



E-TRAINING AND DEVELOPMENT SYSTEMS AND PERFORMANCE OF QUICKMART SUPERMARKETS IN NAIROBI CITY COUNTY KENYA

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**E-TRAINING AND DEVELOPMENT SYSTEMS AND PERFORMANCE OF QUICKMART SUPERMARKETS IN
NAIROBI CITY COUNTY KENYA**

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ABSTRACT

This study established the effect of e-training and development on performance of Quickmart supermarket in Nairobi City County. The study adopted a descriptive research design. The study targeted 194 employees in the human resource management, information technology and accounting and finance departments in six Quickmart supermarkets in Nairobi City County were selected from central region, eastern region, northern region, north eastern region, southern region, and western region. The study sample size was 129 respondents. The study collected primary data using a structured questionnaire. Pilot study was done to test the research instrument. Validity and reliability of the research instrument was tested. Cronbach's Alpha was used where a coefficient of 0.7 and above was considered adequate. Descriptive statistics and inferential statistics were used in the analysis of data. Descriptive statistics included mean, standard deviation, frequencies and percentages while inferential statistics included correlation analysis and regression analysis. Pearson correlation coefficient was used to assess the extent of the relationship between the independent and dependent variable. Multiple linear regression was used to examine the effect of e-training and development system on organization performance. R² was used to determine the goodness of fit of the model while F-statistic was used to determine the overall robustness of the empirical model. Significance of the variables were determined using p-values at 0.05 level of significance. Results were presented in tables. The study is of great significance to the management of Quickmart supermarkets since it helps the management in adoption of e-training and development to improve its performance. The study found that the coefficient for e-training and development systems is 0.329 (t = 3.576, p = 0.001), revealing a strong positive and statistically significant relationship between e-training and development systems and organization performance. The study thus concluded that by investing in technology-driven HR practices, adhering to data privacy standards, and fostering a culture of continuous learning, these organizations can enhance their performance, streamline operations, and remain competitive in the retail industry.

Key Words: *E-training and Development Systems, Organizational Performance*

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BACKGROUND

In the present context of globalization, business organizations such as chain stores and supermarkets are constantly dealing with reduced sales, lost customers, reduced profit margins and increased costs (Wheelen et al., 2023). Summed up, these attributes lead to poor performance. Additionally, managers are increasingly facing growing difficulties in dealing with a workforce that is widely dispersed in different countries globally representing diverse cultures civilization and political systems (Nataliia, 2020). Given such trends, traditional or manual human resource systems are absolutely inadequate (Beckers & Bsat, 2012). The phenomena call for existence of an information base that clearly demonstrates the traits of the employed staff is paramount (Wheelen et al., 2023). Effective human resource decisions can only be met if there is adequate and concrete data on the staff and this also translates to when making periodic performance assessments. There is need for an online information base where reporting and storage of the data can be done. The manual ones can be used but for easier, quicker and more reliable access then the online supersedes the manual (Ball, 2011).

Organizational performance is defined as a measure of how effective and efficient an organization utilizes the available resources to achieve set objectives (Wood & Bischoff, 2019). It involves analyzing company performance against its objectives and goals. It comprises real results or outputs compared with intended outputs (Richter et al., 2017). Mishra and Mohanty (2014) views performance as the final product of the activities in an organization while Wheelen and Hunger (2010) opines that it is attainment of ultimate goals of the organization as set out in its key plans. There is a consensus among scholars that organizational performance is a multidimensional construct operationalized by a variety of measures (Wood & Bischoff, 2019; Richter et al., 2017; Chesire and Kombo, 2015; Wheelen & Hunger, 2010). According to Wheelen and Hunger

(2010), organization performance cannot be adequately determined without considering both financial and nonfinancial measures. Consequently, performance should be measured using both financial and non-financial indicators. Financial measures include return on assets, return on shareholders' equity, net profit, sales level among others (Wood & Bischoff, 2019). On the other hand, non-financial measures may include indicators such as market share and customer satisfaction, efficiency, effectiveness, social responsibility, employee engagement, innovation and quality of services.

