

# Influence of Training and Development on Non-Teaching Staff Performance in the University of Mines and Technology, Tarkwa

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**Abstract:** This study investigated the effect of training and development on staff performance at the University of Mines and Technology, Tarkwa (UMaT). The specific objectives were: to investigate the measures put in place for training and development of staff; assess the effect of training and development on staff performance at UMaT. The descriptive survey research design was adopted for the study. Through the use of stratified sampling, simple random sampling, and purposive sampling procedures, 202 non-teaching staff members comprising of senior members, senior staff and junior staff members were involved in the study. A self-developed questionnaire with internal consistency of 0.65 was used to gather the requisite data for the study. Data were analysed using descriptive and inferential statistics such as frequencies, percentages, mean of means distributions and Pearson product moment correlation. The study found out that measures existed at UMaT for training and development of staff and that, the University management organises regular training programmes based on identification of needs assessment. Also, training and development improved staff performance at UMaT and increased staff's efficiency on the job. However, study leave with pay were not granted to staff which is likely to affect staff performance. The study recommended that the University management should continue with the regular training and development programmes. Also, a window of opportunities for administrative staff to be granted study leave with pay for further training should be created.

**Keywords:** training, development, employees, non-teaching

## I. INTRODUCTION

### 1.1 Background to the Study

Skills and knowledge can become obsolete in the same way as machines or technology, consequently, they must constantly be kept up to date if an organisation is to survive. Training and development are a very important aspect of Human Resources Management (HRM) which must be embarked upon either proactively or reactively to meet any changes that occur in the course of time. Training, is a learning experience which seeks a relatively permanent change in the individual that will improve his ability to perform his job well (Landale, 2010). Training has the distinct role in the achievement of an organisational goal by

incorporating the interests of the organisation and the workforce (Stone, 2002). Employees are one of the most essential resources and an important asset in any organisation. According to a recent industry report by the American Society for Training and Development (ASTD), U.S.A. organisations alone spend more than \$126 billion annually on staff training and development (Paradise, 2007).

There are various human resource functions that give an organisation a competitive edge but most scholars argue that human resource functions become only operational when training has run through them all. This makes training and development an essential feature in the survival of any organisation. Also, Staff performance depends on many factors like job satisfaction, adequate knowledge on the job and management styles (Amisano, 2010). In an ever-growing competitive world, where organisations are always in competition with one another in terms of goods and services, there should be a link between the organisations' business strategy and the training and development that it undertakes (Wilson, 1999).

Increasingly, high performing organisations today are recognizing the need to use best training and development practices to enhance their competitive advantage. Training and development are essential elements of every business; hence the value and potential of staff are to be identified and developed. Training is important for staff development as it enables them achieve self-fulfilling skills and abilities, reduce operational costs, limits organisational liabilities (Donald, 2009). Properly trained staff are highly motivated with a high sense of responsibility, thus requiring less supervision, allowing an organisation to stick to its mission.

For these reasons, organisations are now focusing more on improving productivity from optimal human resource utilization, which implies investment in training and development with the ultimate goal of improving human productivity at both the macro and micro levels. The amount and quality of training carried out varies enormously from organisation to organisation owing to factors such as the degree of external change, new markets or new processes

needed for achieving improved productivity and optimal human resource utilization (Donald, 2009).

### 1.2 Statement of the Problem

Globally, training and development has been the framework for helping staff to develop their skills, knowledge and abilities (Yahaya, 2007). It has also been found to be an effective method of increasing productivity (Landel, 2000; Tannenbaum, 2002). Universities, just like any other organisation strives to achieve the best out of their employees'. Consequently, training and development becomes very necessary as it furnishes the staff with the requisite knowledge and skills to perform their job schedules. There is therefore the need to conduct a comprehensive study to assess the measures put in place at UMaT for the training and development of its staff.

