

THE EFFECT OF TRAINING AND DEVELOPMENT ON THE
PERFORMANCE OF ADMINISTRATIVE STAFF: THE CASE OF WOLLO
UNIVERSITY

1. Mohammed Yassin, Jimma University, College of Business and
Economics.

E-mail: mohyass2000@yahoo.com

2. Mohammed Yimam, ERCA

E-mail: mohammedyimer800@gmail.com

Abstract

The general purpose of this study was to investigate the effect of training and development on performance of administrative staff, a case of Wollo University. The target population of the study was the 283 administration staff of Wollo University. In this study a descriptive cross-sectional survey design approach was used in this study. The study was Simple random sampling used to determine the population. The data collection instrument tool used to obtain primary data was a structured questionnaire and semi interview. In the study, a Pilot test of 30 questionnaires was done to ensure that the questionnaire was reliable to the research process. Scale reliability for study variables was established by computing the overall Cronbach's alpha reliability coefficient for the items of the independent and dependent variable. Normality test was also done; the normality of data distribution was assessed by examining its normality assumption. Pearson Correlation and regression analysis were finally done to see whether the independent variables were positively and significantly related to staff Performance. The data was analyzed using Statistical Package for Social Sciences (SPSS) software. The finding suggests that there is a strong relationship between dependent variable (staff performance) and independent variables (on the job training, off the job training, induction training and career development training) at university. Although, based on finding of regression analyzes reliability had relatively strong significant and direct effect on staff performance. Based on the research results, it is recommended for university in study area to improve the staff performance through providing training and development, carrying out depth research on training and developments continuously evaluating staff performance giving prioritize.

Key words: Training, Development, Staff, Performance, On Job Training, Off Job Training, Induction Training, Career Development

INTRODUCTION

The objective of Human Resources is to maximize the return on investment from the organization's human capital and minimize financial risk. It is the responsibility of human resource managers to conduct these activities in an effective, legal, fair, and consistent manner (Huselid, 1995).

Training and Development have been defined in several ways by different authors. The main idea that each one of them highlighted in their studies is the workforce capability enhancement. Nadler & Nadler (1991, cited in Kumpikaite and Sakalas, 2011) identified Training and Development as the components of the human resource development (HRD) model. The same authors Nadler & Nadler (1970, a sited in Khan, Khan, & Mahmood, 2012) have defined HRD to be a system or an assortment of such activities that enable organizations to increase the worth of their workforce by bringing behavioral reforms through training, development, and education within a specified time period. Thus, Training and Development help building and strengthening the work related attributes of the human resource (workers or employees) in any organization. Hence, we may say that Training and Development is a more logical and organized way of improving the skills, knowledge, and attributes needed by the workers to better fulfill their job tasks.

Although Training and Development have been taken as one for sake of simplicity in this study yet going into the depth there are present certain distinguishing features. These features, as given by Noe, (2008), are: focus, use of work experiences, goal, and participation. In training the focus is current, use of work experiences is low, goal is to gain skills for the present job, and participation is mandatory if initiated while vice versa is applicable for development initiatives. Development is more self-directed and requires self-motivation to explore and find the ways for career and personal advancement.

When measuring performance a number of measures are taken into consideration and they include using productivity, efficiency, effectiveness, quality and profitability, (Ahuja, 2012), it is a responsibility of managers to ensure organizations to achieve desired performance levels. Thus, managers have to set desired levels of performance at any given time and organization ensures their employees contribute to production of high quality goods and services by the process of performance. There are distinct methods for measuring performance for instance ranking personnel, rating their work behaviors, rating quality to which employees have ideal traits be lived to necessary for activity achievement like leadership, and without delay measuring the consequences of labor performance, e.g. productivity.

Although Training and Development have been taken as one for sake of simplicity in this study yet going into the depth there are present certain distinguishing features. These features, as given by Noe, (2008), are: focus, use of work experiences, goal, and participation. In training the focus is current, use of work experiences is low, goal is to gain skills for the present job, and participation is mandatory if initiated while vice versa is applicable for development initiatives. Development is more self-directed and requires self-motivation to explore and find the ways for career and personal advancement.