Modern scholars such as Chimtengo et al. (2017), Dudic et al. (2020) and Heebkhoksung (2023) recommend the use of Balanced Scorecard Model introduced by Kaplan and Norton (1992) in measuring performance. The model incorporates both financial and non-financial indicators. Notably the model uses four key indicators of learning and growth perspective, internal process perspective, customer perspective and financial perspective in measuring business performance (Dudic et al., 2020). This study will measure performance using both financial and non-financial performance indicators (net profit, internal process, customer experience and employee feedback) as recommended in Balanced Scorecard Model. These measures were selected because Quickmart supermarkets have many stakeholders such as customers, employees, shareholders and suppliers and therefore their success is hinged on how well they handle the stakeholders. Hence there is need to determine how the chain store perform in relation to the various dimensions of stakeholders.

Ellis and Kuznia (2014) contend that e-training and development systems similar to e-learning in numerous ways especially in terms of the means of delivery and technology used. However, E-training refers explicitly to a shorter time than e-learning that is specifically designed to achieve a certain learning outcome or skill. Among the most common types of E-training are video conferencing and web-based

training (Bataineh, 2017). Mckohsin & Sulaiman (2013) who stipulated that E-training is the use of technology by a trainer to deliver specific knowledge to an employee and it includes podcasts, video training and online seminars. In this study e-training was measured operationalized by video conferencing, online seminars and web-based training.

Quickmart Ltd is a homegrown supermarket established in 2006 with the first branch in Nakuru town. The retail chain has grown and so far, have a total of 55 branches in 14 counties across Kenya. The company pride itself with delivering an exceptional customer experience every time while providing shoppers with variety of goods at an affordable price. The current workforce comprises of over 5,000 individuals whose diligence and hard work has enabled the company to be trailblazers in the country's retail sector. The company lay's emphasis on personnel development with regards to recruitment, training, promotion, welfare and more. This is because employees are the biggest asset and the driving force towards realizing our goal of becoming Kenya's number one retail store (QuickMart, 2023). The company believes that staff members sit at the core of their vision for growth. Apart from creating employment opportunities locally, the employer builds capacity among teams that not only assures of quality service but also imparts in them life changing personal skills. Information technology (IT) is the use of computer systems or devices to access information. Information technology is responsible for such a large portion of workforce, business operations and personal access to information that it comprises much of daily activities. IT helps in storing, retrieving, accessing or manipulating information (Opiyo & ABok, 2015).

Statement of the Problem

The performance of Quickmart supermarket has been varying from year to year. The retail chain firm was ranked fourth place in Kenya in 2021 (The Retail Trade Association of Kenya (RETRAK), 2022) and rose to be

the second most popular supermarket in Kenya in 2022. Quick Mart's revenue surged to Ksh.18.7 billion in 2020 from Ksh.4.6 billion in 2017 and boasts 3,265 employees from 708 in the review period. Quickmart has 53 branches in Kenya and 32 of the branches are in Nairobi as of the end of 2022 financial year. It, however, trails Naivas which has 74 branches across the country (Quickmart, 2022). Poor performance in supermarkets might be attributed to inefficiency, the sales levels of goods going down, and customer dissatisfaction, but the big question is, could there be issues off the record that bring about poor performance of Supermarkets in Kenya? Previous scholars have delved on the constructs of human resource information system and organizational performance. For instance, Mohammad, Hock and Karim (2020) studied e-traiing and development on retail industry in Malaysia and revealed that HR executives are well aware that they can improve HR planning through e-training, saving time and cost, hence a contextual and conceptual gap. Udekwe (2017) evaluated use of e-training and development in two retail organizations in the Western Cape, South Africa and found that teamwork is the outstanding factor contributing to the success of the its implementation, hence a conceptual gap. Therefore, this study sought to determine the effect of human resource e-training and development systems on performance of Quickmart retail chain in Kenya.

General Objective

The general objective of this study was to examine the effect of e-training and development systems on performance of Quickmart Supermarket in Nairobi City County Kenya.

LITERATURE REVIEW

Theoretical Literature Review

The theories that supported the study included the Dynamic capabilities theory, systems theory, technology acceptance model and human capital theory.

Dynamic Capabilities Theory

Dynamic capabilities theory which focused on the competitive survival of a business in response to rapidly changing contemporary business conditions was proposed by Teece and Pisano (1994) and is considered as an extension from resource-based view (RBV) of the firm (Barney, 1986, 1991). The theory holds that an organization's performance is created from the capabilities provided by, and the differences in the resources that it holds (Roundy & Fayard, 2019). With valuable, rare, imperfectly imitable, and non-substitutable capabilities and resources, firms can achieve a sustainable competitive advantage. Moreover, resources are distributed heterogeneously and the differences in distribution persist over time (Hunt & Madhavaram, 2020).

