
THE EFFECT OF EMPLOYEE TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE: A CASE STUDY OF SELECTED ORGANISATIONS IN CHIPATA DISTRICT, ZAMBIA

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Article Received: 11 September 2026

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Article Revised: 01 October 2026

Zambia.

Published on: 21 October 2026

DOI: <https://doi-doi.org/101555/ijrpa.4819>

ABSTRACT

Employee training and development is an important human resource management practice that enables employees to acquire knowledge, skills and competencies required to perform their duties effectively. This study examined the effect of employee training and development on employee performance in selected organizations in Chipata District, Zambia. The study adopted a descriptive research design using a quantitative approach. Data were collected through a structured questionnaire distributed electronically using Google Forms. A total of 45 questionnaires were distributed, of which 41 were completed, representing a response rate of 91.1%. The respondents included employees occupying management, supervisory and general employee positions. The findings indicate that employees generally perceived training and development positively. For example, 58.5% of respondents agreed or strongly agreed that training had improved their ability to perform their jobs, while 72.5% indicated that training had improved the quality of their work. Furthermore, 68.3% agreed or strongly agreed that training helped them complete their work more efficiently, 75.6% indicated that training increased their confidence, 70.7% indicated that training helped them adapt to workplace changes, and 65.9% reported improved productivity. In addition, 87.8% of respondents stated that employee training and development improves employee performance. The study concludes that training and development is perceived by employees as an important contributor to workplace performance. The study recommends that organizations should conduct regular training needs assessments, provide relevant training opportunities, allocate adequate resources for employee development and evaluate training outcomes.

KEYWORDS: Employee training, employee development, employee performance, human resource management, productivity, Chipata District, Zambia.

1.0 INTRODUCTION

Employee training and development has become an important component of human resource management because organizations depend on employees who possess the appropriate knowledge, skills, abilities and attitudes to perform their duties effectively. In an increasingly competitive business environment, organizations are required to continuously improve the capabilities of their employees in order to respond to technological changes, changing customer expectations and evolving workplace requirements.

Training generally refers to planned organizational activities designed to improve employees' knowledge and skills for their current jobs, while development is broader and often focuses on preparing employees for future responsibilities and career progression. According to Noe (2020), training involves planned efforts by an organization to facilitate employees' learning of job-related competencies. Employee development, on the other hand, encompasses learning activities that prepare employees for future roles and responsibilities.

Human capital theory provides an important explanation of why organizations invest in employee training. Becker (1964) argued that education and training represent investments in human capital because they enhance individuals' productive capabilities. From an organizational perspective, employees who acquire new knowledge and skills may become more capable of performing their duties efficiently and responding to workplace challenges.

Employee performance is commonly associated with the extent to which employees achieve expected work responsibilities and organizational objectives. Performance may involve productivity, quality of work, efficiency, adaptability and the ability to complete assigned duties. Aguinis (2019) explains that performance management is concerned with identifying, measuring and developing employee performance while aligning individual performance with organizational goals.

In Zambia, organizations operate in an environment where technological changes, competition and evolving customer expectations require employees to continually improve their competencies. Organizations in Chipata District are therefore not excluded from the need to develop their human resources. Effective employee training may help organizations improve service delivery, productivity, employee confidence and adaptability.

This study therefore examines the effect of employee training and development on employee performance among selected organizations in Chipata District, Zambia.

2.0 BACKGROUND OF THE STUDY

The importance of employee training has increased as organizations have become more dependent on knowledge, technology and specialized skills. Employees who enter an organization may possess basic qualifications but may still require organization-specific training to understand procedures, systems, technologies and organizational expectations.

Training can take different forms, including orientation, on-the-job training, workshops, seminars, coaching, mentoring, professional development programs and formal educational programs. The appropriate form of training depends on organizational needs, employee responsibilities and available resources.

According to Armstrong and Taylor (2023), training and development can contribute to employee competence by improving knowledge, skills and capabilities. However, the effectiveness of training depends partly on whether training programs are relevant to employees' actual needs.

Training needs assessment is therefore an important part of the training process. Noe (2020) argues that organisations should identify the knowledge, skills and abilities required for successful job performance before designing training programmes. Without appropriate needs assessment, organisations may invest resources in training that does not adequately address employees' performance gaps.

Employee development is also important because employees increasingly expect opportunities for career growth. Opportunities for development can include mentoring, coaching, job rotation, professional courses and leadership development. Such opportunities may improve employees' capabilities while helping organisations prepare future managers and supervisors.