Statement of the problem

The acquisition, development, motivation and maintenance of the needed human resource are the most valued assets" in any organization whether public or private have been seen by most experts as majoring gradients in ensuring the achievement of all organizational goals and objectives. However, in Ethiopia, especially in the civil servant sectors and more particularly higher education in such as Wollo University, the acquisition, training and development, and retention of employees have always been a major challenge. It has been recognize that training and development programs improve knowledge and, skills and the capacity of an individual for doing a particular job. Most of the public sector organizations in Ethiopia have special units or sections which provide staff training and development so as to cope with the constantly changing demands of the working environment. The human resources office of Wollo University is among the organizations which organize training and development activities to their employees in almost every year. However, the problem in training is that people usually like the training and performance material taught, but behavior and performance do not always reflect the extent of training and delivered and supposedly learned.

Generally, absence of well-established training and development policy, lack of adequate budget, inadequate needs assessment, inappropriate training and development objectives, trying out-dated training and development methods, lack of close supervision and follow up are some of the major problems that General about Ethiopia organization are facing (Tamrat ,2010,p.14). These problems later on lead the organizations to lack of optimum man-task relationship, resistances of employees in taking future assignments, decrease in productivity, increase in operational error, increase in employee turnover and absenteeism and decrease in employee morale and confidence. Due to this problem, most of the staffs goes to other universities and other public sectors through own arraignment. There can be also a problem of low staff retention in the office.

This study is set to examine the effect of training and development activities and how this affects the staffs' performance. The study was designed to find answer for the following basic research questions:

- What extent does on-job training influence employee performance in the organization?
- What extent does off- the job training influence employee performance in the organization?
- What extent does induction training influence employee performance in the organization?
- What extent does career development training influence employee performance in the organization?
- Do training and development significantly influence employees' work performance
- **General Objective**

The general objective of the study was to investigate the effect of training and development on employee performance in Wollo University.

➤ **Specific Objectives**

- ✓ To investigate the effect of on the job training on employee performance in Wollo university.
- ✓ To examine the effect of off the job training on employee performance in the study area.
- ✓ To examine the effect of induction training on employee performance in the study area.
- ✓ To determine the of effect career development training on employee performance in the study area.
- ✓ To determine the influence of training and development on employees' work performance in the study area.

➤ **Significance of the Study**

The study is significant in that it was investigate the effect of training and development at Wollo University. It was provided the University with information on areas to focus training to improve the capacity, capability and their staff performance. It was help Wollo University reset its rules and regulation in relation to strengthening employee performance.

Moreover, the study was provided an in-depth understanding of some perception of employees on performance, after training. This complements of other research work on training and development on employee performance.

➤ **Scope of the Study**

This study was focused on the effect of training and development on employee performance of administrative staff and identifying factors that affect their performance and limited to the study of the research problem. The study focused on Wollo University at Dessie Campus and Kombolcha Campuses because of that the findings may not be directly applicable to other Universities.

➤ **Organization of the Study**

This study was organized into five chapters. First chapter is introduction. Second chapter contains a review of the literature with regard to employee performance and training and development. The research design and methodology is presented in third chapter. The fourth chapter presents data presentation, discussion and interpretation the results of the different methods used. Specifically, the results of surveys with questionnaires, and documentary analysis, are presented in this chapter. Finally, chapter five presents summary, conclusion and recommendations including areas where further may be productive.

LITERATURE REVIEW

According to Beardwell and Holden (1993), argue that Human Resource Management concepts such as commitment to the company and the growth in the quality movement have led senior management teams to realize the increased importance of training, employee development and long-term education. Further, Oribabor (2000) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth, also Isyaku (2000) postulated that the process of training and development is a continuous one.

Cascio, W. F. (2000), puts it this way, the economic and technological trends, the pace of innovation, change and development are growing faster year-by-year and as a result, provide

clear signals that training and development are so relevant that both organizations and individual stakeholders must give a serious attention to.

Among other schools that highlighted the usefulness of training are Akintayo (1996), Oguntimehin (2001) and Graig (1976). They identified the functions of training as follow: increase productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital management etc.

Chris Obisi (1996) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also Akinpeju (1999) postulated that the process of training and development is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and development and the desire to meet organizations objectives of higher productivity, makes it absolutely compulsory.