Systems Theory

This theory was advanced by Ludwig von Bertalanffy (1956). The theory defines the concept of a system, where all systems are characterized by an assemblage or combination of parts whose relations make them interdependent. The systems theory focuses on a set of patterned relations involving frequent interactions, and a substantial degree of interdependence among members of a system. Systems theory is grounded on the notion that intents or foundations within a group are related to one another and in turn interact with one another on the basis of certain recognizable processes. The human resource information system comprises of sub components e-payroll being one of them.

Technology Acceptance Model (TAM)

This theory was developed by Davis (1989). It explains how users' acceptance of technology affects their use and effectiveness. The model suggests that when organization users are presented with a new technology, a number of issues influence their decision about how and when they will use the technology, perceived usefulness and perceived ease of use. King and He (2006) concluded in a statistical meta-analysis of the technology acceptance model as applied in

various fields analyzed published studies that provided sufficient data to be credible. The results showed that TAM was a valid and robust model that has been largely used, but which potentially has wider implications in organizations.

Human Capital Theory

It was developed by Becker (1993) provided the basis for the notion that it is worth investing in training as well as development. The focus of the theory of human capital is the way productivity and efficiency of employees is influenced by training and development through developing their cognitive level of inventory of economical productive functionality of humans. This theory shows that people and the society as whole gain economic advantages by investing in others. Having to invest in human capital is important in order to increase the level of commitment of employees in an organization; this is because it develops the employees both qualitatively and quantitatively since a labor force that is qualified increases productivity.

Balanced Score-Card Model

The Balanced Score Card (BSC) model is attributed to Kaplan and Norton (1992, 1996) which is a performance measurement tool that is widely used in determining overall performance of a company by looking at several facets of performance. Specifically, as outlined by Biazzo and Garengo (2012), the model consolidates financial measures with other non-financial performance indicators such as customer perspectives, internal business processes, learning and innovation as well as organizational growth. The model consolidates performance in to four pillars of customer perspective, financial perspective, internal processes and learning and growth perspective (Rahuma & Fethi, 2022). Traditionally, performance of the firm has been skewed towards financial performance (Martunis et al., 2020). However, in the modern business environment, there is need to focus on other attributes of the firm such as customer and other stakeholders' satisfaction.

Empirical Review

A study by Chatti, Dyckhoff, and Schroeder (2012) focused on e-training on job performance. The study involved a sample of 200 employees from a German bank who were randomly assigned to either an e-training or a traditional classroom training group. The study found that e-training had a positive impact on knowledge acquisition, skill development, and job performance. It was noted that e-training group showed higher levels of knowledge acquisition and skill development compared to the classroom training group, and these improvements translated into better job performance. This was a conceptual and contextual gap since the study determined job performance in German banks while the current study determined performance of supermarkets in Kenya.

Another study by Schrum and Hong (2012) investigated the impact of e-training on employee attitudes and job performance. The study involved a sample of 135 employees from a US government agency who completed an e-training program on customer service. The results showed that the e-training program had a positive impact on employee attitudes towards customer service, and this improvement translated into better job performance. There exists a conceptual and contextual gap since the study determined job performance in government agency in United States while the current study determined performance of supermarkets in Kenya.

Kamuzora and Magoti (2020) studied the impact of e-learning on employee performance in Tanzania. The study examined the impact of e-learning on employee performance in Tanzania. A descriptive research design was adopted. The study population was employees in telecom companies in Tanzania. Using purposive sampling a sample of 130 employees was selected. Data analysis was done using the descriptive and inferential statistics. The findings showed that e-learning had a significant positive impact on employee performance, specifically on knowledge acquisition, job performance, and job satisfaction. This was a