The researchers observed that literature on the studies on human resources training and development in the tertiary institutions in Ghana is quite limited (Khamis, 2017; Degraft-Otoo, 2012; Hogarh, 2012). The few studies (Khamis, 2017; Degraft-Otoo, 2012) did not seem to look at the relationship that exists between training and development needs and staff performance. The gaps identified in literature motivated the researchers to undertake this study. This research therefore was conducted to find out the effects of training and development on performance of non-teaching staff in UMaT.

### 1.3 Purpose of the Study

The purpose of the study was to investigate the effects of training and development on performance of non-teaching staff in UMaT. Specifically, the study sought to:

- i. Identify the measures put in place at UMaT for training and development of non-teaching staff.
- ii. Assess the effect of training and development on performance non-teaching staff at UMaT.
- iii. Investigate the relationship between training and development and staff performance.

### 1.4 Research Questions

The study was guided by the following research questions.

- i. What measures are put in place at UMaT for training and development of non-teaching staff?
- ii. What is the effect of training and development on staff performance at UMaT?

### 1.5 Hypothesis

This hypothesis guided the study.

**H<sub>0</sub>:** There is no significant correlation between training and development and non-teaching staff performance at UMaT.

## II. THEORETICAL UNDERPINNING OF THE STUDY

### 2.1 Strategic Training and Development Model

The study is underpinned by the Strategic Training and Development model by Tannenbaum (2002). This model focuses on the design and implementation of training systems to successfully impact organizational performance. Tannenbaum (2002) provided one of the most comprehensive models of the strategic training and development process.

The model exhibits that the strategic process begins with identifying the business strategy. Secondly, the strategic learning imperatives, which refer to the strategic training and development goals which support the business strategy that have been identified. Thirdly, the strategic learning imperatives are then translated into specific training and development activities, and while the final step involves evaluating whether training has helped in contributing to the goals of the organization, by utilizing the appropriate metrics. Additionally, the above model suggests that training and development cannot be differentiated. All training interventions should be carefully planned, designed, and evaluated in support of organizational goals and objectives (Tannenbaum, 2002; Abdullahi, Gwadabe & Ibrahim, 2018).

Several authors including (Kraiger & Ford 2006; Sessa & London 2009) suggest that most organizational training and development initiative that has occurred in the last decade have been strategic because they have emphasized knowledge management, continuous learning and development programmes to help organizations increase their ability to detect change, adapt and anticipate trends

They further assert that before implementing any training programme, the company should assess the needs of the training. With respect to needs assessment, the emphasis is on aligning training systems with the organizations business strategy and operating constraints. Also, the training design should be on the development of systems of interventions to support knowledge as well as skills acquisition and transfer, rather than on the design and implementation of discrete training activities or methods. Evaluation is mostly focused on demonstrating an organizational impact of training investments (Kraiger & Ford 2006; Sessa & London 2009; Tannenbaum, 2002).

## III. RESEARCH METHODS

### 3.1 Research Design

Research design is the plan for carrying out the research study (Kombo & Tromp, 2016). This study employed the descriptive survey design. A survey is a deliberate attempt by the researchers to collect data from members of the population in order to determine the current status of that population with respect to one or more variables (Mugenda & Mugenda, 2003). In the context of this study, the researchers employed the descriptive survey design. In this study the assessment of the current status of the situation in terms of the effects of

training and development needs on staff performance was done through administering of questionnaires to junior staff, senior staff and senior members of non-teaching staff in the University of Mines and Technology, Tarkwa.

### 3.2 Population

The population for the study was the administrative senior members, senior staff and junior staff of UMaT. The total population of the administrative staff was 404. This formed the accessible population for the study.

