An assessment of the influence of employee training and development on job satisfaction, job performance and organizational commitment in Non-Governmental Organizations in Harare Metropolitan area

A Dissertation submitted in Partial fulfilment of the requirements for the Master Degree in Business Administration

By

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DECLARATION

I, Wanzirayi Meke, do hereby declare that this dissertation is the result of my own investigation and research, except to the extent indicated in the Acknowledgements, References and by comments included in the body of the report, and that it has not been submitted in part or in full for any other degree to any other university.

______________________                                         __________
Student signature                                                      Date

---------------------------------------------- ---- --------------------
Supervisor signature                                                                            Date
DEDICATION
To my one and only husband Tapiwa Thomas Rice for the continued support to this end. I humbly appreciate and cherish your love, support and attention together with our two handsome boys Siyabonga and Blessed for their understanding during my studies.
ACKNOWLEDGEMENTS

1) To God my savior be the glory and righteousness for the strength and wisdom that he granted me during my studies to this end.

2) My sincere appreciation goes to my beloved husband Tapiwa T. Rice, my sister DelineMeke and my two sons Siyabonga and Blessed for supporting and bearing with me throughout my studies.

3) I extend my sincere gratitude to my supervisor, Dr M. Sandada for the support, encouragement, feedback and guidance throughout the period when I was doing my dissertation. Special thanks to all the lecturers whom I have interacted with during my studies at the University of Zimbabwe and all the organizations that granted me permission to distribute my questionnaires and all the respondents who took their time from their busy schedules to complete my questionnaires.

4) I am very grateful to all the people who have been a tremendous source of inspiration and may I mention the following:
   i. The training team for the valuable information, ideas and moral support
   ii. My group members for the encouragement and valuable ideas
   iii. My boss and workmates for the continued support and encouragement throughout the period
   iv. Brethren from church for the prayers
ABSTRACT
Non-Governmental organizations that are operating in the Harare Metropolitan area have put in training and development programmes for all their staff from Executive Directors to interns. The main objective of this study was to assess the influence of employee training and development on job satisfaction, job performance and organizational commitment in Non-Governmental organizations that are operating within the Harare Metropolitan area.

The researcher used the quantitative (positivist) approach. The survey technique was used and questionnaires were disseminated and some send via email by the researcher. The study population was composed of 2232 Non-Governmental organizations staff from across the 108 organizations that are operating within the Harare Metropolitan area. The sample size for 150 which comprised of 36 senior managers, 24 middle managers, 18 junior manager, 44 officers and 28 interns. For the purpose of this research the researcher used the probability sampling method which specifically is the stratified random sampling method. Questionnaires were used because they had similar set of data, easy to distribute and allowed anonymity and a high response rate.

The study recognized that employee training and development enhances individual job satisfaction, job performance and organizational commitment. Despite the positive impact from employee training and development, the study also revealed that there are other factors besides training and development that affect job satisfaction, job performance and organizational commitment. It is recommended that training and development should be based on need and it should be practical. Refresher courses should be offered and post training evaluation is required for it is very critical to assist in determining the effectiveness and the value addition obtained from the training. It is the researcher’s recommendation that further research should be carried out for other Non – Governmental organization operating in the Harare Metropolitan area or organizations that are focusing on a specific sector for example health or education.
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LIST OF ACRONYMS OR ABBREVIATIONS

AIDS      Acquired Immunodeficiency Syndrome
BINGO    Business-friendly International Non-Governmental Organizations
ENGO     Environmental Non Governmental Organizations
GONGO    Government Operated Non-Governmental Organizations
HIV      Human immunodeficiency virus
HRD      Human Resources Development
INGO     International Non Governmental Organizations
NGO      Non-Governmental organizations
RINGO    Religious International Non-Governmental Organizations
T&D      Training and Development
QUANGO   Quasi-autonomous Non Governmental Organizations
CHAPTER ONE:  

INTRODUCTION TO THE STUDY  

1.0 INTRODUCTION  
Human resources development (HRD) is concerned with the provision of learning, development and training opportunities in order to improve individual, team and organizational performance. Human resource development is essentially a business-led approach to developing people within a strategic framework. (Armstrong2006). Harrison (2000) described strategic Human resources development as development that result from a strong vision about people’s capabilities and potential that operates within the generally strategic framework of business. Armstrong (2006) sighted that the fundamental aim of strategic Human Resources development is to improve resources competence in harmony with the belief that the human capital of an organization is a key foundation of competitive advantage. It is therefore about ensuring that the right quality people are available to meet present and future needs. This can only be achieved by training and developing people.

According to Torrington Hall and Taylor (2008) training and development facilitates learning of employees in organizations which the emphasis is very crucial in obtaining and maintaining competitive advantage to remain viable in this environment that is fused with change and uncertainty. Human resources development particularly training and development have been seen as the main driver of job satisfaction, job performance and organizational commitment in organizations but to what extent? Not much is known on the link between training and development on job satisfaction, job performance and organizational commitment.

Training and development in Non-Governmental organizations to be studied is assumed to be conducted to the entire workforce that is the executive directors, management, officers, field officers, development officers and the interns. Training and development according to Armstrong (2009) should be focused on all the organization’s knowledge workers, not just the key personnel. Non – Governmental organization in Harare
Metropolitan despite the fact that most of them are charitable organizations are investing more in training and development of their human resources in order to produce good results that please Donors to get more funding.

This research makes an assessment of the influence of training and development on job satisfaction, job performance and organization commitment with a particular focus to Non – Governmental organizations in the Harare Metropolitan area. It also seeks to offer recommendations on how training and development should be conducted so that it will enhance job satisfaction, job performance and organizational commitment and contribute to the organization’s human resources planning.

1.1 BACKGROUND TO THE STUDY

Non- Governmental organizations is a citizen- based association operating independently of the Government, mainly to deliver resources or serve for political or social purposes Rose (2010). The World Bank classifies NGOs either as operational which are concerned about project development or advocacy which focuses on promoting a cause. The vision of NGOs in Zimbabwe according to the Kubatana.net/directory is to be proactive, responsive and dedicated to the sustainable development requirements of all people in Zimbabwe and the full comprehension of human rights, democracy, good governance and the alleviation of poverty. Their Mission statement is to strengthen, represent and coordinate their work in Zimbabwe by creating space, promoting networking, dialogue and engagement to enable the fulfillment of members' visions and missions.

According to the International Standard Organisations/IEC 27000 series of standard for IT security management we have various Non- Governmental organizations that are operating in Harare that include BINGO (Business- friendly international NGOs), ENGO (Environmental NGOs), and GONGO (Government Operated NGOs), INGO (International NGOs), QUANGO (Quasi-autonomous NGOs and RINGO (Religious International NGOs)
The core values for Non-Governmental organizations in Zimbabwe are participation, diversity, transparency and accountability, non-discrimination, equality and equity engagement.

The objectives on Non-Governmental organizations in Zimbabwe include the following: assisting groups of people to bond at grassroots level and find their way in national and local government, assisting pressure groups to come together and find their ways to influence policy on matters that affect them, empowering women on a political and international level, assisting small business in gaining access to credit and finding markets for their produce, promoting the use of technology, assisting in research and development into new technology and assist in disease research and look for affordable curing of serious illnesses. FY 2004 – 2009 Strategic Plan.

Thus for Non-Governmental organizations to be labeled as performing well they should be in a position to be able to provide the specific target that they have promised to the people and also to meet Donor requirements. From the organization’s mission statement the performance of the organization is measured through their ability to fulfill the people’s vision and mission. Non-Governmental organizations are expected to be providing quality service rendered to all the stakeholders through upholding their core values of participation, diversity, transparency and accountability, non-discrimination, equality and equity engagement. According to International Development NGOs Work Objectives Community Development Government Funding Grant report Non-Governmental organizations have invested so much money in human resources development specifically in training and development courses which include managerial development courses, software courses, monitoring and evaluation courses, development courses, financial management courses for both managerial and non-managerial staff.

The researcher thus did an analysis of how training and development affected job satisfaction, job performance and organizational commitment amongst the employees in Non-Governmental organizations in the Harare Metropolitan area. Has training and development has an influence on job satisfaction, job performance and organizational commitment for employees in the Non-Governmental sector in the Harare Metropolitan
area. Non-Governmental organizations with the aid of training and development are expected to meet their strategic goal and their objectives of operation.

Many Non-Governmental organizations have invested considerable resources in training and development but in many cases have not had a chance to examine how training and development may most effectively promote job satisfaction, job performance and organizational commitment amongst their employees. Armstrong (2009) postulates that realization of performance deficit amongst employees has also given rise to organizations carrying out training and development. There was need to make sure that the available resources are utilized according and cost are as minimal as possible. Labour shortage on its own has resulted in the need to upgrade employees through training and development. There was need to see that employees are well satisfied with their job and if employees are satisfied they will perform to standard. There was every reason to ensure availability of necessary skills and that in each and every organization there is a pool of employees with talent and skills whereby the organization can promote from within Torrington, D. Hall, L and Taylor, S. (2008)

Non-Governmental organization operates in the harsh environment and in order to survive in such an environment there is need to scan the environment. According to Manungo (2007) there has been political instability in Zimbabwe so there is need to look at the political, economic, social, technological, ecological, and legal and the global environment that you are operating in. Training and development is very crucial for it can affect and result in a bad reputation of the organization if it always produces results that are below expectation to the Donor. Non-Governmental organizations should carry out strengths, weaknesses, opportunities and threats within their organization to see the grey areas where there will be need for improvement. According to Olaniyan and Ojo (2008), training and development are required for staff to allow them to work towards taking the organization to its anticipated destination. Training is thus defined as a systematic way of knowledge, skills and attitudes development by employees to perform adequately on a particular job or chore.

The main purpose of training and development in organizations is to accomplish a competitive edge Arguis and Kraiger (2009). Organizations that invest in training and
development are likely to achieve strategic goals and attract better and knowledgeable employees. If training and development is used strategically in an organization it will enhance job satisfaction, job performance and organizational commitment thus meeting organizational objectives. Through training and development skills deficiencies are identified and addressed guided by the goals of the organization.

1:2 RESEARCH PROBLEM
From the time Non-Governmental organizations have started operating in Zimbabwe they have put training and development of employees at the Centre of their operation. Almost a quarter of the funding that they have received from different Donors has been put aside to train their staff so that they will continue receiving more Donors funding. New and old employees have been receiving specific training courses in different areas in a bind to improve the way they perform the job, their satisfaction on the job and also to make sure that they are committed to the organization.

The issue that needs to be examined is to what magnitude does employee training and development interventions in an organization influence job satisfaction, job performance and organizational commitment in Non-Governmental organizations in the Harare Metropolitan area. Is there value for money on the employee training and development courses that have been conducted and the way employees have been satisfied with their job, the way that they perform and how committed they are to the organization? What about the quality of the reports that have been produced to the different Donors has the organization through the training and development courses been able to produce good reports which satisfies the donors and result in them getting more funding to sustain their operations?

Do we have other Non – Governmental organizations that have closed down as a result of lack of funding in the Harare Metropolitan area? Was it a result of lack of training and development to employees that have resulted in them not being satisfied with their jobs, performing poorly or leaving the organization resulting in Donors withdrawing their funding? The researcher thus is interested knowing how training and development in various organizations has influenced job satisfaction, job performance and organizational commitment amongst the employees. In the Zimbabwean context in Non-
Governmental organizations we are not sure of how training and development have impacted on job satisfaction, job performance and organizational commitment amongst the employees in this sector. Few researches have been conducted on how training and development have an impact on the three variables. Thus the purpose of this study is to fulfill the gap that we current have in literature on how training and development affect employee’s commitment to the organization, how they perform their duties and how they are satisfied by their job.

1.3 RESEARCH OBJECTIVES
The main objective of this study is to evaluate the extent to which training and development in Non-Governmental organizations in the Harare Metropolitan have caused employees to be satisfied with their job, perform as to expectation and be committed to the organization.

Research sub-objectives:

1) Identify the impact of training and development on job satisfaction
2) Evaluate whether the training and development has an influence on job performance
3) To explore the effect of training and development on organizational commitment
4) To make informed recommendation to the Non-Governmental organizations in light of the findings of the study.

1.4 RESEARCH QUESTIONS
The main research question is to what extent have training and development inventions helped employees to be satisfied with their job, perform the job accordingly and be committed to their organization.

Specific Research questions:

1. How does training and development programmes affect job satisfaction
2. Does training and development have an influence on job satisfaction performance
3. How does training and development affect organizational commitment
4. What recommendations can be done to Non-Governmental organizations in light of the findings

1.5 RESEARCH HYPOTHESIS/ PROPOSITION
The research proposes that training and development has helped employees in Non-Governmental organizations to be satisfied with their jobs, improve their performance and be committed to their organizations.