Training is considered as the process of upgrading the knowledge, developing skills, bringing about attitude and behavioral changes, and improving the ability of the trainee to perform tasks effectively and efficiently in organizations (Wills, 1994; Robertetal, 2004).

Similarly, (Stewart, 1996) combines the two concepts of training and development and gives an organization function which has the outcome of ensuring that the contribution of individuals and groups in achieving the organizational objectives through the development of appropriate knowledge, skills and attitude of the employees.

There are many methods and techniques of training and developing employees in an organization. Different organizations are motivated to take on different training methods for a number of reasons for example; depending on the organization's strategy, goals and resources available, or depending on the needs identified at the time, and the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization (Armstrong,2009).

On-Job Training (OJT) takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees was use when fully trained. On-job training has a general reputation as most effective for vocational work. During the learning period, the trainee is entitled to full remuneration. Some of the commonly used methods are: coaching; mentoring; job rotation and apprenticeship. One of the manifestations of OJT is job rotation. In job rotation, the employee is assigned to different positions and possibly different departments for pre-arranged periods of time. The employee is evaluated based on the different work experiences.

Off-the job training is conducted at a site away from the work environment. Hansson (2008) says that study materials are supplied and there is full concentration on learning new skills, knowledge and behavior without distractions of ringing phones, instant messages, email notifications or other staff. Off-the job training can be short term or long term. Short term

trainings include workshops, conferences and seminars. Off the job training enables employee to transfer knowledge gained during training to actual job, develop problem solving and decision making skills.

Induction process helps new employees to settle quickly in to their job so that they soon become an efficient and productive employee (Footand Hook, 2008). Induction process helps create a favorable image of the organization for the new employee. Mullins (2002) further states that induction involves introduction of a new member of staff to the culture and environment of the organization, its policies and practices and to other members of staff

Training evaluation can be described as a systematic process of collecting and analyzing information for and about a training program which can be used for planning and guiding decision making as well as assessing the relevance, effectiveness, and the impact of various training components (Raabetal. 1991). Based on the management axiom, nothing will improve until it is measured", the training programs have to be assessed in terms of the program itself, of the behavior outside the training environment and whether or not it has desired effect (Wickramasinghe, 2006).

Employee training plays an important role in developing performance and achieving high level output thereby leading to increased company strength in the competitive market place (Nassazi, 2013). There are differences between organizational performance and employee performance. Purcell, Kinnie and Hutchinson (2003) and Harrison (2000) perceived performance in terms of employee performance. However Guest, (1997) and Swartetal, (2005) viewed performances an organizational performance as a whole. There is a strong relationship between employee performance and organizational performance when an increased employee performance lead to increased general organizational performance and therefore, employee performance is a function of organizational performance.

