. Unpublished master's thesis, School of Business, University of Nairobi.
- Kirkpatrick, D. (1998). *Evaluating training programs: The four levels*. San Francisco, CA: Berrett-Koehler.
- Kirkpatrick, D. L., and Kirkpatrick, J. D (2016). *Kirkpatrick's Four Levels of Training Evaluation*, San Francisco: Berrett-Koehler Publishers.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programmes*. California: Berrett-Koehler Publishers, Inc.
- Kirwan, C., & Birchall, D. (2006). Transfer of Learning from Management Development Programmes: Testing the Holton Model. *International Journal of T&D*, 10(4), 252-268.
- Koboyatau, A., & Mthiyane, S. (2023). Basic education sector service delivery: Challenges faced by managers and practitioners in Botswana. *Education and Human Sciences*, 4(3), 259–275. <https://doi.org/10.38159/ehass.2023437>
- Korth, M. 2007. Maslow - Move Aside! A Heuristical Motivation Model for Leaders in Career and Technical Education. *Journal of industrial teacher education*, 5-36.
- Kozlowski, S. W. J., Gully, S. M., Brown, K. G., Salas, E., Smith, E. A., & Nason, E. R. (2001). Effects of training goals and goal orientation traits on multi-dimensional training outcomes and performance adaptability. *Organizational Behavior and Human Decision Processes*, 85, 1-31.
- Kraut, R., Chandler, T., & Hertenstein, K. (2016). The interplay of teacher training, access to resources, years of experience, and professional development in tertiary ESL reading teachers' perceived self-efficacy. *Gist Education and Learning Research Journal*, 132-151.

- Kumar, R. (1999). *Research methodology: A step-by-step guide for beginners*. Austria: Addison Wesley Longman.
- Kumar, R. (1999). *Research methodology: A step-by-step guide for beginners*. Sage Publications.
- Latham, G. P., & Frayne, C. A. (1989). Self-management training for increasing job attendance: A follow-up and a replication. *Journal of Applied Psychology*, 74, 411-416.
- Latham, G. P., & Frayne, C. A. (1989). Self-management training for increasing job attendance: A follow-up and a replication. *Journal of Applied Psychology*, 74, 411-416.
- Latif, K. F (2012). An integrated model of training effectiveness and satisfaction with employee development interventions. *Industrial and Commercial Training*, 44(4), 211-222.
- Lau, A.K.W. (2010). Training needs of purchasing and supply management personnel in Hong Kong. *Journal of European Industrial Training*, 34(5), 400-415.
- Lau, M., Cheung, R., Lam, A., & Chu, Y. (2015). Measuring service quality in the banking industry: A Hong Kong-based study. *Contemporary Management Research*, 9(3), 263–283. <https://doi.org/10.7903/cmr.11060>
- Lee, M. T., & Raschke, R. L. (2016). Understanding employee motivation and organizational performance: Arguments for a set-theoretic approach. *Journal of Innovation and Knowledge*, 1(3), 162–169. <https://doi.org/10.1016/j.jik.2016.01.004>
- Lee, S. H., & Pershing, J. A. (1999). Effective reaction evaluation in evaluating training programs: purposes and dimension classification. *Performance Improvement*, 38(8), 32-39.
- Lee, S. H., & Pershing, J. A. (1999). Effective reaction evaluation in evaluating training programs: purposes and dimension classification. *Performance Improvement*, 38(8), 32-39.

- Leigh, D., Watkins, R., Platt, W.A., & Kaufman, R. (2000). Alternative Models of Needs Assessment: Selecting the Right one for your Organization. *Human Resource Development Quarterly*, 11(1), 87-94.
- Lim, D.H. (2000). Training design factors influencing transfer of training to the workplace within an international context. *Journal of Vocational Education & Training*, 52 (2), 243-258.
- Lincoln, Y.S., & Guba, E. G. (1985). *Naturalistic inquiry*, Beverly Hills: Sage.
- Locke, E. A., and Latham, G.P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice-Hall.
- Lola, A. (2009). *Human resource management* (5th ed.). John Wiley and Sons Inc.
- Loveman, G. W. (2017). Employee satisfaction, customer loyalty, and financial performance: An empirical examination of the service profit chain in retail banking. *Journal of Service Research*, 1(1), 18–31. <https://doi.org/10.1177/109467059800100103>
- Lucas, M.L. (2005). The impact of trust and reputation on the transfer of best practices. *Journal of Knowledge Management*, 9(9), 87-101.
- Maanen, V. (1979). *Administrative Science Quarterly Qualitative Methodology*. Sage Publications, Inc, 24(4).
- Machin, M. A. (2002). Planning, managing, and optimizing transfer of training. In K. Kraiger (Ed.), *Creating, implementing, and managing effective T&D* (pp. 263–301). Jossey-Bass.
- Maguire, M. & Delanhunt, B. (2017). Doing a thematic analysis: A practical step-by-step guide for learning and teaching scholars. *All Ireland Journal of Teaching and Learning in Higher Education*, 9(3), 33351-333514
- Mahadevan, A. A., & Yap, M. H. (2019). Impact of training methods on employee performance in a direct selling organization, Malaysia.

- Majeed, A., Shakeel, S. (2017). Importance of T&D in the workplace. *International Journal of Scientific & Engineering Research*, 8(4), 2229-5518.
- Makwana, D., Engineer, P., Dabhi, A., & Chudasama, H. (2023). Sampling methods in research: A review. 7, 762-768.
- Mamaqi, X., Miguel, J. & Olave, P. (2011). Evaluation of the importance of professional competences: the case of Spanish trainers. *On The Horizon*, 19(3), 174-87.
- Manichander, T. (2014). Locus of Control and Performance: Widening Applicabilities. *Paripex - Indian Journal of Research*, 3(2), 84-86.
- Manna, A., & Biswas, D. (2018). Theory of Training Effectiveness. *International Journal of Management, Technology and Engineering*, 8(11), 271-283.
- Manzini, S., & Shumba, V. (2014). An investigation into the Impact of T&D on the Performance of Public Servants at the Passport Office in Bulawayo, Zimbabwe. *International Journal of Economics, Commerce and Management*, 2(11), 1-19.
- Maringe, F., & Mourad, M. (2012). Marketing for higher education in developing countries: Emphases and omissions. *Journal of Marketing for Higher Education*, 22(1), 1–9. <https://doi.org/10.1080/08841241.2012.719297>
- Maringe, F. (2015). Higher education market. In J. D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences* (2nd ed., pp. 850-861). <https://doi.org/10.1016/B978-0-08-097086-8.92118-4>
- Marginson, S. (2017). Limitations of human capital theory. *Studies in Higher Education*, 44, 1-15. <https://doi.org/10.1080/03075079.2017.1359823>
- Mathambo, K. (2014). *2014/15 budget speech*. Government Printing and Publishing Services.
- Mathambo, K. (2015). *2015/16 budget speech*. Government Printing and Publishing Services.
- Mathambo, K. (2017). *2017/18 budget speech*. Government Printing and Publishing Services.

- Mathis, R. L., & Jackson, J. H. (2004). *Human resource management* (10th ed.). South-Western.
- Mathis, R.L. & Jackson, J.H. (2011). *Human Resource Management*, South-Western Cengage Learning, Mason, OH.
- Maxwell, J. A. (2016). Expanding the history and range of mixed methods research. *Journal of Mixed Methods Research*, 10(1), 12–27. <https://doi.org/10.1177/1558689815571132>
- May, G.L., & Kahnweiler, W.M. (2000). The effect of a mastery practice design on learning and transfer in behavior modelling training. *Personnel Psychology*, 53(2), 353-373.
- Mazhisham, P. H., Khalid, M. Y., Nazli, N. N. N. N., Manap, R., & Hussain, N. H. M. (2018). Identification of Training Needs Assessment in Organizational Context. *International Journal of Modern Trends in Social Science*, 1(5), 20-30.
- Mcbain, R. (2004). Training Effectiveness and Evaluation. *Henly Manager Update*, 15(3), 23-24.
- McConnell, C. R., Brue, S. L., & Macpherson, D. A. (2009). *Contemporary labor economics*. New York: McGraw-Hill.
- McGehee, W., & Thayer, P. W. (1961). *Training in business and industry*. New York: Wiley.
- McLeod, S. (2017). What's the difference between qualitative and quantitative research? *Simply Psychology*. Retrieved from <https://www.simplypsychology.org/qualitative-quantitative.html>
- Mdhlalose, D. (2020). An evaluation of the impact of T&D on organisational performance: A case study of the Gauteng Provincial Department of Economic Development. *Journal of Human Resource and Sustainability Studies*, 8, 48-74.
<https://doi.org/10.4236/jhrss.2020.81004>

- Mehale, K. (2021). Maximising training evaluation for employee performance improvement. *SA Journal of Human Resource Management*, 19, 1-11. <https://doi.org/10.4102/sajhrm.v19i0.1473>
- Mensah, A. A. (2016). Training and development process and employees' performance in the "chop bar" industry. *Journal of Research and Development (JRnD)*, 3(1), 34-57.
- Michel, R., & Nicholas, J. (2017). Management commitment to service quality and service recovery performance. *International Journal of Pharmaceutical and Health Marketing*, 4(1), 84-103. <https://doi.org/10.1108/17506121011036042>
- Mihardjo, L. W. W., Jermisittiparsert, K., Ahmed, U., Chankoson, T., & Iqbal Hussain, H. (2021). Impact of key HR practices (human capital, training, and rewards) on service recovery performance with mediating role of employee commitment of the Takaful industry of the Southeast Asian region. *Education + Training*, 63(1), 1-21. <https://doi.org/10.1108/ET-08-2019-0188>
- Milhem, W., Abushamsieh, K. & Aróstegui, M. (2014). Training strategies, theories and types. *Journal of Accounting, Business & Management*, 21, 12-26.
- Miller, L. P. (2002). *Perception of training and non-training managers of organizational impact measure based on design intent* (Doctoral dissertation, North Carolina State University, USA).
- Miller, T. (2012). *Human resource management: Contemporary issues, challenges, and opportunities* (HC).
- Mishra, V., & Smyth, R. (2015). Workplace Policies and Training in China: Evidence from Matched Employee-Employer Data. *International Journal of Manpower*, 36(7), 986-1011.
- Mogea, T. (2023). The importance of human resources training to improve organizational performance (pp. 58-72).