1.6 JUSTIFICATION OF THE STUDY
The justification to the study is to explore the extent to which training and development can influence job performance and employee commitment to an organization amongst employees in different Non-Governmental organizations. In Non-Governmental organizations that have failed to provide training to its employees there is likely to be high staff turnover and losing big and potential Donors of the organization. The study is worth valid and doing for it will assist in coming up with practical solutions as to whether training and development is critical in the way the job is being done how employees will be satisfied with the job that they will be doing and how as a result of training and development will they be committed to the organization. The study will also assist in identification of who exactly need to be trained and developed in the Non-Governmental organization. Is this only top management of all staff who should be trained and developed? This research wills bring the solutions to all the questions.

The results of this research will also help to provide knowledge and insight on which trained and development programmes should be continuously be provided to staff within the Non-Governmental sector. It is also of interest to the researcher that this research will assign management in Non-Governmental sector to consider training and development in their strategic planning meetings and how it should be conducted at different levels as a result of motivating employees to perform their duties effectively and also be well motivated to their job and committed to the organization. The researcher also wishes that the results of the study will assist Non-Governmental organization to know that each and every Donor have a different expectation from their fund and thus there is need to train staff to meet those requirements.
It is also foreseen that the results of this study will be shared with other Non-Governmental organizations operating in Africa and abroad. Parastatals and Government organizations across Africa can also use the results to improve on what they offer to their employees be considering training and development as a critical motivator to employees’ performance of the job. Managers in Non-Governmental organizations can effectively manage training and development interventions in a way that assist in promoting employees job satisfaction, performance and organizational commitment.

This research will also be a reference point to others who would wish to carry out a similar research. It’s a contribution to the existing body of knowledge. The researcher will also come up with a conceptual framework that will be very useful to the existing literature and this model will be the first of its kind. This research will also motivate other researchers to carry our more researches along the line of Training and development which will help in curbing inefficiencies and incompetence’s in organizations.

1.7 SCOPE OF RESEARCH
The study specifically focuses on the assessment of the influence of employee training and development on job satisfaction and organizational commitment amongst employees in Non-Governmental organizations. The sample comes from the 108 Non-Governmental organizations that are operating within the Harare Metropolitan area.
1.8 DISSERTATION OUTLINE

Chapter 2: This chapter covers the literature review that is related to this study. The researcher will do an analysis of different articles and journals which are related to the assessment of the influence of training and development of employees on job satisfaction, job performance and organizational commitment. The literature review carried out in this chapter will assist in the discussion of the results in chapter four whereby the research will analyze and bring out the findings of the research.

Chapter 3: This chapter will explain the research design, framework, research strategies, and the population under study and the sampling techniques to be used by the researcher. It will show how the data will be collected and just to support that it’s a chapter that according to Bhattacharyya (2004) outlines an overview of approaches, strategies, philosophies procedures and technics that will be used in carrying the research and collecting of data for interpretation and analysis.

Chapter 4: In this chapter the research findings are interpreted and a discussion will be conducted on the results of the research.

Chapter 5: This chapter marks the conclusion of the research and the recommendations that the researchers related study recommendations. All the references and appendices that were used in the research will be listed in this chapter. It is that final chapter of the research.
Flow Diagram of the Dissertation outline

CHAPTER 1
Introduction to the area under study and the objectives of the research

CHAPTER 2

CHAPTER 3

CHAPTER 4
The findings of the research and data analysis

CHAPTER 5
Conclusion to the research and the recommendations

References and appendices
1.9 CHAPTER SUMMARY
Chapter 1 cover the introduction to the study that is mainly the human resources development processes with special attention to training and development as one of its component. It also emphasizes on the importance of training and development and how it influence job satisfaction, job performance and organizational commitment amongst employees in the Non- Governmental organization sector. It also covers the background to the study whereby the researcher brings out the vision, mission, core values and objectives of Non- Governmental organization. Why is it that Non-Governmental organization channel a lot of funding to training and development is it helpful. How have training and development affected job satisfaction, job performance and organizational commitment in Non- Governmental organizations.

Six research objectives have been deduced and the main objective of the study is to evaluate the extent to which training and development in the Harare Metropolitan have resulted in employees being satisfied with their job, improve on performance and are committed to the organization. In line with the objectives there are also six research questions and the main question is to what extend have training and development interventions helped employees to be satisfied with their job, perform the job accordingly and be committed to the organization. The research hypothesis proposes that training and development involvements to a major extent have helped in the improvement of job satisfaction, job performance and organizational commitment in Non- Governmental organizations.

The research is expected to provide knowledge and insight on which training and development programmes should be carried out to staff in Non- Governmental organizations. It is assumed that the results will also assist parastals and Government organizations that are operating in various countries. The research focuses on 108 organizations that are functioning in Harare Metropolitan area. Finally this chapter provides the dissertation outline and summary chapter for the first chapter then the referees.
CHAPTER TWO:

LITERATURE REVIEW

2.1 INTRODUCTION
The current chapter critically reviews literature that is relevant to the area under study. It provides an outline for the discussion of the variables under investigation, namely training and development, job performance, job satisfaction and job performance. The theory underpinning this study is also discussed.

2.2 The Social exchange theory
The social exchange theory was according to Emhan (2012) proposed by Homans in 1958. Blau (1994) defines the social exchange theory as an open stream of transacting resources through developing and supporting employees relationships that are found in trust. The basic assumption of this theory is that the organization that provides more benefits to its people is likely to receive more positive benefits from the people. Illustrating for the social exchange theory this study succumbs that employees in Non-Governmental organizations operating in the Harare Metropolitan area through the use of training and development have improved on job satisfaction, job performance and the commitment they have to their organizations.

2.3 BACKGROUND TO HUMAN RESOURCE DEVELOPMENT
According to Swanson (2008), human resources development processes in the organization is concerned about work process and individual performance that are mediated through human expertise and effort. Human resources development makes a key contribution to the successful attainment of the organization’s intentions and that investment in it benefits all stakeholders of the organization (Armstrong 2009). Swanson (2008), went on to point out that human resources development operation include organizational systems that is the environment where it functions that include profit making, nonprofit making and publicly owned organizations. His argument was based on that all three mentioned had different vision, mission, objectives, technology,
structure and different workforce to meet the goals. Training and development are the primary components of human resources development and therefore it is very critical for all organizations including non-profit organizations to train and develop their staff in a bid to improve employee job satisfaction and commitment to the organization.

2.3.1 HUMAN RESOURCE DEVELOPMENT MODEL FOR THE DELIVERY OF THE STRATEGY
Carter (2002), had suggested the following models that are used to deliver human resources development strategies that include centralized learning and development activities, shared services, key account holder, devolved and business partner. Swanson and Holton (2009) are of the view that the human resources development model is a five phase process working in concert with other core organizational processes, which all functions in the organizational system context and a larger environment context. The model has inputs, processes and outputs. The first stage is to analyze, design, develop, implement and the last stage is to evaluate and overall this will be done to improve performance within the organization.

2.3.2 TRAINING
Chiang, Back, Canter (2005), stated that training has been found to link with improving job satisfaction and employee’s aspiration to stay. Training has been considered as a path to quality customer services, consistency in job performance and satisfaction, as well as commitment to the organization (Wesley and Skip, 1999). According to Jayakumar and Sulthan (2014), training is a process of learning sequence of programmed behavior. Training involves a combination of skills development, knowledge transfer, development and support of understanding and sustained attitude change. They went on to mention that training gives people awareness of the rules and procedures to guide their performance on the current job or prepare them for an envisioned job.

Different authors have carried out researches on training and development. Raja Abdul Ghafoor Khan (2011) and Samuel Howard Quartey (2012) have measured the impact and effects of training and development towards the performance of an organization.
Henry Ongori and Jennifer ChishamisoNzonzo (2011), proposed that the organizational effectiveness can be enhanced through practicing training and development program. Erasmus and Van Dyk (2004), state that training is a way in which an organization uses a systematic process to modify the knowledge, skills and behavior of employees so that it can achieve its objectives. Training is an ongoing planned process that replicates many of the stages involved in the task in order to the projected benefits (Milhem, Abushamsieh and Arostegui 2014)

Costen and Salazar (2011), stated that training is one of HR’s most visible responsibilities. Training results brings the opportunity to develop new skills measures the employee’s assessment of the organization’ training program. Training involves providing employees with the basic knowledge and skills they need to perform their duties to the company’s standards. Feelings of competence, which can result from participating in training programs, increases job satisfaction (Hartline& Ferrell, 1996). According to Taormina’s (1999) findings the quality of an organization’s training programs influences the employee’s satisfaction with her supervisor. Training was defined as the most influential predictor of both affective and continuance commitment (Taormina)

2.3.3 DEVELOPMENT
Employee development is defined as a process of providing practical learning and growth opportunities to employees. Opportunities for improvement was one of the key determinants of employee work satisfaction that was brought out in Taormina’s (1999) study were he noted that employees who felt they had good opportunities for advancement established stronger ties to their organizations. Developmental opportunities have also been discovered to be related to employee’ perceived organizational support (Wayne, Shore and Liden, 1997), which is seen as strongly connected to organizational commitment, job satisfaction and trust (Whitener, 2001). According to Kearns (2005), development is a longer term view of training which shapes personal capabilities due to iterative and experimental learning. Development on its own cannot be short circulated and it has to be spent in the workplace. In other words
development programmes qualify as training programmes. Development is viewed as progress or recognition of a person’s proficiency and potential through the establishment of learning and educational know-hows (Armstrong 2009).

According to Armstrong (2009), training and development is concerned with the provision of learning, development and training opportunities in order to improve individual, team and organizational performance. He further pointed out that the process encompasses introducing, modifying, eliminating, directing and guiding process in such a way that all individuals and teams are equipped with skills knowledge and competences they need to commence current and future tasks required by the organization.

On the other hand, Swanson (2008), is of the view that human resources development is a process of developing and unbridling expertise for the purpose of improving performance. Harrison (2000), described strategic human resources development as development that ascends from a vibrant vision about people’s abilities, potential and operates within the inclusive strategic context of the business. It is business-led and the learning and development strategies that are established are part of the overall strategic human resources development approach flow from the business strategies that have a positive role in helping to ensure that the business accomplishes its goal. According to Armstrong (2009), training and development are components of Human resources development.

2.3.4 TRAINING AND DEVELOPMENT
Olaniyan and Ojo (2008), pointed out that the requirement for improved productivity has become collectively accepted and that it depends on efficient and effective training is not less apparent. It has thus become essential in view of modern world to invest in training. In this case the role that will then be played by staff training and development cannot be overemphasized. They argued that staff training and development are required for staff to allow them work towards taking the organization to its anticipated destination. Thus training is a vital tool for organizational effectiveness. Nguyen
(2012), is of the view that organizations are more concerned with improving staff performance particularly those taking leadership and management positions. This really shows how different organizations including Non-Governmental organizations are concerned and are spending a lot of funds in training and development.

According to Milhem, Abushamsieh and Arostegui (2014), training and development refer to the obtaining or transferring knowledge, skills and abilities (KSA) process needed to carry out a specific activity of functions; so, the benefits of training and development both for individual and organizations are strategic in nature and much wider. In order to meet the current and future challenges of the organization training and development assume a wide range of learning actions ranging from training of the individual for their present tasks and moreover knowledge sharing to improve the organization horizon which focuses on their career development and enrichment, hence enrichment, thus expanding individual, group and organizational effectiveness (Niazi 2011).

Milhem et al (2014) argues that training and development are considered as continuous improving process that should be up to date to face the dynamic changes in workplace and to adopt training as a competitive advantage of the organization. Hassan (2007), defines training and development as any endeavor to improve current or future employee performance by growing an employee’s ability to perform through learning, usually by changing the employee’s attitude or increasing his or her skills and knowledge thus imparting specific skills, abilities and knowledge to an employee. Ketter (2006), is of the view that training and development are often distinguished in a way that result in training to be seen as much more pedestrian and development much more worthwhile in relationship to each other.
2.3.5 TRAINING AND DEVELOPMENT AS A COMPONENT OF HUMAN RESOURCES DEVELOPMENT

According to Johnson, Scholes and Whittington (2008), training and development is very crucial in developing the ability of people to identify the relevance of what they do in terms of the strategic ability of the organization. The authors argue that for strategic reason it is critical that it is aimed to development of competences which can bring competitive advantage. If the organizational need for example is to develop people’s abilities to innovate more around value addition the organization should therefore target its training and development programme to emphasize these requirements.