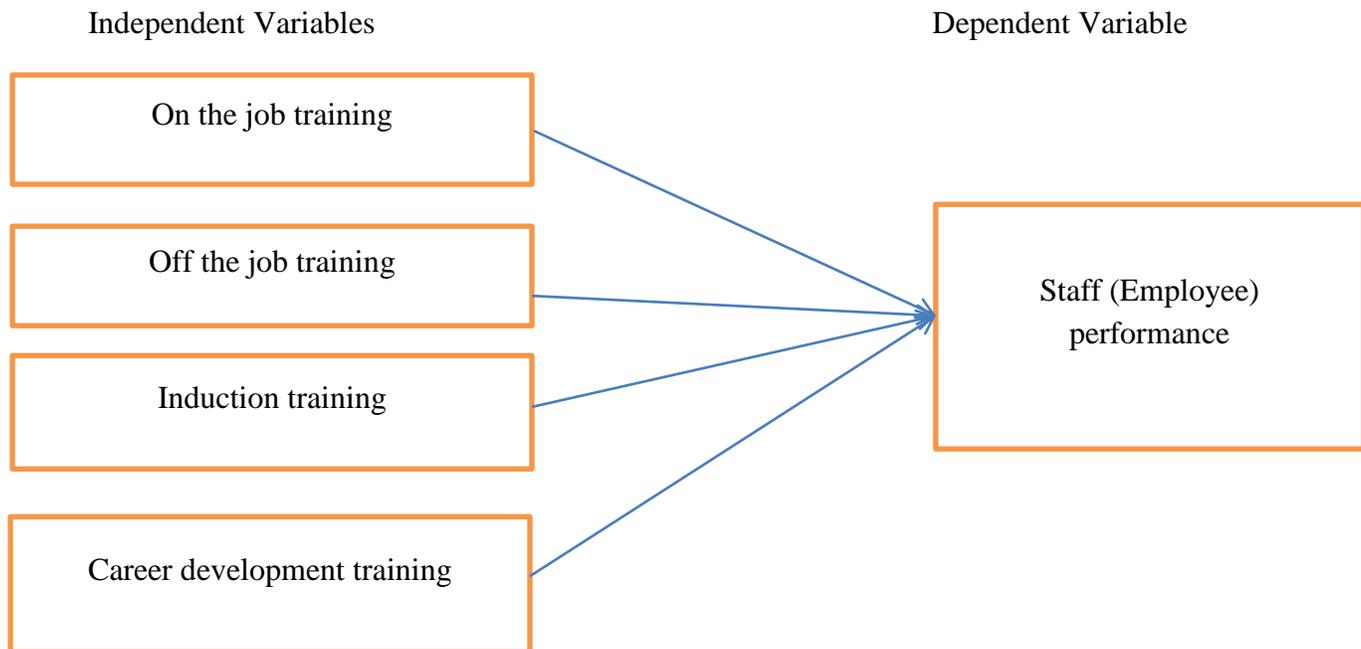
Employee performance is defined as the outcome of individuals with respect to process, results, relevance, and success (Nassazi, 2013). According to Arinanye (2015), the measures of success are focused on productivity, efficiency, effectiveness, quality, and attendance of work. It is the overall achievement of a particular task measured against pre-selected standards of accuracy, cost, and speed; or the strategic approach to enhancing organizational effectiveness by improving the performance of individuals who work in the organization.

Odinga (2010) carried out a study on staff development programs and job performance of lecturers of Moi University to determine the relationship between training and promotion of lecturers and job performance. A sample size of 152 lecturers was adopted. Simple stratified random sampling was used to identify the lecturers and self-administered questionnaires were used to collect data. The study concluded that training is positively related with job performance. Training opportunities like short courses, seminars, conferences, postgraduate diploma, Master degree, Ph.D. programs, which

are within the context of individual control, tend to increase job performance of lecturers in Moi University.

Ombui (2014) carried out a study to determine how training and development influence employee performance in research institutes in Kenya. The null hypothesis of the study was that training and development do not influence employee performance in research institutes in Nairobi, Kenya. The study adopted descriptive and correlation research designs while the study population was drawn from all Government owned research institutes formed under the Science and Technology Act.

Based on the literature review, empirical studies cited above, personal observations and information from experts important independent variables are identified that would influence the dependent variable i.e. staff performance of Wollo university workers. Accordingly, independent variables are (on the job training, off the job training, induction training and career development training) and Employee performance as shown by the following figure.



Source: taken and modified from NjokiMary Ngari (2015)

Figure 1: *Conceptual Framework*

MATERIALS AND METHODS

According to Kothari (2004) the emphasis of explanatory study is on studying a situation or a problem in order to explain the relationships between variable. Also in order to achieve the main objective of this study, both qualitative and quantitative methods were used to analyse the data collected from respondents. Primary data was collected by using structured questionnaires and interview.

The total number obtained the simple random sampling technique was used to get proportional numbers of Wollo university staffs were selected to construct sample. The sample size determined using the formula given by Yamane (1967) in drawing an adequate sample size from a given population at 95% confidence level, 0.05 degrees of variability as shown below.

$$n = \frac{N}{1 + (N)e^2}, \quad n = \frac{967}{1 + (967)(0.05)^2} \approx 283$$

Where; N = Total population
n = sample size
e = level of precision

For the purpose of the study the questionnaire was structured to capture the respondent's degree of agreement or disagreement on the elements of contribution of off the job training to the performance of public servants as commented previously.