- Mohamad, B. S. (2017). *The relationship among trainees characteristics, training design and work environment with training transfer*. Malaysia Royal Custom Department.
- Monappa, A., Saiyadain, M. S., & McGregor, D. (1957). *After training performance: An informed approach*. Beverly Hills: Sage.
- Mosahab, R., Mahamad, O., & Ramayait T. (2013). Service quality, customer satisfaction and loyalty: A test of mediation. *International Business Research*, 3(4), 72–80.
<https://doi.org/10.5539/ibr.v3n4p72>
- Moss, G. D. (1997). Effective training of trainers: the ATLS approach. *Education + Training*, 39(5), 168 - 175.
- Mothibi, J., Kutua, S., & Opok, O. (2001). *BNPC consultancy on national productivity and quality awareness* (1st ed.). BNPC: Botswana.
- Motlhabani, J. (2019, October 4). BPF's position on the public service and 'the trio that decimated it'. *Mmegi Online*. Retrieved from <https://www.mmegi.bw/index.php?aid=82956&dir=2019/october/04>
- Mozael, B. M. (2015). Impact of T&D Programs on Employee Performance. *International Journal of Scientific and Research Publications*, 5(11), 38-42.
- Msemer-Magnus, J., & Viswesvaran, C. H. (2010). The role of pre-training interventions in learning: A meta-analysis and integrative review. *Human Resource Management Review*, 20, 261-282.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches*. ACT.
- Muhammad, Z. I., & Rashid, A. K. (2011). The growing concept and uses of training needs assessment: A review with proposed model. *Journal of European Industrial Training*, 35(5), 439-466.

- Mwema, N.W., & Gachunga, H.G. (2014). The influence of performance appraisal on employee productivity in organizations: A case study of selected WHO offices in East Africa. *International Journal of Social Sciences and Entrepreneurship*, 1 (11), 324-337.
- Myhrberg, K. (2017). Proving the effectiveness of training. *Industrial and Commercial Training*, 29(3), 88-91.
- Myrna, L. G. (2009). *Training design, development and implementation*. Society for Human Resource Management.
- Nadler, L. (1983). *Designing training programmes: The critical events model*. Addison-Wesley Publishing Company.
- Nasib, T. (2017). *Human capital model* [Photograph]. Retrieved from <https://mysominotes.wordpress.com/2017/09/23/economics-of-education-what-are-the-contemporary-economists-point-of-view-on-education-as-an-investment/>
- Nassazi, N. (2013). *Effects of training on employee performance: Evidence from Uganda* (Unpublished doctoral dissertation). University of Applied Sciences, Vassa, Finland.
- Nealer, E., & Raga, K. (2007). Nature and extent of local governance in South Africa. *Journal of Public Administration: Conference Proceedings*, 42(5), 171-182.
- Ndebele, C., & Lavhelani, P. N. (2017). Local government and quality service delivery: An evaluation of municipal service delivery in a local municipality in Limpopo Province. *Journal of Public Administration*, 52(2), 340-356.
- Ngirwa, C. A. (2009). *Human resource management in African work organizations*. National Printing Co. Ltd.
- Nguah, J. A., & Asare, S. S. (2015). Assessment of the impact of training and development on employee performance and productivity. *Africa Development and Resources Research Institute Journal*, 25(3), 51-68.

- Nikandrou, I., Brinia, V., & Bereri, E. (2009). Perspective on practice: trainee perceptions of training transfer: an empirical analysis. *Journal of European Industrial Training*, 23(3), 255-70.
- Nkwe, N. (2012). E-Government: Challenges and Opportunities in Botswana. *International Journal of Humanities and Social Science*, 2(17), 39-48.
- Noe, R. A. (2005). *Employee training and development* (3rd ed.). McGraw-Hill.
- Noe, R. A., & Kodwani, A. D. (2018). *Employee training and development* (7th ed.). McGraw-Hill Education.
- Noe, R. A., & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel psychology*, 39(3), 497-523.
- Noe, R.A. (2010). *Employee T&D* (5th ed.). NY: McGraw Hill.
- Nor, A. I. (2023). Improving employee performance and public service delivery through training and development: Case of the civil service of the federal government of Somalia. *International Journal of Business and Management*, 18(2), 145-157.
- Nwachukwu, C. C. (2009). *Management theory and practice*. Africana Fep Publishers.
- Obisi, C. (2011). Employee performance appraisal and its implication for individual and organizational growth. *Australian Journal of Business and Management Research*, 1, 10-18. <https://doi.org/10.52283/NSWRCA.AJBMR.20110109A10>
- Oguntimehin, Y.A., & Bukki, A.O. (2020). Basic issues in evaluation of Training Programmes. *Bulgarian Journal of Science and Education Policy (BJSEP)*, 14(2), 356-370.
- Omid, K., Omid, A., & Behzad, G. (2016). On the relationship between locus of control and translation achievement of Iranian translation students. *International Journal of Research Studies in Education*, 5(1), 51-56.

- Oppenheim, A. (1992). *Questionnaire Design, Interviewing and Attitude Measurement* (2nd ed.). London, Continuum.
- Oribabor, P.E. (2000), Human resources management. A strategic approval. *Journal of human resources management*, 9(4) 21-24
- Orpen, Ch. (1991). The influence of the training environment on trainee motivation and perceived training quality. *International Journal of T&D*, 3(1), 34-43.
- Othayman, M., Mulyata, & Debrah. (2022). *Human resources in African work organization* (1st ed.). Dar es Salaam University Press.
- O'Reilly, M., & Parker, N., (2013). Unsatisfactory saturation. A critical exploration of the Notion of the saturated samples sizes in qualitative research. *Qualitative research*, 13(2), 190-197.
- Pallant, J. (2016). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (6th ed.). Open University Press.
- Panigrahi, R., Srivastava, P. R., & Sharma, D. (2018). Online learning: Adoption, continuance, and learning outcome: A review of literature. *International Journal of Information Management*, 43, 1-14. <https://doi.org/10.1016/j.ijinfomgt.2018.05.005>
- Park, T., & Kim, W. (2013), Training the knowledge worker: a descriptive study of training practices in Irish software companies. *Journal of European Industrial Training*, 27(4), 137-146.
- Paynes, E. J. (2008). *Human resource management for public and non-profit organizations* (3rd ed.).
- Phillips, J., & Phillips, P. (2009). Using ROI to demonstrate performance value in the workplace. *Performance Improvement*, 48(6), 35-39. <https://doi.org/10.1002/pfi.20034>

- Pitts, J. M. (1994). *Personal understandings and mental models of information: A qualitative study of factors associated with the information-seeking and use of adolescents* (Doctoral dissertation, Florida State University).
- Power, B. (1992). *Instructor excellence: Mastering the delivery of training*. Jossey-Bass.
- Prahalad, I., & Hamel, L. (2010). *Human resource management: A contemporary perspective*. Pitman Publishing.
- Pruchino, E., Dolly, S., & Al-Ali, A. (2008). *Human resource development training and development practices and related organisational factors in Kuwaiti organisations* (Unpublished doctoral dissertation, Bradford University).
- Punia, B. K., & Saurabh, K. (2013). A review of factors affecting training effectiveness vis-à-vis managerial implications and future research directions. *International Journal of Advanced Research in Management and Social Sciences*, 2(5), 1-9. ISSN 2278-6236.
- Purcell, J., Hutchinson, S., Wright & Nasii (2013). Frontline Managers as Agents in the HRM-Performance Causal Chain: Theory, Analysis and Evidence. *Human Resource Management Journal*, 17(1), 3-20.
- Putter, S. E. (2016). *Making training stick: A close examination of how trainee readiness, supervisor support, and practice foster transfer in a mobile technology-based training program* (Doctoral dissertation, Colorado State University). Department of Psychology.
- Quartey, S. H. (2012). Effect of employee training on the perceived organizational performance: A case study of the print-media industry in Ghana. *European Journal of Business and Management*, 4(12), 77-87. <http://pakacademicsearch.com>
- Qurat-Ul-Ain Q., Arabella, B. & Ali, R. T. (2017). Factor Affecting the Transfer of Training at the Workplace: Case study of SSGC Ltd, Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 7(2).

- Radikoko, I., Maswabi, B., & Dzimiri, M. (2015). Investigating factors affecting entrepreneurship development in Botswana. *Archives of Business Research*, 3(6). <https://doi.org/10.14738/abr.36.1722>
- Raosoft. (2022). *Sample size calculator*. Retrieved from <https://www.raosoft.com/samplesize.html>
- Reichheld, F.F., & Sasser, W.E. (2018). Zero defections: Quality comes to services. *Harvard Business Review*, 68(5), 105–111.
- Reid, M. A., & Barrington, H. (2011). *Training interventions: Managing employee development* (7th ed.). Delhi: Jaico Publishing House.
- Renard, M. (2015). *An international study on the influence of intrinsic rewards on the intrinsic motivation, work engagement and retention of employees in non-profit organisations* (Unpublished doctoral dissertation). Nelson Mandela Metropolitan University, Port Elizabeth.
- Rikkua, R., & Chakrabarty, N. (2013). Training needs analysis: A case study of loco pilots. *Procedia - Social and Behavioral Sciences*, 104, 1105-1111.
- Robinson, D. G., & Robinson, J. (1989). Training for impact. *T&D Journal*, 43, 34-42.
- Roopa, S., & Rani, M. S. (2012). Questionnaire Designing for a Survey. *The Journal of Indian Orthodontic Society*, 46(4), 273-277.
- Rumman, J., & Al-Rahahalh, P. (2016). Systematic performance improvement refining the space between learning and results. *Journal of Workplace Learning*, 15(1), 6-13.
- Ruona, W. E. A., Leimbach, M., Holton, E. F., III, & Bates, R. A. (2002). The relationship between learner utility reactions and predicted learning transfer among trainees. *International Journal of T&D*, 6(4), 218-228.

- Russ-Eft, D. F., Preskill, H., & Sleezer, C. (1997). *Human resource development review: research and implications*. Thousand Oaks, CA: Sage Publications.
- Saad, M., & Mat. (2013). Innovative approaches to reforming public service in Tanzania. *Public Administration and Development*, 24, 437-446.
- Saeed, M. M., & Asghar, M. A. (2012). Examining the relationship between training, motivation, and employees' job performance: The moderating role of person-job fit. *Journal of Basic and Applied Scientific Research*, 2(12), 12177–12183.
- Saepudin, M., Muhammad, S., Firdiansyah, A., Hijrah, S., & Ruslin, R. (2022). Semi-structured interview: A methodological reflection on the development of a qualitative research instrument in educational studies.
- Safitri, R. S., & Octarisa, N. S. (2023). The Relationship between the Learning Environment and Learning Motivation in the 12th grade Otkp students at Smk Amaliah 2. *European Journal of Psychological Research*, 10(2), 2057-4794.
- Saghier, N., & Nathan, D. (2016). Service quality dimensions and customer satisfaction of banks in Egypt. In *20th International Business Research Conference* (pp. 1-10). Dubai, 04th–05th April 2013.
- Saidu, A. A., Ilelah, S. A., & Ali. S. (2019). Impact of training on employee's performance in public sector organization: a conceptual paper. *International Journal in Management and Social Science*, 7(4), 25-32.
- Saks, A. M., & Burke, L. A. (2012). An investigation into the relationship between training evaluation and the transfer of training. *International Journal of T&D*, 16(2), 118- 127.
- Saks, A., & Belcourt, M. (2006). An investigation of training activities and transfer of training in organizations. *Human Resource Management*, 45(4), 629-648.