2.3.6 TRAINING AND DEVELOPMENT STRATEGIES

There are strong positive relationships between training and development approaches, the organizational performances, job satisfaction, competitive advantage and measured performances are the vital levers to attain individuals’ good performance. Niazi (2011) went on to say that training has its strategic positioning and it directly contributes to organizational business goals and objectives. According to Caliskan (2010), organizations cannot apply a strategic training plan unless they have a strategic human resources management. This is revealed by what was noted by Erasmus and Van Dyk, 2004, when they pointed out that organizations that invest more in training will achieve strategic goals and attract better candidates to meet organizational objectives, enhance the overall improvement of organizational outputs. This is because training and development helps in the identification of skills deficiencies within an organization.

2.3.7 APPROACHES TO TRAINING AND DEVELOPMENT

Niazi (2011), has come up with three approaches to training and development that is
 ✓ **Reactive approach**
The traditional training approaches in this case were generally termed as reactionary driven by tactical transfer of technical skills in mortar and bricks, classrooms training and where training is perceived as an event oriented activity.

 ✓ **Proactive approach**
In learning organizations the proactive approach aligns all learning activities with the corporate business strategy and focuses on developing competences.

 ✓ **Active learning approach**
Trainers in this approach play a leading role in learning by discovering issues and situational problems under the guidance of the facilitator. This approach to training has its long term retention and finding better solutions to problems. People need to learn in order to be successful in life and at work. Companies must ensure that employees continue to learn, so that they keep up with increased job demands so that the organization can gain and maintain competitive advantage.

 ✓ **Analytic approach**
According to Reid and Barrington (1997) the analytic approach is associated with the valuation of organizational training needs, followed by the analysis of skills, knowledge and essential attitudes for specific tasks. This information gathered from job specifications and job descriptions will be used to develop training programmes for new employees.

### 2.3.8 TRAINING AND DEVELOPMENT OBJECTIVES
The main aim of training and development for staff within an organization is to improve the qualities of trainee, formulation of objectives for different needs and ways of achieving them. The objective of training is very critical for it determines the designed content of the training programme. Training and development helps to increase professional growth, personnel efficiency, smooth and more effective organization’s operations. (Olayiyan and Ojo 2008).
2.3.9 METHODS OF TRAINING AND DEVELOPMENT

According to Chatzimouratidis, Theotokas and Lagoudis (2012), there are several descriptions of and classifications of human resources training and development techniques but the ones that are mostly considered and those that were developed by Mihiotis (2005), that is:

- **On the job training** – this training method is delivered on the job and it requires one to one basis and takes place at the workplace.
- **Mentorship** – is a life educational exemplary where an experienced person in a specific area guides someone who is less experienced and this person is called a mentor.
- **Apprenticeship** – according to Mihiotis (2005), is usually a combination of classroom instruction and on job training. It's a formal way to gain skills on the job and it is always paid for.
- **Vestibule or simulators training** – This methods refers to that form of training whereby employees are supposed to perform the job under working conditions that are actual similar to the actual environment.
- **Web based learning** – This is mainly web-based learning that include software, interactive, teleconferencing and multimedia that will be employed over the web.
- **Instructor led classroom learning** – this is face to face transfer of training, learning and presentation of material between an instructor and learners which maybe groups or individuals. This training method allows real time feedback between the instructor and the students.
- **Programmed self-instruction** – this method allows the employee to study training material such as manuals and booklets without guidance of the supervisor or instructor.
- **Case studies or role play** – it provides the trainees with the chance to analyze and discuss workplace issues that will be happening.
- **Systematic job rotation and transfers** – this method allows employees to be transferred, moved, rotated from one job to another thus gaining more experiences and learning to perform.
2.3.10 METHODS OF DEVELOPMENT

According to Olaniyan and Ojo (2008), there are three method of development that is:

- Under the study – which is a good succession planning which allows for smooth transition of work when one person leaves the organization
- Job rotation – it is essential for the entire workers to change from one work station to another within the same organization.
- Self-development or valuation – involves a personal desire to improve an individual’s effort to embark on learning and practical volatile that are autonomous of an organization’s role and contribution. On self-valuation there is need to identify strengths, opportunities, weaknesses and challenges and an endeavor to improve and built on existing efforts for a more fulfilling corporate movement.

2.3.11 EVALUATION OF THE TRAINING AND DEVELOPMENT MODELS

Chatzimouratidis et al (2012), postulates that to evaluate the human resource training and development techniques the proper set of criteria should be selected. The best method that is used is Kirkpatrick’s model that comprises four steps that is reaction, learning, behavior and results. As quoted by Chatzimouratidis et al (2012), in there
Reaction refers to how the trainee feels and thinks about the training. Learning on the other hand is the principles, facts and techniques understood and absorbed by the trainees. Behavior refers to the application of those learned in the former step of the job. Results are the effects of employee’s training on the business. The results of training and development may result in the reduction of cost, problems; absenteeism increased quality and quantity of production or improved employee morale. The model by Kirkpatrick is based on its simplicity and the robust framework for training as it provides a vocabulary and taxonomy of criteria.

The model that was developed by Camp, Blanchard and Huszco as quoted by (Erasmus and Van Dyk, 2004) noted that training programmes that are developed and presented within organizations must be focused towards a definite need. They further urged that it is very critical to carry out a comprehensive training need analysis and then the determination of the training objectives should follow. This thus becomes the guideline for the whole training programme. Camp and other in there models argued that training and development is very expensive and thus funds that will be set aside for these activities must be used very efficiently. Management should establish effectiveness of the training and development programme. The author’s argues that for training and development to be effectiveness the presentation of the training programme should be professional. The models also highlight how important it is for management to decide on the future of training and development within an organization.

2.3.12 HIGH IMPACT TRAINING MODEL
According to Erasmus and Van Dyk (2004), the high impact training model focuses on providing effectiveness and targeted training. In each and every phase of the model training effort is moved forward.
Figure: 2.1 HIGH IMPACT TRAINING MODEL
Source: Erasmus and Van Dyk (2004: 60)
The six phase model by Erasmus and Dyk (2004), shows that the results of each phase is the input for the following phase. As the training needs are identified training need assessment should be done followed by the description of the training to satisfy the identified need. Training is mainly done to improve job performance. In the second phase that is mapping the approach measurable objectives are set and the training that is required is identified in detail to improve job performance. In the third phase there is need to create the actual training manual and in the fourth phase actual training is to be delivered to the targeted people. In the fifth phase the facilitators should determine whether the stated objectives were achieved and also whether it has contributed to job improvement and the results must be communicated within the organization. Finally there is need to track on going, follow through to ensure that training objectives remains appropriate and must always be developed to adapt to the organizational and environmental changes.

2.3.12 FACTORS AFFECTING TRAINING AND DEVELOPMENT
Training and development according to Tharenou (2007), is very expensive and this have led some organization which have employees who are more than 10,000 cutting of the number of staff due to the fact that they will not be able to meet the costs. The researcher views training and development as a major loophole which gives employees an opportunity to leave the organization anytime without giving notice. People who are imparted with knowledge and skills will really feel the zeal to move from one organization to the other. As postulated by Torrington et al (2008), training and development have led employees to migrate for greener pastures thereby increasing turnover. Some organizations can thus view training and development as a waste of resources within the organization if it continues to pump out money as employees move out after being trained leaving the organization to employees new people continuously.

2.3.13 BENEFITS OF TRAINING AND DEVELOPMENT
According to Olaniyan and Ojo (2008), training and development can solve a variety of manpower problems which militate against optimum productivity. It has been advocated that the prominence of training and development is to amend the employee’s behavior, improve skills and competencies and enhance performance. Swanson and Holton (2001), are of the view that if training is provided to employees it can increase employee
morale, motivation and improve working relationships through team and individual relationships.

Kayode (2001), argues that training and development can solve the following problems in the organization:

✓ Increase productivity
✓ Quality of work can improve and raise employee morale
✓ Can help in the development of new skills, knowledge, understanding and attitudes
✓ Efficient use of new tool, machines, methods of modification and processes
✓ Reduction of waste, accidents, lateness, turnover, overhead cost and absenteeism
✓ Implement changed policies and new regulations
✓ Fight obsolescence in skills, methods, products, capital management, technologies and market
✓ Bring incumbents to that level of performance that meet the standard of performance for the job
✓ Prepare people for advancement, improve manpower, ensure continuity and leadership
✓ Training and development ensure the growth and survival of the organization.

Erasmus and Van Dyk (2004), pointed out that individuals can benefit from training and development in so ways that include:

✓ Individual makes better decisions to solve problems effectively
✓ Motivational variables of recognition, growth, achievement and responsibilities are internalized and operationalized
✓ People can handle stress, conflict and tension
✓ Increases job satisfaction, improves knowledge, attitudes and communication skills

Torrington, Hall and Taylor (2008) pointed out that there is a positive and negative effect of training and development in organizations, that is on the other hand training and
development enhances commitment to the employer by individual employees, resulting in employees not to leave the organization voluntarily than if there was no training and development. On the other hand they viewed training and development as leading employees to want to look for green pastures thus increasing employee turnover. This will result in the money used benefiting other organizations.

According to Brown (2013:20), another benefit of training and development is lower turnover rates, Bennett said. “The lack of training, coaching and support are among the top reasons employees leave their workplace”, she said pointing out that many of the company’s physical assets depreciate. “However, it is our goal to have the ‘human’ asset appreciates and become more valuable”. Training and development if properly done and well conducted had more positive results to the organization that include job satisfaction, job performance and organizational commitment among employees.

Raj (2012), pointed out that training and development are not only crucial in enhancing employee performance but is also helps in fostering a culture of continual performance and increased productivity especially in this globalization era where human resources are considered as strategic to that assist in gaining competitive advantage.

**2.3.14 CHALLENGES OF TRAINING AND DEVELOPMENT**

Training and development within the organization is expected to bring in positive results which helps the organizations to achieve its strategic objectives. The researcher outlines that it is difficult for the organization to justify the cost of training and development, effects on the participants and to measure its impact on job satisfaction, job performance and organizational commitment amongst the employees. According to Kirkpatrick’s (1994) evaluation hierarchy it is difficult to know how much the learners feel training and development helps to improve employees job performance, how much knowledge or skill change has resulted in from training and development, are the employees able to apply what they will have learn from training and development and what changes in job results are attributable to training and development.
2.4 JOB SATISFACTION

Job satisfaction refers to an employees' attitude and feelings to their work and its an indicator to positive and favorable attitudes towards their job, whereas undesirable and unfavorable attitudes towards their job show job dissatisfaction (Armstrong, 2006). Kanwar, Singh and Kodwani (2012), are of the view that job satisfaction and organizational commitment have an important bearing to turnover intent of an employee in the organization. Due to various researchers that have been carried out on job satisfaction there are several definitions that exist in literature about job satisfaction. Currivan, (2000); Schermerhorn, (1996), argues that job satisfaction is an individual's response to his work circumstances and to what degree and employee feels positively or negatively about different facets of his or her job. If an employee is pleased in her job she is likely to stay which thus reduces turnover (Lambert, Hogan, & Barton, 2001). Job satisfaction is also referred to as a positive feeling towards one's job.

Newstron (2007) states that job satisfaction is a set of favorable and satisfactory and unsatisfactory emotions and feelings which helps employees view their work. It helps employees to feel a sense of job satisfaction and accomplishment while others do not. According to Borzaga&Tortia, (2006), Loyalty is one of the key determinants of job satisfaction. Diedericks and Rothmann (2014), are of the view that an employee with positive affect and life satisfaction will exhibit more job satisfaction. Lam, Zhang, and Baum (2002), in the research that they have conducted in the hotel industry they concluded that mentorship and job satisfaction can predict organizational commitment and employee turnover intention can be projected by training. On the other hand Lam and Zhang (2003), reveals that job characteristics and training and development can predict organizational commitment and job satisfaction.

According to Srivastava (2013), job satisfaction can help in predicting employee attitudes such as performance, service quality and organizational commitment. Job satisfaction according to Armstrong (2009), can be affected by intrinsic and extrinsic motivating factors, quality of supervision, relationships with workmates and the ability by
the individual to succeed or fail in their work. He went on to say that employees are likely to be satisfied by their job if they do their job successfully, are well motivated and feel committed to the organization. Key factors affecting job satisfaction include job challenge, teamwork, job influence and career opportunities.

2.4.1 HOW JOB SATISFACTION CAN BE MEASURED
According to Armstrong (2009), there are four methods that can be used to measure job satisfaction that is

- Use of structured questionnaires
  The questionnaires can be issued to sampled employees or all the workers. The questionnaires should be standardized and tested thoroughly so that the results can be compared. Questionnaires are preferred because they are cheap and easy to administer.