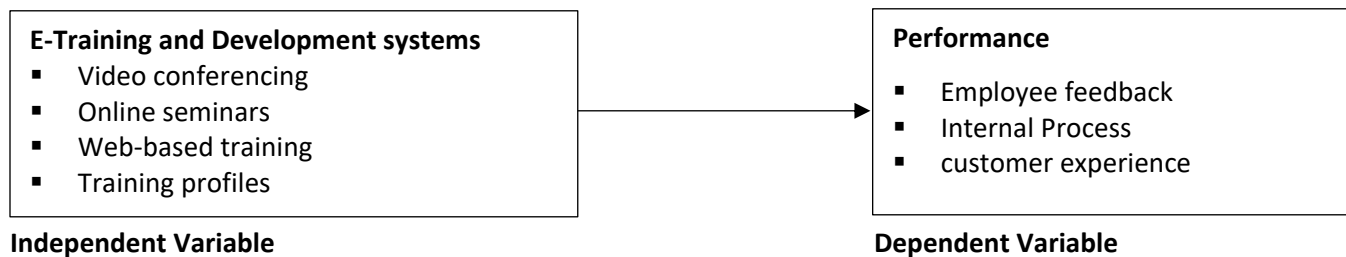
conceptual gap since the study determined employee performance and not firm performance.

Mutinda and Mungai (2018) studied the impact of e-training on employee performance in selected public universities in Kenya. The study used a descriptive survey design and collected data through questionnaires from 214 employees of selected public universities in Kenya. Analysis was done using the descriptive and inferential statistics. The study found that e-training had a positive impact on employee performance in terms of job knowledge, skills, and abilities. However, the study also noted that there were challenges such as lack of access to computers and internet, inadequate training content, and insufficient support from supervisors. This shows a conceptual and contextual since the study determine employee performance in selected public universities in Kenya while the current study determined performance of supermarkets in Kenya.

Oloo and Obura (2017) studied the impact of e-training on employee performance in Kenyan Banking Sector. The study used a cross-sectional survey design and collected data through questionnaires from 120 employees of four commercial banks in Kenya. The study found that e-training had a positive impact on employee performance in terms of job satisfaction, job performance, and organizational commitment. However, the study also noted that there were challenges such as lack of motivation, inadequate training content, and insufficient support from supervisors. There exists a methodological gap since this study used cross-sectional design while the current study used a descriptive design.

Conceptual Framework

The conceptual framework shows the relationship between the independent and dependent variables. The independent variables was, e-training and development systems. The independent variable is organizational performance. This is as shown in Figure 1.



Source: Researcher, (2023)

Figure 1: Conceptual Framework

METHODOLOGY

Research Design: The study adopted a descriptive research design

Target Population: The study was conducted at Quickart Supermarket in Nairobi County

Sampling Technique and Sample Size: The stratified random sampling was used in this study. To determine the sample size, the Yamane formula was used.

$$n = \frac{N}{1+N(0.05)^2}$$

$$n = \frac{194}{1 + 194(0.05)^2}$$

$$= 130$$

The study sample size was 130 respondents; this was 67% of the study population

Data Collection Instrument: The study used primary data, where a structured questionnaire was used to get in depth information on the study. The questionnaire consisted of open and closed-ended questions.

Pilot Testing: Piloting was done to determine the validity and reliability of the research instrument. Thirteen respondents were used in the pre-tests, that is, 10% of the sample size as per recommendations by Mugenda and Mugenda (2003).

Validity and Reliability of the Research Instrument: The researcher used both content and construct validity to assesses the extent to which the instrument measures what it is designed to measure (Robson, 2011). A Cronbach's alpha 0.7 is enough to confirm whether the variables are reliable therefore the researcher used Cronbach's alpha threshold of 0.7 to estimate internal consistency.

Data Analysis and Presentation: After data collection the data was edited to detect errors and omissions. Coding then followed where the questionnaires were assigned numerals so that responses could be put into a limited number of categories. Thereafter classification soon followed to arrange raw data into homogeneous groups to get meaningful relationships. Finally, descriptive statistics and inferential statistics were used to present findings. Descriptive statistics include mean, standard deviation, frequencies and percentages. Then the information was presented in tables and figures make it more meaningful. The Pearson correlation coefficient was used to assess the extent of the relationship between the independent and dependent variable.

FINDINGS AND DISCUSSION

Response Rate

The study selected a sample of 130 respondents from human resources, information technology, finance and sales departments of 32 Quickmart supermarkets in Nairobi County distributed cross the six regions in Nairobi. All the selected respondents were issued with questionnaires for data collection out of which 107 were returned having been dully filled. The returned questionnaires formed a response rate of 82.3% which was excellent according to Sekaran and Bougie (2016) who stated that a response rate of 50% and above is adequate for analysis, 60% and above is good while that of 70% and above is excellent. The response rate was summarized in Table 1.