To analyze the data, different kinds of statistical methods including descriptive statistics, and inferential statistics (correlation and multiple linear regressions) were employed to identify and predict the relation and contribution each of the significant predictors for the study objectives. The model specified below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where, Y= the dependent variable in the model, X1 = on job training, X2 = off job training, X3 = induction training, X4 = career development training, in the estimation model,

β_0 = is the constant, α represent the coefficient

RESULTS AND DISCUSSION

➤ On job Training

Items of on the job training	Frequency		Mean	Std Deviation
	N	%		
Strongly disagree	45	16.45	3.49	1.51
Disagree	47	17.29		
Neutral	6	2.05		
Agree	96	35.00		
Strongly agree	80	29.21		
Total	274	100		

The study sought to find out how career development training affect employee performances at Wollo University, the results were indicated in Table 5. From the findings the majority of the respondents rated, 96 (35.00%) agree, followed by 80 (29.21%) respondent rated strongly agree, 47 (17.29%) respondents accounted disagree, 45 (16.45%) rated strongly disagree while 6 (2.05%) were neutral with on the job training and with mean rate of 3.49 with S 1.51. This indicates that respondents had moderate mean score on measure of on job training.

➤ Off Job Training

Items of off the job training	Frequency		Mean	Std Deviation
	N	%		
Strongly disagree	50	18.03	3.30	1.48
Disagree	57	21.00		
Neutral	13	4.8		
Agree	93	33.94		
Strongly agree	61	22.23		
Total	274	100		

The study sought to find out how career development training affect employee performances at Wollo University, the results were indicated in Table 6. From the findings the majority of the respondents 93 (33.94%) rated agree, followed by 61 (22.23%) rated strongly agree, 57 (21.00%) rated disagree, 50 (18.03%) were strongly disagree while 13 (4.8%) respondents were neutral with off the job training and with mean rate of 3.30 with S 1.48. This indicates that respondents had moderate mean score on measure of off job training.

➤ Induction Training

Induction training	Frequency		Mean	Std Deviation
	N	%		
Strongly disagree	71	25.74		

Disagree	75	27.7	2.77	1.47
Neutral	25	9.4		
Agree	57	20.00		
Strongly agree	46	17.16		
Total	274	100		

The study sought to find out how career development training affect employee performances at Wollo University, the results were indicated in Table 7. From the findings 75 (32.00%) respondents rated disagree, followed by 76 (27.00%) rated strongly disagree, 57 (20.00%) rated agree and 46 (17.16%) rated strongly agree while 25 (9.4%) respondents were rated neutral agree with induction training and with mean rate of 2.77 with S 1.47. This indicates that respondents had low mean score on measure of induction training.

➤ **Career Development Training**

Career development training	Frequency		Mean	Std Deviation
	N	%		
Strongly disagree	53	19.3		
Disagree	68	24.62	3.12	1.49
Neutral	22	8.2		
Agree	73	26.43		
Strongly agree	58	21.45		
Total	274	100		

The study sought to find out how career development training affect employee performances at Wollo University, the results were indicated in Table 8. From the findings the majority, 73 (26.43%) respondents rated agree, 68 (24.62%) rated disagree, 48 (21.45) rated strongly agree, 53 (19.3%) respondents rated strongly disagree while 22 (8.2%) respondents were neutral with career development training and with mean rate of 3.12 with S 1.49. This indicated that respondents had moderate mean score on measure of career development training. This implied that training and development ensures necessary skills and abilities of employees enabling them to take up higher responsibilities and position in the university.

➤ **Overall of Staff/Employee Performance**

Staff Performance	Frequency		Mean	Std Deviation
	N	%		
Strongly disagree	46	17.07		
Disagree	49	17.7	3.12	1.32
Neutral	30	10.96		
Agree	81	29.46		
Strongly agree	68	24.81		
Total	274	100		

The study sought to find out how career development training affect employee performances at Wollo University, the results were indicated in Table 9. From the findings the majority, 81 (29.46%) respondents rated agree, 68 (24.81%) rated strongly disagree, 49 (17.7%) rated disagree, 46 (17.07%) respondents rated strongly disagree while 30 (10.96%) respondents were neutral with staff /employee performance and with mean rate of 3.12 with S 1.32. This indicated that respondents had moderate mean score on measure of staff performance.