- Use of interviews
  Interviews can be in-depth or open ended which allows discussion to range quite freely. Interviews can be highly structured so that they become more than the questionnaire. Semi structured interviews are really preferred but though they are regarded as very expensive.

- Questionnaires and interviews
  It combines qualitative and quantitative data from the interviews and questionnaires respectively. This enables members to express their views fully.

- Use of focus group discussions
  It represents a sample of employees whose views and opinions are sought about the organization and the work that they do.
2.5 JOB PERFORMANCE

Job performance is measured using supervisory rating. Training and development can be offered by organizations in response to poor performance. According to the Krivanek (1999), job performance can be affected by ability, standards, knowledge and skill, feedback, environment and motivation. Although all the above issues are crucial to an employee’s achievement on the job, only one aspect knowledge and skill can be improved by performance.

According to Zhang &Venkatesh( 2013) organizations continue to invest in virtual information, communication technology and other employee platforms in order to improve employee job performance. The social network as postulated by Cross and Cunning (2004) is of the view that employees network ties plays a critical role in affecting access to important resources that in return contributes positively to job performance. Training in many organizations is aimed at improving the job performance of employees and learning and if there are any performance gaps that will be identified amongst the employees necessary training will be recommended ( Weldy 2009). He went on to say that organizations must realize solutions to fill in performance gaps in order to maximize on their returns.

Nguyen (2012), is of the view that organizations must continuously improve staff performance for all the employees particularly those taking leadership and managerial positions within the organization. In many developing countries much has not been done to improve job performance amongst employees.
2.6 ORGANISATIONAL COMMITMENT

Organizational commitment is linked to how an employee feels about the whole organization. It has been conceptualized as the emotional and psychological bond between the employees and the organization. (Niehoff, Moremann, Blakely, & Fuller, 2001). Organizational commitment according Camp (1994), is also viewed as the degree to which an employee identifies with the organization and the craving and the likelihood to stay with the organization. This includes sharing and supporting corporate goals, values as well as willingness to work on behalf of the organization (Taormina, 1999). Employees who are committed to an organization, she or he personally identifies with the organization, and wants to see the organization succeed (Wright, Gardner & Moynihan, 2003). Additionally, organizational commitment’s influence on an employee’s possibility of staying with the organization and reduces turnover. According to Diedericks and Rothmann (2014), organizational commitment refers to attachment to the organization, attaining goals, identifying with the organization, loyalty and trustworthiness towards the organization. On the other hand Trimble (2006), found that job satisfaction predicted affective organizational commitment.

According to Yang (2008), there are three categories of organizational commitment that is behavioral, affective and normative. Different authors have come up with different ideas to define each stage. Cohen (2003) argues that organizational commitment is very critical because it assist in providing a clearer understanding nature of psychological process which assist individuals to master the environment that they will be operating in and the purpose of life and well-being. Organizations that involve employees in their activities are likely to have employees who stay and will be very committed to the organization.

According to Yang (2008), there are three categories of organizational commitment that is behavioral, affective and normative. Different authors have come up with different ideas to define each stage and according to Mowday, Porter and Steers (1982),
affective commitment is the relative strength identified in an individual’s involvement within a particular organization. Continuance commitment is seen as a structural phenomenon that occurs in response to individual organizational transactions, alterations in side bets and investments over a period of time. Finally Mathieu and Zajac (1990), states that normative commitments emphasizes on strong social ties, individual predisposition and obligations.

2.7 CONCEPTUAL FRAMEWORK
The research hypothesis of this study proposes that training and development has helped employees in Non-Governmental organizations to be satisfied with their jobs, improve their performance and be commitment to their organizations. The research has four variables and the independent variable being training and development then the dependent variables is three that is job satisfaction, job performance and organizational commitment.

FIGURE 2:2 CONCEPTUAL FRAMEWORK
PROPOSED RELATIONSHIP BETWEEN THE VARIABLES

The proposed relationship between the independent variable that is training and development and the dependent variables that is job satisfaction, job performance and organizational commitment is that if employees are provided with training and development they are likely to be satisfied with their job, perform the job more efficiently and effectively and be committed to the organization.

Based on the literature review a comprehensive understanding of training and development will if applied correctly result in job satisfaction, job performance and organizational commitment. According to the social exchange theory training and development positively influences job satisfaction.

*Training and development and job satisfaction*

According to the study that was done by Rowden and Conine (2005), on workplace learning, job satisfaction and organizational commitment within the organization it really show that a positive relationship exists between the variables. Lowry, Simon and Kimberly (2002) postulated that employees who receive training and development show more job satisfaction than those who do not.

**H1:** Training and development has a significant positive relationship with job satisfaction

*Training and development and job performance*

From the research that was done by Ojo (1996), training and development was seem as the most important factor that calls for the success or failure of the organization. Training and development is an investment that should be done by the organization in order to secure their future in light with the changing environments by ensuring that workers have the knowledge, skills and right attitude toward their job. Identification of training needs will assist in the way the employee perform their job.

**H2:** Training and development had a positive influence on job performance
Training and development and organizational commitment

Researchers believe that employees who are trained on how to do and improve the way they perform the job are likely to stay with the organization for long. According to Igbaria and Greenhaus (1992), as quoted by Wang, Tolson, Chiang and Huang (2010), age, organizational tenure, employee attitude towards training, training effectiveness are found to be positively related to organizational commitment. Women are found to be more committed to the organization than men.

H3: Training and development positively influences organizational commitment

2.8 STUDY THE IMPACT OF EMPLOYEE TRAINING ON INTENTION TO STAY AND JOB SATISFACTION

According to Chiang, Back and Canter (2008) in this case training and development has been found to link with improving job satisfaction and employee intention to stay. The intention of this research was to examine the opportunities and perceptions of training quality between managers and employees and to suggest ways of improving training satisfaction, job satisfaction and the intention to stay in an organization. The result of this research indicated that training was positively related to training satisfaction and satisfaction we job. Job satisfaction also results in employees willing to stay with that particular organization. The study suggests more understanding of the importance of training quality and its consequences and to pay attention to employee training.

IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE JOB SATISFACTION

Costen and Salazar (2011), in this case explored the relationship between training and development and employee job satisfaction, loyalty and intention to stay in four lodging properties and the results indicated that employees who perceived they have the opportunity to train and develop new skills were more satisfied with their jobs, more loyal and likely to stay within the organization.
2.9 CHAPTER SUMMARY
In chapter two training and development was defined as any attempt to improve present or future performance of employees by increasing an employee’s ability to perform through imparting of specific skills, learning, knowledge and abilities. Training and development is a component of Human resources Development and it is very crucial to develop the ability of people who work for an organization for to achieve organizational goals and to create competitive advantage. Organizations by selecting the right type of training they ensure that the employees possess the right skills for according to their business, and the same need to be continuously updated according to the best and new human resources practices. The chapter also brings about how critical training and development is as a component of human resources development. The training and development strategies that are aimed at meeting organizational objectives were identified. Four approaches to training and development that is the reactive, proactive, active learning and analytic approach were analyzed and how they assist in developing the new training programmes for new employees in an organization. Training and development objectives mainly aims at improving the qualities of the trainee, formulate objectives for different needs and ways they can be achieved. Several methods of training and development that is on the job training, mentorship, apprenticeship, simulators and others were analyzed and the three methods of development. The conceptual framework for the area under study was developed and the researcher comes up with three hypothesis to support the positive relationship between the independent and dependent variables. Factors affecting training, benefits of training and development and challenges of training and development were also taken into consideration. Three cases that were of relevance to the topic were analyzed. The following chapter will be looking at the research methodology.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION
This chapter focuses on the approaches, methods used in collecting data for the research. It gives an overview of approaches, strategies, philosophies measures and the technics that were used in carrying the research and gathering of data for interpretation and analysis (Bhattacharyya, 2004) In this research the researcher will give a full explanation of the methodology that were used in investigating the relationship between training and development on job satisfaction, job performance and organizational commitment amongst employees in Non- Governmental organizations. The methodologies that were used were nominated based on the ability to respond to the research questions and fulfill the aims of this research (Johnson and Onwuegbuzle 2004).

3.1.1 Research Objective
The general objective of this research was to assess the impact of employee training and development on job satisfaction, job performance and organizational commitment in Non- Governmental organizations in the Harare Metropolitan region.

3.1.2 Major research question
The key research question of this study was to what extent have training and development inventions assisted employees to be content with their job, perform the job accordingly and be committed to their organization.

3.1.3 Research hypotheses
Below are the hypotheses that were generated from the literature review:

H1: Non- Governmental organizations that train and develop their employees are likely to meet organizational objectives and goals
H2: There is a positive relationship between training and development and job satisfaction among employees in Non-Governmental organizations

H3: There is a positive association between training and development and job performance for employees in Non-Governmental organizations

H4: There is a positive connotation between training and development and organizational commitment by Non-Governmental organizations employees

3.2 RESEARCH DESIGN
According to Saunders, Lewis and Thornhill (2009), the research design is defined as the general plan of how the researcher will go about answering the research questions. The research design according to Panneerselnam (2005) provides complete guidelines for data collection. Cunningham K (2014), managed to come up with a framework of social research design that can be used for quantitative, qualitative and mixed methods research.

Due to the nature of the research, the researcher used the positivism approach that was determined by the quantitative approach. This method was used because it allowed the researcher to explains a phenomena according to numerical data that were analyzed using mathematical based methods mostly statistics. Creswell, 1994; Gay and Airasian 2000), defines quantitative research from a broader perspective whereby they pointed out that it can be defined as a type of empirical research or human problem measured using numbers and analyzed statistically to determine if theory predicts or explains phenomena of interest. Quantitative research uses surveys, questionnaires and systematic measurements involving numbers.

3.2.1 RESEARCH APPROACHES
Deductive and inductive approaches are the two research approaches regarding the methodology of theory and knowledge building used in the designing of a research design. Deductive research according to Lancaster (2005), focuses mainly on developing theories, hypothesis and testing them through empirical observation. In this research the researcher has used the deductive approach and according to Saunders at el (2009) the researcher would be aiming to explain causal relationship between
variables. For example in this research the researcher was trying to establish the influence of training and development on job satisfaction, job performance and organizational commitment among employees in Non-Governmental organizations. The researcher have developed three hypothesis that there is a positive relationship between training and development and job satisfaction, job performance and organizational commitment amongst the employees in the Non-Governmental sector which was tested using the deductive approach through collecting quantitative data. The deductive approach is mainly used in natural sciences and this theory is subject to very rigorous test and it does not permit alternative explanations of what was transpiring. It gave the researcher room for a larger number of participants (Saunders at el 2009). The deductive approach allowed the researcher to move from general theories or ideas to more specific situations.

3.2.1 RESEARCH PHILOSOPHY

Research philosophy is defined as the term that relates to the development of knowledge, nature of the knowledge in relationship to research (Saunders, Lewis and Thornhill 2009). They went on to say that any research philosophy contains assumptions underpinning research strategies and the methods that will be chosen as part of the strategy. The research philosophy is subjective to the view of the relationship between knowledge and the processes used to develop that knowledge. Saunders at el (2009), postulates that there are three research philosophies that is positivism, realism and phenomenological researches.

The positivist approach was used in this study for the researcher required to examine the impact of training and development on job performance, job satisfaction and organizational commitment among employees in Non-Governmental organizations. There was need to create an in-depth analysis of training and development influence job satisfaction, job performance and organizational commitment in the Non-Governmental organization sector. This approach was used because it uses the quantitative method for collecting data permits the data to be controlled, measured and analyzed. Creswell, 1994; Gay and Airasian 2000), permits the researcher to collect data using numbers, analyze statistically and determine if theory predicts or explains
phenomena of interest. Quantitative research was preferred by the researcher because it uses surveys, questionnaires and systematic measurements

3.2.2 RESEARCH STRATEGIES
A research strategy is viewed as a general plan of how the researcher wishes to answer the research question thereby meeting the research objectives. Saunders et al went on to say classify the research strategies as follows: surveys, experimental studies, case studies, action research, ethnography, participative enquiry and the grounded theory.

In this study the investigator used the survey method because of the need to get raw data from the respondents. According to Lancaster (2005), a survey is whereby a sample of subjects is drawn from the population to be studied to make a conclusion about the population under study. The survey method according to Saunders et al (2009), is associated with the deductive method and it allows the research to collect quantitative data which can be analyzed using descriptive and inferential statistics. In analytic surveys the aim will be to determine the relationship that exists between difference variables. The researcher preferred this method because it helps us to define the relationship that exist between training and development and job satisfaction, job performance and organizational commitment for employees in the non-governmental organizations in the Harare metropolitan area. Surveys if used in business research can help to determine customer satisfaction, pricing policies and how clients response to new products in the market.