Table 1: Response Rate

Questionnaire	Frequency	Percent
Returned	107	82.3
Non-returned	23	17.7
Total	130	100.0

Reliability Results

In this study reliability of the research questionnaire was determined via internal consistency using Cronbach’s alpha (α) where a reliability co-efficient of

0.7 or more was considered reliable based on the recommendations of Sekaran and Bougie (2016). The results of the study were as summarized in Table 2.

Table 2: Reliability Statistics

Variable	Cronbach’s Alpha	Conclusion
E -training and development systems	0.892	Reliable
Performance	0.916	Reliable
Aggregate	0.863	Reliable

The results in table 2 showed that the aggregate Cronbach’s alpha was 0.863 which greater than 0.7 indicating that the research instrument had internal consistency and was therefore reliable in collecting the intended data. Specifically, the reliability coefficient for e -training and development systems had 0.892 while performance had a coefficient of 0.916. Since all the variable had a coefficient of greater than 0.7, it was established that the questionnaire was reliable

Demographic Characteristics

This part of the study presents the general information of selected respondents. In this study, the researcher sought to establish the gender, length of service in the organization, and respondents work department. The findings were presented and discussed in sub-sections below.

Gender of Respondents

Respondents were requested to indicate their gender and the findings obtained were as presented in Figure 2.

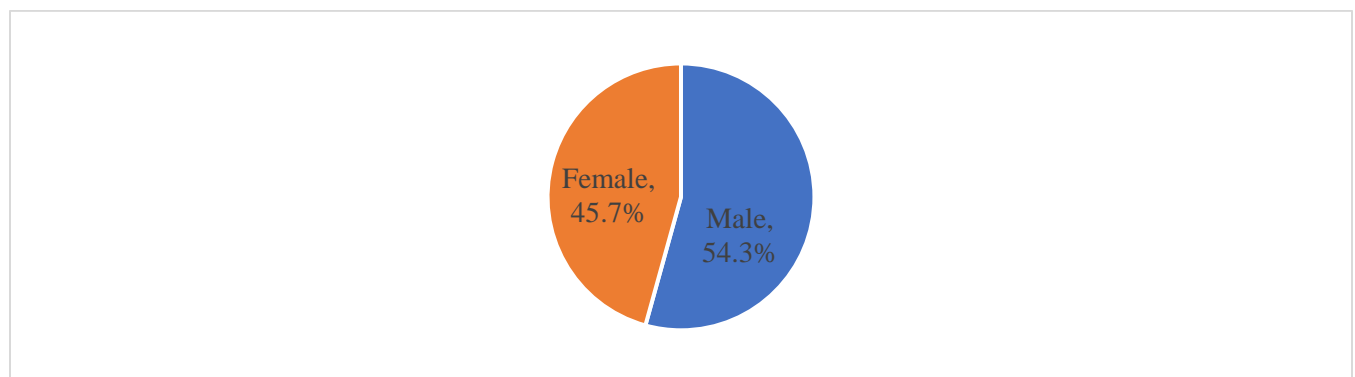


Figure 2: Gender of Respondents

The findings presented in Figure 2 showed that 54.3% of the respondents were male, while 45.7% were

female. This indicates a relatively balanced representation of genders in the organization's

workforce. Such gender balance can contribute to diverse perspectives, which may be valuable in decision-making processes and fostering a more inclusive workplace culture. Therefore, the study was free from gender bias and the findings can be generalized.

Length of Service in the Organization

Respondents were requested to indicate the length of time they had been working at Quickmart supermarket. The findings were as presented in Figure 3.