- Saks, A., & Burke, L. A. (2012). An investigation into the relationship between training evaluation and the transfer of training. *International Journal of Training and Development*, 16(2), 118–127. <http://dx.doi.org/10.1111/j.1468-2419.2011.00397.x>
- Salkind, N. J. (2010). *Encyclopedia of research design*. Sage Publications.
- Samuel, M. O., & Chipunza, C. (2015). Attrition and retention of senior academics at institutions of higher learning in South Africa: The strategies, complexities and realities. *Journal of Social Sciences*, 35(2), 97–109.
<https://doi.org/10.1080/09718923.2013.11893151>
- Sarkar, S. (2013). *On and off the job training*. Chapman and Hall.
- Salah, M. R. A. (2016). The impact of training and development on employees' performance and productivity: A case study of Jordanian private sector transportation companies located in the Southern region of Jordan, with particular reference to the Governorate of Maan. *International Journal of Management Sciences and Business Research*, 5(7), 36.
<http://www.ijmsbr.com/>
- Saunders, M., Lewis, P., & Thornhill, A. (2003). *Research Methods for Business Students* (3rd ed.). London: Financial Times Prentice Hall.
- Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students* (7th ed.). Pearson: Harlow.
- Sawczuk, P. (1990). *Transfer of training: Reported perceptions of participants in coaching study in six organizations* (Doctoral dissertation, University of Pennsylvania).
- Schmaltz, A. B. C. (2009). *Home resources management principles and techniques*. New York: Houghton Mifflin Company Press.

- Schmit, M., & Allscheid, S. P. (2017). Employee attitudes and customer satisfaction: Making theoretical and empirical connections. *Personnel Psychology*, 48(3), 521–536. <https://doi.org/10.1111/j.1744-6570.1995.tb01768.x>
- Schneider, B., & Bowen, D.E. (2015). Employee and customer perception of service in banks: Replication and extension. *Journal of Applied Psychology*, 70(3), 423–433.
- Schraeder, M (2009). Leveraging potential benefits of augmentation in employee training. *Industrial and Commercial Training*, 41(3), 133-138.
- Schultz, T. W. (1961). Investment in human capital. *American Economic Review*, 51(1), 1–17.
- Sebusang, S. E. M., & Moeti, N. M. (2005). Is the Botswana Public Service Customer-Centric? *Journal of Applied Sciences*, 5(1), 93-98.
- Sekaran, U. (2003). *Research Methods for Business: A Skill Building Approach* (4th ed.). New York: John Wiley and Sons.
- Sekaran, U. (2003). *Research methods for business: A skill-building approach* (4th ed.). John Wiley & Sons, Ltd.
- Selden et al., (2012). Why Elephants Gallop: Assessing and Predicting Organizational Performance in Federal Agencies. *Journal of Public Administration Research and Theory*, 10(4).
- Senge, P. (1997). Through the eye of the needle. In R. Gibson (Ed.), *Rethinking the future*.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday/Currency.
- Shah, M. M., Hanafi, N. M., Hariri, I. H. M., & Rusdi, S.D. (2019). Factors Influencing Transfer of Training among Employees in Telekom Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 9(6), 939-950.

- Shaheen, A., Naqvi, S., & Khan, M. (2013). Employees training and organizational performance: Mediation by employees' performance. *Interdisciplinary Journal of Contemporary Business Research*, 5(4), 490-503.
- Shaikh, M. R., Tunio, R.A., & Shah, I. A. (2017). Factors Affecting to Employee's Performance. A Study of Islamic Banks. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 7(1), 312-321.
- Sharma, E. & Mani, M., (2014). A comparative analysis of employee satisfaction in Indian commercial banks. *The IUP Journal of Organizational Behaviour*, 11(4), 38–61.
- Sharma, S. (2019). Descriptive statistics.
- Sharma, T., & Kurukshetra, K. U. (2012). Management of T&D: Training process – An overview; role, responsibilities, and challenges to training manager. Retrieved from <http://ddegjust.ac.in>
- Shaughnessy, J. J., & Zechmeister, E. B. (1997). *Research methods in psychology* (4th ed.). Irwin/McGraw-Hill.
- Sheeba, M., & Christopher, P., (2020). Exploring The Role of Training and Development in Creating Innovative Work Behaviors and Accomplishing Non-Routine Cognitive Jobs for Organizational Effectiveness. *Journal Of Critical Reviews*, 7(4), 263 - 267.
- Shonhe, L., & Grand, B. (2019). Implementation of electronic records management systems: Lessons learned from Tlokweng Land Board-Botswana. *Records Management Journal, ahead-of-print*. <https://doi.org/10.1108/RMJ-03-2019-0013>
- Short, T. (2009). Exploring the vacuum in training evaluation: Is this a case of mission drift? *International Journal of Training and Development*, 13(4), 282-298. <https://doi.org/10.1111/j.1468-2419.2009.00315.x>

- Shu-Rung, L., & Chun-Chieh, H. (2017). A study of impact on -job training on job performance of employees in catering industry. *International Journal of Organizational Innovation*, 9(3), 125–138.
- Sibonde, A. H., & Dassah, M. O. (2021). The relationship between employee motivation and service quality: Case study of a selected municipality in the Western Cape province, South Africa. *Africa's Public Service Delivery and Performance Review*, 9(1), a499. <https://doi.org/10.4102/apsdpr.v9i1.499>
- Sides, J. D., & Cuevas, J. A. (2020). Effect of Goal Setting for Motivation, Self-Efficacy, and Performance in Elementary Mathematics. *International Journal of Instruction*, (13)4, 1-16.
- Silvestro, R., & Cross, S. (2016). Applying the service profit chain in a retail environment: Challenging the satisfaction mirror. *International Journal of Service Industry Management*, 11(3), 244–268.
- Snell, S., & Bohlander, G. (2007). *Human Resource Management*. South-Western, USA.
- Sparkman, T. E. (2015). The factors and conditions for national human resource development in Brazil. *European Journal of Training and Development*, 39(8), 666-680. <https://doi.org/10.1108/EJTD-04-2015-0034>
- Sri, B. U. (2022). A review of literature on the performance appraisal of the employees. *Sanskriti University, Mathura, Uttar Pradesh*.
- Stam, H. (2007). Theoretical psychology. In *The international handbook of psychology*. Thousand Oaks, CA: Sage. <http://dx.doi.org/10.4135/9781848608399>
- Statistics Botswana. (2018). *Formal sector employment survey*. Retrieved January 27, 2022.
- Steiner, D. D., Dobbins, G. H., & Trahan, W. A. (1991). The trainer–trainee interaction: An attributional model of training. *Journal of Organizational Behavior*, 12, 271–86.

- Stevens, M. (1999). Human capital theory and UK vocational training policy. *Oxford Review of Economic Policy*, 15(1), 16–32. <http://www.jstor.org/stable/23606556>
- Stoner, J. A. F., Freeman, R. E., & Gilbert, D. R. (2007). *Management* (6th ed.). Delhi, India: Dorling Kindersley (India) Pvt. Ltd.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- Subedi, D. (2016). Explanatory Sequential Mixed Method Design as the Third Research Community of Knowledge Claim. *American Journal of Educational Research*, 4, 570-577.
- Sumumma, Z. S., & Agbodike, F. C. (2021). Human Capital Development and Service Delivery in Benue State Universal Basic Education Board Makurdi, Nigeria. *International Journal of Public Administration and Management Research (IJPAMR)*, 7(3), 41-49.
- Sung, S. Y., & Choi, J. N. (2018). Effects of T&D on employee outcomes and firm innovative performance: Moderating roles of voluntary participation and evaluation. *Human resource management*, 1-15.
- Swart, J., Kinnie, N., Hutchinson, S., & Bruce, R. (2005). Satisfaction with HR practices and employee outcomes. *Human Resource Management Journal*, 15(3), 6-19.
- Swart, N., Joey, B., & Armstrong, M. (2005). *Strategic human resource management: A total business approach*. London: Kogan Page Limited.
- Syanda, P. M., Nyamanga, E. A., Bichang'a, W., & Nyongesaz, W. J. (2014). Assessing the Extent to Which Staff Training Needs are Analyzed at Kenya Polytechnic University College, Nairobi. *Internal and Knowledge sharing Platform*, 4 (9).
- Syanda, P. M., Nyamanga, E. A., Bichang'a, W., & Wesonga, J. N. (2014). Assessing the extent to which staff training needs are implemented at Kenya Polytechnic University College, Nairobi.

- Tabaku, E., & Cerri, S. (2016). An assessment of service quality and customer satisfaction. In *Tourism & Hospitality Industry 2016, Congress Proceedings* (pp. 480–489). University of Rijeka.
- Tannenbaum, S. I., & Yukl, G. (1992). T&D in work organizations. *Annual Review of Psychology*, 43, 399-441.
- Tannenbaum, S. I., Cannon-Bowers, J. A., & Mathieu, J. E. (1993). Factors that influence training effectiveness: A conceptual model and longitudinal analysis. Technical Report 93-011. Naval Training Systems Center, Orlando, FL.
- Tarik, S. P. (2018). *Human resource management* (4th ed.). New York: John Wiley & Sons Inc.
- Tassanee, H., Yoshi, T., & Kriengkrai, T. (2013). Effects of individual and work environment on training transfer: A case study of public sector organizations in Thailand. *Journal of Workplace Learning*, 25(3), 158-176. <https://doi.org/10.1108/13665621311315773>
- Taylor, P., Russ, D., & Chan, D. (2005). A meta-analytic review of behavior modeling training. *Journal of Applied Psychology*, 90(4), 692-709.
- Terre Blanche, M., Kelly, K., & Durrheim, K. (2006). *Why qualitative research*. In *Research in practice: Applied methods for social sciences* (pp. 1-10). Cape Town: UCT Press.
- Thacker, L. R. (2020). What is the big deal about populations in research? *Progress in Transplantation*, 30(1), 3. <https://doi.org/10.1177/1526924819893795>
- Thomas, H., Smith, R. R., & Diez, F. (2013). *Human capital and global business strategy*. Cambridge: Cambridge University Press.
- Thomas, N. G. (1997). Interpersonal skills training for quality service interactions. *Industrial and Commercial Training*, 3(29), 70-77.

- Thoms, P., & Klein, H. J. (1994). Participation and Evaluative Outcomes in Management Training. *Human Resource Development Quarterly*, 5, 27-39.
- Titei, A. (2020). Measuring the Future Potential of a Country in Terms of Human Capital. Ovidius University Annals. *Economic Sciences Series*, 20(2), 551–554.
- Towler, A. J. and Dipboye, R. L. (2001). Effects of trainer expressiveness, organisation and trainee goal orientation on training outcomes. *Journal of Applied Psychology*, 86(4), 664-673.
- Tracey, J. B., & Tews, M. J. (1995). Training effectiveness: Accounting for individual characteristics and the work environment. *The Cornell Hotel and Restaurant Administration Quarterly*, 36(6), 36-42.
- Tracey, J. B., & Tews, M. J. (2005). Construct validity of a general training climate scale. *Organizational Research Methods*, 8(4), 353–374.
- Tracey, J. B., Tannenbaum, S. I. & Kavanagh, M. J. (1995). Applying trained skills on the job: The importance of the work environment. *Journal of Applied Psychology*, 80, 239-252.
- Tracey, J.B., Hinkin, T.R., Tannenbaum, S.I., & Mathieu, J.E. (2001). The influence of individual characteristics and the work environment on varying levels of training outcomes. *Human Resource Development Quarterly*, 12(1), 5-23.
- Tripathi, J.P., & ArtiBansal. (2017). A Literature Review on Various Models for Evaluating Training Programs. *IOSR Journal of Business and Management (IOSR-JBM)*, 19(11), 14-22.
- Tsai, P., Yen, C. Y., Huang, L., & Huang, I. (2007). A study on motivating employees' learning commitment in the post-downsizing era: Job satisfaction perspective. *Journal of World Business*, 42, 157-169.