3.3 POPULATION AND SAMPLING TECHNIQUES
Saunders et al (2009:212), defines a population as the complete set of cases or group members. For the purpose of this research it was not possible to collect data from the entire population so a sample was used. Lancaster (2005) defines a population as a full set of people or objects under a particular type of study.

In this study the target population was composed of employees from Non-Governmental organizations that are Executive Directors, Head of Departments, Senior Managers, Middle managers, junior managers, Officers and interns in the Harare Metropolitan area. There are 108 Non-Governmental organizations that are currently
operating in Harare according to the Kubatana. Net database. For the purpose of this study employees who work for humanitarian organizations were used. The clients include those who occupy senior managerial positions, middle managers and officers. Due to limited time for the research and for convenience the researcher used a population of 150 employees.

Table 3.1: Population and sample size

<table>
<thead>
<tr>
<th>Serial</th>
<th>Rank</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior Manager</td>
<td>540</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>Middle Manager</td>
<td>324</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Junior Manager</td>
<td>216</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Officer</td>
<td>720</td>
<td>44</td>
</tr>
<tr>
<td>5</td>
<td>Intern</td>
<td>432</td>
<td>28</td>
</tr>
<tr>
<td>6</td>
<td>Total</td>
<td>2,232</td>
<td>150</td>
</tr>
</tbody>
</table>

3.3.2 SAMPLING
Sampling is defined as the process of picking representative subset of observation from the population to define characteristics that is the population parameters of the random variable under research (Wegner 1999). Saunders et al (2009), are of the view that collecting data from the whole population is very difficult because of the size and in that case sampling becomes critical. He went on to say that sampling saves time and also it allows the researcher to meet deadlines which may not be possible if the research will be studying the whole population.

3.3.2 SAMPLING TECHNIQUES
A sample to be used in any research should be a true representative of the population to allow the researcher to draw reasonable conclusions and to minimize prejudice of the results (Leedy and Omron 2001). Thus an appropriate sampling frame and the actual sample size should be available to enable the researcher to select the correct sampling
technique Saunders et al (2009). We have two kinds of sampling designs that is the probability and non- probability sampling. According to Panneerselvam (2005), probability sampling design include the following techniques systematic sampling, simple random sampling, cluster sampling, stratified random sampling and multi- stage sampling. In contrast non- probability sampling techniques have the following techniques convenience, quota sampling, and judgmental sampling and snowball sampling.

**PROBABILITY SAMPLING**
Probability sampling refers to a situation whereby each case being selected from the research population is known and is equal to zero. In this instance each element from the population under study have equivalent chance to be chosen.

**NON – PROBABILITY SAMPLING**
According to Wegner (2009), non-probability sampling is the sampling techniques whereby the observations are not selected randomly. The likelihood of each incident being nominated from the population is not well-known.

**SAMPLING TECHNIQUE USED**
This research used the probability sampling method specifically the stratified random sampling method. According to Saunders (2009:214) probability sampling is most commonly used with the survey based research strategies where one need to interfere with sample from a population to answer research question/s to meet their objective. Stratified random sampling technique is the alteration of simple random sampling in whereby the population is separated into two or more strata’s that may be relevant and significant basing on one or several of attributes. The sampling frame is then divided into several subsets and a random sample will be chosen from each stratum Saunders et al (2009). The merit of using this method is that it improves the accuracy of the results since it ensures that all specific groups are represented. (Bryman 2003).

This method was used due to the organizations under study for from the 108 Non-Governmental organizations in Harare each had its area of specialty which include education, relief services, human rights, HIV and AIDS, youth empowerment, crisis management, child welfare, streets ahead, training disabled people, self-help projects,
technology, water and sanitation, environment, wildlife management, women empowerment, diseases and church Non-Governmental organizations. Each stratum had representatives from the senior management, middle management, junior management, officers and interns. The researcher personally distributes the questionnaires to the employees who represented each post the on the day of the visit.

3.5 DATA COLLECTION INSTRUMENTS
Primary data is data that is collected for the first time and secondary data is referred to as data that exists from existing records or publications (Saunders et al 2009). There are different method that can be used to collect primary data that include observation, interviews, focus group discussions, questionnaires, telephone interviews and personal interviews whilst secondary data can be obtained from clients records, reports, government publications, journals, books, reports this include both internal and external sources.

According to Saunders et al (2009) there are three different types of interviews that is structured, semi structure and in depth or unstructured interviews. Interviews have an advantage in that they allow the researcher to adopt a phenomenological approach where the researcher will seek to understand the meanings respondents ascribe to different phenomena. In depth and semi structured interviews are regarded as not standardized and thus fail under qualitative research whereas structured interviews uses questionnaires grounded on predetermined standardized identical set of questions.

Observation is the other type of method that is used for data collection and according to Emory (1980), this type of collecting data involves noticing what is going on the observed population whereby the researcher can collect primary data through observation, recording, description, interpretation and analysis of people’s behavior. There are two types of observation that is participant observation which is qualitative and structured observation which is quantitative and concerned with frequency of those in action. (Saunders et al 2009).
The researcher used both primary and secondary data. The questionnaire was used in the collection of primary data and secondary data was used for literature review and documentation were secondary data was used. According to Easterby – Smith, Thorpe, and Lowe (2000), a questionnaire represent the simplest and very common research instrument that is used for primary data collection whereby the respondents have to respond to a set of standardized questions which will be interpreted similarly by the respondent. There are various challenges encountered that include low respondent rate, no room for probing and living in gaps which can result in the whole questionnaire being spoiled.

One set of questionnaire was developed for senior managers, middle managers, junior managers, officers and interns in Non- Governmental organizations. The questionnaire had three sections that is section A which had demographic information, section B status of training and development and section C that consisted of the influence of training and development on job satisfaction, job performance and organizational commitment among employees. All the questions on section B and C were close-ended questionnaires which used the Likert scale ranging from one (1) to five (5). The questionnaire for all Non-Governmental employees had thirty five questions (35) were each employee indicate using the Likert scale how the respondent agree or disagree with the statement as follows 1 = strongly disagree 2 = disagree 3= neither agree nor disagree 4 = agree 5 = strongly agree. The questionnaire was used due to the nature of the research and also it give the responds time to think about their responses, it was cheap and due to time constraints it was easy to administer to a larger group simultaneously.

Saunders et al (2009), pointed out that questionnaires are most used because the respondents receive similar set of data that is uniform and there is high response rate and it allows anonymity. The questionnaire was distributed as hard copies and also through the use of email for employees who had access to email. The questionnaire was self-administered except for some few cases of senior management who preferred the researcher to complete the questionnaire for them as they gave their responses.
The questionnaire was pre-tested to ten sampled individuals before the final send off to the respondents. According to Saunders et al (2009) there is need to do a pilot test with few individuals before the questionnaire is administered to whole sample. This pilot test helped the researcher to access on the reliability and validity of the questionnaire refine the question and to see if the people understood the questions, check on the wording on the questions. Pre-test was critical and had many advantages as pointed out by Ross (2005), that it helped in the determination of the length of the questionnaire, provides information on feasibility, check on whether the population was appropriately defined and helped to determine if the research questions were appropriate.

3.6 DATA ANALYSIS AND PRESENTATION
In this research the data was collected and all the responses were coded and captured through the data entry template that was created using the SPSS package. The analysis was done using descriptive, correlation and regression analysis.

3.7 RESEARCH LIMITATIONS
The researcher encountered the following problems:

1) The researcher focuses on Non-Governmental organizations that are operating the Harare metropolitan area only living of all those organizations operating outside Harare. This could have resulted in more reliable information
2) Some respondents did not respond to questions which they felt were sensitive which thus result in difficulties for the researcher to analyze that data
3) Timing of the research was not good for many organizations were conducting AGMs, annual audits and financial statements which all compromised on people who respondent and the participants responses
4) The issue of confidentiality in the operation manuals have resulted in some questions not being answered
5) It was difficult to follow up on questions that were send on email as to whether the responded have received and seen the questionnaire
6) In some organizations permission to talk to higher authorities who could grant permission to distribute the questionnaires was denied by the receptionist who
claimed that everyone was busy and thus they don’t have time to spare looking
at the questionnaire

3.8 RESEARCH ETHICS

Cooper and Schindler (2008:34) defined ethics as norms or standard of behavior that
guide moral choices about our behavior and our relationship with other people.. In this
research the researcher informed the organizations that were selected to avoid
embarrassment during the collection of data. Participants sampled were informed and
the researcher requested permission from them as to whether they like to participate or
not.

The participants were informed on why the research was being conducted how the
result were to be used and also promised them confidentiality meaning that even if you
know who was respondent the information that was given did not reveal their name in
the research. There was no harm for participating or not participating. The researcher
informed the participants that this was not going to affect them from getting what they
were getting from their organization. The researcher informed the participants that the
results were to be generalized and were also going to be shared with their organizations
and those that have participated. There was respect of privacy to the participants,
voluntary participation, right to withdraw, informed consent, confidentiality and informed
consent was sought from Non- Governmental organizations management before the
commencement of this survey.

3.8 RESEARCH CREDIBILITY

There are different types of reliability which include test-retest, parallel forms and
internal consistency. The study ensured that the instrument had Internal consistency by
calculating Cronbach’s alpha whereby the coefficient should be at least 0, 7 as advised

Validity is mainly concerned with whether instruments are measuring what it is
supposed to be measuring. (Saunders (2009) Content validity of an instrument was
tested by conducting a pilot study and by consulting two experts in the field of Human
Resources Management to make sure that the items included were measuring the variables under investigation.

3.9 CHAPTER SUMMARY

Chapter three gave a detailed analysis of the research methodology that was used by the researcher. Three research design philosophical assumptions were discussed that is ontological assumption, epistemological assumption and theoretical assumptions. The research approach that was used by the researcher that is the quantitative (positivist) approaches was explained fully and the methods of data collection that was used in each the research. The survey method was used and questionnaires were distributed and some send via email be the researcher.

The research population for the study is Non- Governmental organizations operating in the Harare metropolitan area. To improve on validity and reliability of the instrument the questionnaire was pretested to a small sample of ten people. Research limitations were given and all the challenges that were encountered by the researcher were given. Ethical issues that were taken into consideration during the research were outlined. The following chapter focuses on data analysis, findings and discussion of the results.
CHAPTER FOUR

RESEARCH FINDINGS AND ANALYSIS
Chapter four presents an examination of findings from the conducted research as outlined in chapter three. The findings of this study were evaluated based on the concepts in chapter two which is the literature review and the primary data that was collected using questionnaires. It looks at the response rate, presentation and interpretation of results from the questionnaire that was administered. Pie charts, bar charts, graphs and tables will be used to analyze and interpret the data.

RESPONSE RATE
The questionnaire was sent to employees in Non-Governmental organizations in the Harare Metropolitan area by hand delivery. A sample of 150 employees was selected for the study. The staff was divided into senior managers, middle managers, junior managers, officers and interns. In total 150 questionnaires were distributed and 144 were returned of which 8 were spoiled so a total of 136 questionnaires were correctly filled. This represented a response rate of 90.6% which warrant the validity of the research finding as postulated by Saunders who said any response rate above 50% warrant the validity of the findings of the study.
Table 4.1: Response rate

<table>
<thead>
<tr>
<th>Serial</th>
<th>Rank</th>
<th>Population</th>
<th>Sample</th>
<th>Returned questionnaires</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior Manager</td>
<td>540</td>
<td>20</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>2</td>
<td>Middle Manager</td>
<td>324</td>
<td>30</td>
<td>29</td>
<td>96.66%</td>
</tr>
<tr>
<td>3</td>
<td>Junior Manager</td>
<td>216</td>
<td>22</td>
<td>20</td>
<td>90.90%</td>
</tr>
<tr>
<td>4</td>
<td>officer</td>
<td>720</td>
<td>48</td>
<td>45</td>
<td>93.75%</td>
</tr>
<tr>
<td>5</td>
<td>intern</td>
<td>432</td>
<td>30</td>
<td>26</td>
<td>86.66%</td>
</tr>
<tr>
<td>6</td>
<td>Total</td>
<td>2 232</td>
<td>150</td>
<td>136</td>
<td>90.66%</td>
</tr>
</tbody>
</table>
ANALYSIS OF RESPONSE RATE

The respond rate above 50% is regarded by literature as fairly good. From the five categories of people who participated in this research middle managers has the highest response rate of 96.66 and senior managers had the lowest response rate of 80%. The reason that could be given for low response rate amongst the senior management is that they were worried about the confidentiality of the information in the organization. In Non-Governmental organization most policies are written in black and white and most things concerning the organization are referred to the policies and procedures manual where information is not supposed to be shared with outsiders without seeking authority. Basically the overall response rate was good and this for the researcher distributed the questionnaires in person to the employees who were at the work station.
during the time that she visited the organization. More officers responded to the questionnaire this could be so as a result of their positions they feel the results can help the organization to realize how crucial it is to conduct training and development for their employees.