### 3.3 Sampling Procedures

To Yin (2003), it is essential to find relevant and manageable samples to collect empirical data. A sample is simply a subset of the population. Out of accessible population, 50% were sampled for the study. The stratified sampling and the simple random sampling procedures were used to select the 202 staff from the central administration for the study. The strata were senior members, senior staff and junior staff. According to Ofori and Dampson (2011), stratified sampling involved dividing the population into a number of groups (strata) where they share common characteristics. Stratified sampling procedure was used to select staff so that the study could cover senior members, senior staff and junior staff accordingly.

### 3.4 Data Collection Instrument

Researcher designed questionnaire was adopted as a data collecting tool for the study. Questionnaire is described as structured instrument for gathering data from a potentially large number of respondents timely, especially if the population is easily accessible, making it uneconomical to interview every subject in the study (Osuala, 2005; Deng, 2010; Amedahe & Gyimah, 2008). The questionnaire was adopted because the respondents who were involved in the study were literates who could read and write.

The questionnaire consisted of 29 items in three sections (A, B & C). The A part entailed five (5) items geared towards obtaining information about the demographics of the respondents. Section B consisted of fourteen (14) items which aim at obtaining information on the training and development needs of employees. Section C had ten (10) items which looked at the personal performance appraisal of the employees.

## IV. RESULTS AND DISCUSSION

### 4.1 Measures put in place at UMaT for Training and Development of Employees

Research question 1: What measures are put in place at UMaT for training and development of non-teaching staff? The aim of this research question was to find out the measures put in place at UMaT for training and development of staff. The responses given by the respondents are shown in Table 1.

Table 1: Measures put in place at UMaT for Training and Development of Staff

Statement	M	SD
The University management organise regular training programmes from time to time.	3.97	.46
The University staff training is organised based on identification of needs assessment.	4.33	.47
Employees undergo training and development programmes on the basis of identified needs.	4.48	.50
Training programmes organised by the University management is planned.	4.24	.43
Training programmes organised by the University Management is systematic.	4.23	.42
The mode of selection for training and development programmes in the University is fair.	4.34	.48
To a large extent the employees' training and development needs are met.	4.24	.43
Study leave with pay are offered to staff	2.29	.26
<b>Total</b>	<b>59.1</b>	<b>6.54</b>

Source: Field data (2022)

Scale: 1=Strongly Disagree, 2= Disagree, 3= Uncertain 4= Agree, 5= Strongly Agree Mean of means = 4.2 Mean of Standard Deviation = .46

Table 1 shows that to a large extent, measures have been put in place at UMaT for training and development of employees. A mean of means of 4.22 and a Mean of Standard Deviation of .47 clearly indicate that the administrative staff agreed to a lot of the statements which were meant to identify the measures put in place at UMaT for training and development of non-teaching staff. This is illustrated in the following instances in the rest of the items.

Concerning the statement; "The University management organise regular training programmes from time to time", it was found out that a significant majority of the respondents agreed to the statement. A mean of 3.97 and a standard deviation of .46 were attained. Though the mean is lower than the mean of means of 4.22, it can be said that there were variations in the responses and that not all the respondents agreed to the statement because the measure of spread is very high. Also, a mean of 4.33 and a standard deviation of .47 clearly indicate that the University staff training is organised based on identification of needs. This implies that the University management needs continue to organise regular training for the staff.

This finding is in agreement with Armstrong (1996; Tannenbaum, 2002), who argues that, training needs analysis should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills and knowledge or must improve existing competencies. Again, the majority of the non-teaching staff agreed that, staff undergo training and development programmes are on the basis of identified needs. A mean of 4.48 and a standard deviation of .50 were attained for this item and this falls within the option

“agree” looking at the scale under Table 1. However, the high standard deviation realised which was higher than the mean of standard deviation of .46 indicates that there were variations in the responses and that not all the respondents agreed to the statement.

Yet, it still remains that the majority of the non-teaching staff supported this statement. In connection with the statement, “Training programmes organised by the University management is planned”, the majority of the respondents agreed to it. The item recorded a mean of 4.24 and a standard deviation of .43 which falls under the scale of 4 meaning the respondents agreed to the statement.