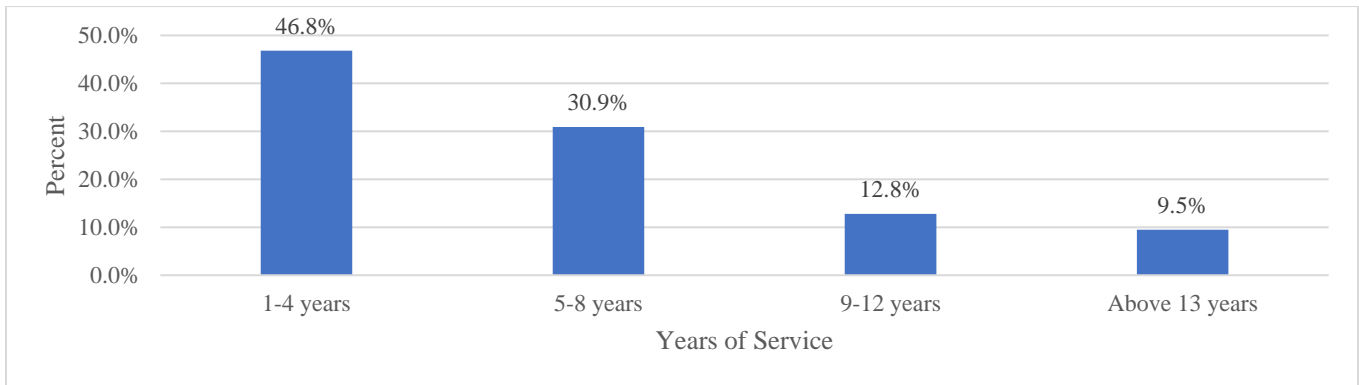


Figure 3: Respondents Length of Service in the Organization

From the findings in Figure 3, 46.8% of the respondents had worked with Quickmart for 1-4 years, 30.9% for 5-8 years, 12.8% for 9-12 years, and 9.5% for more than 13 years. The findings suggests that Quickmart has a workforce with varying levels of experience within the organization with majority having worked between one and four years. This period was considered adequate for purposes of understanding operation in the company and the response given were well informed on how the e-training and development system affects the

performance of the organization. Having a mix of both relatively new employees and those with longer tenure can be advantageous in that newer employees may bring fresh ideas and perspectives, while longer-tenured employees may provide stability and institutional knowledge.

Respondents Work Department

Respondents were requested to indicate the department they worked in. Figure 4 presents summary of the findings obtained.

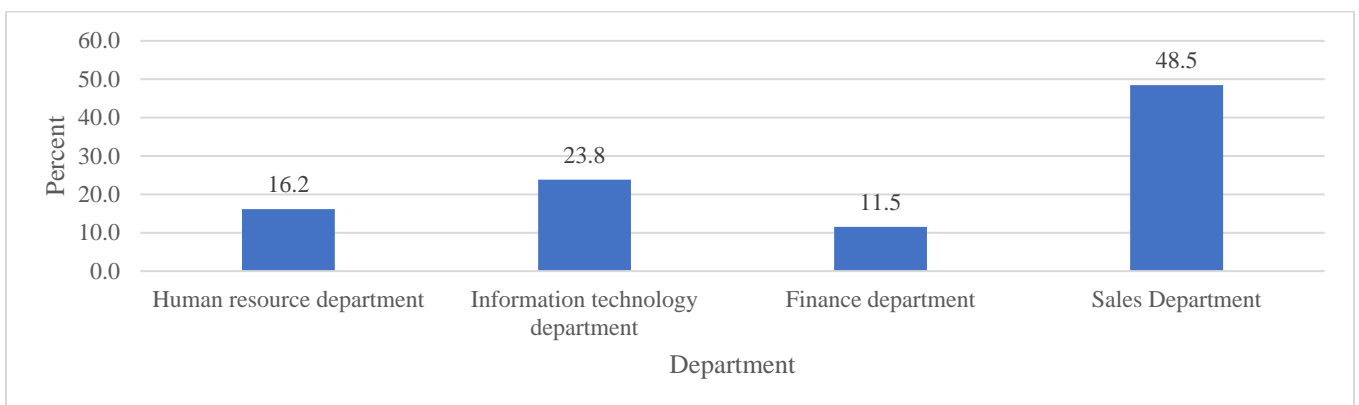


Figure 4: Respondents Work Department

The findings show that among the respondents, 48.5% of the respondents were from the sales department followed by 23.8% in information technology, 16.2% from human resource, and 11.5% from finance department. The distribution of departments reflects a diverse representation across different functional areas within the organization. This diversity indicates that the study has captured input from multiple parts of the organization. The data collected was therefore representative of the different departments and was able to capture valuable information on various ways human resource information system affects performance Quickmart supermarket from different departmental point of view. It's important for e-training and development systems to cater to the needs of various departments, and this distribution ensures a broad perspective on its effect.

Descriptive Analysis for Study Variables

In this section the study presents findings on Likert scale questions where respondents were asked to indicate their level of agreement with various

statements that relate with the effect of human resource e-training and development systems on performance Quickmart supermarket in Nairobi City County Kenya. They used a 5-point Likert scale where 1-strongly disagree, 2-disagree, 3-moderate, 4-agree, 5-strongly agree. The means and standard deviations were used to interpret the findings where a mean value of 1-1.4 was strongly disagree, 1.5-2.4 disagree, 2.5-3.4 moderate, 3.5-4.4 agree and 4.5-5 strongly agree.