- Tsai, S. H., & Lin, Y. C. (2007). Promoting service quality in tourist hotels: The role of HRM practices and service behavior. *Tourism Management*, 25, 471-482.
- Tziner A., Haccoun R., & Kadish A. (1991). Personal and situational characteristics influencing the effectiveness of transfer of training improvement strategies. *Journal of Occupational Psychology*, 64, 167-177.
- Van der Klink, M. R., Gielen, E. W. M. & Nauta, C. (2001). Supervisory support as a major condition to enhance transfer. *International Journal of T&D*, 5(1), 52-63.
- Varma, C. (2018). Importance of employee motivation & job satisfaction for organizational performance. *International Journal of Social Science & Interdisciplinary Research*, 6(2), 10-20.
- Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J. (2007). The effects of training design, individual characteristics, and work environment on transfer of training. *International Journal of Training and Development*, 11(4), 292. <http://dx.doi.org/10.1111/j.1468-2419.2007.00286.x>
- Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J. (2007). The Effects of Training Design, Individual Characteristics and Work Environment on Transfer of Training. *International Journal of T&D*, 11(4), 282-294.
- Vogt, W.P., & Burke Johnson, R. (2011). *Dictionary of Statistics & Methodology-A Nontechnical Guide for the Social Sciences* (4th ed.). Newbury Park, CA: SAGE.
- Walters, K., & Rodriguez, J. (2017). The importance of training and development in employee performance and evaluation.
- Wansoo, K. (2015). Customers' responses to customer orientation of service employees in full-service restaurants: A relational benefits perspective. *Journal of Quality Assurance in Hospitality & Tourism*, 10(3), 153–157. <https://doi.org/10.1080/15280080902988188>

- Wanton Wastage. (2019, May 10). *Business Weekly*, pp. 3, 6.
- Waqas, Z., Asad, A., Abou, B., & Bilal, S. (2019). Role of self-efficacy in the relationship of training and employee performance. *13*(1), 67-74. <https://doi.org/10.24312/1800077130111>
- Warr P. (1969). Evaluating Management Training. *Journal of the Institute of Personnel Management*.
- Wexley, K. N., & Latham, G. P. (2002). *Developing and training human resources in organizations* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Wood, R. E., & Bandura, A. (1989). Social cognitive theory of organizational management.
- Wright, P., & Geroy, D. G. (2001). Changing the mindset: The training myth and the need for world-class performance. *International Journal of Human Resource Management*, *12*(4).
- Wuttaphan, N. (2017). Human capital theory: The theory of human resource development, implications, and future. 240-253.
- Xu, N., & Goedegebuure, R. (2014). Employee satisfaction and customer satisfaction: Testing the service profit chain in a Chinese services firm. *Innovative Marketing*, *1*(2), 49–59.
- Yamnill, S., & McLean, G. N. (2005). Factors affecting transfer of training in Thailand. *Human Resource Development Quarterly*, *16*(3), 323-344.
- Yamnill, S., and McLean, G. N. (2005). Factors affecting transfer of training in Thailand. *Human Resource Development Quarterly*, *16*(3), 323-344.
- Yao, Q. J. (2023). Concepts and reasoning: A conceptual review and analysis of logical issues in empirical social science research. *Integrative Psychological and Behavioral Science*, *58*, 1-29. <https://doi.org/10.1007/s12124-023-09792-x>
- Yee, R.W.Y., Yeung, A.C.L., & Cheng, T.C.E. (2017). The impact of employee satisfaction on quality and profitability in high-contact service industries. *Journal of Operations Management*, *56*(8), 651–668. <https://doi.org/10.1016/j.jom.2008.01.001>

- Yelon, S., Sheppard, L., Sleight, D., & Ford, J. K. (2004). Intention to transfer: How do autonomous professionals become motivated to use new ideas? *Performance Improvement Quarterly*, 17(2), 82–103.
- Yoon, M. H., Beatty, S. E., & Suh, J. (2014). The effect of work climate on critical employee and customer outcomes. *International Journal of Service Industry Management*, 12(5), 500–521. [https://doi.org/10.1016/S0148-2963\(01\)00290-9](https://doi.org/10.1016/S0148-2963(01)00290-9)
- Zar, J. H. (2010). *Biostatistical analysis* (5th ed.). Pearson.
- Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2009). *Business research methods* (8th ed.). Cincinnati, Ohio: Thomson/South-Western.
- Zumrah, A. R., & Boyle, S. (2015). The effects of perceived organizational support And job satisfaction on transfer of training. *Personnel Review*, 44(2), 236-254.

APPENDICES

Appendix A: The Study Questionnaire

Section A: (Current Practices of Management T&D). The purpose of this section is to obtain information about how training is conducted in Ministry/Department.

Part 1: Training need assessment

A1. Do you conduct formal T&D need assessment in your Ministry/Department?

☐ Never ☐ Rarely ☐ Sometimes ☐ Mostly ☐ Always

A2. If your answer to QA1 is (Rarely, Sometimes, Mostly, Always), which of the following methods are used to determine training needs in your Ministry/Department? Please tick (✓) in the box that best reflects your answer, where:

1 = Never	2 = Rarely	3 = Sometimes	4 = Mostly	5 = Always
-----------	------------	---------------	------------	------------

Training need assessment methods	1	2	3	4	5
Questionnaires					
Personal face-to-face interviews, with employees					
Group interviews ,with managers and supervisors					
Direct observation					
Determination through specialist training committee					
Performance appraisal information or results					
Through a job descriptions for individuals in your Ministry/Department					
Other please, specify					

A3. How often does your Ministry/Department conduct training needs assessment?

☐ ☐ ☐ ☐ ☐

Every half year Annually Every 2-3 years Every 4-5 years 5 years and above

A4. To what extent do you use the following indicators to assess the training needs?
Please tick(✓) in the box that best reflects your answer where:

<i>1 = To a very small extent</i>	<i>2 = To a small extent</i>	<i>3 = To a considerable extent</i>	<i>4 = To a great extent</i>	<i>5 = To a very great extent</i>
-----------------------------------	------------------------------	-------------------------------------	------------------------------	-----------------------------------

Indicators to assess training needs	1	2	3	4	5
Lack of knowledge					
Lack of skills					
Poor performance					
Introduction of new work methods					
Customer dissatisfaction					
Poor service quality					
Low profitability					
High turnover					
Frequent employees' transfer to other divisions					
Low employee morale					
High absenteeism					
Other, please specify					
.....					
.....					
.....					

A5. Please specify, when training is provided for employees in your Ministry/Department? Please tick(✓) in the box that best reflects your answer, where:

1 = Never	2 = Rarely	3 = Sometimes	4 = Mostly	5 = Always
------------------	-------------------	----------------------	-------------------	-------------------

When training is provided	1	2	3	4	5
When employees are newly recruited					
When employees need training on new technologies, equipment's and new working methods					
When performance appraisal assessment show some gap					
When employees are upgraded to fill new positions					
When a departments request it					
When the employees request it					
Other, please specify					
.....					
.....					
.....					

Part 2: Training delivery methods

A6. Which of the following forms of training does your Ministry/Department use?
Please tick (✓) in the box that best reflects your answer where:

1 = Never	2 = Rarely	3 = Sometimes	4 = Mostly	5 = Always
------------------	-------------------	----------------------	-------------------	-------------------

T&D forms	1	2	3	4	5
On-the-job training					
Off-the-job within the organization but not on-the-job					
External training (outside the organization)					
Other, please specify					
.....					
.....					
.....					

A7. Does your Ministry/Department acquire or gain any sort of assistance from external providers (trainers/training institutions) during the preparation or implementation of training programmes?

Yes ☐ No ☐

Note: If your answer is No, please go to Question A10

A8. If yes, please specify why does your Ministry/Department acquire assistance from external providers (trainers or training centres)?

- 1.....
- 2.....
- 3.....

A9. Please indicate the type of the assistance provided by the external providers, please tick (✓) in the box that best reflects your answer where:

1 = Never	2 = Rarely	3 = Sometimes	4 = Mostly	5 = Always
------------------	-------------------	----------------------	-------------------	-------------------

Assistance or services provided by external providers	1	2	3	4	5
Make change to external T&D programs to suit the Ministry/Department's needs					
Design the T&D programs from the beginning					

Yes ☐ No ☐

	%
--	---

1 = Never	2 = Rarely	3 = Sometimes	4 = Mostly	5 = Always
------------------	-------------------	----------------------	-------------------	-------------------

[illegible]

Part 3 Evaluation and follow up

A13. How important is the measurement of training evaluation in your Ministry/Department?

☐ Not at all important
 ☐ Relatively unimportant
 ☐ Somewhat important
 ☐ Relatively important
 ☐ Very important

A14. Does your Ministry/Department evaluate training programmes?

☐ Never
 ☐ Rarely
 ☐ Sometimes
 ☐ Mostly
 ☐ Always

A15. If your Ministry/Department evaluate its training programmes, what methods are usually used? please tick(✓) in the box that best reflects your answer where:

1 = Never	2 = Rarely	3 = Sometimes	4 = Mostly	5 = Always
------------------	-------------------	----------------------	-------------------	-------------------

Evaluation tools and techniques	1	2	3	4	5
Asking employees to fill a questionnaire at the end of the program					
Interviewing the trainees at the end of each training program					
Testing the trainees before and after the training programs (pre and post test)					
Asking the trainees' managers or supervisors for their assessment of the trainees' learning					
Performance appraisal reports					
Other, please specify					

A16. Please indicate, which of the following training evaluation models does your Ministry/Department use, when evaluating training programmes? Please tick (✓) in the box that best reflects our answer, where:

1 = To a very small extent	2 = To a small extent	3 = To a considerable extent	4 = To a great extent	5 = To a very great extent
-----------------------------------	------------------------------	-------------------------------------	------------------------------	-----------------------------------

Evaluation models	1	2	3	4	5
Kirkpatrick (trainees' reaction; learning outcomes; behavior outcomes, results the impact on profits, productivity, quality, etc.					