With respect to whether the mode of selection for training and development programmes in the University is fair, a mean of 4.34 and a standard deviation of .48 were obtained clearly showing that the respondents agreed to the statement. However, the high standard deviation realised which was higher than the mean of standard deviation of .47 indicates that there were variations in the responses and that not all the respondents agreed to the statement. Yet, it still remains that the majority of the non-teaching staff agreed to this statement. This finding is consistent with the assertion of Harrison (2008) that, in order for training and development to succeed, there is a need for the top management to communicate to members of staff about training opportunities and ensure transparency in selection.

When the respondents were asked to respond to the statement: “study leave with pay are offered to staff”, a greater number of them disagreed to the statement. This item recorded a mean of 2.29 and a standard deviation of .26 indicating that the non-teaching staff disagreed to this statement since the mean of the item falls on the scale 2 as stated under Table 1. This means that the non-teaching staff were not offered study leave with pay to meet their academic and professional needs.

It can be concluded that, measures have been put in place at UMaT for training and development of non-teaching staff except for study leave with pay. This can be seen in the respondents’ agreement to the statements that: the university management organise regular training programmes from time to time; the university staff training is organised based on identification of needs assessment; employees undergo training and development programmes on the basis of identified needs; training programmes organised by the University management is planned and systematic. Also, it was realised that, the mode of selection for training and development programmes in the university is fair; the university management offers on-the-job training for staff; training and development programmes ensure that people are updated on their job schedule. Again, there are enough funds for training and development programmes; but staff were not offered study leave with pay; however, to a large extent the employees’ training and development needs are met.

4.2 Effect of Training and Development on Employee Performance

Research question 2: What is the effect of training and development on staff performance at UMaT? This research question sought to find out the effects of training and development on non-teaching staff performance at UMaT. The responses given by the respondents are shown in Table 2.

Table 2: Effect of Training and Development on Non-Teaching Staff Performance

Statement	M	SD
Training has improved my performance on the job.	4.54	.50
Training has improved my output per hour/day.	4.33	.47
Training has exposed me to other skills that will help me in the future.	4.67	.47
Training has increased my efficiency on the job.	4.34	.48
Training enables me to meet my deadlines.	4.24	.43
Training has improved my implementation of new working approaches.	4.58	.50
Training enables me to work with little or no supervision.	4.14	.35
Training has equipped me with skills relevant for my work.	4.38	.49
Training has offered me the opportunity to identify my potential for further development.	4.49	.50
<b>Total</b>	<b>44.09</b>	<b>4.68</b>

Source: Field data (2022)

Scale: 1= Not at all True, 2= Not True, 3= Uncertain, 4= True, 5= Very True  
 Mean of means = 4.41  
 Mean of Standard Deviation = .47

A mean of means of 4.41 and a Mean of Standard Deviation of .47 that were obtained indicate that the administrative staff agreed to a lot of the statements which were posed to them to find out the effect of training and development on non-teaching staff performance at UMaT. Details of the individual items attest to this fact.

In line with the statement; “Training has improved my performance on the job”, it was found out that a significant majority of the respondents agreed to the statement. This means training in UMaT significantly improves staff performance. A mean of 4.54 and a standard deviation of .50 were attained. The standard deviation that was obtained which was higher than the mean of standard deviation of .47 shows that there were variations in the responses that were recorded for the items.

However, it still holds that, the majority of the administrative staff agreed to the statement. Also, a mean of 4.33 and a standard deviation of .47 clearly indicate that training has improved the output of the administrative staff per hour/day. Also, the majority of the administrative staff agreed that, training has exposed them to other skills that will help them in the future. A mean of 4.67 and a standard deviation of .47

were attained for this item and this falls within the option “very true” looking at the scale under Table 2.