E-Training and Development Systems

The objective of the study was to examine the effect of e-training and development systems on performance of Quickmart supermarkets in Nairobi City County Kenya. Respondents were therefore asked to indicate their level of agreement with statements on the effect of e-training and development systems on organizational performance of Quickmart supermarket Kenya. Table 3 presented a summary of the findings obtained.

Table 3: Descriptive Analysis on E-Training and Development Systems

Statements	Mean	Std. Dev.
Our organization has adopted e-training and development systems	3.763	1.041
E-training systems support the use of online seminars in employee training	3.721	0.872
E-training system support the use of video conferencing in employee training	3.682	0.778
E-training and development systems is cost efficient	3.681	0.916
Training through video conferencing enhances employees' skills and knowledge	3.641	0.913
The use of online seminars in training is efficient	3.612	0.872
Aggregate Score	3.683	0.899

The study findings show that the respondents agreed on average that their organization has adopted e-training and development systems (M= 3.763, SD= 1.041); that e-training systems support the use of online seminars in employee training (M= 3.721, SD= 0.872); and that e-training system support the use of video conferencing in employee training (M= 3.682, SD= 0.778). They were also in agreement that e-training and development systems is cost efficient (M= 3.681, SD= 0.916); that training through video conferencing enhances employees' skills and

knowledge (M= 3.641, SD= 0.913); and that the use of online seminars in training is efficient (M= 3.612, SD= 0.872). The findings above supported by an aggregate mean of 3.683 (SD= 0.899) show that the respondents agreed that e-training and development systems affect performance of Quickmart supermarkets in Nairobi City County Kenya.

The findings agree with Chatti, Dyckhoff, and Schroeder (2012) conducted a study that revealed the positive impact of e-training on knowledge acquisition,

skill development, and job performance. Similarly, Kamuzora and Magoti (2020) explored the impact of e-learning on employee performance in Tanzania and found significant positive effects, particularly on knowledge acquisition and job performance. These studies provide compelling evidence that supports the conclusion that e-training and development systems play a significant role in influencing the performance of Quickmart supermarkets in Nairobi City County, Kenya.

Organizational Performance

The main objective of the study was to establish the effect of e-training and development system on performance Quickmart supermarket in Nairobi City County Kenya. Respondents were therefore asked to indicate their level of agreement with statements on organizational performance of Quickmart supermarket Kenya. Table 4 presents summary of the findings obtained.

Table 4: Descriptive Analysis on Organizational Performance

Statements	Mean	Std. Dev.
E-training and development systems helps in providing employee feedback	3.88	0.811
E-training and development systems adoption has helped to improve sales since employee performance is easily monitored	3.766	0.737
Adoption of E-training and development systems have resulted in cost saving in work performance	3.719	0.883
E-training and development systems have improved customer satisfaction in the company	3.691	0.898
E-training and development systems adoption has improved the quality of customer service in the Company.	3.636	0.858
Using E-training and development systems ensures timely employee feedback	3.521	0.746
Aggregate Score	3.702	0.822

From the findings in Table 4, the respondents agreed on average that E-training and development systems helps in providing employee feedback (M= 3.88, SD= 0.811); E-training and development systems adoption has helped to improve sales since employee performance is easily monitored (M= 3.766, SD= 0.737); and that adoption of E-training and development systems has resulted in cost saving in work performance (M= 3.719, SD= 0.883). They were also in agreement that HRIS has improved customer satisfaction in the company (M= 3.691, SD= 0.898); that E-training and development systems adoption has improved the quality of customer service in the Company (M= 3.636, SD= 0.858); and that using E-training and development systems ensures timely employee feedback (M= 3.521, SD= 0.746). These findings show that respondents agreed that human resource information system affects performance

Quickmart supermarket in Nairobi City County Kenya. The findings resonate with previous research in the realm of E-training and development systems. For instance, Ogahi (2019) conducted a study in the Nigerian banking sector and discovered that E-training and development systems components, like e-recruitment, significantly impacted organizational performance. Similarly, Njeje (2018) conducted research in Kenyan Sacco's and highlighted the significant effect of E-training and development systems components, such as performance management, on organizational performance. These studies provide substantial support for the conclusion that E-training and development systems can indeed have a substantial impact on the performance of Quickmart supermarkets in Nairobi City County, Kenya.