CIRO (training context, training input, trainees' reaction; and training outcomes)					
CIPP (training context, training input, training process, training products or outcomes)					
Other, please specify					

A17. To what extent do you evaluate the following levels of outcomes? Please tick (✓) in the box that best reflects your answer;

<i>1 = To a very small extent</i>	<i>2 = To a small extent</i>	<i>3 = To a considerable extent</i>	<i>4 = To a great extent</i>	<i>5 = To a very great extent</i>
-----------------------------------	------------------------------	-------------------------------------	------------------------------	-----------------------------------

Levels of outcomes	1	2	3	4	5
<u>Trainees' reactions:</u> Feeling and opinion of the trainees about the programs' material, facilities, methods, contents, trainers, durations and relevance of the programs.					
<u>Learning outcomes:</u> The skills, knowledge and attitudes acquired during the program					
<u>Behaviour change:</u> The change in on-the-job performance, which can be attached to the program					
<u>Results:</u> The effect in the organization's performance resulting from the change of behaviour such as: cost saving, quality improvement, customer satisfaction, etc.					

18. To what extent do you agree or disagree with the following possible difficulties and challenges that might face your Ministry/Department, when evaluating training programmes?

Please tick(✓) in the box that best reflects your answer where:

1 = Strongly disagree	2 = Disagree	3 = Not sure	4 = Agree	5 = Strongly agree
------------------------------	---------------------	---------------------	------------------	---------------------------

Evaluation challenges and difficulties	1	2	3	4	5
Difficulties in measuring the performance's improvement in certain jobs					
Difficulties in measuring the change of trainees' behaviour over a short period of time					

Difficulties in identifying the appropriate quantitative measures					
High cost evaluation process					
Most of training outcomes are subjective in nature					
Lack of knowledge about evaluation process					
Absence of job description					
Time required to do evaluation well					
Difficulties to separate training influence on the final results from other organization's functions' influences					
No specific body is in charge of evaluating the training programs					
Difficulties in getting managers to participate in evaluation process					
T&D objectives are not clear					
Other, please specify					

Section B:(Training effectiveness). The purpose of this section is to obtain information related to the effectiveness of a training function/programs, and their impacts on the Ministry/Department performance.

Part 1: Training strategic position and role in the Ministry/Department

B1. Would you please chart the status of your T&D unit, within your Ministry/Department structure?
(Please tick one)

Section within department	
Division/unit within section	
Department	
T&D function is integrated within the personnel or human resource department	
Other, please specify	

B2. How long has your T&D department/unit been established for?

Years

B3. Please indicate the people to whom your T&D/division reports:

(Please tick all that apply)

1	Executive Managers (Permanent Secretaries, Deputy Permanent Secretaries)	
2	Top Managers (Directors and Deputy Directors)	
3	Senior Managers	
4	Manager HR and Admin	
5	Other, please specify	

B4. Who is responsible for formulating training plan and policies in your Ministry/Department?

(Please tick all that apply)

1	Executive Managers (Permanent Secretaries, Deputy Permanent Secretaries)	
2	Top Managers (Directors and Deputy Directors)	
3	Senior Managers	
4	Manager HR and Admin	
5	Senior Managers and Manager HR and Admin	
6	Other, please specify	

B5. To what extent do you agree or disagree with the following statements that indicate how strategic is your T&D function and programmes? Please tick (✓) in the box that best reflects your answer where;

1 = Strongly disagree	2 = Disagree	3 = Not sure	4 = Agree	5 = Strongly agree
------------------------------	---------------------	---------------------	------------------	---------------------------

	1	2	3	4	5
Training in my Ministry/Department is integrated with the overall Government strategy					

You have access to your Ministry/Department objectives and strategies					
The Ministry/Department has a clearly defined strategy relating to human resource development					
Training strategy is derived from and related to the overall Government strategy					
Training plans and policies are integrated with the overall Ministry/Department's plans and policies					
The Government has a formal (written) T&D plan and policy					
The Ministry/Department has informal (unwritten) T&D plan and policy					
Training Coordinators participate in formulating the Ministry/Department's overall strategy					
Policies and plans related to T&D are flexible and adaptable to changing circumstance					
Senior Management Team is committed to, supports, and provides all the facilitation to training activities					
Senior Management Team believes that the training function is essential to the Ministry/Department's overall performance					
The relationship between the training staff/external training specialists and line managers is based on mutual understanding and an exchange of ideas to solve problems related to human resource development					
Line managers facilitate management of T&D activities and provide coaching, monitoring and support					
Training strategy, plan and policies are in harmony with the Ministry/Department 's personnel policies (e. g. recruitment, salaries, promotion, security of development, etc.)					
Training objectives relate to the Ministry/Department's culture					
Training programmes in my Ministry/Department help in imparting the Ministry/Department 's culture to employees					

Training managers participate in the Ministry/Department Senior Management meetings					
The Ministry/Department emphasises cost effectiveness evaluation to assess the effectiveness of training					
Your Ministry/Department has a specific budget for T&D					
T&D budget is sufficient to achieve T&D plans and objective					
.....					
.....					

B6. The following statements categorise the sophistication role of the training function and the extent to which it is integrated, with the Government strategy. Where do you think your training is best categorised? Please tick (✓) in the box that best reflect your answer where:

1 = Strongly disagree	2 = Disagree	3 = Not sure	4 = Agree	5 = Strongly agree
------------------------------	---------------------	---------------------	------------------	---------------------------

	1	2	3	4	5
Training is a very important function through which strategy is formulated (proactive strategic influencing role)					
Training help in shaping strategy (proactive strategic shaping role)					
Training is the means for implementing corporate strategy and achieving goals (implementation role)					
Training is integrated with operation management (operational role)					
Training activities are isolated, tactical,, piecemeal, planned interventions conducted to react to the current organizational challenges or circumstances (reactive role)					
The Ministry/Department has no systematic training function					

Part 2: Effectiveness and impacts of training

B7. Does your Ministry/Department target the following objectives when conducting training programmes?

Please tick (✓) in the box that best reflect your answer where:

1 = Strongly disagree	2 = Disagree	3 = Not sure	4 = Agree	5 = Strongly agree
------------------------------	---------------------	---------------------	------------------	---------------------------

Training objectives	1	2	3	4	5
Helping employees to perform their current job effectively					
Enhancing employees' skills, knowledge and attitudes					
Keeping employees informed of technical and procedural changes occurring within the Ministry/Department					
Other, please specify					

B8. Do training programmes help to achieve the following employees' outcomes in your Ministry/Department?

Please tick (✓) in the box that best reflect your answer where:

1 = Strongly disagree	2 = Disagree	3 = Not sure	4 = Agree	5 = Strongly agree
------------------------------	---------------------	---------------------	------------------	---------------------------

Training outcomes and impact on employees	1	2	3	4	5
Changing or improving employees' behaviour					
Improving employees' attitudes					
Learning new ways of doing work					
Encouraging teamwork					
Enhancing and increasing employees' skills and knowledge					
Improving on-the-job performance					
Increasing employees' satisfaction					
Increasing employees' creativity					
Increasing employees' productivity					
Increasing employees' commitment and motivation					
Other, please specify					

B9. Does the training offer impact on any of the following organisational outcomes in your Ministry/Department? Please tick () in the box that best reflects your answer where:

1 = Strongly disagree	2 = Disagree	3 = Not sure	4 = Agree	5 = Strongly agree
------------------------------	---------------------	---------------------	------------------	---------------------------

	1	2	3	4	5
Training influences on organizational outcomes					
Productivity and efficiency					
Quality service					
Innovation and change					
Increasing job satisfaction					
Increasing customer satisfaction					
Decreasing turnover rate					
Increasing profitability					
Bridges competency gaps					
Cost saving					
Decreasing absenteeism rate					
Other, please specify					
.....					
.....					
.....					
.....					

B10. Do trained employees use the acquired knowledge and skills in their workplaces?

☐

Yes

☐

No

B11. If your answer is No, do you think the following factors prevent your employees from using their acquired knowledge and skills in their workplaces? Please tick (✓) in the box that best reflects your answer, where;

1 = Strongly disagree	2 = Disagree	3 = Not sure	4 = Agree	5 = Strongly agree
------------------------------	---------------------	---------------------	------------------	---------------------------

Factors that may prevent employees to implement new acquired skills and knowledge in their workplaces	1	2	3	4	5
Lack of management support					
Organization culture does not encourage change					
Workplace environment is not conducive to implement acquired training					
Employee dissatisfaction					
Other, please specify					
.....					
.....					
.....					

Section C: (T&D problems and challenges).

The purpose of this section is to determine the main problems and obstacles that might face T&D function/ programmes in your Ministry/Department.

C1. To, what extent do you agree or disagree, with the following possible factors that might hinder training in your Ministry/Department? Please tick (✓) in the box that best reflects your answer:

1 = Strongly disagree	2 = Disagree	3 = Not sure	4 = Agree	5 = Strongly agree
------------------------------	---------------------	---------------------	------------------	---------------------------

Possible factors that might hinder T&D	1	2	3	4	5
Management does not support training programmes					
Some Senior Managers do not believe in the importance of training					
Lack of long-term plan for developing human resource					
Poor co-operation and co-ordination between the various departments and the T&D department /division (HR)					
Poor quality training programmes					
High cost of T&D programmes					
Lack of on-the-job training					
Inaccurate training need analysis					
Lack of private training centres					
Discrepancy between the provided T&D and job skills					
Work environment does not support new behaviours learned in T&D programmes					
Lack of motivation among employees					
The Ministries/Departments do not link training programmes with their performance development plan					
Sending inappropriate persons to the training programmes					
Lack of professionals in the T&D department (HR)					
Insufficient time and budget to execute training programme					
Difficulties to evaluate T&D outcomes					
Low motivation to undertake T&D through lack of support (family, friends, etc.)					
Poor training planning in terms of training content and methods					

Employees cannot implement their new ideas, skills and knowledge					
Other, please specify					

Section D:(Demographics and general information)

D1. Please Indicate your current title category? (Please tick one)

1. Contributor (C band)	
2. Service leader (D band)	
3. Director (E band)	
4. Other, please specify	

D2. Please indicate your status within the Ministry/Department? (Please tick one)

Top management (e. g. Permanent Secretary, Director, or any other)	
Middle management (e. g. D band)	
C band/supervisory	
Other, please specify	

D3. How many years of work experience do you have in total? **Years**

D4. How many years of work experience do you have in the field of T&D?
Years

D5. What is the name of your Ministry and Department?

.....

D6. Please indicate your highest education level: ☒ **(Please tick one)**

1.High school	
2.Technical college	
3.University Bachelor's degree in (please specify)	
4.Master degree or equivalent in (please specify)	
5.PhD or equivalent in (please specify)	
6 Other, please specify	

D7. What is your age?

D8. What is your gender

☐

Male

☐

Female

☐

Prefer not to answer

If you have any further comments, please write here

.....
.....
.....
.....

No more questions

Thank you very much for your great assistance in completing this questionnaire. If you would like to receive a copy of the research findings once the study is completed, please give your name and address here:

.....
.....
.....
.....

Appendix B: Semi - Structured Interview Schedule with HR Managers and Training Coordinators

1. The position of T&D in the organization

Q1: What is your Ministry/Department?