Non-Governmental organizations like any other employers in the country are very much willing to engage interns who assist them in doing different jobs. It can be seen that 26 respondents which consist a percentage of 19% are interns who like any other employees receive part of the training that the other employees will be receiving though in many cases it showed that the trainings that they get were specifically job related.

4.2 POPULATION DISTRIBUTION (FREQUENCIES)

The data relating to the assessment of the influence of training and development on job satisfaction, job performance and organizational commitment in non-governmental organizations was collected and the frequencies were obtained from different respondents relating to gender, age, marital status, position in the organization and level of education.

Figure 4.2: FIGURE 4.2 GENDER

![Gender Pie Chart]

- Male: 43%
- Female: 57%
GENDER DEMOGRAPHICS
There is a very big difference in terms of gender of the population who responded to the questionnaire. The response rate showed that 59 males responded which constitute 43% as compared to 77 female responded which constitute 57% of the response. The reasons for high female respondents is that most Non-Governmental organizations in the Harare metropolitan area prefer to employ females for they feel that they are more honest in terms of handling funds as compared to males. Also most organizations are charitable organizations that work with children, orphans, widows and other disadvantaged groups so the employers feel that women have these people at heart.

4.3 AGE GROUP OF RESPONDENTS
Frequency Table
Table 4.3: Age Composition Frequency and percentage

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>20</td>
<td>14.7</td>
<td>14.7</td>
<td>14.7</td>
</tr>
<tr>
<td>26 - 30</td>
<td>40</td>
<td>29.4</td>
<td>29.4</td>
<td>44.1</td>
</tr>
<tr>
<td>31 - 40</td>
<td>46</td>
<td>33.8</td>
<td>33.8</td>
<td>77.9</td>
</tr>
<tr>
<td>Valid 41 - 50</td>
<td>24</td>
<td>17.6</td>
<td>17.6</td>
<td>95.6</td>
</tr>
<tr>
<td>Above 50</td>
<td>6</td>
<td>4.4</td>
<td>4.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
From the results of the survey shown in Table 4.3 and Figure 4.3 the majority of the respondents (33.8%) constituting 46 respondents were in the age group ranging from 31 – 40. This could be explained by the nature of Non-Governmental organizations which prefer to employ able-bodied and active men and women whose work often requires field work. Only 6 respondents from the population were above 50 years representing 4.4% of the total population and this could be so because most Non-Governmental organizations do not employ permanent employees but rather on fixed contracts which sometimes are not renewed. So for those with 50 years or more they can be senior managers.
Table 4.4: Marital status of the respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>82</td>
<td>60.3</td>
<td>60.3</td>
<td>60.3</td>
</tr>
<tr>
<td>Not married</td>
<td>54</td>
<td>39.7</td>
<td>39.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Valid Total</td>
<td>136</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.4 shows that 82 respondents were married and 54 were not. This could be so because of the age group that are employed by Non-Governmental organizations it shows that most employees are in the age categories ranging from late 20s to their 40s which in Zimbabwe is regarded as the age were not people prefer to settle and have families.
Figure 4.4: Marital status of the respondents

- Married: 60%
- Not married: 40%
From the results shown in Figure 4.5, the majority of respondents (61) had first degrees and this shows that NGOs in Zimbabwe prefer employing educated employees who are able to communicate with different stakeholders both local and international and hence they need have strong educational backgrounds, which help employees to be efficient and very effective in carrying out their roles.

Figure 4.6: Pie chart showing the highest level of the respondents as a percentage
- First Degree: 45%
- Post Graduate Degree: 16%
- Diploma/Certificate: 22%
- Professional Qualification: 4%
- A' Levels/ 'O'Levels: 13%
<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>56</td>
<td>41.2</td>
<td>41.2</td>
<td>41.2</td>
</tr>
<tr>
<td>5 - 10 years</td>
<td>44</td>
<td>32.3</td>
<td>32.3</td>
<td>72.1</td>
</tr>
<tr>
<td>Valid 10 - 15 years</td>
<td>17</td>
<td>12.5</td>
<td>12.5</td>
<td>84.6</td>
</tr>
<tr>
<td>above 15 years</td>
<td>19</td>
<td>14.0</td>
<td>14.0</td>
<td>98.5</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
A total of 56 respondents which constitute 41.2% of the people interviewed were below 5 years in their current position. This can be a result of the fact that most non-governmental organizations do not employ people on a permanent basis but they usually give contracts which can or cannot be renewed. Only 19 respondents out of the 136 questionnaires returned which is 14% indicated that they have stayed for more than 15 years on the current position. This could be permanent workers and an assumption is that they really possess top positions and work for international organizations.

**4.7 DESCRIPTIVE ANALYSES**

The characteristics of a sample are shown by descriptive statistics. In total 136 respondents managed to fully complete the questionnaire as follows 59 males which constitute 43% and 77 females which constitute 57%. The distribution was considered fair because the Non-Governmental organization sector is mainly dominated by females. The focus area on this analysis was the marital status, age, and current work experience. From the data analyzed the mean age group was 2.68 and put on the Likert scale the age group is found to be 31 – 40 years. This observation reflect how mature the respondent were and also as adults they consider their responses before putting
them on paper resulting us having quality data which can be very useful in the operation of Non-Governmental organizations. For current work experience the mean is 2.04 which is found in the region ranging from 5 – 10 years which really shows that employees in Non- Governmental organizations are likely to move from one place to the other due to them being seasonal or contract workers.

### Table 4.6: Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>136</td>
<td>1</td>
<td>2</td>
<td>1.57</td>
<td>.497</td>
</tr>
<tr>
<td>Age</td>
<td>136</td>
<td>1</td>
<td>5</td>
<td>2.68</td>
<td>1.067</td>
</tr>
<tr>
<td>Marital status</td>
<td>136</td>
<td>1</td>
<td>2</td>
<td>1.40</td>
<td>.491</td>
</tr>
<tr>
<td>Educational qualification</td>
<td>136</td>
<td>1</td>
<td>5</td>
<td>2.52</td>
<td>1.192</td>
</tr>
<tr>
<td>Position in the organisation</td>
<td>136</td>
<td>1</td>
<td>5</td>
<td>3.26</td>
<td>1.312</td>
</tr>
<tr>
<td>Current work experience</td>
<td>136</td>
<td>1</td>
<td>5</td>
<td>2.04</td>
<td>1.112</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>136</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4.7 NORMALITY TESTS

**Table 4.7: Case Processing Summary**

<table>
<thead>
<tr>
<th>Cases</th>
<th>Valid</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>JOBSAT</td>
<td>136</td>
<td>100.0%</td>
<td>0</td>
</tr>
<tr>
<td>JOBPER</td>
<td>136</td>
<td>100.0%</td>
<td>0</td>
</tr>
<tr>
<td>ORGCOM</td>
<td>136</td>
<td>100.0%</td>
<td>0</td>
</tr>
<tr>
<td>TRAIN</td>
<td>136</td>
<td>100.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

**Table 4.8: Tests of Normality**

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>JOBSAT</td>
<td>.145</td>
<td>136</td>
</tr>
<tr>
<td>JOBPER</td>
<td>.147</td>
<td>136</td>
</tr>
<tr>
<td>ORGCOM</td>
<td>.066</td>
<td>136</td>
</tr>
<tr>
<td>TRAIN</td>
<td>.099</td>
<td>136</td>
</tr>
</tbody>
</table>

<sup>*</sup> This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the Shapiro-Wilk test of normality, the data presented in Table 4.8. above shows the level of significance of 0.00 which is (p<0.05) and this demonstrates that the data were not normally distributed. The non-parametric tests were therefore used to analyze the data.

4.9 RELIABILITY TEST
To ensure the reliability of the instrument, internal consistency was tested. As advised by Saunders et al, (2008), the researcher made sure that Cronbach’s alpha coefficient met the threshold of at least 0.7. The Cronbach alpha coefficients for the training and development, job satisfaction, job performance, organizational commitment constructs were all above the benchmark of 0.7 as depicted in Table 4.9.1, thereby demonstrating the reliability of the instruments.

Table 4.9: CRONBACH’S ALPHA RELIABILITY

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
<th>N of Items</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and development</td>
<td>8</td>
<td>.865</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>5</td>
<td>.849</td>
</tr>
<tr>
<td>Job performance</td>
<td>7</td>
<td>.792</td>
</tr>
<tr>
<td>Organizational commitment</td>
<td>7</td>
<td>.841</td>
</tr>
</tbody>
</table>

Have space created for Overall alpha., total no. of items
With regards to validity a pilot study of fifteen questionnaires were administered and the respondents gave feedback on questions which were not clear and the researcher corrected those questions and made sure that all questions were understandable to the respondents. Furthermore, the supervisor who is the subject expert was consulted and he also gives feedback on the questionnaire which the researcher also considered. Lastly for this research was mainly focused on human resource issues the research approached the Human Resources Director for her input on the questionnaire and this also assisted in clarifying all questions that were not clear.

**Test of Independence**
A non-parametric method of Mann-Whitney U Test was conducted to determine if there was evidence of any differences in terms of age with regards to perceptions about the impact of training and development on commitment, job satisfaction and performance. A non-parametric statistical method was used because it is suitable for ranked and unevenly distributed data (Weiers 2008). The Mann-Whitney U test assumes that the data values are independent of each other, and that the samples are drawn from the same distribution (Sharpe, Veaux & Velleman 2012). The Mann-Whitney U test is reported in Table 4.10
### Table 4.10: Group Statistics

<table>
<thead>
<tr>
<th></th>
<th>JOBSA T</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAI</td>
<td>1.00</td>
<td>1</td>
<td>1.6250</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>N</td>
<td>2.00</td>
<td>4</td>
<td>3.1563</td>
<td>1.40451</td>
<td>.70226</td>
</tr>
</tbody>
</table>

### Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>TRAIN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>.</td>
<td>.</td>
</tr>
</tbody>
</table>

**Kruskal Wallis Test**

The major purpose of this test is to do a comparison of more than two variables for continuously distributed data. The Kruskal – Wallis test is mainly used when the data is not normally distributed or when one is not very certain about the distribution of the data. This test conducted on the effects of educational qualification to find out if there
was any statistical significance in relation to job satisfaction, job performance and organizational commitment.

**Table 4.11: Educational qualification test statistics**

<table>
<thead>
<tr>
<th>Educational qualification</th>
<th>N</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JOBSAT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Graduate Degree</td>
<td>22</td>
<td>64.18</td>
</tr>
<tr>
<td>First Degree</td>
<td>61</td>
<td>63.70</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>30</td>
<td>71.33</td>
</tr>
<tr>
<td>Professional Qualification</td>
<td>6</td>
<td>60.58</td>
</tr>
<tr>
<td>'A' Levels/ 'O' Levels</td>
<td>17</td>
<td>89.12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>136</td>
<td></td>
</tr>
<tr>
<td>Post Graduate Degree</td>
<td>22</td>
<td>62.07</td>
</tr>
<tr>
<td>First Degree</td>
<td>61</td>
<td>67.01</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>30</td>
<td>78.90</td>
</tr>
<tr>
<td>Professional Qualification</td>
<td>6</td>
<td>53.25</td>
</tr>
<tr>
<td>'A' Levels/ 'O' Levels</td>
<td>17</td>
<td>69.21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>136</td>
<td></td>
</tr>
<tr>
<td><strong>TRAIN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Graduate Degree</td>
<td>22</td>
<td>64.25</td>
</tr>
<tr>
<td>First Degree</td>
<td>61</td>
<td>69.26</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>30</td>
<td>77.98</td>
</tr>
<tr>
<td>Professional Qualification</td>
<td>6</td>
<td>61.08</td>
</tr>
<tr>
<td>'A' Levels/ 'O' Levels</td>
<td>17</td>
<td>57.15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>136</td>
<td></td>
</tr>
<tr>
<td>Post Graduate Degree</td>
<td>22</td>
<td>61.66</td>
</tr>
<tr>
<td>First Degree</td>
<td>61</td>
<td>69.52</td>
</tr>
<tr>
<td><strong>JOBPER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>30</td>
<td>72.48</td>
</tr>
<tr>
<td>Professional Qualification</td>
<td>6</td>
<td>76.58</td>
</tr>
<tr>
<td>'A' Levels/ 'O' Levels</td>
<td>17</td>
<td>63.79</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>136</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.12: Test Statistics\textsuperscript{a,b}

<table>
<thead>
<tr>
<th>Chi-Square</th>
<th>Df</th>
<th>Asymp. Sig.</th>
<th>JOBSAT</th>
<th>TRAIN</th>
<th>JOBPER</th>
<th>ORGCOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.286</td>
<td>4</td>
<td>.179</td>
<td>3.684</td>
<td>4</td>
<td>.450</td>
<td>.452</td>
</tr>
<tr>
<td>3.675</td>
<td>4</td>
<td>.452</td>
<td>1.511</td>
<td>4</td>
<td>.825</td>
<td></td>
</tr>
</tbody>
</table>

a. Kruskal Wallis Test  
b. Grouping Variable: Educational qualification  

From the analysis above it was patent that the chi-square test was statistically significant with the degrees of freedom ranging from 0.179 to 0.825. This reveals that the level of education of the respondents had no statistical significance to the manner they view training and development on job satisfaction, job performance and organizational commitment.