➤ **Association between Independent and Dependent Variables**

Table1: Pearson’s correlation coefficient matrix

		staff performance	on the job training	off the job training	induction training	career development training
staff performance	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	274				
on the job training	Pearson Correlation	.693**	1			
	Sig. (2-tailed)	.000				
	N	274	274			
off the job training	Pearson Correlation	.682**	.704**	1		
	Sig. (2-tailed)	.000	.000			
	N	274	274	274		
induction training	Pearson Correlation	.661**	.549**	.607**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	274	274	274	274	
career development training	Pearson Correlation	.637**	.544**	.531**	.619**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	274	274	274	274	274

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

➤ **The Effect of Training and Development on Staff Performance Analysis Result**

Regression analysis allows the prediction or estimation of the value of one variable (the criterion, dependent, or predicted variable; called as Y) from one or more predictor variables (called X) (Keith, 2006).

Table 2: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.803 ^a	.645	.639	.60526

a. Predictors: (Constant), career development training, off the job training, induction training, on the job training

b. Dependent Variable: performance staff

As indicated in table 14 the R square value for the regression model is 0.645 which clearly THE The above table suggests that there is a strong relationship between dependent variable (staff performance) and independent variables (on the job training, off the job training, induction training and career development training) at university. This indicated that 64.5% (0.645×100) percent of dependent variable (staff performance) explained by independent variable (on the job training, off the job training, induction training and career development training). However; the remaining 35.5% could be some other variable which had not been considered in this study. The marginal value provides the impact that unit changes in the individual independent variable have on different levels of staff performance when all other variables are held constant.

Table 3: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	178.878	4	44.720	122.070	.000 ^b
Residual	98.547	269	.366		
Total	277.425	273			

a. Predictors: (Constant), career development training, off the job training, induction training, on the job training

b. Dependent Variable: staff performance

As indicated in table 15 the total sum of square (277.425) is equal to the sum of explained sum of square (178.878) and residual sum of squares (98.547). The study of these total sum squares is known as analysis of variance from regression point of view. To assess the statistical significance of the result, it is necessary to look in the table labeled ANOVA. The analysis of variance showed that the effect of training and development on staff performance was significant, $F(4, 269) = 122.070$, $P = .000$. This means the value of F is (mean square of regression divided by mean square of residual), and it is significant at ($p < 0.05$). It can be calculated that this dimensions have significant impact on university staff performance.

Table 4: Coefficient of training and development on staff performance

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
(Constant)	.780	.112		6.938	.000	.558	1.001
on the job training	.210	.038	.293	5.463	.000	.134	.286
off the job training	.164	.041	.220	3.979	.000	.083	.245
induction training	.193	.043	.232	4.523	.000	.109	.278
career development training	.168	.038	.217	4.442	.000	.094	.243

a. Dependent Variable: staff performance
Source: Survey result, 2018

❖ **Staff performance = 0.780+0.210 on the job training + 0.164 off the job training + 0.193induction training + 0.168 career development training.**

Conclusions

- After carrying out the research on the effect of training and Development on performance of administrative staff in Wollo University, the researcher can conclude that training of staff was a very important factor to both the organization and the staff this is because training and development leads to staff commitment, builds competency, enhances skills and enables employees to cope with emerging new technologies.
- Employees now are able to enhance work performance, meet the set targets and offer quality services by being creative and innovative and thus the organization benefits through improved services to its customers.
- It shows that the human resources are a valued resource that has to be trained and developed because no one employee is employed with the right skills, they have to be trained and developed to know what the organization requires in terms of its vision.
- The correlation result displayed that, the four training and development methods (on job training, off job training, induction training and career development training) were positively related to staff performance.
- Based on interview finding inadequate skills and knowledge in university officers, lack of commitment in university staff; deficient relationship between employers and boss, lack of favorable environment, lack of suitable training, insufficient use of material resource.

Recommendations

- **On the job training** is closely related to improved performance of the trained but it is important to know that employee's performance is affected by many other factors such as mental or psychological condition, organizational culture of the particular place of work, interaction among employees and so forwards. On-the-job-training should be structured and training policy should be availed to employees so that they know and understand what is expected of them at all times.
- **Off job training:** University should be provides opportunity to your staff allows them to pay more attention to the training activities. It should be allow necessary budget to off the job

training and learn for classroom or events at a different location enables employees to focus on learning new skills, knowledge and behavior without the distraction of ringing telephones, instant messages or email notifications.