Inferential Analysis

Inferential statistics facilitate inferences from sample data to population conditions (Mangal and Mangal (2013). The study used SPSS version 25 to facilitate the analysis of data. The Pearson correlation coefficient was used to assess the extent of the relationship between the independent and dependent variable.

Correlation Analysis

The study computed Correlation analysis to determine the strength and the direction of the relationship between the variables being studied. If the correlation values are $r = \pm 0.1$ to ± 0.29 then the relationship between the two variables is small, if it is $r = \pm 0.3$ to ± 0.49 the relationship is medium, and when $r = \pm 0.5$ and above there is a strong relationship between the two

variables under consideration. Table 4.10 presents the findings obtained. There was a strong positive correlation between organization performance and e-training and development systems ($r = 0.521$, $p < 0.05$) suggesting that the presence of efficient e-training and development systems is associated with improved organizational performance. This finding resonates with studies such as Chatti, Dyckhoff, and Schroeder (2012), which found that e-training positively impacted knowledge acquisition, skill development, and job performance. Consequently, the correlation underscores the critical role of e-training and development systems in enhancing the overall performance of Quickmart supermarkets in Nairobi City County, Kenya.

Table 5: Beta Coefficients of Study Variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.224	.102		2.196	.021
E-performance management 1 system	.226	.088	.229	2.568	.013
E-training and development systems	.329	.092	.358	3.576	.001

a. Dependent Variable: Organization performance

The coefficient for e-training and development systems is 0.329 ($t = 3.576$, $p = 0.001$), revealing a strong positive and statistically significant relationship between e-training and development systems and organization performance. This outcome is supported by research by Chatti, Dyckhoff, and Schroeder (2012), which found that e-training positively impacted knowledge acquisition, skill development, and job performance. Consequently, as Quickmart supermarkets invest in efficient e-training and development systems, their organization performance is expected to improve significantly, consistent with prior research in the field.

Qualitative Data

The study also sought respondents' opinion on whether e-training and development systems affect

performance of their supermarket. E-training and development systems were seen as vital contributors to improved supermarket performance by the respondents. This is in line with the strong correlation found in the quantitative analysis between e-training and development systems and organization performance. One respondent emphasized the value of these systems in equipping staff with essential skills, stating, "E-training and development are invaluable. They equip our staff with the necessary skills, making them more competent and efficient in their roles. This has a direct positive effect on our supermarket's performance." This aligns with research such as Chatti, Dyckhoff, and Schroeder (2012), which found that e-training positively impacted knowledge acquisition, skill development, and job performance. Furthermore, another respondent highlighted adaptability, saying,

"E-training and development systems allow us to adapt quickly to changing market trends. Our employees are better prepared, which reflects in our supermarket's overall performance." This notion aligns with the concept that a skilled and adaptable workforce is essential for responding to market dynamics and maintaining competitive advantage, ultimately impacting organizational performance positively.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The general objective of this study was to establish the effect of e-training and development systems on performance Quickmart supermarket in Nairobi City County Kenya. The study found a significant and positive correlation between the implementation of e-training and development systems and the performance of Quickmart supermarkets. Respondents underlined the crucial role of e-training and development in equipping staff with essential skills, making them more competent and efficient in their roles. This enhanced competence directly contributed to improved supermarket performance. Additionally, e-training and development systems were recognized for their role in facilitating adaptability to changing market trends.

The study concluded that e-training and development systems play a significant role in enhancing the

performance of Quickmart supermarkets. These systems equip employees with essential skills, making them more competent and adaptable to changing market dynamics. The positive correlation observed between e-training and development systems and supermarket performance underscores the significance of a skilled and adaptable workforce in achieving organizational excellence.

For e-training and development systems, Quickmart should focus on enriching the learning experiences of its employees. To achieve this, a policy recommendation includes offering a wide range of comprehensive e-learning content that covers both technical and soft skills relevant to the retail industry. Customization of e-training programs to align with specific job roles and responsibilities should be a key policy directive, ensuring that the training is relevant and engaging. To continuously improve the e-training system, feedback loops should be incorporated, allowing employees to provide insights into the effectiveness of training modules and areas for improvement. A policy encouraging a culture of continuous learning should be fostered, motivating employees to take advantage of e-training opportunities for skill development and career advancement.

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