4.11 CORRELATION ANALYSIS  
For purposes of hypothesis testing Spearman’s rank correlation was used because the data was not normally distributed. Correlation analysis was mainly done to establish how variables correlate with each other. The correlation analysis shows the course of strength of the relationship whether it is positive or negative correlation. Correlation ranges from weak to strong and as shown on table 4.13 below a correlation of job satisfaction and training is 0.567 which shows a strong positive correlation. This also applies to the relationship that exist between training and development and job performance where there is a correlation of 0.526 which also indicate a strong positive relation. However the relationship that exists between training and development of 0.390 really shows that there is a moderate and positive correlation. Before conducting regression analysis, Spearman rho correlation coefficient was computed in order to ascertain the bivariate relationship between the variables. The correlations range from -1.0 for a perfect negative relationship to +1.0 for a perfect positive relationship (Welmanet al. 2005). The level of association between the variables is summarised in Table 4.13.
Table 4.13: Correlations

<table>
<thead>
<tr>
<th></th>
<th>JOBSAT</th>
<th>TRAIN</th>
<th>JOBPER</th>
<th>ORGCO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correlation Coefficient</td>
<td>.567**</td>
<td>.552**</td>
<td>.458**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>136</td>
<td>136</td>
<td>136</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>Correlation Coefficient</td>
<td>.567**</td>
<td>1.000</td>
<td>.526**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>136</td>
<td>136</td>
<td>136</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>Correlation Coefficient</td>
<td>.552**</td>
<td>.526**</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>136</td>
<td>136</td>
<td>136</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>Correlation Coefficient</td>
<td>.458**</td>
<td>.390**</td>
<td>.691**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>136</td>
<td>136</td>
<td>136</td>
<td>136</td>
</tr>
</tbody>
</table>

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

Table 4.13 shows correlations which ranges from weak to strong because a correlation of job satisfaction and training is 0.567 which shows a strong positive correlation. This also applies to the relationship that exist between training and development and job performance where there is a correlation of 0.526 which also indicate a strong positive relation. However the relationship that exists between training and development and organizational commitment of 0.390 really shows that there is a moderate and positive correlation.
REGRESSION OF ANALYSIS

Having established the strength of correlations between the variables, the study proceeded to conduct a regression analysis because correlations analysis only measure the strength of a relationship but fail to infer the causal relationship between variables. Regression analysis was performed to test the predictive relationship between two sets of variables, the independent variable (training and development) and the dependent variables (job satisfaction, performance and commitment). Tables 4.14 present the regression results showing the model summary, the F-test and the predictive power of training and development on the three dependent variables namely job satisfaction, performance and commitment to the organisation.

Table 4.14: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.627a</td>
<td>.393</td>
<td>.389</td>
<td>.59203</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), TRAIN
The R-squared value is 0.393 which signified that 39.3% of variance in job satisfaction is explained by training and development.

Table 4.15: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>30.468</td>
<td>1</td>
<td>30.468</td>
<td>86.927</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>46.967</td>
<td>134</td>
<td>.351</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>77.435</td>
<td>135</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: JOBSAT
b. Predictors: (Constant), TRAIN
The F value of 86.927 and the significance level of 0.000 show that the model was fit to predict job satisfaction. It also indicated that the relationship between training and development and job satisfaction was significant.
Table 4.16: Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>1.285</td>
<td>.265</td>
<td>4.858</td>
<td>.000</td>
</tr>
<tr>
<td>TRAIN</td>
<td>.646</td>
<td>.069</td>
<td>.627</td>
<td>9.323</td>
</tr>
</tbody>
</table>

a. Dependent Variable: JOBSAT

A standardized coefficient of 0.627 and level of significance shown in Table 4.16 shows that training is a significant predictor of job satisfaction as shown by the beta coefficient.

Table 4.17: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.549a</td>
<td>.301</td>
<td>.296</td>
<td>.48287</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), TRAIN

The R squared value is 0.301 which signified that 30.1% of variance in job performance is explained by training and development.

Table 4.18: ANOVAa

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residual</td>
<td>31.244</td>
<td>134</td>
<td>.233</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>44.694</td>
<td>135</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: JOBPER
Predictors: (Constant), TRAIN
The F Value of 57.684 and the significant level of 0.000 shows the model was fit to predict job performance. It also indicates that the relationship between training and development and job performance was significant.

**Table 4.19: Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>2.286</td>
<td>.216</td>
<td>10.592</td>
</tr>
<tr>
<td></td>
<td>TRAIN</td>
<td>.430</td>
<td>.057</td>
<td>.549</td>
</tr>
</tbody>
</table>

Dependent Variable: JOBPER
A standardized coefficient of $\beta = 0.549$ shown in the table above and the level of significance reveals that training and development is a significant predictor of job performance as shown by the beta coefficient.

**Table 4.20: Model Summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.417$^a$</td>
<td>.174</td>
<td>.168</td>
<td>.56841</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), TRAIN

The R squared value is 0.174 which signified that 17.4% of variance in organizational commitment is explained by training and development.

**Table 4.21: ANOVA$^a$**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>9.122</td>
<td>1</td>
<td>9.122</td>
<td>28.234</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>43.294</td>
<td>134</td>
<td>.323</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>52.416</td>
<td>135</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: ORGCOM
b. Predictors: (Constant), TRAIN
The F Value of 28.234 and the significant level of 0.000 shows the model was fit to organizational commitment. It also indicates that the relationship between training and development and organizational commitment was significant.

**Table 4.22: Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>2.559</td>
<td>.254</td>
<td>10.077</td>
<td>.000</td>
</tr>
<tr>
<td>TRAIN</td>
<td>.354</td>
<td>.067</td>
<td>.417</td>
<td>5.314</td>
</tr>
</tbody>
</table>

a. Dependent Variable: ORGCOM

A standardized coefficient of $\beta=0.417$ shown in the table above and the level of significance reveals that training and development is a significant predictor of organizational commitment as shown the beta coefficient

**4.12 DISCUSSION OF RESULTS**

**4.12.1 Findings in relation to Literature**

The research sought to assess the influence of employee training and development on job satisfaction, job performance and organizational commitment. Literature review was done in chapter two and from the research findings it was revealed that training and development had a major impact on job satisfaction, job performance and organizational culture. This view was consistency with what Chiang et al (2005) who argued that training has been to have a link in improving job satisfaction and employee’s willingness to stay in an organization. Training is considered as a path to quality customer services, consistency with job satisfaction and performance as well as organizational commitment.

The results of the study reveal that training and development has a positive effect on job satisfaction, performance and organizational commitment. This is in line with the study that was conducted by Rowden and Conine (2005) on workplace learning organizational commitment and job satisfaction which showed that a positive relationship between the two variables exists. This was supported by Lowry et al (2002) who postulated that
employees who are trained and developed are more satisfied with their jobs as compared to those who do not. Swanson, (2008), support the view that training and development is a very critical component to organizations when he pointed out that training and development are key primary elements of human resources development and therefore it is crucial for organizations to train and develop their staff as a way of improving job performance, job satisfaction and organizational commitment.

The responses were also in agreement with Hartline and Ferrell (1996), who pointed out that feeling of employee competent, can also result from participating in training programs which increases job satisfaction. On the other hand Taomina’s (1999), findings discloses that organization’s training programmes influences the employee’s satisfaction with their job and also with their supervisor. Thus in this case training was demarcated as the utmost influential predictor of continuance commitment and affective. Taomina (1999) went on to say that employees who are given opportunities for improvement establishes long relationships with their organizations. Besides helping in improving employee’s job satisfaction, job performance and organizational commitment training and development according to Swanson and Holton (2001), is provided to employees it can increase motivation, individual relationships, team relationships and employee morale. This can be seen from the responses whereby on the last research question people had to come up with different views on the different roles of training and development in an organization.

4.12.2 HYPOTHESIS TESTING

The literature that was reviewed in chapter two assisted in coming up with a conceptual framework model that can be applied to predict how training and development influences job satisfaction, job performance and organizational commitment in Non-Governmental organizations that are operating in the Harare Metropolitan area. The hypothesis testing reveals that:

**H1:** Training and development has a significant positive relationship with job satisfaction in Non-Governmental organizations that operates within the Harare Metropolitan area. This is also supported by literature were Ojo (1996), pointed out that training and development was seen as one of the factors that calls for success of failure of an
organization. He went on to say in order for organizations to secure their future in this changing environment workers must have knowledge, skills and the right attitude for the job. Milhem et al (2014) saw training and development as a way of improving the organization’s competitive advantage in this world which is always changing. They don’t see training and development as a way of improving job satisfaction. From the research findings the hypothesis was accepted.

H2: *Training and development had a positive influence on job performance in Non-Governmental organization operating in the Harare Metropolitan area.* Results from the research revealed that training and development had a positive correlation with job performance. This view is consistent with the literature from Weldy (2009) who argued that training in most organizations is intended to improve job performance of employees and to identify training gaps amongst employees so that necessary training could be recommended. The above hypothesis is accepted.

H3: *Training and development positively influences organizational commitment in Non-Governmental organizations operating in the Harare Metropolitan area.* There was consensus amongst the respondents that training and development has a positive correlation with organizational commitment. This is supported by Niehoff et al (20010, who had a feeling an employees who receive training and development are more committed to their job are committed and not willing to leave their organizations. Organizational commitment in Non-Governmental organization is viewed as reducing high turnover. The hypothesis is accepted.

In conclusion based on the literature review a wide-ranging understanding of training and development if properly applied will result in job performance, satisfaction and organizational commitment. Therefore the above three hypotheses based on the research findings and literature review are accepted.
4.13 CHAPTER SUMMARY
This chapter presented the results of the research in relation to the objectives and literature review. The results showed that training and development strongly influences job satisfaction as shown by the correlation coefficient of 0.567 which is then followed by job performance which has a correlation coefficient of 0.526. The respondents who were senior managers, middle managers, junior manager, officers and interns all echoed that training and development influences that three dependents variable that is job satisfaction, performance and organizational commitment. The following chapter concludes the research it gives recommendations and suggests areas for advance research.
CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONSTO THE STUDY

5.1 INTRODUCTION
This chapter gives the conclusions of the study in relation to the research objective. The researcher had come up with appropriate recommendations for Non-Governmental organizations and also some managerial recommendations are constructed on area for further research.

5.2 CONCLUSION AND ANSWERS TO RESEARCH QUESTIONS
The below assumptions were deduced from each objective that was underlined in chapter one:

Objective 1: Identify the impact of training and development on job satisfaction
The results of the research have shown that there was a general agreement that training and development that is offered to employees in Non-Governmental organizations helps the employees to be satisfied by their job. From the study there is a positive relationship that exists between training and development and job satisfaction. However from the literature review there were very few studies that were conducted to assess the influence of training and development on job satisfaction in Non-Governmental Organizations operating within the Harare Metropolitan area. There is a requirement for more regular research aimed at revealing the impact of training and development on job satisfaction.

Objective 2: Evaluate the effect of training and development on job performance
It was evident from the research findings that the training and development that is generally carried out by Non-Governmental organizations to their employees has a positive effect on job performance. The results from the study have revealed that employees who receive training and development are able to perform their jobs very efficiently and effectively. There is a strong argument from literature as pointed out by Raj (2012), who pointed out that training and development are not only critical in
improving job performance but they also help in fostering a culture of continual performance, intensification of production especially in this globalization era whereby human resources are viewed as strategic to assist in gaining a competitive advantage. The majority of the respondents fully supported that to greater extent training and development has a major impact on job performance in Non-Governmental organizations and also that is help the organization in terms of achieving its strategic goals and objectives.