The relationship between training and performance has received considerable attention in human resource management research. Tharenou, Saks and Moore (2007) found that training can have positive relationships with individual and organizational outcomes. Similarly, Aguinis and Kraiger (2009) identified numerous benefits associated with training and development for individuals, teams and organisations.

The Zambian context is particularly relevant because organisations require employees who can contribute effectively to organizational productivity and service delivery. Studies in Zambia have examined employee training in different sectors, including banking, mining and other organisations, with findings generally highlighting the importance of staff development.

3.0 STATEMENT OF THE PROBLEM

Organisations invest financial and human resources in employee training and development with the expectation that employees will improve their knowledge, skills, productivity and overall performance. However, training does not automatically result in improved performance. The effectiveness of training may depend on the relevance of training programs, availability of resources, management support, employee participation and opportunities to apply newly acquired skills.

Some organisations may face challenges such as limited financial resources, inadequate training facilities, insufficient time and limited management support. These challenges can reduce employees' access to development opportunities.

In Chipata District, organisations operate in an environment where competent and adaptable employees are important for effective service delivery and organizational competitiveness. However, there is limited local empirical information concerning how employees perceive the relationship between training and development and their performance.

The absence of sufficient organization-specific evidence creates a need to investigate whether employees perceive training and development as contributing to their ability to perform their duties, improve work quality, increase productivity, adapt to workplace changes and complete tasks efficiently.

Therefore, this study examines the effect of employee training and development on employee performance among selected organisations in Chipata District, Zambia.

4.0 OBJECTIVES OF THE STUDY

4.1 General Objective

To examine the effect of employee training and development on employee performance among selected organisations in Chipata District, Zambia.

4.2 Specific Objectives

- 1 The study was guided by the following specific objectives:
- 2 To examine the extent to which employee training improves employees' ability to perform their jobs.
- 3 To assess the effect of training on the quality and efficiency of employees' work.
- 4 To assess the perceived effect of training on employee productivity.
- 5 To identify challenges affecting employee training and development in selected organisations.

5.0 RESEARCH QUESTIONS

The study sought to answer the following questions:

- 1 To what extent does employee training improve employees' ability to perform their jobs?
- 2 How does training affect the quality and efficiency of employees' work?
- 3 How does training affect employee confidence and adaptability?
- 4 Does employee training contribute to employee productivity?
- 5 What challenges affect employee training and development?

6.0 SIGNIFICANCE OF THE STUDY

The study is significant to several stakeholders.

Organisations

The findings may help organisations understand the importance of investing in employee training and development and designing programmes that address actual employee needs.

Employees

The study may increase awareness of the importance of continuous learning and professional development in improving workplace competencies and career opportunities.

Human Resource Managers

Human resource practitioners may use the findings when developing training policies, identifying training needs and evaluating employee development programmes.

Researchers and Students

The study may provide information for students and researchers interested in human resource management, employee performance and organizational development, particularly within the Zambian context.

Policy Makers

The findings may provide useful information for stakeholders concerned with workforce development and organizational productivity.

7.0 LITERATURE REVIEW

7.1 Concept of Employee Training

Employee training is a planned process through which employees acquire knowledge, skills and competencies required to perform their duties. Noe (2020) describes training as an effort by an organisation to facilitate employees' learning of job-related competencies.

Training may be formal or informal. Formal training can include workshops, seminars, courses and structured programmes, while informal training may occur through coaching, mentoring and learning from colleagues.

Effective training should be relevant to employees' responsibilities and organizational objectives. Armstrong and Taylor (2023) emphasise that training should contribute to the development of employee competence and organizational performance.

7.2 Employee Development

Employee development extends beyond immediate job requirements and focuses on preparing employees for future responsibilities. Development may involve career planning, mentoring, coaching, leadership development and further education.

According to Garavan et al. (2021), organisations can benefit from employee development because employees' capabilities can contribute to organisational adaptability and performance.

7.3 Employee Performance

Employee performance refers to the manner in which employees perform their assigned duties and contribute to organisational objectives. Performance can include productivity, work quality, efficiency, reliability, adaptability and achievement of expected outcomes.

Aguinis (2019) notes that employee performance should be considered in relation to organisational objectives and clearly established performance expectations.

7.4 Training and Employee Performance

The relationship between training and performance can be explained through the idea that employees with relevant knowledge and skills are better equipped to perform their duties.