Q2. In general, are you satisfied with overall training function/programmes in your Ministry/Department? Why?

Q3. Do you have a T&D department in the Ministry/Department? If no, why? Do you think T&D function and programs are important for the Ministry/Department success? If yes, why? Alternatively, do you believe in the importance of T&D?

Alternatively, could you please give me your opinion in the following statement:

T&D is a waste of money and time?

Q4. In your opinion, is your T&D function strategic? If yes, how strategic do you think is it?

	Yes	No
Training needs are assessed based on environmental change		
Training strategies are integrated with overall organization strategies		
Training plans and policies are integrated with the overall organization plans and policies		
Training managers participate in formulating the Ministry/Department's overall strategy		
Training plans are flexible and adaptable to changing circumstance		
Top management is committed to, supports, and provides all the facilitation to training activities		
Top management believes that the training function is essential to the Ministry/Department's overall performance		
The relationship between the training staff and line managers is based on mutual understanding		
Senior managers facilitate management training activities		
T&D strategy, plans are in harmony with the Ministry/Department's policies		

Training managers participate in the Ministry/Department's Senior Management meetings		
Emphasis on cost effectiveness evaluation to assess the effectiveness of training		
The Ministry/Department has a specific budget for T&D		

Q5. In relating to the below model, where do you rank the training function in your Ministry/Department?

1.	Training is a very important process through which strategy is formulated (proactive strategic influencing role)	
2.	Training helps in shaping strategy (proactive strategic shaping role)	
3.	Training is the means for implementing corporate strategy and achieving goals (just implementation role)	
4.	Training is integrated with operation management (operational role)	
5.	Training activities are just isolated and tactical in nature (piecemeal planned intervention when required to react to the current organizational challenge reactive)	
6.	Your Ministry/Department has no systematic training	

2. The significance or training outcomes

Q6. Do you have an effective training function? If yes, how effective? Do you think that programs conducted by the Ministry/Department are successful in achieving their objectives or not? If not, why not? If yes, how effective?

Q7. Do you think the training function influences the public service delivery or government performance in any way? If yes how. If no, why?

Q8. How significant is the impact of the training function in relation to the following areas:

1 = high impact 2 = low impact 3 = do not know 4 = no impact

Quality service delivery []

Government overall performance [☐]

Raising employee moral [☐]

Reputation of the government [☐]

Productivity [☐]

Employee satisfaction [☐]

Q9 Please indicate to what extent do you agree or disagree with the following where,

1 = strongly disagree 2 = disagree 3 = undecided 4 = agree 5 = strongly agree.

1. [☐] Training is a waste of time and money
2. [☐] It is very important for every organisation to have a separate department for Training activities
4. [☐] The current level of training activities is sufficient
5. [☐] Training programmes must be linked to the Ministry/Department strategy and strategic objectives to be successful
6. [☐] Without effective training programmes, your Ministry/Department would be unable to implement their strategies
7. [☐] The system and the management of this Ministry/Department supports employees to transfer what they have learned to their workplaces
8. [☐] The management of this Ministry/Department believes that training is central for improving the Ministry/Department's performance
9. [☐] HR Managers and Senior Managers are committed to the training function
10. [☐] Planning of training programmes is congruent with your Ministry/Department culture
11. [☐] In this Ministry/Department, the culture is not supportive to the training function
12. [☐] Senior Managers and HR Managers appreciate the value of training and they are keen to work with training coordinators
13. [☐] The management of this Ministry/Department believes that training programmes are cost effective
14. [☐] T&D plans and policies are translated into measurable, workable programme
15. [☐] The present volume of the training function is adequate to solve your current problems
16. [☐] Efficiency, productivity and quality service delivery are the main results of the training programmes
17. [☐] Most of the Botswana trainers/instructors are neither competent nor professional

3. Training problems and obstacles

Q10. What are the main problems of training in your Ministry/Department

Q11. To what extent do you agree or disagree with the following reasons that might prevent training impact within your Ministry/Department.

1 = strongly disagree 2 = disagree 3 = undecided 4 = agree 5 = strongly agree.

1. [] High cost of training programs
2. [] Trained employees leave the Public Service after training
3. [] Lack of training evaluation
4. [] Difficulty in measuring training outcomes
5. [] The environment prohibits application of acquired training
6. [] The training function is not linked to job performance and service delivery

4. Transferring skills and knowledge

Q12. In your opinion, do you think employees in your Ministry/Department have applied what they have learned from the training programs, what have made it possible or difficult?

Q13. In your opinion, what efforts are needed in your Ministry/Department to improve training impart?

Q14. Do you have any other comments, which you think may also be relevant to the research being undertaken?

Appendix C: University confirmation letter

21st April, 2022

To Whom It May Concern

This letter serves as confirmation that Ike Makiwa with student ID number R1905D8373229 is currently enrolled in the Doctorate of Philosophy (PhD) programme of Unicaf University in Zambia.

The student is currently undertaking research for the Dissertation, on the below topic: *'Assessing the impact of training on employee service delivery: a case of Botswana public service'*.

If you require any additional information or clarification please do not hesitate to contact us in the first instance.

Best regards,

A handwritten signature in cursive script, appearing to read "Ms. Selia Masoura".

Ms. Selia Masoura

Registrar

Appendix D: Gatekeeper permission letter

TELEPHONE: (+267) 3622600
TELEGRAMS: DIRECTORATE
FAX: (+267) 3972287
REFERENCE: P963013206 II (11)



DIRECTORATE OF PUBLIC SERVICE
MANAGEMENT
PRIVATE BAG 0011
GABORONE

12th April 2022

Mr Ike Makiwa

U.f.s: Executive Director, Botswana Public Service College

Dear Sir,

**RE: REQUEST TO RECRUIT RESEARCH PARTICIPANTS IN THE
PUBLIC SERVICE**

The above subject matter refers.

You are hereby granted permission to recruit research participants from the Public Service in fulfilment of your PHD Degree in Business Management (Impact of Training on Public Service Delivery)

Kindly submit copy of a compiled report after conducting the research to office of Senior Manager, Corporate Services.

Thank you.

Yours faithfully,

C.M. Tombale

FOR/ACTING DIRECTOR OF PUBLIC SERVICE MANAGEMENT

Appendix E: UREC Provisional Approval



REAF_DSPA - Version 1.0 AP

UNICAF UNIVERSITY RESEARCH ETHICS APPLICATION FORM DOCTORAL STUDIES PROVISIONAL APPROVAL

The Provisional Approval - Research Ethics Application Form (REAF) should be completed by Doctoral level candidates enrolled on Dissertation stage 1.

This form is a **provisional approval** which means that the UREC committee has accepted the initial description of the project but this is conditional as changes may have to be implemented following Dissertation Stage 2 and piloting in Dissertation Stage 3.

This is a conditional offer and acceptance of the project needs to be verified and confirmed upon completion of the Research Ethics Application Form in Dissertation Stage 3.

Important Notes:

- An electronic version of the completed form should be uploaded by the student to the relevant submission link in the VLE. Student's supervisor will then review the form and provide feedback commentary. Once supervisor's initial approval is given then the supervisor will forward this to doctoral.studies-aa@unicaf.org, for provisional approval by the Unicaf University Research Ethics Committee (UREC).
- Please type your answers and **do not** submit paper copy scans. Only *PDF* format documents should be submitted to the committee.
- If you need to supply any supplementary material, not specifically requested by the application form, please do so in a separate file. Any additional document(s) should be clearly labelled and uploaded in the relevant VLE link.
- If you have any queries about the form, please address them to your dissertation or project supervisor.



REAF_DSPA - Version 1.0

**UNICAF UNIVERSITY
RESEARCH ETHICS APPLICATION FORM
DOCTORAL STUDIES PROVISIONAL APPROVAL**

UREC USE ONLY:

Application No:

Date Received:

Student's Name: Ike Makiwa

Student's E-mail Address: makiwaike@gmail.com

Student's ID #: R1905D8373229

Supervisor's Name: Dr Alireza Nazarian

University Campus: Unicaf University Zambia (UUZ)

Program of Study: UUZ: PhD Doctorate of Philosophy

Research Project Title: ASSESSING THE IMPACT OF TRAINING ON EMPLOYEE SERVICE DELIVERY:
A CASE OF BOTSWANA PUBLIC SERVICE

1. Please state the timelines involved in the proposed research project:

Estimated Start Date: 24/08/2020

Estimated End Date: 24/08/2022

2. The research project

a. Project Summary:

In this section please fully describe the purpose and underlying rationale for the proposed research project. Ensure that you pose the research questions to be examined, state the hypotheses, and discuss the expected results of your research and their potential.

It is important in your description to use plain language so it can be understood by all members of the UREC, especially those who are not necessarily experts in the particular discipline. To that effect please ensure that you fully explain / define any technical terms or discipline-specific terminology (maximum 300 words +/- 10%).

For several years the employees of Botswana government have been blamed through many platforms of poor service delivery (Shonhe & Grand, 2019; Motlhabani, 2019). Ultimately, these poor delivery of services frustrates Botswana's aspirations to transit from a middle income to a high income economy as espoused in the country's Vision 2036. However, for the last two (2) decades, 25% of the national total budget has been spent on the education sector. " Amongst others these investments were made to help employees attain required levels of education and service delivery (Botswana Government, 2015 p.21)". The problem nonetheless, is whether the training function is adequately planned to allow the effects to be measured or not. The President, Finance Minister and other top political leaders repeatedly tell the nation that the Government is short of cash whereas the entire civil service engage in extreme wastage and complete disregard for prudent spending (Wanton Wastage, 2019 p.3). Despite huge expenditure on training, it has not translated into practical results. Therefore, the overarching question is: Does training bridge Botswana Government employee competency gaps and results in exceptional service delivery? An examination of the main question leads sub-questions below: a) How effective is training on a Botswana government b) What informs the Botswana Government training plan for public officers? c) What are the views of the trained public officers regarding training and development in the Botswana Government? d) What are the key impediments to the application of acquired training in the Botswana Government? It is hypothesized that: a) Training intervention bridges Botswana Government employee competency gaps as it results in exceptional service delivery b) Botswana Government Training plan is informed by Training Needs Analysis (TNA) and Personal Development Plans (PDPs) c) The views of the trained public officers in Botswana is that training bridges their competency gaps d) There is a significant relationship between acquired training and on job application.

b. Significance of the Proposed Research Study and Potential Benefits:

Outline the potential significance and/or benefits of the research (maximum 200 words).

- a) Contribute to the development of a robust and comprehensive training plan in the Botswana Public Service.
- b) Assist to match training and employees' competency gaps
- c) Provide understanding on strategic planning for training by the Government of Botswana
- d) Finally, it will be used as a source of reference by the Botswana Government and as the basis for other researchers to conduct further investigation in this area of human capital development.