**Objective 3: To explore the effect of training and development on organizational commitment**

The findings from the study proved that training and development had influence on organizational commitment. The results showed that the effect of training and development had a positive correlation coefficient of 0.390 on organizational commitment. This reveals that there are other factors that can impact on organizational commitment which are outside those that were examined by the study. This can be an area of further research to determine what other factors influence organizational commitment other than those examined in the study.

**Objective 4: To make informed recommendations to the Non – Governmental organizations in light of the findings of the study.**

The main objective of the study was to evaluate the extent to which training and development in Non – Governmental organizations in the Harare Metropolitan have caused employees to be satisfied with their job, perform well and be committed to the organization. The study found out that the organizations that are offering training and development had shown high levels of employees being satisfied by their job, employees become committed to the organization and also they are able to perform their jobs well thus reducing inefficient and incompetence. However there are other factors besides training and development that affect job satisfaction, job performance and organizational commitment as shown by literature when according to Zhang &Venkatesh (2013) who postulated that organizations continue to invest in information technology and other platforms of employees as a way of improving employee job performance.
On the other hand Armstrong (2009), sighted that besides training and development job satisfaction can also be affected by intrinsic and extrinsic motivation factors, supervision quality, relationship with workmates and the aptitude by an individual to manage or fail to manage their work. According to literature there are also other factors which as shown by the research findings also affect organizational commitment besides training and development. This is supported by Wright, et al (2003), when they pointed out that employees who are identified with the organization and wants to see the organization excelling become very committed to the organization.

5.3 EVALUATING THE HYPOTHESES
The hypotheses were suggested in section 2.7 as follows

\textbf{H1: Training and development has a significant positive relationship with job satisfaction}

\textbf{H2: Training and development had a positive influence on job performance}

\textbf{H3: Training and development positively influences organizational commitment}

The three hypothesis were tested using correlation and regression analyses and the outcome and regression tests are presented in the below table 5.3.1
Table 5.1  Hypotheses testing and outcomes

<table>
<thead>
<tr>
<th>HYPOTHESIS</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1: Training and development has a significant positive relationship with job satisfaction</td>
<td>Hypothesis accepted</td>
</tr>
<tr>
<td>H2: Training and development had a positive influence on job performance</td>
<td>Hypothesis accepted</td>
</tr>
<tr>
<td>H3: Training and development positively influences organizational commitment</td>
<td>Hypothesis accepted</td>
</tr>
</tbody>
</table>

The results reveal that training and development in Non – Governmental organizations employees working in the Harare Metropolitan area have a positive association with job satisfaction, job performance and organizational commitment. The three hypotheses have proved a positive relationship with training and development. The results are consistent with the findings from a study by Costen and Salazar (2011) which also found that the employees who perceived they had an opportunity to train and develop new skills were more satisfied with their job, more loyal and likely to stay with their employer.

5.4 RECOMMENDATIONS

From the analysis and discussion that was done in chapter four and basing on the conclusion drawn the following recommendations are made to the management of Non-Governmental organizations and the researcher wishes that the recommendations will
be incorporated when Non-Governmental organizations formulate training and development organizational policies.

1. **Training and development should be based on need and the practical approach**
   One of the findings from the research was that training and development that is offered sometimes is not job oriented but is randomly offered to all the employees depending on the availability of funding. I recommend that Non-Governmental organizations should make use of performance appraisal to identify areas where employees feel that they need training and development not to generalize and assume that all employees need the same training. The training and development conducted should not be theoretical only but they should be put into practice. People who will have undergone training and development must be exposed to more practical activities during and after the training sessions. This is very helpful in the integration of concepts and making participants to be aware and familiarize them with the actual tasks they will be expected to perform after the particular training and development programme.

2. **Training and development target group**
   Training and development should not be focused on the top management only but should target all organizations employees. The general comments from the study showed that in most organizations training and development was offered to senior, middle and junior managers. Officers and interns must also be trained because they also have the targets to meet in the organization and thus they also deserve to be training. There is need to identify training need which is mainly job centered and to offer the right training to each and every employee in the organization. Training and development should target all the employees in Non-Governmental organizations. This means that management of Non-Governmental organization should be goal oriented and provide clear vision and direction to employees. There should be non-discrimination on the ground of position if the organization is to achieve its objectives.

3. **Post training evaluation in organizations**
   It is difficult to know how much training and development had helped employee job performance, how much knowledge or skills transformation has resulted in from training and development and also whether employees will be able to relate what they will have learnt from training and development and what changes in job results are a result of
training and development. In this case I recommend that immediately after offering different courses post evaluation training should be conducted on a quarterly basis as a follow up on the training conducted. This helps in getting feedback on whether the training added value to the individuals and the organizational performance. You will also assess on whether what was discussed was implemented on the ground. Organizations should put the budget from training and post training as a follow up strategy.

4. **Offering of refresher courses**
Non-Governmental organizations when working on their budgets for training and development they should also put money for refresher courses as a follow up strategy. Refresher courses will help employees to take share ideas and also the challenges that each encountered after the training and how they will have solved the problem. Refresher courses can also assist in identifying new areas where training is required.

5. **Enough training resources**
Senior management in Non-Governmental organizations must ensure that the key resources that are required by employees for training and development are enough and very efficient so that employees will be able to improve performance during and after the training. Resources like computers to use and also stationery should be enough during and after the training. This will assist in the actual execution of task and also improve on job performance and job satisfaction. Employees who will have received training and development must also be rewarded for this motivates other employees. Organizations that reward employees according to their levels of education are likely to employee people who have the knowledge of the job and are likely to be very efficient and competent.

6. **Continuous training and development improvement**
It is also recommended that training and development must be a continuous and holistic process in order to ensure that the strategic vision and mission of the organization should be through professional and competent a staff who upholds the core values of the organization. There is need for intensive research by the training and development on modern trends and best practices on how Non-Governmental organizations can improve job satisfaction, job performance and organizational commitment in this
competitive world. E – Learning should also be engaged in Non- Governmental organizations.

7. Use of performance appraisals
It is recommended that no matter which type of performance appraisal that the organization uses the process helps the manager to identify the training need that is required by each and every subordinate. This is very critical because organizations which provide training and development to their staff are likely to have employees who are very committed, have skills and are very competence in caring out their different tasks. This will also enable workers to stay with the organizations for they would not like leave the benefit of training and development that will be offered.

5.5 GENERALISATION OF THE FINDINGS
The research only covered ten organizations out of the out of the one hundred and eight Non- Governmental organizations that are operating within the Harare Metropolitan area. The ten organizations that were sampled represented non-governmental organizations that operate in the following areas, education, HIV/AIDS, Child protection, legal, humanitarian, justice, youth, health, women empowerment, and environmental organizations. The results of this study can therefore be generalized to other Non- Governmental organizations that are operating in Zimbabwe that did not get an opportunity to participate in this study. The research findings can also be generalized to other settings that have similar organizational culture line Government organizations and private organizations.

5.6 LIMITATIONS OF THE STUDY
This study has come up with very useful information that can be used by different organizations that are operating within Zimbabwe to improve on the performance, job satisfaction and organizational commitment of their employees as a way of improving productivity, effectiveness and efficiency in meeting organizational objectives. Despite the positive results the research cannot escape from limitations and one of the limitations is that the people who participated in this research were only drawn from organizations that are operating within the Harare metropolitan area which represent a very small sample size as compared to the organizations that operated in Harare and
outside. The other limitation was that it was very difficult to get the views of senior managers for they were absent most of the days when data collection was being conducted. Some personnel in other organization claim to be very busy to the extent that you will visit them two to three times only to find that the questionnaire will not have been filled. However the researcher made every attempt to reach many respondents.

5.7 AREAS OF FURTHER STUDY
As this study was limited to Non - Governmental organizations that are operating within the Harare Metropolitan area which is in the urban setting it would be good to extent the research to Non- Governmental organizations that are also operating in rural areas. This research had proved that training and development had a positive impact on job satisfaction, job performance and organizational commitment it would also be good to do a further research to see which other factors besides training and development influences job satisfaction, job performance and organizational commitment on employees in Non- Governmental organizations, Government and Private organizations. On the other hand this research was focused on different organizations such as education, health, child protect, HIV/AIDS, Justice etc. it would be good in future to conduct a similar research which will be focused on a specific sector example education only as the results will be more focused and relevant to the particular sector.
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APPENDICES:
APPENDIX 1: SAMPLE COVER LETTER TO NON-GOVERNMENTAL ORGANISATION EMPLOYEES

Non Governmental organisation employee

Harare

To my valued and most respected respondent

I am an MBA 3rd year student with the Graduate school of Management, at the University of Zimbabwe. I am currently conducting a Dissertation research in partial fulfillment of the Masters Degree programme on assessing the influence of employee training and development on job satisfaction, job performance and organizational commitment in Non Governmental organisation operating within the Harare Metropolitan area.

I would be very grateful if you could spare some few minutes to answer this questionnaire honestly. Your response will be treated with utmost confidence and this research is for academic purposes only. You will not write your name on the questionnaire for it is anonymous and you will not be identified by name.

Thanks you for your time and honesty responses.

Yours faithfully

..............................................................

Wanzirayi Meke

+263 783 183 572

Email: wanzieme@yahoo.com
This research is being conducted in partial fulfilment of the MBA Degree programme with the Graduate School of Management of the University of Zimbabwe.

A study of the assessment of the influence of employee training and development on job satisfaction, job performance and organizational commitment in Non-Governmental organizations in the Harare Metropolitan Area.

Appendix 2: Sample questionnaire for Non-Governmental organizations employees

Section 1: Personal Demographic:
(Please tick the appropriate response)

1. Gender:
   - Male
   - Female

2. Age:
   - Below 25
   - 26 -30
   - 31 -40
   - 41 -50
   - Above 50

3. Marital status:
   - Married
   - Not married

4. Highest Educational qualification:
   - Post graduate Degree
   - First Degree
   - Diploma/certificate
Professional Qualification  

5. Position in the organisation
Senior Manager  Middle Manager  Junior Manager  Officer  Interns

6. Current work experience
Below 5 yrs  5 – 10 years  10 – 15  above 15yrs

Please tick the appropriate box to indicate your degree of agreement
1=strongly disagree  2= Disagree  3. Neither agree nor disagree  4= agree  5=strongly agree

Section 2: Status of training and development

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<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Does your organization see the value of training and developed by spending time and money in promoting it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8 Even when you have limited funding your organization do all they can to preserve money for training and development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9 Do your organization see training and development as a way of helping employees to achieve organization objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1 Does the kind of training and development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>
0 courses offered relate to what the organization is trying to achieve

1 The organization encourages a broad selection of courses and training and development activities by employees

1 The organization continuously improves employees training and development programs

1 Training and development in the organization is offered to everyone regardless of their position

1 The organization allocates money in each department for new training initiatives

Section 3: Influence of training and development on job satisfaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Do you think the training and development that are offered by the organization have any effect on your job satisfaction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1 Does your organization have a training and development strategy aligned to your job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1 Are you happy with the way training and development is offered in your organization in relationship to job satisfaction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1 In your organization do you think training and development has been a driver for job satisfaction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1 Do you think by conducting training and development to employees the organization is</td>
<td>1</td>
<td>2</td>
<td>3</td>
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Section 4: Influence of training and development on job performance

<table>
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<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think the training and development that employees have receive influence their job performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Training and development offered in my organization are meant to improve on employee job performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Training and development courses are very critical to job performance in my organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Does training and development offered by your organization relate to job performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Do you receive feedback from your line manager to know how the manager is satisfied with your job performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>After receiving training and development are you satisfied with the tools used in measuring your level of job performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Do your line manager recommend you for any training and developed to improve your job performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
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Section 5: Influence of training and development on organizational commitment
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<tbody>
<tr>
<td>1</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Neither agree nor disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>2</td>
<td>There is a general feeling among the employees that training and development is a driver of organizational commitment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Do you think training and development of employees have any effect on organizational commitment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>In my organization training and development have assisted employees to achieve organizational goals and objectives and to be committed to the organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Organizations that do not provide training and development are likely to encounter high employee turnover</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Employees who receive training and development are likely to serve the organization for a very long term</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Any other comments regarding the assessment of the influence of Training and Development on employee job satisfaction, job performance and organizational commitment in Non-Governmental organizations…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………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Thank you for your time. I appreciate