Aguinis and Kraiger (2009) found that training can provide benefits at individual, team and organisational levels. Similarly, Tharenou et al. (2007) identified relationships between training and organisational-level outcomes.

Training can also improve employees' confidence. Employees who understand their responsibilities and possess the required technical knowledge may feel more capable of completing tasks. Increased confidence can potentially contribute to improved performance.

7.5 Training and Work Quality

Training may improve work quality by reducing errors and improving employees' understanding of organisational procedures. Employees who receive appropriate training may also become better equipped to use organisational systems and technologies.

The quality of training is therefore important. Training that is unrelated to employees' actual work may have limited practical value.

7.6 Training and Productivity

Productivity generally concerns the amount and quality of output produced using available resources. Employee training may contribute to productivity by improving employees' skills and efficiency.

However, productivity is influenced by several factors beyond training, including technology, management practices, resources, organisational structure and employee motivation. Training should therefore be considered as one potential contributor rather than the only determinant of performance.

7.7 Training Needs Assessment

Training needs assessment helps organisations identify gaps between current employee capabilities and the competencies required for effective performance. Noe (2020) emphasizes the importance of identifying training requirements before developing training programmes.

A training needs assessment can help organisations ensure that resources are directed towards relevant areas.

7.8 Management Support

Management support is important because managers influence organisational resources, employee participation and opportunities to apply newly acquired skills. Without adequate support, employees may struggle to apply what they learn during training.

7.9 Challenges Affecting Employee Training

Training programmes can face various challenges, including inadequate funding, limited time, lack of appropriate training facilities, lack of management support and limited availability of suitable programmes.

These challenges can affect both access to training and the quality of training provided.

7.10 Empirical Gap

Although previous research has established the importance of training and development, much of the literature focuses on broader national or international contexts. There is comparatively limited organisation-level evidence focusing specifically on employees in Chipata District.

This study therefore contributes local evidence concerning employees' perceptions of the relationship between training and performance.

8.0 THEORETICAL FRAMEWORK

8.1 Human Capital Theory

This study is guided by Human Capital Theory, associated particularly with Becker (1964).

The theory argues that investment in education and training increases the knowledge and productive capabilities of individuals. In an organisational context, employee training represents an investment intended to improve employee competencies and organisational outcomes.

The theory is relevant to this study because training provides employees with knowledge and skills that can potentially improve their ability to perform their duties, increase confidence, improve efficiency and contribute to productivity.

9.0 CONCEPTUAL FRAMEWORK

The conceptual framework assumes that employee training and development is the independent variable while employee performance is the dependent variable.

Independent Variable: Employee Training and Development

1. Job-related training
2. Skills development
3. Workshops and seminars
4. Coaching and mentoring
5. Career development
6. Training opportunities

Dependent Variable: Employee Performance

1. Quality of work
2. Work efficiency
3. Productivity
4. Confidence
5. Ability to perform duties
6. Adaptability

The framework assumes that appropriate employee training and development can contribute to improved employee performance.

10.0 METHODOLOGY

10.1 Research Design

The study adopted a descriptive research design. The design was considered appropriate because the study sought to describe employees' perceptions concerning training and development and its relationship with employee performance.

10.2 Research Approach

The study primarily used a quantitative approach. Structured questionnaires were used to collect responses from participants.

10.3 Study Area

The study was conducted among selected organisations in Chipata District, Zambia.

10.4 Target Population

The target population consisted of employees working in selected organisations in Chipata District.

10.5 Sample Size

A total of 45 questionnaires were distributed to potential respondents. Forty-one completed responses were obtained, representing a response rate of 91.1%.

10.6 Sampling

Respondents were selected from employees in the selected organisations. The questionnaire was distributed electronically using Google Forms.

10.7 Data Collection Instrument

Data were collected using a structured questionnaire divided into sections covering demographic characteristics, employee training and development, employee performance and general views.

The questionnaire mainly used closed-ended questions and a five-point Likert scale ranging from Strongly Disagree to Strongly Agree.

10.8 Data Analysis

Data were analyzed using frequencies and percentages. The findings were presented using tables and descriptive interpretation.

10.9 Ethical Considerations

Participation was voluntary. Respondents were informed that the information collected was intended for academic purposes. Confidentiality and anonymity of respondents were maintained.