3. Project execution:

a. Type of project. The following study is an:

- ☒ experimental study (primary research)
- ☐ desktop study (secondary research)
- ☐ desktop study using existing databases involving information of human/animal subjects
- ☐ Other

If you have chosen 'Other' please Explain:

N/A



REAF_DSPA - Version 1.0

b. **Methods.** The following study will involve the use of:

Method	Materials / Tools
<input checked="" type="checkbox"/> Qualitative	<input checked="" type="checkbox"/> Face to Face Interviews <input type="checkbox"/> Phone Interviews <input type="checkbox"/> Face to Face Focus Groups <input type="checkbox"/> Online Focus Groups <input type="checkbox"/> Other*
<input checked="" type="checkbox"/> Quantitative	<input checked="" type="checkbox"/> Self-administered Questionnaires <input type="checkbox"/> Online Questionnaires <input type="checkbox"/> Experiments <input type="checkbox"/> Tests <input type="checkbox"/> Other *

*If you have chosen 'Other' please Explain:

N/A

4. Participants

a. Does the Project involve the recruitment of participants?

☒ YES If YES, please complete all following sections.

☐ NO If NO, please directly proceed to Question 5.

Note: The definition of "participation" includes active participation, such as when participants knowingly take part in an interview or complete a questionnaire.



b. Relevant Participant Details of the Proposed Research

Please state the number of participants you plan to recruit, and describe important characteristics such as: demographics (e.g. age, gender, location, affiliation, level of fitness, intellectual ability etc). It is also important that you specify any inclusion and exclusion criteria that will be applied (e.g. eligibility criteria for participants).

Number of participants

Age range From To

Gender ☒ Female
☒ Male

Eligibility Criteria:

- Inclusion criteria

- Participants are from Botswana
 - Participants are public servants who have benefited from Botswana Government off job training, Government training coordinators and Directors

- Exclusion criteria

Employees with less than 3 years and not more than 30 years in the public service

Disabilities

Other relevant information (maximum 100 words):

The researcher intends to stop interviewing participants when he reaches saturation. Saturation is the point at which the researcher exhausts his findings where participants can no longer provide new information but instead replicate information and the researcher's ability to obtain new additional information has been achieved. This means the need to continue interviewing participants would no longer exist. Previous studies that have analysed the point of saturation, when this point occurred and how many participants are needed to reach this point of saturation have concluded that this number tends to be somewhere around 20 and 50. So based on the review of literature that investigated the point of saturation i have decided to initially recruit 20 participants because i believe it should be enough to reach that point of saturation in my study. However, i am also open to the idea of recruiting more participants if i do not reach that point.



REAF_DSPA - Version 1.0

**UNICAF UNIVERSITY
RESEARCH ETHICS APPLICATION FORM
DOCTORAL STUDIES PROVISIONAL APPROVAL**

UREC USE ONLY:

Application No:

Date Received:

Student's Name: Ike Makiwa

Student's E-mail Address: makiwaik@gmail.com

Student's ID #: R1905D8373229

Supervisor's Name: Dr Alireza Nazarian

University Campus: Unicaf University Zambia (UUZ)

Program of Study: UUZ: PhD Doctorate of Philosophy

Research Project Title: ASSESSING THE IMPACT OF TRAINING ON EMPLOYEE SERVICE DELIVERY:
A CASE OF BOTSWANA PUBLIC SERVICE

1. Please state the timelines involved in the proposed research project:

Estimated Start Date: 24/08/2020

Estimated End Date: 24/08/2022

2. The research project

a. Project Summary:

In this section please fully describe the purpose and underlying rationale for the proposed research project. Ensure that you pose the research questions to be examined, state the hypotheses, and discuss the expected results of your research and their potential.

It is important in your description to use plain language so it can be understood by all members of the UREC, especially those who are not necessarily experts in the particular discipline. To that effect please ensure that you fully explain / define any technical terms or discipline-specific terminology (maximum 300 words +/- 10%).

For several years the employees of Botswana government have been blamed through many platforms of poor service delivery (Shonhe & Grand, 2019; Motlhabani, 2019). Ultimately, these poor delivery of services frustrates Botswana's aspirations to transit from a middle income to a high income economy as espoused in the country's Vision 2036. However, for the last two (2) decades, 25% of the national total budget has been spent on the education sector. " Amongst others these investments were made to help employees attain required levels of education and service delivery (Botswana Government, 2015 p.21)". The problem nonetheless, is whether the training function is adequately planned to allow the effects to be measured or not. The President, Finance Minister and other top political leaders repeatedly tell the nation that the Government is short of cash whereas the entire civil service engage in extreme wastage and complete disregard for prudent spending (Wanton Wastage, 2019 p.3). Despite huge expenditure on training, it has not translated into practical results. Therefore, the overarching question is: Does training bridge Botswana Government employee competency gaps and results in exceptional service delivery? An examination of the main question leads sub-questions below: a) How effective is training on a Botswana government b) What informs the Botswana Government training plan for public officers? c) What are the views of the trained public officers regarding training and development in the Botswana Government? d) What are the key impediments to the application of acquired training in the Botswana Government? It is hypothesized that: a) Training intervention bridges Botswana Government employee competency gaps as it results in exceptional service delivery b) Botswana Government Training plan is informed by Training Needs Analysis (TNA) and Personal Development Plans (PDPs) c) The views of the trained public officers in Botswana is that training bridges their competency gaps d) There is a significant relationship between acquired training and on job application.

Ike Makiwa

R1905D8373229

2

Appendix F: UREC Final Approval



REAF_DS - Version 3.1 AP

UNICAF UNIVERSITY RESEARCH ETHICS APPLICATION FORM DOCTORAL STUDIES	UREC USE ONLY: Application No: Date Received:
--	---

Student's Name: Ike Makiwa

Student's E-mail Address: makiwaika@gmail.com

Student's ID #: R1905D8373229

Supervisor's Name: Dr Yusuf Suleiman

University Campus: Unicaf University Zambia (UUZ) ▼Program of Study: UUZ: PhD Doctorate of Philosophy ▼
 Research Project Title: ASSESSING THE IMPACT OF TRAINING ON EMPLOYEE SERVICE DELIVERY: A
 CASE OF BOTSWANA PUBLIC SERVICE

1. Please state the timelines involved in the proposed research project:

Estimated Start Date: 24-Aug-2020

Estimated End Date: 24-Apr-2023

2. External Research Funding (if applicable):

2.a. Do you have any external funding for your research?

☐

YES

☒

NO

If YES, please answer questions 2b and 2c.

2.b. List any external (third party) sources of funding you plan to utilise for your project. You need to include full details on the source of funds (e.g. state, private or individual sponsor), any prior / existing or future relationships between the funding body / sponsor and any of the principal investigator(s) or co-investigator(s) or student researcher(s), status and timeline of the application and any conditions attached.

N/A

2.c. If there are any perceived ethical issues or potential conflicts of interest arising from applying or and receiving external funding for the proposed research then these need to be fully disclosed below and also further elaborated on, in the relevant sections on ethical considerations later on in this form.

N/A

3. The research project

3.a. Project Summary:

In this section fully describe the purpose and underlying rationale for the proposed research project. Ensure that you pose the research questions to be examined, state the hypotheses, and discuss the expected results of your research and their potential.

It is important in your description to use plain language so it can be understood by all members of the UREC, especially those who are not necessarily experts in the particular discipline. To that effect ensure that you fully explain / define any technical terms or discipline-specific terminology (use the space provided in the box).

For several years the employees of Botswana government have been blamed through many platforms of poor service delivery (Shonhe & Grand, 2019; Mothabani, 2019). Ultimately, these poor delivery of services frustrates Botswana's aspirations to transit from a middle income to a high income economy as espoused in the country's Vision 2036. However, for the last two (2) decades, 25% of the national total budget has been spent on the education sector. " Amongst others these investments were made to help employees attain required levels of education and service delivery (Botswana Government, 2015 p.21)". The problem nonetheless, is whether the training function is adequately planned to allow the effects to be measured or not. The President, Finance Minister and other top political leaders repeatedly tell the nation that the Government is short of cash whereas the entire civil service engage in extreme wastage and complete disregard for prudent spending (Wanton Wastage, 2019 p.3). Despite huge expenditure on training, it has not translated into practical results. Therefore, the overarching question is: Does training bridge Botswana Government employee competency gaps and results in exceptional service delivery? An examination of the main question leads sub-questions below: a) How effective is training on a Botswana government b) What informs the Botswana Government training plan for public officers? c) What are the views of the trained public officers regarding training and development in the Botswana Government? d) What are the key impediments to the application of acquired training in the Botswana Government? It is hypothesized that: a) Training intervention bridges Botswana Government employee competency gaps as it results in exceptional service delivery b) Botswana Government Training plan is informed by Training Needs Analysis (TNA) and Personal Development Plans (PDPs) c) The views of the trained public officers in Botswana is that training bridges their competency gaps d) There is a significant relationship between acquired training and on job application.

3.b. Significance of the Proposed Research Study and Potential Benefits:

Outline the potential significance and/or benefits of the research (use the space provided in the box).

- a) Contribute to the development of a robust and comprehensive training plan in the Botswana Public Service.
- b) Assist to match training and employees' competency gaps
- c) Provide understanding on strategic planning for training by the Government of Botswana
- d) Finally, it will be used as a source of reference by the Botswana Government and as the basis for other researchers to conduct further investigation in this area of human capital development.

4. Project execution:

4.a. The following study is an:

- ☒ experimental study (primary research)
- ☐ desktop study (secondary research)
- ☐ desktop study using existing databases involving information of human/animal subjects
- ☐ Other

If you have chosen 'Other' please Explain:

N/A

4.b. Methods. The following study will involve the use of:

Method	Materials / Tools
Qualitative:	<input checked="" type="checkbox"/> Face to Face Interviews <input type="checkbox"/> Phone Interviews <input type="checkbox"/> Face to Face Focus Groups <input type="checkbox"/> Online Focus Groups <input type="checkbox"/> Other *
Quantitative:	<input checked="" type="checkbox"/> Face to Face Questionnaires <input type="checkbox"/> Online Questionnaires <input type="checkbox"/> Experiments <input type="checkbox"/> Tests <input type="checkbox"/> Other *

*If you have chosen 'Other' please Explain:

N/A

5. Participants:

5 a. Does the Project involve the recruitment and participation of additional persons other than the researcher(s) themselves?

- ☒ YES If YES, please complete all following sections.
☐ NO If NO, please directly proceed to Question 7.

5 b. Relevant Details of the Participants of the Proposed Research

State the number of participants you plan to recruit, and explain in the box below how the total number was calculated.

Number of participants

This study targets a population of 86761 Botswana Public Servants drawn from 18 Ministries and Departments. A probability technique called random stratified was used to identify the sample size of 357.
For non-probability sampling the researcher chose a purposive sampling technique and will attempt to interview 54 participants from 18 Government Ministries as follows; 1 Senior Manager, 1 Training Coordinator, 1 beneficiary of training from each Ministry.

Describe important characteristics such as: demographics (e.g. age, gender, location, affiliation, level of fitness, intellectual ability etc). It is also important that you specify any inclusion and exclusion criteria that will be applied (e.g. eligibility criteria for participants).