In connection with the statement, “Training has increased my efficiency on the job”, the majority of the respondents agreed to it. The item recorded a mean of 4.34 and a standard deviation of .48 which falls under the scale of 4 meaning the respondents agreed to the statement. In line with the statement; “Training enables me to meet my deadlines”, a mean of 4.24 and a standard deviation of .43 was recorded meaning to a large extent, the respondents agreed to the statement. Converting the mean to the nearest whole number it could be seen that the mean falls at 4 “True” according to the scale under Table 2. The extent to which they agree is also high due to the low standard deviation recorded. Therefore, a significant majority of the respondents support this assertion.

As to whether training has improved non-teaching staff implementation of new working approaches, a mean of 4.58 and a standard deviation of .50 were obtained clearly showing that the respondents agreed to the statement. However, the high standard deviation realised which was higher than the mean of standard deviation of .47 indicates that there were variations in the responses and that not all the respondents agreed to the statement. Yet, it still remains that the majority of the non-teaching staff supported this statement.

Concerning whether training enables staff to work with little or no supervision, a mean of 4.14 and a standard deviation of .35 were realised. Hence a greater proportion of respondents to a large extent support the claim that training enables them to work with little or no supervision. Meaning Training and development helps staff to work efficiently, such that they need little or no supervision to work.

Regarding whether training has equipped the staff with skills relevant for their work, the majority of the respondents agreed to this statement. With this, a mean of 4.38 and a standard deviation of .49 were realised. The mean falls on option 4 (true) looking at the scale under Table 2. From Table 2, it is obvious that training has offered respondents the opportunity to identify their potential for further development. With this, a mean of 4.49 and a standard deviation of .50 were realised indicating that to a large extent, the respondents agreed to it.

On the issue of whether the respondents had experienced successful changes in working effectively after being trained, greater number of the respondents agreed to the statement. This item had a mean of 4.38 and a standard deviation of .49 indicating that the respondents agreed to the statement. This means training improves the performance of staff.

From the above discussions, it can be concluded that, training and development improved employee performance at UMaT. This as indicated by (Sushil & Verma,2010; Wilson,1999; Tannenbaum (2002) training improved the performance of non-teaching staff on the job and their output per hour/day; training has exposed non-teaching staff to other skills that would help them in the future, and has increased their

efficiency on the job; and training has enabled non-teaching staff of UMaT to meet their deadlines. It was also realised that training has improved staff implementation of new working approaches; has enabled non-teaching staff to work with little or no supervision; has equipped non-teaching staff with skills relevant for their work; has offered the opportunity to identify their potential for further development; as well as experienced successful changes in working effectively.

#### 4.3 Correlation between Training and Development Needs and Non-Teaching Staff Performance

Hypothesis: There is no significant correlation between training and development and staff performance at UMaT. The main objective of this was to determine the relationship between training and development needs and non-teaching staff performance. Pearson correlation ( $r$ ) was used in the analysis. Correlation analysis is used to describe the strength and direction of the linear relationship between two variables. Pearson correlation co-efficient ( $r$ ) can only take on values from  $-1$  to  $+1$ . The positive sign in front indicates that there is a positive correlation (as one variable increases, so too does the other) or a negative correlation (as one variable increases, the other decreases).

Table 3: Correlation Analysis between Training and Development and Employee Performance

		Staff Performance
Training and Development	Pearson Correlation	.583**
	Sig. (2-tailed)	.000
	N	100
**. Correlation is significant at the 0.05 level (2-tailed).		

Source: Field data (2022)

From Table 3, the relationship between training and development and non-teaching staff performance was investigated using Pearson product-moment correlation co-efficient. There was a moderate, positive correlation between the two variables,  $r = .583$ ,  $n = 100$ ,  $p < .005$ , with moderate levels of training and development associated with moderate levels of non-teaching staff performance. This means that as training and development of non-teaching staff increases or are met, non-teaching staff performance also increase.