11.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

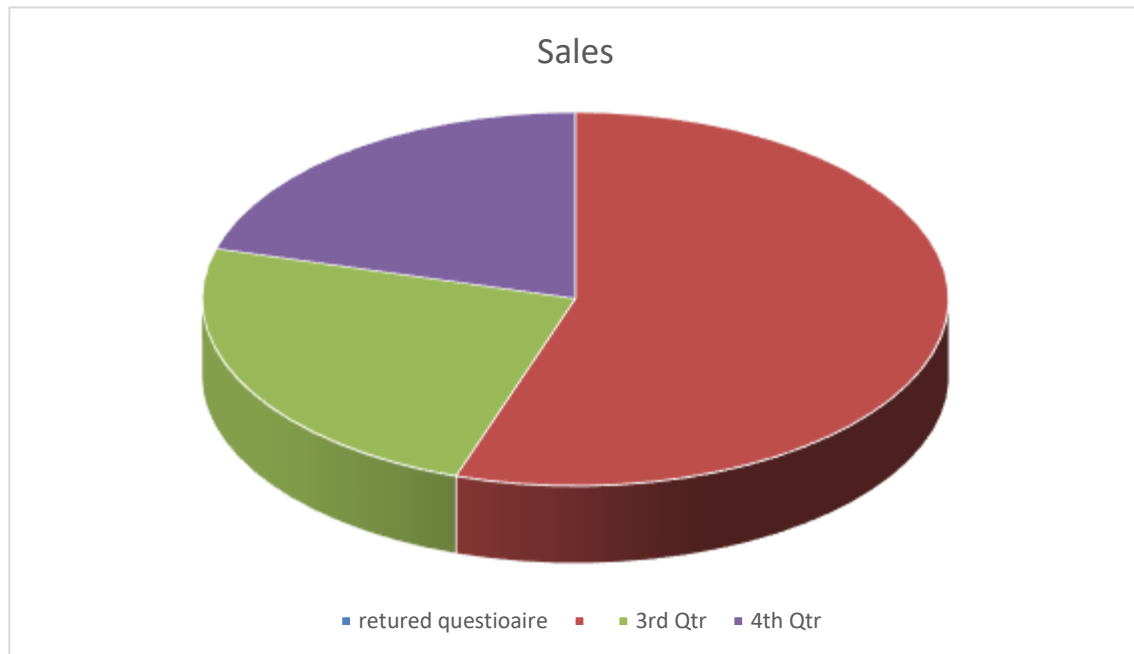
11.1 Response Rate

A total of 45 questionnaires were distributed and 41 responses were obtained.

Table 1: Response Rate.

Response	Frequency	Percentage
Returned questionnaires	41	91.1%
Not returned	4	8.9%
Total	45	100%

The response rate was 91.1%. This indicates that the majority of the targeted respondents participated in the study.



11.2 Gender of Respondents

Table 2: Gender Distribution.

Gender	Frequency	Percentage
Male	22	55.0%
Female	18	45.0%
Total valid responses	40	100%

The findings show that 22 respondents (55.0%) were male, while 18 respondents (45.0%) were female. The results indicate representation from both male and female respondents.

It should be noted that Google Forms recorded 40 responses for this particular question, although the overall questionnaire had 41 responses.

11.3 Age Distribution

Table 3: Age of Respondents.

Age group	Frequency	Percentage
18–26 years	8	19.5%
26–35 years	15	36.6%
36–45 years	13	31.7%
46 years and above	5	12.2%
Total	41	100%