- **Induction training:** According to this study, induction was not well planned and organized. Based on this finding, the study recommends that university should revise its way of doing induction; see how induction is organized and planned to help new hires
- **Career development training** should be conducted with a focus to promoting employees to higher positions of responsibility that can attract better salary increments and enable them to acquire skills to better perform job roles that enhances their productivity. Also that training should address behavioral work aspects and ensure a sustained work-life balance of employees.

References

- Abiodun, E. J. A. (1999) Human Resources management, an overview.
- Adeniyi, O.I. (1995) "Staff training and development" in Ejiogu, A; Achumba, I. *Asika (Eds). Reading in Organizational Behavior in Nigeria, Lagos.*
- Afshan Sultana, SobiaIrum, Kamran Ahmed, Nasir Mahmood (2012), *Impact Of Training on Employee Performance.*
- Ajibade, E.S. (1993) "Staff development and in-service for teachers" in *Ajibade (Ed) Emia*
- Akinpelu, B. (1999), "Educational Technology and teaching – learning process in the 21st century" in Adesomowo, P.O. (Ed), *Basic of Education, Lagos Triumph Books Publishers.*
- Akintayo, M.O. (1996) "Upgrading the teachers status through in-services training by Distant Learning System" (DLS) Unpublished. *A public lecturer at the Second convocation Ceremony of NTI, NCE by DLS.*
- Amin, A., Rashid Saeed, M., & Lodhi, R. N. (2013). *The Impact of Employees Training On the Job Performance in Education Sector of Pakistan.*
- Armstrong, M. (2009) *Armstrong's Handbook of Human Resource Management Practice. 11th*

Edition, Kogan Page Limited, London.

Asare-Bediako, K. (2008). Professional Skills in Human Resource Management, 2nd Edition,

Asare Bediako and Associates, Kasoa, Ghana.114-116

Asgarkhani, M. (2003) *the Need for A Strategic Foundation for Digital Learning and Knowledge*

Management Solutions.

Beardwell, I., Holden, L. & Claydon, T. (1993) *Human Resource Management a Contemporary*

Approach, 4th Ed. Harlow. Prentice Hall

Becker, B. & Huselid, M. A. (1998). High Performance Work Systems and Firm Performance:

A Synthesis of Research and Managerial Implications, Research in Personnel and HRM,

16, 53-01.

Bennet, R. (2001). Orientation to work and some implications for management, *Journal of*

Management Studies, 1, 149-62.

Bhalla, K. (2006) Why a Quality Management System In service Industries?

Brum, S. (2007). What impact does training have on employee commitment and employee

turnover.

Campbell, J. (1971). Personnel training and development. *Annual Review of Psychology.*

Cascio, Ws. F. (2000), *Costing Human Resources: The Financial Impact of Behavior in*

Organizations, 4th Ed (Cincinnati, OH: South-Western).

Cole, G. A (2002). *Personnel and Human Resource Management 5th edition. York Publishers,*

Continuum London, UK.

Cooper, R. D., and Shindler, S. P. (2007). *Business research methods, (9th Ed.). New York:*

McGraw-Hill.

Gordon, B. (1992). Are Canadian firms under investing in training? *Canadian Business*

Economics

Dessler G. (2005) *Human Resource Management.10th Ed. Pearson Prentice Hall.*

- Elnaga, A., & Imran, A. (2013). *The effect of training on employee performance*.
- Evans. P., Pucik V. & Barsoux J-L 2002. *The Global Challenge: Framework for International Human Resource Management*. Boston: McGraw-Hill.
- Farooq, M., & Khan, M. A. (2011). Impact of training and feedback on employee performance. *Far East Journal of Psychology and Business*
- Guest, D. E. 1997. Human resource management and industrial relations, *Journal of Management Studies*
- Hanif, F. (2013). Impact of Training on Employee's Development and Performance in Hotel Industry of Lahore, Pakistan.
- Harrison, R. 2000. Employee Development. *Silver Lakes, Pretoria. Beckman Publishing*.
- Hower J.J (2008) *Developing Your Human Resources: An Operational Approach*.
- Huselid, M.A (1995) , The Impact of Human Resource Management Practices on turnover and Productivity
- Isyaku, I.A. (2000) Training and retraining of Teachers through Distance Education
- Jagero, N., Komba, H. V., & Mlingi, M. N. (2012), *Relationship between on the job training and employee's performance*
- John. A. W. (2002) Training and Performance Year Book: McGraw-Hill Companies, Inc.
- Kelly D, (2001), Dual Perceptions of HRD: Issues for Policy: *SME's, Other Constituencies, and the Contested Definitions of Human Resource Development*
- Kenney, J. & Reid, M. 1986 Training Interventions. London: *Institute of Personnel Management*.
- Kerka, S. (1998) Career Development Gender, Race and class Columbus, Ohio: *ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, College of Education, the Ohio State University*
- Khan, M. T., Khan, N. A., & Mahmood, K. (2012) an organizational concept of human resource Development—How human resource management scholars view 'HRD' (Literature Review), *Universal Journal of Management and Social Sciences*
- Kinicki, A. & Kreitner, R, (2007) *Organizational Behavior, New York, McGraw- Hill*