The correlation between training and development and staff performance was statistically significant with a  $p$ -value being less than 0.05. This implies that training and development is a significant factor that influences non-teaching staff performance. The correlation co-efficient ( $r^2$ ) between training and development and staff performance was 0.339889. This implies that training and development help to explain 33.9 per cent of the variance in respondents' scores on staff performance.

It is concluded that training and development is positively related to non-teaching staff performance and that, training and development is a significant factor in influencing non-teaching staff performance. The finding is in accordance with Landel (2000) who found that, training and development programme is an effective method of increasing productivity.

The finding is further corroborated by Yahaya (2007) that staff training is a necessity to every organisation; training enables them to develop their skills, knowledge and abilities. Similarly, Cole (2002) adds that, it is a well-known fact that training enhances skills, knowledge, abilities and competencies and ultimately staff performance in organisations.

## V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Summary of Major Findings

The following were the main findings of the study.

- i. It was realised that, measures had been put in place at UMaT for training and development of non-teaching staff. The results of the data gathered from the non-teaching staff members confirmed that, the university management organise regular training programmes from time to time; the training organised for university staff was based on identification of needs assessment; non-teaching staff undergo training and development programmes on the basis of identified needs; and training programmes organised by the university management is planned and systematic. Again, the mode of selection for training and development programmes in the university was fair. However, study leave with pay were not offered to non-teaching staff.
- ii. It was found out that training and development improved non-teaching staff performance at UMaT. This is because, training improved the performance of staff on the job and their output per hour/day. Also, training exposed non-teaching staff to skills such as report writing, time management among others that would help them in the future, increased staff efficiency on the job; and training has enabled university staff to meet their deadlines.
- iii. Again, training has enabled non-teaching staff to work with little or no supervision; equipped staff with skills relevant for their work; and the respondents indicated that, they have experienced successful changes in working effectively after being trained.
- iv. It was realised that, there was a moderate, positive correlation between training and development needs and non-teaching staff performance and that, training and development needs is a significant factor that influences performance.

### 5.2 Conclusions

The following conclusions were drawn from the findings of the study. It can be concluded that, measures have been put in place at UMaT for training and development of non-teaching staff. With this, the respondents indicated that, the university non-teaching staff training is organised based on identification of needs assessment and the mode of selection for training and

development programmes in the university is fair. However, the respondents also asserted that, study leave with pay are not granted to them which can be very detrimental to the performance, attitude and overall productivity of the non-teaching staff members in the institution.

It can be concluded that training and development improves non-teaching staff performance at UMaT. This is because, training improved the performance of staff on the job and as they indicated their ability to perform effectively without supervision. Also, training has exposed non-teaching staff to other skills that will help them in the future, increased staff efficiency on the job; as well as enabled employees to work with little or no supervision. Again, training has equipped non-teaching staff with skills relevant for their work; and the university staff have experienced successful changes in working effectively after being trained.

Further, it can be concluded that there is a moderate, positive relationship between training and development and staff performance. Training and development were a significant factor in influencing non-teaching staff performance.

### 5.3 Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations have been made:

- i. Since it was realised that training and development improved non-teaching staff performance, it is suggested that, university management and HRM at UMaT should ensure that all pertinent issues and non-teaching staff complaints relating to training and development needs of employees are resolved so that staff performance will increase. In line with this, training and development issues that came up such as: fund allocation and due diligence by the university management to ensure that training and development meet the needs of employees before they are approved so that non-teaching staff performance will increase.
- ii. The University management should institute a policy in awarding study leave with pay to the non-teaching staff for further academic and professional training. This could help in helping the staff strive higher in education which will ultimately inure to the benefit of the University.
- iii. In addition, since the study identified that training and development needs were significantly related to non-teaching staff performance, it is suggested that, university management and the Human Resources Division should organise frequent programmes on training and development of staff such as: workshops, orientation training, apprentice training, lectures and seminars, etc. and ensure that staff are adequately motivated to take part in training programmes.

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