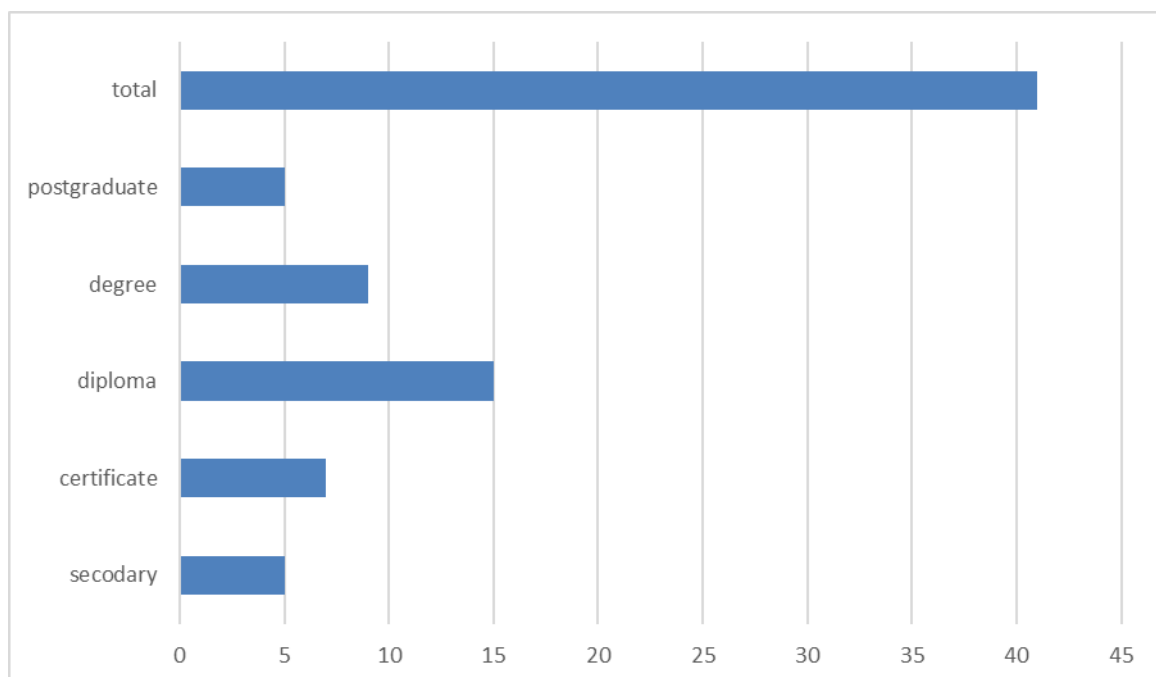
The largest age group was 26–35 years, representing 36.6% of respondents. This was followed by respondents aged 36–45 years at 31.7%. Respondents aged 18–26 represented 19.5%, while those aged 46 years and above represented 12.2%.

The results show that the study included employees from different age groups.

11.4 Educational Level

Table 4: Educational Qualifications.

Education	Frequency	Percentage
Secondary	5	12.2%
Certificate	7	17.1%
Diploma	15	36.6%
Degree	9	22.0%
Postgraduate	5	12.2%
Total	41	100%



The findings show that the largest proportion of respondents had diploma-level qualifications, representing 36.6%. Degree holders represented 22.0%, certificate holders represented 17.1%, while secondary and postgraduate respondents each represented 12.2%.

The educational diversity of the respondents provides perspectives from employees with different educational backgrounds.

11.5 Length of Service

Table 5: Length of Service.

Length of service	Frequency	Percentage
Less than 1 year	4	9.8%
1–3 years	20	48.8%
4–6 years	14	34.1%
More than 6 years	3	7.3%
Total	41	100%

Nearly half of the respondents, 48.8%, had worked in their current organisations for between one and three years. A further 34.1% had worked for four to six years. Respondents with less than one year of service represented 9.8%, while 7.3% had worked for more than six years.

The results indicate that most respondents had at least one year of experience in their current organisations.

11.6 Position in the Organisation

Table 6: Respondents' Positions.

Position	Frequency	Percentage
Management	10	24.4%
Supervisor	21	51.2%
General employee	9	22.0%
Business	1	2.4%
Total	41	100%

Supervisors constituted the largest category at 51.2%. Management represented 24.4%, while general employees represented 22.0%. One respondent, representing 2.4%, selected “Business.”

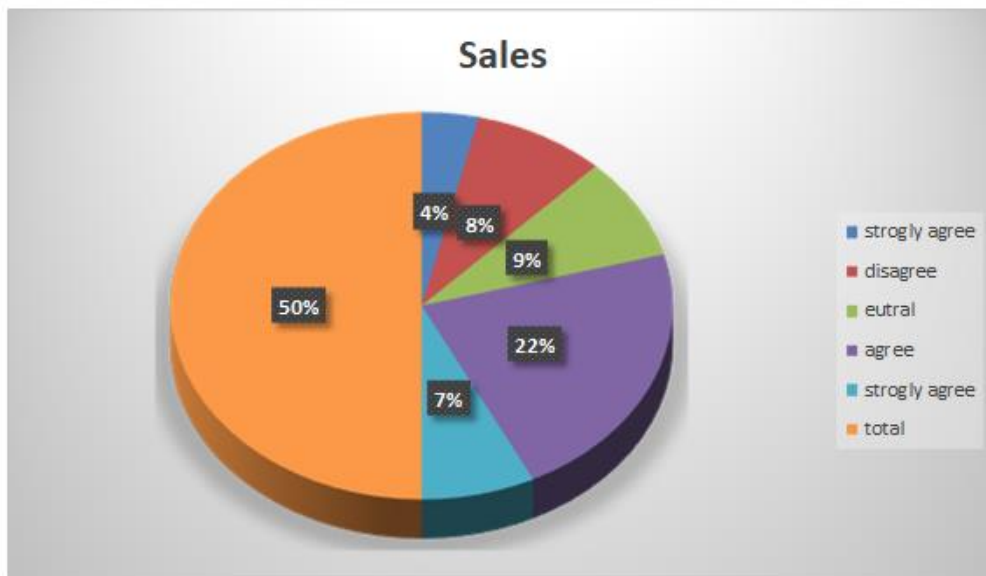
The participation of management, supervisors and general employees provides perspectives from different organisational positions.

12.0 EMPLOYEE TRAINING AND DEVELOPMENT

12.1 Training and Ability to Perform Jobs

Table 7: Training Has Improved My Ability to Perform My Job.

Response	Frequency	Percentage
Strongly disagree	3	7.3%
Disagree	7	17.1%
Neutral	7	17.1%
Agree	18	43.9%
Strongly agree	6	14.6%
Total	41	100%



The findings indicate that 43.9% of respondents agreed and 14.6% strongly agreed that training had improved their ability to perform their jobs. Combined, 58.5% expressed agreement.

Meanwhile, 24.4% either disagreed or strongly disagreed, while 17.1% were neutral.

The results suggest that a majority of respondents perceived training as contributing positively to their ability to perform their jobs.

12.2 Training and Quality of Work

Table 8: Training Has Improved the Quality of My Work.

Response	Frequency	Percentage
Strongly disagree	1	2.5%
Disagree	2	5.0%
Neutral	8	20.0%
Agree	18	45.0%
Strongly agree	11	27.5%
Total	40	100%

The findings show that 45.0% agreed and 27.5% strongly agreed that training improved the quality of their work. Therefore, 72.5% of the valid respondents expressed agreement.

Only 7.5% disagreed or strongly disagreed, while 20.0% remained neutral.

This finding is consistent with the view in the literature that relevant training can strengthen employees' knowledge and skills and potentially improve work outcomes.

12.3 Training and Work Efficiency

Table 9: Training Has Helped Me Complete My Work More Efficiently.

Response	Frequency	Percentage
Strongly disagree	1	2.4%
Disagree	4	9.8%
Neutral	8	19.5%
Agree	18	43.9%
Strongly agree	10	24.4%
Total	41	100%

The results indicate that 43.9% agreed and 24.4% strongly agreed that training helped them complete their work more efficiently. Overall, 68.3% agreed or strongly agreed.

Only 12.2% disagreed or strongly disagreed, while 19.5% were neutral.

The finding suggests that a substantial proportion of respondents perceived training as contributing to improved work efficiency.

12.4 Training and Employee Confidence

Table 10: Training Has Increased My Confidence in Performing My Duties.

Response	Frequency	Percentage
Strongly disagree	3	7.3%
Disagree	0	0.0%
Neutral	7	17.1%
Agree	17	41.5%
Strongly agree	14	34.1%
Total	41	100%

The results show that 41.5% agreed and 34.1% strongly agreed that training increased their confidence in performing their duties. Combined, 75.6% expressed agreement.

Only 7.3% strongly disagreed and no respondent selected “Disagree,” while 17.1% remained neutral.

This was one of the strongest positive responses in the study, suggesting that respondents generally perceived training as contributing to confidence in performing their duties.

12.5 Training and Adaptability

Table 11: Training Has Helped Me Adapt to Changes in the Workplace.

Response	Frequency	Percentage
Strongly disagree	1	2.4%
Disagree	1	2.4%
Neutral	10	24.4%
Agree	18	43.9%
Strongly agree	11	26.8%
Total	41	100%

The results indicate that 43.9% agreed and 26.8% strongly agreed that training helped them adapt to changes in the workplace. Therefore, 70.7% expressed agreement.

Only 4.8% disagreed or strongly disagreed, while 24.4% were neutral.

The finding suggests that employees generally perceived training as useful in helping them respond to workplace changes.

12.6 Training and Productivity

Table 12: Training Has Improved My Productivity

Response	Frequency	Percentage
Strongly disagree	2	4.9%
Disagree	4	9.8%
Neutral	8	19.5%
Agree	15	36.6%
Strongly agree	12	29.3%
Total	41	100%

The findings show that 36.6% agreed and 29.3% strongly agreed that training improved their productivity. Overall, 65.9% expressed agreement.

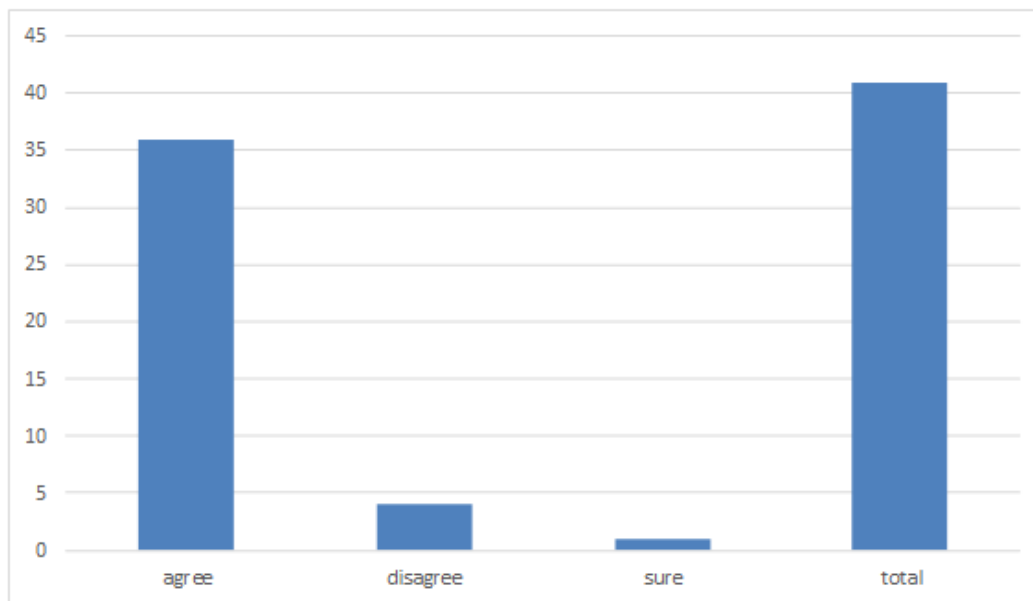
Approximately 14.7% disagreed or strongly disagreed, while 19.5% were neutral.

The results suggest that most respondents perceived a positive relationship between training and productivity.

13.0 GENERAL VIEWS ABOUT TRAINING AND PERFORMANCE

Table 13: Does Training and Development Improve Employee Performance?

Response	Frequency	Percentage
Yes	36	87.8%
No	4	9.8%
Not sure	1	2.4%
Total	41	100%



The findings show that 36 respondents, representing 87.8%, believed that employee training and development improves employee performance. Four respondents (9.8%) did not believe that training improves performance, while one respondent (2.4%) was not sure.

The result demonstrates that a large majority of respondents perceived employee training and development as relevant to employee performance.

However, this result represents respondents' perceptions and should not be interpreted as establishing a causal relationship by itself.

14.0 DISCUSSION OF FINDINGS

The study findings generally indicate that respondents perceived employee training and development positively in relation to employee performance.

The first major finding concerns employees' ability to perform their jobs. A total of 58.5% of respondents agreed or strongly agreed that training improved their ability to perform their jobs. This supports the Human Capital Theory perspective that investment in employee knowledge and skills can enhance productive capabilities (Becker, 1964).

The study also found that 72.5% of valid respondents agreed or strongly agreed that training improved the quality of their work. This finding is consistent with literature suggesting that appropriate training can improve employee competencies and work outcomes.

Another important finding concerns efficiency. Approximately 68.3% of respondents agreed or strongly agreed that training helped them complete their work more efficiently. This suggests that respondents perceived training as relevant to how they perform their daily responsibilities.

The strongest positive response was related to confidence. A total of 75.6% agreed or strongly agreed that training increased their confidence in performing their duties. This is important because employees who understand their responsibilities and possess relevant skills may feel more capable of completing their tasks.

The study further found that 70.7% agreed or strongly agreed that training helped them adapt to workplace changes. This supports the view that employee development can contribute to organisational adaptability, particularly in changing work environments.

Regarding productivity, 65.9% agreed or strongly agreed that training improved their productivity. Although this represents a majority, productivity is affected by other factors such as technology, resources, management practices and motivation. Therefore, training should be understood as one factor potentially contributing to employee productivity.

Finally, 87.8% of respondents stated that training and development improves employee performance. The finding demonstrates strong positive perceptions of training among respondents.

Overall, the findings are broadly consistent with previous research that identifies training and development as an important human resource practice associated with employee and organisational outcomes (Aguinis & Kraiger, 2009; Tharenou et al., 2007).

15.0 SUMMARY OF MAJOR FINDINGS

The study produced the following major findings:

The study obtained 41 completed questionnaires out of 45 distributed, giving a response rate of 91.1%.

Male respondents represented 55.0% of the 40 respondents who answered the gender question, while females represented 45.0%.

The largest age group was 26–35 years at 36.6%.

Diploma holders represented the largest educational category at 36.6%.

Most respondents had worked in their organisations for 1–3 years, representing 48.8%.

Supervisors represented the largest occupational category at 51.2%.

A total of 58.5% agreed or strongly agreed that training improved their ability to perform their jobs.

A total of 72.5% agreed or strongly agreed that training improved the quality of their work.

A total of 68.3% agreed or strongly agreed that training improved work efficiency.

A total of 75.6% agreed or strongly agreed that training increased their confidence.

A total of 70.7% agreed or strongly agreed that training helped them adapt to workplace changes.

A total of 65.9% agreed or strongly agreed that training improved their productivity.

A total of 87.8% believed that employee training and development improves employee performance.

16.0 CONCLUSION

The study examined the effect of employee training and development on employee performance among selected organisations in Chipata District, Zambia.

Based on the responses obtained, employees generally perceived training and development as beneficial to their workplace performance. The findings indicate positive perceptions regarding employees' ability to perform their jobs, quality of work, efficiency, confidence, adaptability and productivity.

The strongest finding was that 75.6% of respondents agreed or strongly agreed that training increased their confidence in performing their duties. Furthermore, 87.8% of respondents believed that employee training and development improves employee performance.

The findings therefore suggest that training and development is perceived as an important human resource management practice within the organisations represented in the study. Nevertheless, the findings are based primarily on respondents' perceptions and descriptive statistics; therefore, they should not be interpreted as definitive proof that training alone causes improved employee performance.

Organisations should consequently view training and development as part of a broader human resource strategy involving appropriate supervision, employee motivation, adequate resources, performance management and opportunities for career development.

17.0 RECOMMENDATIONS

Based on the findings, the study makes the following recommendations:

17.1 Conduct Regular Training Needs Assessments

Organisations should regularly identify employees' training needs before implementing training programmes. This can help ensure that training addresses actual performance and competency gaps.

17.2 Provide Relevant Training Programmes

Training should be directly related to employees' duties and organisational requirements. Relevant training is more likely to provide practical benefits to employees.

17.3 Increase Opportunities for Employee Development

Organisations should provide employees with opportunities to participate in workshops, seminars, coaching, mentoring and professional development programmes.

17.4 Evaluate Training Outcomes

Organisations should evaluate whether employees are applying knowledge and skills acquired through training. Training evaluation can help organisations determine whether their investment is producing useful outcomes.

17.5 Support Continuous Learning

Organisations should encourage continuous learning because workplace technologies, procedures and customer expectations can change over time.

17.6 Strengthen Management Support

Managers and supervisors should support employees' participation in training and provide opportunities for employees to apply newly acquired knowledge and skills.

18.0 LIMITATIONS OF THE STUDY

The study had several limitations.

First, the study was conducted among selected organisations in Chipata District, meaning the findings may not necessarily represent all organisations in Zambia.

Second, the study relied primarily on respondents' self-reported perceptions. Respondents may have provided answers based on their personal experiences and perceptions.

Third, the study used descriptive statistics, including frequencies and percentages. Therefore, the findings demonstrate patterns in the responses but do not independently establish causal relationships between training and employee performance.

Finally, one demographic question and one training-related question had fewer recorded responses than the overall sample of 41. The analysis therefore reports the valid response count for each question rather than assuming that every question was answered by all 41 respondents.

19.0 SUGGESTIONS FOR FURTHER RESEARCH

Future researchers could conduct similar studies using larger samples covering more organisations in different districts of Zambia.

Future studies could also use mixed methods involving questionnaires and interviews with human resource managers and employees. This could provide more detailed information

concerning training policies, training budgets, implementation challenges and the actual outcomes of training programmes.

Researchers could additionally use inferential statistical techniques to examine relationships between training and specific dimensions of employee performance.

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