- Kothari C. R. (2004), *Research Methodology, Methods and Techniques; New age International, New Delhi.*
- Kumpikaite, V., & Sakalas, A (2011). The model of human resource development system's Evaluation, International Conference on E-business, *Management and Economic, Singapore: IACSIT Press*
- Lado, A., & Wilson, M. (1994) Human resource systems and sustained competitive advantage: *A competency-based perspective, Academy of Management Journal*
- McNamara Carter (2008). *Employee Training and Development: Reasons and Benefits*
- McCourt, W. & Derek, E. 2003. *Global Human Resource Management: Managing People in Developing and Transitional Countries Cheltenham, UK: Edward Elgar*
- Michael Armstrong, 2000. "Understanding training" *Human Resource Management Practice 8th Edition Kogan page limited, London*
- Mwanje, S. (2010), *Career Development and staff motivation in the banking industry. A case Study of Bank of Uganda. PhD Thesis, Makerere University, Arts degree in Public Administration*
- Nadler, L., & Nadler, Z. (1970), *Developing human resources, San Francisco: Jossey-Bass*
- Nadler, L., & Nadler, Z. (1991). *Developing human resources, (3rded.) , San Francisco: Jossey-Bass*
- Naqvi, S. M. H., & Khan, M. A. (2013) *Employees Training and Organizational Performance*
- Nassazi, A. (2013). *Effects of training on employee performance Nigerian Educational issues policies and practice in the eighties and beyond. Publication*
- Noe, R. A. (2008). *Employee training & development. New York: McGraw-Hill, Inc.*
- Obisi, C. (2011). *Employee training and development in Nigerian organizations: Some Observations and agenda for research, Australian Journal of Business and Management Research*
- Obisi, C. (1996). *Personnel Management Ibadan: Freman Publications*
- Oguntimehin, A. (2001) "Teacher Effectiveness: Some practical Strategies for Successful Implementation of Universal Basic Education in Nigeria" *African Journal of Educational*

Management.

- Oribabor, P.E. (2000), "Human Resources Management, A Strategic Approval," *Human Resources Management*
- Pigors, P. & Myers, A. C. 1989, Personnel Administration, A point of view and method, 9th Ed, *New York. McGraw Hill Book Company*
- Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B. & Swart, J. 2003, *Understanding the People and Performance Link:*
- Robert L.M (2004) Human Resource Management.10th Ed. Thomson
- Saleem, Q., Shahid, M., & Naseem, A, A, (2011).Degree of influence of training and development on employees' behavior, *International Journal of Computing and Business Research*
- Stewart, J (1996), Managing Change through Training and Development; 2nd edition
- Sultana, A., Irum, S., Ahmed, K., & Mahmood, N. (2012). Impact of training on employee performance: a study of telecommunication sector in Pakistan. *Interdisciplinary Journal of contemporary research in business,*
- Swart, J., Mann, C., Brown, S. & Price, A. 2005. Human Resource Development: *Strategy and Tactics*
- Wills M, (1994) Managing the Training Process: Putting the Basics into Practice. *Journal of European Training*
- Wood, S (1999) Getting the Measure of the Transformed High Performance organization. *British Journal of training and Development*
- Wright, P. & Geroy, D. G. 2001. Changing the mindset: the training myth and the need for word-class performance. *International Journal of Human Resource Management,*
[\(http://wollouniversity.education/\)](http://wollouniversity.education/).