Age range From To

Gender ☒ Female
☒ Male

Eligibility Criteria:

- Inclusion criteria
 - Participants are from Botswana
 - Participants are public servants who have benefited from Botswana Government off job training, Government Training Coordinators and Senior Managers
- Exclusion criteria
 - Employees with less than 3 years and not more than 35 years in the public service

Disabilities

Other relevant information (use the space provided in the box):

The researcher intends to stop interviewing participants when he reaches saturation. Saturation is the point at which the researcher exhausts his findings where participants can no longer provide new information but instead replicate information and the researcher's ability to obtain new additional information has been achieved. This means the need to continue interviewing participants would no longer exist. Previous studies that have analysed the point of saturation, when this point occurred and how many

5 c. Participation & Research setting:

Clearly describe which group of participants is completing/participating in the material(s)/ tool(s) described in 5b above (use the space provided in the box).

Interviews: The researcher will interview Directors and Human Resource Managers and believes saturation point will not exceed 20.

Questionnaires: The questionnaire will be administered to civil servants including Training Coordinators

5 d. Recruitment Process for Human Research Participants:

Clearly describe how the potential participants will be identified, approached and recruited (use the space provided in the box).

The Government of Botswana through the Directorate of Public Service Management (DPSM) requires a completed research application form accompanied by a letter of endorsement from the university. After a research permit approval and appointment of contact persons in each ministry for the researcher. Through the contact person I will then get the list of all government employees and their contacts in that ministry who have been sent for training during their employ. Phone calls to sampled participants will be made to introduce myself, the research title, ethical considerations, and the purpose for the research after which I will ask for their consent to participate in the research. Additionally, I will avail a brief synopsis of the research project through email to prepare participants for the interview. I aim to pay due diligence to protect research participants from any harm during the process of research. I will also assure participants of confidentiality during the

5 e. Research Participants Informed Consent.

Select below which categories of participants will participate in the study. Complete the relevant Informed Consent form and submit it along with the REAF form.

Yes	No	Categories of participants	Form to be completed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Typically Developing population(s) above the maturity age *	Informed Consent Form
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Typically Developing population(s) under the maturity age *	Guardian Informed Consent Form

* Maturity age is defined by national regulations in laws of the country in which the research is being conducted.

5 f. Relationship between the principal investigator and participants.

Is there any relationship between the principal investigator (student), co-investigators(s), (supervisor) and participant(s)? For example, if you are conducting research in a school environment on students in your classroom (e.g. instructor-student).

☐ YES

☒ NO

If YES, specify (use the space provided in the box).

6. Potential Risks of the Proposed Research Study.

6 a. i. Are there any potential risks, psychological harm and/or ethical issues associated with the proposed research study, other than risks pertaining to everyday life events (such as the risk of an accident when travelling to a remote location for data collection)?

☐ YES

☒ NO

If YES, specify below and answer the question 6 a.ii.

6 a.ii Provide information on what measures will be taken in order to exclude or minimise risks described in 6.a.i.

- Interviews will be conducted virtually (face-to-face)

- Questionnaires will be conducted online.

Therefore any potential risk is eliminated

6 b. Choose the appropriate option

	Yes	No
i. Will you obtain written informed consent form from all participants?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii. Does the research involve as participants, people whose ability to give free and informed consent is in question?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iii. Does this research involve participants who are children under maturity age? If you answered YES to question iii, complete all following questions. If you answered NO to question iii, do not answer Questions iv, v, vi and proceed to Questions vii, viii, ix and x.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iv. Will the research tools be implemented in a professional educational setting in the presence of other adults (i.e. classroom in the presence of a teacher)?	<input type="checkbox"/>	<input type="checkbox"/>
v. Will informed consent be obtained from the legal guardians (i.e. parents) of children?	<input type="checkbox"/>	<input type="checkbox"/>
vi. Will verbal assent be obtained from children?	<input type="checkbox"/>	<input type="checkbox"/>
vii. Will all data be treated as confidential? If NO, explain why confidentiality of the collected data is not appropriate for this proposed research project, providing details of how all participants will be informed of the fact that any data which they will provide will not be confidential.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
viii. Will all participants /data collected be anonymous? If NO, explain why and describe the procedures to be used to ensure the anonymity of participants and/or confidentiality of the collected data both during the conduct of the research and in the subsequent release of its findings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Yes	No
ix. Have you ensured that personal data and research data collected from participants will be securely stored for five years?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
x. Does this research involve the deception of participants? If YES, describe the nature and extent of the deception involved. Explain how and when the deception will be revealed, and who will administer this debrief to the participants:	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6 c. i. Are there any other ethical issues associated with the proposed research study that are not already adequately covered in the preceding sections?

☐ Yes ☒ No

If YES, specify (maximum 150 words).

6.c.ii Provide information on what measures will be taken in order to exclude or minimise ethical issues described in 6.c.i.

- Before the process of interview, the researcher will give explanation on the outline, aims and purpose of the study to the participants and confidentiality and the anonymity of research participants will be assured

- The researcher will try to reduce all potential risks related to the study particularly by getting consent from all participants before the interviews.

- The interview transcripts will not include real names as only codes will be used

- Participants will not be given the chance to view the transcripts of other participants.

6 d. Indicate the Risk Rating.

☐ High ☒ Low

7. Further Approvals

Are there any other approvals required (in addition to ethics clearance from UREC) in order to carry out the proposed research study?

☒ YES ☐ NO

If YES, specify (maximum 100 words).

A research permit application form must be filled and sent to the relevant Government Ministry (State President)

Completed application forms must be accompanied by:

a) A letter of endorsement from the applicant's sponsoring institution, funding agency or if the applicant is not affiliated to any institution, from a person of

8. Application Checklist

Mark ✓ if the study involves any of the following:

- ☐ Children and young people under 18 years of age, vulnerable population such as children with special educational needs (SEN), racial or ethnic minorities, socioeconomically disadvantaged, pregnant women, elderly, malnourished people, and ill people.
- ☐ Research that foresees risks and disadvantages that would affect any participant of the study such as anxiety, stress, pain or physical discomfort, harm risk (which is more than is expected from everyday life) or any other act that participants might believe is detrimental to their wellbeing and / or has the potential to / will infringe on their human rights / fundamental rights.
- ☐ Risk to the well-being and personal safety of the researcher.
- ☐ Administration of any substance (food / drink / chemicals / pharmaceuticals / supplements / chemical agent or vaccines or other substances (including vitamins or food substances) to human participants.
- ☐ Results that may have an adverse impact on the natural or built environment.

9. Further documents

Check that the following documents are attached to your application:

		ATTACHED	NOT APPLICABLE
1	Recruitment advertisement (if any)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Informed Consent Form / Guardian Informed Consent Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Research Tool(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Gatekeeper Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Any other approvals required in order to carry out the proposed research study, e.g., institutional permission (e.g. school principal or company director) or approval from a local ethics or professional regulatory body.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

10. Final Declaration by Applicants:

- (a) I declare that this application is submitted on the basis that the information it contains is confidential and will only be used by Unicaf University for the explicit purpose of ethical review and monitoring of the conduct of the research proposed project as described in the preceding pages.
- (b) I understand that this information will not be used for any other purpose without my prior consent, excluding use intended to satisfy reporting requirements to relevant regulatory bodies.
- (c) The information in this form, together with any accompanying information, is complete and correct to the best of my knowledge and belief and I take full responsibility for it.
- (d) I undertake to abide by the highest possible international ethical standards governing the Code of Practice for Research Involving Human Participants, as published by the UN WHO Research Ethics Review Committee (ERC) on <http://www.who.int/ethics/research/en/> and to which Unicaf University aspires to.
- (e) In addition to respect any and all relevant professional bodies' codes of conduct and/or ethical guidelines, where applicable, while in pursuit of this research project.

☒ I agree with all points listed under Question 10

Student's Name:

Supervisor's Name:

Date of Application: 05-Jan-2022

Important Note:

Save your completed form (we suggest you also print a copy for your records) and then submit it to your UU Dissertation/project supervisor (tutor). **In the case of student projects, the responsibility lies with the Faculty Dissertation/Project Supervisor.** If this is a student application, then it should be submitted via the relevant link in the VLE. Please submit only electronically filled in copies; **do not** hand fill and submit scanned paper copies of this application.

Appendix G: Non-completed Consent Forms



UU_IC - Version 2.1

Informed Consent Form

Part 1: Debriefing of Participants

Student's Name: Ike Makiwa

Student's E-mail Address: makiwaik@gmail.com

Student ID #: R1905D8373229

Supervisor's Name: Dr Yusuf Suleiman

University Campus: Unicaf University Zambia (UUZ)

Program of Study: UUZ: PhD Doctorate of Philosophy

Research Project Title: ASSESSING THE IMPACT OF TRAINING ON EMPLOYEE SERVICE DELIVERY:
A CASE OF BOTSWANA PUBLIC SERVICE

Date: 05-Jan-2023

Provide a short description (purpose, aim and significance) of the research project, and explain why and how you have chosen this person to participate in this research (maximum 150 words).

This research purpose is to:

- a) Contribute to the development of a robust and comprehensive training plan in the Botswana Public Service.
 - b) Assist to match training and employees' competency gaps
 - c) Provide understanding on strategic planning for training by the Government of Botswana
 - d) Finally, it will be used as a source of reference by the Botswana Government and as the basis for other researchers to conduct further investigation in this area of human capital development.
- You are therefore, randomly chosen to participate in this research because your input will be invaluable for the improvement of public service delivery

The above named Student is committed in ensuring participant's voluntarily participation in the research project and guaranteeing there are no potential risks and/or harms to the participants.

Participants have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In these cases, data collected will be deleted.

All data and information collected will be coded and will not be accessible to anyone outside this research. Data described and included in dissemination activities will only refer to coded information ensuring beyond the bounds of possibility participant identification.

I, Ike Makiwa, ensure that all information stated above is true and that all conditions have been met.

Student's Signature: IM

Informed Consent Form

Part 2: Certificate of Consent

This section is mandatory and should to be signed by the participant(s)

Student's Name: Ike Makiwa

Student's E-mail Address: makiwaike@gmail.com

Student ID #: R1905D8373229

Supervisor's Name: Dr Yusuf Suleiman

University Campus: Unicaf University Zambia (UUZ)

Program of Study: UUZ: PhD Doctorate of Philosophy

Research Project Title: ASSESSING THE IMPACT OF TRAINING ON EMPLOYEE SERVICE DELIVERY:
A CASE OF BOTSWANA PUBLIC SERVICE

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss about it. I have received satisfactory answers to all my questions and I have received enough information about this study. I understand that I am free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of my participation to this study. I understand that my data will remain anonymous and confidential, unless stated otherwise. I consent voluntarily to be a participant in this study.

Participant's Print name:

Participant's Signature:

Date:

If the Participant is illiterate:

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had an opportunity to ask questions. I confirm that the aforementioned individual has given consent freely.

Witness's Print name:

Witness's Signature:

Date: