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RESEARCH ARTICLE

The effect of training on employees performance in local government in Rwanda: A case of Muhanga District

*Musabyimana Agnes

Graduate student in Master of Science in Human Resource Management at University of Kigali

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ABSTRACT

The purpose of this study was to establish the effect of training on employee performance in local government in Rwanda. Training is a planned process by which the skills, abilities and aptitudes of employees to perform definite jobs through learning experience to achieve effective performance in an activity as explained in the glossary training terms. The study's objectives were: to identify the effect learning design adopted for employee in Muhanga district; to assess the effect of evaluation of learning programs organized on the employee performance results in Muhanga district; and to establish the learning roles and its relationship with employee performance in Muhanga district. The overall view is that training accelerate the improvement in employee performance and that organizations should therefore contribute in training of the workforce. The gains of training can only be appreciated with a clear understanding of its direct effect on employee performance. It is in this line that this study hunted to assess what effect training has had on the employee performance at Muhanga district. The researcher would be used a descriptive design; the population of the study is 178 employees of Muhanga district and a sample size of 123 respondents would be used to get a more reliable analysis. The data was collected by using a questionnaire and would be analyzed by using SPSS. A quantitative data would be collected from closed ended questions and would be analyzed using descriptive statistics while narrative data will be obtained by using qualitative data analysis method. The questionnaires were distributed to 123 in Muhanga district. The study dealt with training and employees' performance compilation. Analyzing qualitatively and quantitatively the findings, with the help of SPSS, the researcher analysed the outcome of training on employees' concert in local government in Muhanga district. After the analysis and interpretation of findings, it should be concluded that different strategies such as face-to-face trainings, retreat trainings, on-line trainings and workshop trainings, and evaluation of learning programs organized had been applied to provide new and different experiences to the employees and make them regularly achieve their week activities, score all reported activities at more than 70 % at the finale of the year and making service seekers satisfied. Therefore, the relation between learning programs and employees' performance was established with a regression line of 0.708 and p value which is less than 0.05 as long as the trained employees were working in group with others to helped to do the organizational goals, were the best performance and Muhanga local government's performance was based on trainings accessed to employees as well as all employees who obtained training were model in work productivity.

*Corresponding Author:
Musabyimana Agnes

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INTRODUCTION

This chapter enlists the background information of the analysis, statement of the research problem, research objectives, research hypotheses, significance of the study and scope of the research study and study organization.

Background to the study: Training is a planned process of acquiring skills, capability, proper attitudes and behavior needed to run into job necessities "Gomez-Mejia, et. Al., (2017). Training has become of one important means to recover employee performance. The character and extent of employee's productivity and performance has been the major concern and focus of attention in much of the literature on HRM.

The institutions' survival, competitive edge and performance in the word depends on the ability of the employee, Kazim, et al, (2017). Training has been used to help employees perform their required jobs or help them to meet current performance requirements, by focusing on specific skills required for performance needed. Martin, (2015) has been proven that to improve competencies, knowledge and expertise of capable employee are the major source of capacity building to human resources for institutional cost-effectiveness and competitive edge on the global market. This in contrast with development, whereby is training that gives employees with competencies for coming jobs and new responsibilities. Training aimed to help the employees to master the knowledge, skills, and behaviors highlighted in learning programs and to put into practice in their everyday tasks.

Elnaga & Imran, (2013) proven that employee engagement and commitment are deserved by the needed knowledge, expertise, and capabilities of the employees attained from the training plans provided. Not long ago it has been recognized that to go on comparative edge, training has more than just primary skill development. By a way of explanation, to use training to obtain a competitive edge, institution should outlook training in general as a technique to generate knowledge assets. According to WHO, (2020), there is a progressive association between employee performance and training. Training provides the development of an entity, promoting performance as well as improved productivity and finally position the entity to occupy the highest level among the others. Based on this study there is a time where the unskilled people will be replaced by the others forms of technology. That is why the entities should put into place policies and measures to be sure that the people are trained in order to meet the standards of the growing technology. The developed countries realized that they should invest at least 3% and 5% of their payroll in training. According Evans & Lindsay, (2019), realized that when you invest in training, the profits will be expanded for the owners of the entity as sound as the employees even the customers. According to the report of WEF (2017) and World Bank (2018) precisely narrate that training create skills, add knowledge, help the increasing of creativity, innovations and rectifies incorrect ideas about approach and work applications. In the World of competition, employers are recruiting employees for the purpose of making profit and long term survival of the organization or institution. This occurs in the temporary cultures where observation and high opinion of the value of money and customers in the society is given prominent place. Therefore, the employee training should be implemented in the organization in order to be maintained in the market system. Training helps the organization to meet with the established standards of performance. Most countries across the world have nonstop activities to explore how they can promote the training measures for their institutions and to be ranked as principal longest occurred establishments in the world Barslund, (2017). These institutions have existed for more two hundred years in set-up but are still reputable to have sources sound HR services to customers in the world. In developing countries that face development process at their respective steps, higher institutions are critically constrained by the problem of remaining with stability for long time as other institutions in developed world. Therefore, they suffer from having the equipped employees. According to Feinstein, (2018); and Oshagbemi, (2020) argued the developing countries, most of time they are challenged by low skills, incapability, lack of knowledge and lack of skill so as to produce efficiently and effectively. As consequence, these will become the major threats to worker's long term commitment in an institution which could be used to explain worker turnovers and relocations between institutions in developing countries. Training is the achievement of significant skills or provision of required knowledge and skills for employees to perform specific tasks to achieve a mutual goal Olaniyan, (2008). It capitulates specific outcomes that include enhanced staff capability and ability for performance. Another challenge some institutions are challenged by not maintaining competent staff in its payroll if training of its workforce is not made available or considered as priority.

In Rwanda, based on its vision 2050 where Rwanda build the Rwanda people want through transformed workforce for higher productivity. Training will need to anticipate where and when new jobs are created. This will require to empower its sectors with potential for high growth as well as high employment over time. Developing the institutions require building the right skills base starting now to become competitive in the 2020s and reap the benefits between 2025 and 2035. And also the sectors make efforts to offer career guidance, mentorship and reskill the labor force to ensure that people are matched with the right required skills for the labor market. It is observed by Rwandans that development will best be achieved through mental investment in the individuals which is considered Rwanda's most important and abundant resource, the government has embarked on an extensive program of human resource development. The learning system has been reorganized to fill the huge skills and competence gaps and enable the public sector to meet the

expectations of the people. Training is a gauge to improve knowledge and capability and viewpoint of the employees that results in effective performance of the employees Laing, (2019). However, he added that training covers the establishment of the institute. Massod, 2010 and Khanfar, (2021) maintained that training is an active strategy to enable allow an employee to use well his capability and his potential. According to Kenney et al, 1992 stated that the good way to measure employee performance is to align it with performance standards established by the organization. Therefore, productivity, cost-effectiveness, quality and level of profitability deserve as the measures should be considered during the evaluation of the employee performance. Wood & Sangster (2018), demonstrated that The employee performance is equal to the ration of gross profit to sales or return on capital employed. According to Krishnaveni & Sripirabaa, (2018) argued that to make a good training needs assessment, to design well the training according to the gaps, use appropriate methods of delivering training, and to evaluate well the training programs lead to the program's success. According to Mirabet, (2017) stated that the correct implementation of all stages of the process; previous identification of training needs and put into practice of an adequate training and evaluation deserve the success of training. In addition, training together with other activities influence positively the employee performance. The training result is linked with a production increase and a staff income increase Arthur, (2014). Therefore, taking into consideration Muhanga District Head office, this study had to analyze the influence of the presentation of local government employees.

Problem Statement: Public institutions face with many challenges in the capacitating their employees, which results in lack of employee performance. More than 50% of the government budget is spent in the capacity building of public servants, therefore, more than half of the whole budget is lost due to improper learning design, absence of training needs assessment, failure to use appropriate methods of training, and incompetence in the execution of training process. MIFOTRA acknowledges that many public institutions are not managing the training process especially for identifying the training needs of their employees. Employee turnover in local government is one of the consequence of lack of sufficient talented employees needed to perform their duties and responsibilities. Despite the trainings offered to the employees in public institutions, For the case of MIFOTRA and MINALOC, the districts report a number of posts occupied by staff without a sufficient level of qualification as required in the cadre organique; low staff retention, many resignations where in one district 90 % new staff, after 62 % resigned in 2017). It is a challenge to recruit staff who fulfill the requirements of the position. In addition, the Office of the Auditor General (2020) report discovered that government incurred financial losses due to low levels of budget execution and stalled projects. It was discovered that between 2016/17 and 2018/19 financial years, 98 projects, worth Rwf95.67 billion, were either abandoned or significantly delayed (OAG, 2020).

According to Transparency International - Rwanda (2021), there was low level of beneficiaries' awareness on the project and participation in the implementation of project's activities during the implementation of first phase of projects in Southern province especially Huye, Nyaruguru and Muhanga. Besides, the report indicated that the aspect of risks management was not fully framed following the nature of each project activity; and with very few communication and feedback mechanism in place to ease interactions with partners, project implementation guidelines were also not in place. Likewise, it was evidenced that beneficiaries are not much aware of project governance structure which is a tool to enhance transparency and accountability in the project implementation process. It's important to note that previous studies did not focus on the project management leadership and project implementation specifically Green Gicumbi, and this poses a gap regarding information. Therefore, the above raised the researcher's enthusiasm to establish the effect of training on employee performance in local government in Rwanda: a case of Muhanga District.

The study was guided by the adult learning theory, behaviorism theory and Kirkpatrick model theory.

Objective of the study: This study adopted both general and specific objectives as expressed hereunder:

General objective: The objective of the research work aims to analyze the effect of training on employees' performance of local government Muhanga district, Rwanda.

Specific objectives

- To identify the effect learning design adopted for employee in Muhanga district
- To assess the effect of evaluation of learning programs organized on the employee performance results in Muhanga district.
- To establish the learning roles and its relationship with employee performance in Muhanga district.

Research questions

- What is the effect of learning design adopted for employee in Muhanga district?
- What is the effect of evaluation of learning programs with employee performance results in Muhanga district?
- What roles learning programs play on employee performance in Muhanga district?

Research hypotheses

H0: There should not be significant relationship between training and the employee performance of Muhanga district.

H1: There should be significant relationship between the training and the employee performance of Muhanga district.

Conceptual framework: The conceptual framework in research entails the relationships of variables, which is typically a diagrammatic representation showing the associated involvement of the studied variables (independent and dependent) variables Saunders et al., (2009). In this study, the conceptual framework is based on the effect of training on employee performance in Rwanda public sector organizations. The conceptual framework diagram represents the intervening and moderating variables which have effect on the dependent variable.

The concept framework includes the independent and dependent variables as shown in figure 2.2 above. The independent variables categorized into three categories on the specific objectives. The objective number one designed to assess the influence of training design on employee performance in Muhanga district, the second objective designed to assess the effect of evaluation of training their relationship with employee performance in Muhanga district with four elements which are high morale, lower cost of production, lower turnover and helps in change management programs on employee performance in Muhanga district together with four levels which are Reaction, Learning, Behavior, and Result.

LITERATURE REVIEW

Introduction: This chapter covers a critical examination of the existing relevant literature on the topic under investigation, review of the literature which have written on learning process, evaluation of learning programs and the relationship between the trainings and employees' performance, also theoretical review, empirical review, and conceptual framework.

Training and employee performance: This section presents the classifications of the concepts this study adopted and in particular employee training and project employee performance. Besides the classifications, the section presents the literatures regarding the independent variable and dependent variables.

Training: There is a significant relationship between training and employee performance. Therefore, training plays a crucial role in enhancing required quality of employees directly and on the performance of organizational goals through human resource results. The objective of training is to make most of employees acquiring knowledge, skills, attitudes and behaviors to cope with the demand of dynamic business environments. In each organization there are some expected performances from its employees. Furthermore, when the employees accomplish their duties and responsibilities up to that expected results and meet required standards, they are thought good performers Sultana, et al., (2012). According to the study of Ahmad, et al. (2014) also reveals that a sound association exists between training and employee performance. It is also believed that the employee performance is crucial and it depends on a variety of factors but training receives high crucial as it enhances the skills, capabilities, confidence, and competencies. According to Edwin B. Flippo, "Training is the act of improving the awareness and skill of an employee for doing a particular job. "Training is the process by which manpower is filled for the specific job it has to perform. In simple words, to provide capacity to the employee to perform a precise job called training. Thus, the art. Knowledge and skill to accomplish a specific job in a specific way known as training. According to James (2009), Performance is the extent to which an entity's ability to accomplish its goals through using available resources in an efficient and effective way. He emphasized also to the descriptions of environment that make it possible for managers to the achievement of the entity's goals of being grown and profitable. Performance enhances the higher productivity of an entity.

According to Amirpour, Salehi and Shahnavaz, (2009) analyzed that job instruction technique, job rotation, coaching and apprenticeship training are the main means used by the top managers to enhance worker performance. The employees are the valuable assets of the organization that is why the organizations are responsible to repair their employees so that to achieve its organizational goals at the higher level. According to the study of Bakanye, (2013) the employee performance is impacted positively by both on job and off job training. The study showed that there is a positive relationship between training and worker performance.

Employee performance: According Armstrong, M. 2009, he mentioned that the performance development is a broad term that include performance management and employee development. It explains both managing and assessing the work that needs to be done and providing opportunities for professional growth and development. Performance development is the continuous process between line manager and employee for clarifying the duties and responsibilities for a particular job. The understanding from both employee and his line manager guarantee mutual understanding on the accomplishment of goals. Conducting employee performance reviews demands a lot of resources in terms of time and effort to achieve both the employee and entity goals.

The employee performance requires a long process which it should include together both employee and the line manager, because the performance evaluation takes enough time to discuss on the employee performance and to know whether the appreciation and improvement needed. An official evaluation can use the following tools to help a making of a good evaluation like to gather the material, review and write, schedule the interview or meeting. According Chris Amisano, (2010) he stated that job satisfaction, knowledge and management are the factors influencing the employee performance and again there is a significance relationship between performance and training. Employee performance justify the competitiveness and productivity of the entity. Every time if the entity provided the capacity building to its employees automate the worker performance. It should also be improved up to the institutional expectations. The capability and potential of employees are mostly based on the training. Performance can be enhanced by attracting the performer in positive emotions through activities that can be used to upraise performance and motivate the personal growth of the workforce. Another technique of improving performance is through insightful practice which involves

events that help people pay attention to and learn from experiences Egler, (2000). This theory was relevant to this study as it highlighted the importance of looking at the performance of employees at all levels and considering the avenues that can be used in an organization to achieve higher performance. However, they produce helpful and a more lasting effect on employee's performance and are work related. Hence, sufficient provision of such components, the 'satisfiers' makes people satisfied with their jobs since they serve man's undeveloped needs for mental growth. These elements are achievement, recognition for success, increased duty, opportunity for progress and development, and innovative and challenging work. Usually, employees will not have job satisfaction if the motivating factors are not provided in sufficient quality by the employer.

Training Design and Methods of training: According to Noe, R. (2017), training design is the extent to which the entity setting objectives, defining target, selecting trainer whether to develop a training program 'in house' or to purchase it 'off the shelf.' Training design or instructional design is the process of creating a plan for the expansion of instruction. Whether the learning process is to be directed in a classroom, delivered using an electronic format or using some combinations of methods, the design process sets the stage for the development of a program that produces results.

The following methods are mostly used to provide training to the trainees:

On-the-job Training Methods: This training type is imparted on the job and at the work place where the employee is anticipated to perform his duties and responsibilities. It empowers the worker to get training under the same working conditions and environment and with the same materials, machines and equipment's that he will be using ultimately after completing the training.

On particular job: On the job training methods is used to provide training for a specific job such an electrician motor mechanic plumbing etc. Experience: This is the outdated method of on-the-job training. Learning by experience cannot and must not be stopped as a method of improvement, though as a sole approach.

Coaching: On the job coaching by the superior is an important and potentially effective approach is superior. The procedure involves direct staff instruction and supervision, regularly with extensive demonstration.

Apprenticeship: In this method, the trainee is placed under studies a qualified instructor for a long period of time basing upon the job and skill required. Often, these training is experienced in services. such as trades etc.

Off the Job Training Methods: Following are the off the job training techniques Special Courses and Lectures: Preaching is the greatest method of formal training. Special courses and teachings is established by business organizations in many ways as a part of their advance programs.

Case Studies: In written report of a definite situation and trainer is supposed to analyze and give his conclusions in writing. The cases are founded on actual organizational situations.

Sensitivity Trainings: Considering it from the view point of behavioral assessment, in different circumstances on by what means an singular resolve act himself and headed for others. Usually, no pre planned agenda and it happens instantly.

Off-the job training: Is studied in terms of trainings received by employees when off from the work to embark on training which includes classes, demonstrations, lectures, simulations, and many other resources aiming at emerging new skills to make an employee more valuable and more flexible.

Theories of learning

Adult learning theory: According the work of Malcolm Knowles, (1973) made a theory of Adult learning where it shows the context of how adults learn. This theory is often contrasted with the child's learning methods-pedagogical learning. The origin of adult learning is that an adult will decide to learn something like children. For that reason, it is expected that all kind of training involved the employees create a wonderful learning atmosphere than those organized by without involving the employees. As far as World War II, Learners did not have access to any kind of technical align to the adult learning. Pedagogy was the unique model to provide skills and knowledge to the audience in U.S for both adult and children. However, in the time for providing knowledge and skills to the young people, pedagogy was never intended for a mature person. The origin of the modern pedagogical model date back as far as medieval Europe, to the clergymen that gave formal religious instruction to young masculine.

This theory was referred on the authority of the trainer and the trainees absorbing the subject-matter. No idea was provided to the strategy to apply what was learned to daily life, nor to the experience, motivations, or interests of a trainee. Nowadays, however, learning theorists were starting to understand that mature people just do not learn in the same manner with the children. Adult learning was provided by Knowles to adjust the prevailing pedagogical model to the adult people. He assumed that, because adults are socially and psychologically different from young people, they cannot undertake skills and knowledge effectively using the same way. Adult learning theory has five (5) principles that are ; they need to know the reason why they need to acquire knowledge and skills, they need to be a part of taking decision on needed training , they have a variety of experiences of life which show the richest source for learning, they are stand by those things they need to know in order to perform well their duties and responsibilities, they are encouraged to learn the extent that they perceive that it will help them to perform tasks they confront in their daily activities. According to Knowles, 1980 emphasized on the contribution of employees during the training needs assessment. He stated that when employees are not asked about their own learning needs, it will not take an active part in the learning process. The greatest method to pick out the gaps is to conduct a bottom-up training needs analysis, not one determined by top management. Knowles advice employer to let their employees being involved in training needs assessment and to design the methods will be used to deliver the training, they would be abundant additional possible to feel invested in completing a learning program that addresses that need. According to Knowles, (2005) he related the theory with the study because employees are considered as adult learners and therefore they should be involved in the selection of training choices and methods to be used in the learning process as this will help the employees the training goals as well as improve the employee performance.

The Kirkpatrick model theory: Kirkpatrick Model is a popular tool known as a tool for analyzing and evaluating the output of programs. It is made up four levels of evaluation which are Reaction, Learning, Behavior, and Results. Each running level of model constitutes a more precise measure of usefulness of a training program. Donald Kirkpatrick, former professor Emeritus at the University of Wisconsin, first published his model in 1959. He ameliorated it in 1975, and again in 1993, when he published his best-known work, "Evaluation Training program. "In 2016 James and Wendy adjusted 'New World Kirkpatrick Model' in their book, 'Four levels of training evaluation'. The special point added is an emphasis on the advantage of making training relevant to people's everyday jobs.

The Kirkpatrick's level 1: Reaction: During this level of reaction, the trainees express whether they felt engaged, and whether the training was relevant to them. The trainer or training organizations based on that feedback result to evaluate the usefulness of the training, Trainees' perceptions, potential future improvement, justification for the training expense.

The organization establish the measure for knowing how people's reactions. It evaluates by using observe trainees' training. Assess the feedback, and recognize the changes that you could make in response.

The Kirkpatrick's level 2: Learning: This level emphasized on measuring what your trainees have and have not learned. In the New World version of the tool, Level 2 also evaluate what they reflect they will be talented to do differently as a result, how self-assured they are that they can do it, and how heartened they are to make changes. This shows in what way the drill has empowered their knowledge and capability. You can evaluate learning in different ways, based on the purposes. It will be successful when you evaluate these areas both before and after providing the training. Before starting the training, you should determine the knowledge and capabilities of your employees/trainees of the training you evaluate what they have learned, or measure their learning with any kind method like interview or verbal assessments. Therefore, the supervisors need to be responsible for upgrading their skills, and to put forward the support they need to do so.

The Kirkpatrick's level 3: Behavior: This level 3 helps to measure the grade where the employees apply well the knowledge and capability acquired from the training. The level 3 involves both pre- and post-event measurement of the learner's behavior changes. Sometime the employees may do not have sufficient time to put into practice what they learnt or the organization may be have the obstacle behave change. Possibly keep going processes mean that there's little scope to apply new thoughts, for example. The manager should be sure that they improve processes that insist, reinforce and recognize positive changes in behavior. The better way to measure behavior changes is to control observations and interviews. Another is to integrate the use of new knowledge and capability into the specific job that you set your team, with the intention that people have the chance to show what they know. The supervisors need to be nearly involved at this stage, judge and coaching the employees in making behavior changes.

The Kirkpatrick's level 4: Result: This level 4 helps the managers to assess results from the trainings to the organization. Like cost-effectiveness, efficiency, improved productivity, employee retention, and increased higher morale. One typical challenge is to pick out whether specific outcomes are truly the outcome of the training. The level 4 requires also both before-and after-event to assess the achievement of training objectives. In the modern system, the trainers frequently use the Kirkpatrick, by stating the outcomes, the training that's most likely to provide them. This deserves to prioritize the goals of the training and make it more useful. Under are some end results to be consider, basing on the objectives of provided training: Increased employment retention, increased production, higher morale, cost effectiveness, increased customer satisfaction etc. Manager make a series of short-term observations and measurements to check changes in behavior due to training are making a worthwhile difference to your employee's performance.

Behaviourism theory: According to Congelosi, (2000:42) behavior change is about to the behaviorist approach by which learners' environments are operated to grow the chances of desired behaviors being recognized in terms of rewards while unwanted behaviors go unrewarded. There are different behavior change approaches used in the teaching space. For example, learner's/trainees behavior can be modified through shaping, chaining, extinction, positive and negative reinforces, discipline plans and token economies (Eggen and Kauchak, 2001:36). Skinner emphasized on the significance of generalized reinforces such as giving appreciation, stars and points to the employee immediately after their performance of desired behaviours. This enables employees to repeat the desired behaviour. Furthermore, the elimination of punishment permits the behaviour to be repeated. Besides, punishment is also known to have unpleasant side-effects such as group dislike and group unhappiness. Here the employer compromises a remuneration to the employees in the time the desired behaviours are achieved as a conditioned reinforce. The employers must be committed to give out the rewards after desired

behaviours. Rewards can be such as certificate for recognition or monetary things. According Saettler, (1990) stated that to change the employee behaviours should be enhanced by the result of experience. It therefore follows that training needs assessment or indeed evidence of learning must be some capturing of that change. Therefore, training needs assessment is a purely behavioural activity because its major objective is to show whether there has been change in the learner's behaviour. Without training needs assessment at work place, it would be very difficult to know whether learning has taken place. The employees should be assessed by observing behaviour. Educators cannot assume that learners are learning unless they observe that behaviour is changing through assessment. In his endeavor to ensure effective learning in schools, he suggests three principles to be used by trainers when he states that; information to be learned should be presented to the learners in small behaviourally defined steps rapid reaction must be given to employees/trainees regarding the accuracy of their learning and that employees should be allowed to acquire at their own pace. Employee performance should be based on the permanent change of behavior. Normally, to develop the employee performance is a long way that imply one of two an individual employee or group of employees. Egler (2000), expressed that level of performance, its employees are more effective and in turn the institutional culture go well with effective too. Performing at a top-level makes results namely an increase in quality, capability, knowledge, skills, identity and motivation also cost effectiveness. Performance can be enhanced by attracting the performer in positive emotions through activities that can be used to upraise performance and motivate the personal growth of the workforce.

Another technique of improving performance is through insightful practice which involves events that help people pay attention to and learn from experiences Egler, (2000). This theory was relevant to this study as it highlighted the importance of looking at the performance of employees at all levels and considering the avenues that can be used in an organization to achieve higher performance. However, they produce helpful and a more lasting effect on employee's performance and are work related. Hence, sufficient provision of such components, the 'satisfiers' makes people satisfied with their jobs since they serve man's basic wishes for mental growth. These elements are achievement, recognition for success, increased duty, opportunity for progress and development, and innovative and challenging work. Usually, employees will not have job satisfaction if the motivating factors are not provided in sufficient quality by the employer. This theory thus helped in relating human resource development to employee performance. The person who demonstrates behaviour or whose behaviour is imitated is called models.

Employee performance

The effect of learning process on employee performance: According Jean Barbazette, 2006, explained that Training Needs Assessment" (TNA) is the way of finding out the capability gaps in the employees and to determine the capacity building programs needed to fill the defined gaps. The surveys, interviews, observation, secondary data and workshops are the most means can be used to identify the appropriate capacity building plan for the current situation in the staff capabilities. In the development of organizations, training plays a vital role; improving performance as well as increasing productivity and eventually putting organizations in the greatest position to face oppositions and stay at the top. According (Filippo, 1976) expressed that the more highly engaged a trainee, the more speedily and completely a new skill or knowledge is acquired. That is why training should be considered as a positive reinforcement, accompanied by job promotion, and recognition etc., i.e. all these are the things which the trainee desires. The first is motivation, and then the second requirement is Cue. Related indicators (cue) which can be associated with desired responses with the help of training can be recognize by the learners. Thirdly is the response. Training is automatically accompanied by positive reinforcement so that the trainee can feel the response. Finally, is the feedback, it is the information received by learners and shows in the quality of his response.

According to (Leslie, 1990) stated that to provide the feedback to the learners should be given quickly to ensure successful learning is acquired. Performance is the accomplishment of specified task, measured in contradiction of fixed or identified standards of accuracy, totality, charge and quickness. In an employment contract, performance is the achievement of a commitment in a way that releases the performer from all obligations placed down under the contract. Kenney in 1992 noted that employee's performance evaluated against the performance principles fixed by the organization. Once performance is around to the fixed standards and organizational expectations is met, they are believed to be good performers. Foundation is established for other connected elements of HRM practice such as performance management {appraisal}, reward management {motivation} combined with training and development". What this means is that, training and development itself cannot help in total employee development without the complement of employee appraisal and motivation. One of the things to consider while shaping a learning program includes; what the program is to accomplish, and the objectives. In other words, a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to acknowledge that in designing a training program, it is important to think about what the trainees should know or capable to do after the training is complete. In essence, the points of training should however be attainable and measurable.

The effect Evaluation of learning programs on employee performance: In the US training and development journal, written on the four levels should be respected during the evaluation of a learning program. Initial published his four level Training Evaluation Model in 1959. The prototypical was ameliorated in 1975, and also in 1994, when his best-known work was published, 'Evaluation training program.' Purposely to evaluate a learning program is to boost the excellence of learning program, which generate the performance improvement. The eventual objective is to make program more efficient and more effective for organizational performance empowerment. Normally, they gather that is precise sufficient to help make revision and amelioration in the learning programs. All the four levels help the designer to consolidate the crucial information. Uncertainty audiences are not pleased with the learning experience they cannot use what they have learned and will possibly recommend others not to attend the next learning program. According to Smith together with Bradenberg, 1991 mentioned that the value, the effectiveness or efficiency of a learning program are deserved by the goals of evaluation. And also based on the evaluation the employer decides how the next session will be. It may be the annulment, termination, development, change or acceptance.

According to Worthen, Sandlers and Fitzpatrick, 1997 illustrated that cumulative evaluation offers program decision makers and possible clients with decisions about a program value or advantages. Any aspect of a learning program may be evaluated i.e the trainee, instructional strategies, learning material and even learning facilities. Learning evaluation should have the outcome in: shaping the effectiveness of the learning program, determining whether to modify, stop or enlarge the program, how to advance the program for the upcoming delivery. It also tries to find out the tangible outcomes of the training such as: reduced costs, better quality and efficiency, better productivity, employees' retention, sales increase and morale development. While such standards are not very easy or inexpensive to quantify, working in this direction is the only way training organizations can actually determine the return on investment (ROI) of their training costs.

Training roles and their link with employee performance: According to Derrick et al (2000:55) observed the training environment and structure of organizations, and emphasized on the effects of internal ethnic and political factors on training and development. Sherman et al, 1996:16 ascertains that numerous new staffs can be equipped with better understanding, capacities and attitudes desired to start work, but others may need broad training to ensure their efficiency. Changing technology entails that employees possess the understanding, capacity and aptitudes needed to deal with

new methods and production systems. Employee performance is considered in terms of results. Though, also looks in terms of performance (Armstrong 2000). Kenney et al. (1992) identified that employee's performance being evaluated. There are some of measures that could be put into respect when evaluating performance, example is when using effectiveness, quality, productivity, efficiency, and profitability measures (Ahuja) 1992). As briefly clarified hereafter. According Stoner, (1996) explained effectiveness as the expertise of employees to achieve the desired objectives or target while efficiency refers to the ability to produce the desired end results by using slight inputs as possible. Again Stoner together with Freeman and Gilbert jr, (1995) demonstrated that the Productivity is equal to the ratio of output to that of input. It is considered as a measurement of how an individual or organization transform effort {input} into tangible or intangible results. According to Cole (2002), training can attain high assurance- employees who obtain training have more self-confidence and enhances motivation. According to Cole (2002), training can attain high assurance- employees who acquired training have more self-confidence and enhances motivation. lower cost, in production- training removes risks because such trained workforces are better able to make sure to manage the material and equipment economically, thus this reduces and avoids waste; lower turnover- training introduces which diminishes labor turnover and eliminates. Profitability is a term used to explain how an employee can earn profits consistently over a period of time. Change management training improves organization by increasing the understanding and involvement of employees in the change process, then also provides the skills and abilities needed to adjust to new situations; provide recognition, enhanced responsibility and the possibility of increased pay and promotion: give a feeling of personal gratification and achievement, and enlarge opportunities for career development; and help to enhance the availability and quality of staff.

Empirical Review: According to study of Coens, T. & Jenkins, M. (2002) he emphasized on the way of evaluating employee performance, where the performance evaluation is the systematic evaluation of the performance of employees and understand the abilities of a person for further growth and development. Performance evaluation is generally done in systematic ways which are as follows: The line manager measures the pay of employees and compare it with targets and plans. The line manager identifies the factors behind work performances of employees. The employers are in position to guide the employees for a better performance. Normally, the outcomes deserve the employee performance. According to the study from Sultana et.al (2012) studied that the training practices which were taking places in Pakistan's telecommunications zone and indicated that extended effectiveness of employee's performance results in increased organization's effectiveness. Falkhar et.al (2011) also he made a study on the effect of training and he revealed that the training has a higher effect on the overall performance, both for the organization and employees. According Ahuja, (1992), there are several measures should be taken into consideration while measuring employee performance like productivity, efficiency, effectiveness, and quality and profitability. The training plays an essential role in the productivity of an entity. The skills and knowledge the employees obtained through the training that helped them to be more efficient thus provided less cost and short time during performance a particular and the entity will obtain more outcomes.

METHODS

Introduction: This chapter refers to the methodological aspects which was used in this study. It includes the exploration design, area of the study, target population, sampling frame, sampling techniques used, sample size, data collection instrument, data analysis, and handling of validity and reliability issues, research budget, time frame, and limitations of the study.

Research Design: The research design is entailed by the methods and procedures adopted in a scientific research study. It includes the research design, area of the study, target population, sampling frame, sampling techniques used, sample size, data collection instrument,

data analysis, and handling of validity and reliability issues, research budget, time frame, and limitations of the study. This research will adopt descriptive and correlative study design where descriptive statistics was used. This is the investigation in which quantity data is collected and analysed in order to describe the specific phenomenon in its current trends, current events and linkages between different factors at the current time Mugenda and Mugenda, (2013). The choice of this method is twofold: first, it was a suitable method for getting quantitative information that can be analyzed through statistical analysis, and secondly, a survey is an appropriate technique for validating the causal effect relationship (Ramli et al., (2009).

The Study Area: The study was conducted at Muhanga district located in Muhanga District, Shyogwe sector. The rationale for selecting Muhanga district is since it is one of the local government institutions challenges in implanting the training. Muhanga district is one of the eight district comprising the southern province. It is subdivided into twelve (12) sectors, sixty-three (63) cells and three hundred and thirty-one (331) villages (Imidugudu). The district covers an area of six hundred forty-seven point seven square kilometers (647.7 km²) and, it is neighbouring the districts of Gakenke in the North, Kamonyi in the East, Ruhango in the South and Ngororero in the West.

Target population: According to Cooper and Schindler (2013), a population is referred to as the total collection of elements about which the researcher wishes to make some inferences. Cooper and Schindler (2013) defined a population as to all the particular type of entity either limited by geographical location or one or more characteristics limited by geographical location or one or more characteristics. Hence, the total population of this research would be 178 employees composed by 15 Line managers/Supervisors, 6 HR Administration staff and audit, 20 Education staff, 25 Finance and Procurement, 10 Health staff, 10 Good governance staff, 15 Infrastructure one stop center staff, 20 Agriculture staff, 12 Sector staff/Administrative Assistant, 5 Executive secretary of cells, 30 Social economic development officer, and 10 Social affairs officer.

Table 3.1. Target population

Sn	Category	Target Population
01	Line managers/Supervisors	15
02	HR Administration staff and audit	6
03	Education staff	20
04	Finance and Procurement	25
05	Health staff	10
06	Good governance staff	10
07	Infrastructure one stop center staff	15
08	Agriculture staff	20
09	Sector staff/Administrative Assistant	12
10	Executive cells	5
11	Social economic development officer	30
12	Social affairs officer	10
Total		178

Source: Research 2022

Sample size: A sample, according to Hajizadeh (2011) is a set of entities drawn from a population with the aim of estimating characteristics of the population. Mugenda, (2013) further defined a sample size as the number of cases or entities in the sample studied. They suggested that the question of an appropriate sample size is a complex issue which depends on many factors. One significant factor is the researchers' expectations of the trend of responses. A sample is a population which is examined with a view of gaining information about the population under the study. The researchers purposively selected the sample size due to their small number. In this study, the researchers selected 178 participants Muhanga district for detailed study. This sample size was assumed by the researchers to gather data related to this study. To determine this sample, the researcher would be used the Solvin's sample size formula and it is shown below.

$n =$

$n =$ sample size

$e =$ margin error (5%)

$N =$ target population

$n = = = 123.1123$ respondents.

Sampling technique: Grinnell and William (1990) defined a sample size as the number or objects in the sample. A sample can further be defined as all people or classes selected to take a part in research study due to the nature of the research. Therefore, researcher decided to use non-probability sampling to select the population for this study due to their small number, to minimize cost and for relevant information about the research study.

Stratified sampling: Grinnell and William, (2009). The choice of this technique is based on the assumption that each target population possesses the same/similar characteristics Kothari, (2012). Therefore, this strategy was used because the population of the study is not homogeneous. In addition, the researcher distributed questionnaires to the respondents separately in their departments whereby all respondents from different departments had the same chance of participating in the study. They were in 11 strata as per their departments as presented in table 1.

Convenience sampling technique: In this method each element in the population has a chance of being selected through the use of a random selection procedure. Therefore, the researcher of this study was preferred this technique since it enabled the study to involve the sampled respondents who were readily available for participation.

Sources of Data: According to Schindler et al, (2013), Data are basic resource to any decision making process in a business. The processing of data gives statistics of importance of the study. In this study, both primary and secondary data will be used.

Primary Data: According Saunders et al, (2009), defined primary data as the first-hand information collected through questionnaire, Observation, experiment, or the interview method. Each of these methods has advantages and disadvantages. According to Malhotra (2010), the final decision on the choice of the method for collecting primary data is determined Muhanga district by the nature of the study, and accuracy desired and a financial resource available for the study, and the time frame of the study. For this study, primary data will be gathered through a questionnaire instrument that was administered to different respondents directly at Muhanga district's employees.

Secondary data: According to Hajizadeh, (2017) Secondary data is usually extracted from the original data and often the examination of the study same one else has carried out on a subject or an evaluation of commentary or summary of primary material. The secondary data of this research was extracted from different text books, and other previous research documents in the same field. In addition, Muhanga district reports for 2017 to 2021 will be used to extract important information.

Data Instruments: There are several ways to collect the data. The techniques selected for data collection are influenced by research objectives, research design, the availability of time, funds, and personnel. Three techniques were used in the study and they include; questionnaire, interview and documentary review.

Questionnaire: According to Mwandobo, (2013), he mentioned that to use Questionnaire in the collection of data provides advantages to the user. The design of the questionnaires as an instrument of extracting information from respondents helps the researcher to scrutinize and obtain necessary information relating to the study. This technique covered all the specific objectives of this study to collect information relating to the training and employee performance in Muhanga district. The questionnaire was used to create appropriate questions improved from related reviews, and individual questions are prepared. A1-5 points Likert scale would be used to determine the level of agreement/disagreement against the statement, which means 1 strongly agree, 2 agree, 3 Undecided, 4 disagree, 5 strongly disagree.

Table 3.2. Sample Size and Sampling techniques

SN	Category	Target Population	Simple Size	Sampling Techniques
01	Line managers/Supervisors	15	10	Stratified Sampling
02	HR Administration staff and audit	6	4	
03	Education staff	20	15	Convenience Sampling
04	Finance and Procurement	25	20	
05	Health staff	10	5	
06	Good governance staff	10	4	
07	Infrastructure one stop center staff	15	10	
08	Agriculture staff	20	18	
09	Sector staff/Administrative Assistant	12	10	
10	Executive cells	5	4	
11	Social economic development officer	30	15	
12	Social affairs officer	10	8	
Total		178	123	

Source: Research 2022

These techniques helped the researcher in such a way that they could catch the relevant information from the field to help study in the process of data analysis.

Table 3.3. Likert point scale

Weight scale	Interpretation	Description
5	Strongly agree	Agreeing without doubt
4	Agree	Agreeing with some doubt
3	Undecided	Don't know
2	Disagree	Disagreeing with some doubt
1	Strongly disagree	Disagreeing without doubt

Source: researcher 2022

Table 3.4. Reliability statistics

Cronbach's Alpha	N of Items
28	.881

Source: Cronbach

Interview: According Naale et al, (2016) stated that the interview is about the dialogue between two people (interviewer and interviewee) where questions are asked in order to interviewer to obtain the information. This particular technique of collecting information was used with 15 supervisors. In this study, the supervisors were asked to briefly describe the history of Muhanga district, district's most effect of the training on employee performance at the district, strategies the management of the district set up relating to the training with employee performance and then facilities the district put into practice such that the employee use them for improving performance. These findings would be used to second the results that has been compiled from the questionnaire. The interview result was supportive towards the questionnaire findings.

Documentary review: Documentary review was used for outside sources, documents, to support the viewpoint or argument of an academic work. The process of documentary research often involves some or all of conceptualizing, using and assessing documents.

Data reliability and Validity: Reliability and Validity ensure the consistency and there is no potential biasing of research measurement or the point to which the questionnaire as a measure of an instrument, measure the same way each time it is used under the same condition with the same subjects. The researcher shared a questionnaire to his colleagues in the department of human resource and other HR professionals. The researcher takes into consideration their comments and observations. This stage aims at revealing the suitability of the methods and instruments employed by this study. This technique consequently leads to early detection of errors and distortions in the questionnaire to correct them in the process Drost, (2011). This also aimed at ensuring that the instrument would give the same results when given the second time to the respondents, in other words to collect the same data consistently under similar conditions. The concept therefore deals with the accuracy of the instrument and the

differences between groups, examine relationships among variables, and graph results. Therefore, after obtaining information which the researcher feels so necessary and enough for preparation of research report, the research employed qualitative data analysis which were used to analyze data obtained from different sources mentioned above. With the help of SPSS, the researcher applied descriptive statistics and besides, ANOVA and inferential analysis were used to measure the correlation between the research variables.

Description of Descriptive statistics

: Very low mean i.e the fact is not apparent

: Low mean i.e the fact appears less

: Neutrality

: High mean i.e the fact appears more

: Very high mean i.e strong evidence of the existence of the fact

0.5 i.e homogeneity of responses

0.5 i.e heterogeneity of responses

Description of Regression Analysis: The model to be used in the study was guided by the form below:

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

Where: Y = Employee performance

X_1 = Learning design

X_2 = Evaluation of learning

X_3 = Roles of learning programs

α = Constant Term

β = Beta Coefficient – This measures how many standard deviations a dependent variable changed, per standard deviation increase in the independent variable.

$$EP = \alpha + \beta_1 LED + \beta_2 EVL + \beta_3 RLP + \epsilon$$

As stated by Hajizadeh (2017), the method on the field research is translated by concrete procedures in the preparation, organization and conduct of the research. Therefore, the two above methods in business study all combined helped the researcher to interpret and verify the achievement of the study's objectives

Limitation of the study: Some respondents might be refusal to participate in the study due to fears of harassment or exposure of personal information. They were however informed that their information was kept confidential, and that their names were never recorded to maintain privacy.

ANALYSIS AND DISCUSSION OF FINDINGS

Introduction: This Chapter presents research findings, their interpretation and analysis based on the research objectives. The research findings were analyzed from both primary and secondary data by means of Statistical Package of Social Sciences. Research responses were collected from a population of 123 employees of Muhanga district. It deals with elements that proved relevance in analyzing the effect of training on employees' performance in local

government specifically in Muhanga District. As mentioned, a sampled number of employees was selected to help the researcher be equipped with sufficient information in order to assess the factors concerning the appreciation of respondents on the training at Muhanga district. These factors were described in terms of learning process, evaluation of learning programs and roles of learning programs.

Presentation of Findings and Interpretations

Identification of respondents: This dealt with the identification based on the gender, age, education and marital status of the respondents.

Table 4.5. Identification of the respondents

		Frequency	Percent
Sex	Female	54	43.9%
	Male	69	56.1%
	Total	123	100%
Age	21-30	12	9.8%
	31-40	32	26.0%
	41-50	45	36.6%
	Over 50	34	27.6%
	Total	123	100%
Education	Secondary	4	3.3%
	Bachelor's degree	73	59.3%
	Master's degree	40	32.5%
	PhD (Doctor of Philosophy)	6	4.9%
	Total	123	100%
Marital status	Divorced	8	6.5%
	Single	17	13.8%
	Widows (ers)	26	21.1%
	Married	72	58.5%
	Total	123	100%

Source: Primary data, October, 2022

The table 4.5 indicates that, out of 123 respondents, 56.1% represented males while 43.9% represented females. This implies that greatest of the defendants working in local government in Muhanga district were male. More significantly, it shows that data obtained is free of gender bias. This proves that even gender balance was respected in local government recruitment involving women for a better performance. The table above also shows that the majority of respondents associating to 36.6% were between 41-50 years old and 41 years and above 50 years old corresponded to 27.6% of respondents and 26% corresponded to the age bracket of 31-40 years while those ones in the age bracket of 21-30 years were 9.8% of respondents. This implies that all categories of age, in study area, were recruited by the government as a way of achieving more in professional activities through team working. This also proves the value of the collected since the information was from respondents of various age. As indicated in this table, 59.3% of respondents had bachelor's degree, 32.5% of respondents had master degree, and 4.9% of respondents had PhD whereas 3.3% of respondents had secondary level. This is to imply that, employees of local government in Muhanga district had enough knowledge and skills to which training could be added for a better performance. The table also indicates that, out of 123 respondents, 58.5% of respondents were not single, and 21.4% of respondents were widows (ers), then 13.8% of respondents were single while 6.5% of respondents had divorced. This implies that the fact of having responsibility over family members could make the respondents committed in their daily activities through attending different trainings, hence better performance.

Working experience: All respondents were asked the period of time they have been employees at their government institutions and they provided the following as presented in the table. The data was described in form percentage in the table and was later fully discussed under the table as indicated here below. As indicated in the table 4.6, most of the respondents, in Muhanga district local government, 52 respondents equal to 56.1% have been working for the district for a period between 3-6 years, and 45 respondents equating to 36.6%

attested for the period between 7-9 years, then 17 respondents equating to 13.8% advanced that they have been on duty for the period between 1-3 years while 9 respondents corresponding to 7.3% witnessed for less than 10 years. This indicates that the reliability of the collected information since a big number of the respondents had experienced trainings as planned by the district for a better performance.

Table 4.6. Professional experience

Age	Frequency	Percent	Cumulative Percent
Between 1-3	17	13.8	13.8
Between 4-6	52	42.3	56.1
Between 7-9	45	36.6	92.7
10 or above	9	7.3	100.0
Total	123	100.0	

Source: Primary data, October, 2022

Descriptive Statistics: This section was put down to make a full study on the effectiveness of the training in regard to the employees' performance of Muhanga district.

The effect of learning design adopted for employees in Muhanga district: Throughout this study, the learning process adopted for employees in local government in Muhanga district had to be identified. This sub section indicates the respondents' level of appreciation on the perceived the learning process adopted for local government in Muhanga district in line with employees performance and the results are clearly explained in the table whereby they are in form of percentages whereas explanations are under each of the tables. Basing on the findings in the table below, a statement whose mean value is between 4.5 and 5 inclusive is rounded to 5 and is said to be strongly disagree; a statement between 3.5 and 4.4 inclusive is rounded off to 4 and is said to be disagree; a statement whose mean value is between 2.5 and 3.4 inclusive is rounded off to 3 and is said to be undecided, a statement whose mean value is between 1.5 and 2.4 inclusive is rounded off to 2 and is said to be agree and a statement whose mean value is less than 1.5 rounded off to 1 and is said to be strongly agree. As indicated in table 4.7, about whether Muhanga district provided employees with trainings building their professional capacity, with the mean value was 1.85 and std. deviation of 1.05. Therefore, this implies that the employees of the local government, in Muhanga district, were motivated to attend trainings whenever they were organized. Moreover, the respondents agreed that all employees were getting trained based on their duties and responsibilities, at the mean value of 1.82 and std. deviation of 1.07. This means the way training courses are dispensed allow the employees to put into practices the attained professional knowledge, skills and attitude. On the other hand, about whether the instructors did a good job of making this course relevant to the real world, the mean value is 2.07 and Std. dev.= 1.16, the respondents agreed at the statement.

This implies that through trainings, the employees were equipped with professional experiences related to the real world where they would implement such knowledge, skills and attitude. And also, at the mean value of 1.68 and Std. dev. = 1.01, it was proven that Employees were able to manipulate office materials and software due to provided trainings. Therefore, with the respective statistical value of Standard deviation as abstained, it was proven the significance since they indicate that they are closer to the mean value. This was supported by the informations collected through interview alongside the supervisors, where 82.4% of the interviewees confirmed that performance background of Muhanga district has been characterized by scoring among the best performers. By this the researcher had to identify the strategies which were used to access the employees with the trainings once necessary. As shown in the figure one, out of 123 respondents, about Muhanga district's organizing face-to-face trainings, 45.5% of respondents strongly agreed and 32.5% of respondents agreed, 6.5% of respondents undecided while 18.9% of respondents disagreed and 6.5% of respondents strongly disagreed at the statement. Moreover, 60.9% strongly agreed, and 26.8% agreed, 6.5% of respondents undecided then 4.07% disagreed while 1.6% strongly disagreed about holding training through the retreat strategy.

Table 4.7. Learning design adopted for employees in Muhanga district

Statements	N	Minimum	Maximum	Mean	Std. Deviation
All employees are interested in participating in the face to face trainings	123	1.00	5.00	1.8537	1.05335
All employees are getting trained based on their duties and responsibilities.	123	1.00	5.00	1.8293	1.07663
Muhanga district provides employees with on-line trainings, retreat trainings, workshop trainings building their professional capacity	123	1.00	5.00	2.0732	1.16063
Employees are able to manipulate office materials and software due to provided trainings	123	1.00	5.00	1.6829	1.01882
Valid N (listwise)	123				

Source: Primary data, October, 2022

Table 4.8. Perception of employees on evaluation of learning program with employee performance results

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	Mean
Week planned activities are regularly achieved	65	52.8%	30	24.4%	11	8.9%	6	4.9%	11	8.9%	123	1.93
All reported activities are well scored by the end of the year	27	22.0%	36	29.3%	13	10.6%	20	16.3%	27	22.0%	123	2.87
The minimum score of employees after performance contract is more than 70%	67	54.5%	34	27.6%	10	8.1%	6	4.9%	6	4.9%	123	1.78
The services seekers are well satisfied with the offered services	61	49.6%	45	36.6%	10	8.1%	3	2.4%	4	3.3%	123	1.73

Source: Primary data, October, 2022

Table 4.9. Learning programs and employees' performance

Statement	N	Mean	Std. Deviation
Trained employees work in group with others to achieve their goals	123	1.8211	1.13825
The trained workers are the best performers on their duties	123	1.7236	1.00246
Muhanga local government's performance is based on trainings accessed to employees	123	1.9024	1.19709
Trainings helped to achieve the organizational goals	123	1.7642	1.13138
All employees who receive training appear as model in work productivity	123	1.7236	1.10365
Valid N (listwise)	123		

Source: Primary data, October, 2022

Table 4.10: Spearman test

Variables		LD	EV	RL	GP	HS	RA	GA	
Spearman's rho	Learning design	r	1.00	.844	.721	.660	.873	.452	.832
		p	.	.001	.000	.000	.001	.000	.000
	Evaluation	r	.844	1.00	.671	.543	.678	.688	.751
		p	.001	.000	.000	.000	.000	.000	.001
	Roles of learning	r	.721	.671	1.00	.871	.584	.576	.711
		p	.000	.000	.	.000	.004	.000	.000
	Good productivity	r	.660	.543	.871	1.00	.560	.603	.684
		p	.000	.000	.000	.	.003	.000	.000
	High Scoring	r	.873	.678	.584	.560	1.00	.436	.814
		p	.001	.000	.004	.003	.	.000	.000
	Regular	r	.452	.688	.576	.603	.436	1.00	.745
		p	.000	.000	.000	.000	.000	.	.000
	Goals	r	.832	.751	.711	.684	.814	.745	1.00
		p	.000	.001	.000	.000	.000	.000	.

*. Correlation is significant at the 0.05 level (2-tailed)

Table 4.11/ Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.914 ^a	.835	.619	.3460

a. Predictors: (Constant) Learning design, Evaluation of learning and Roles of learning programs

Table 4.12. Analysis of Variance (ANOVA)

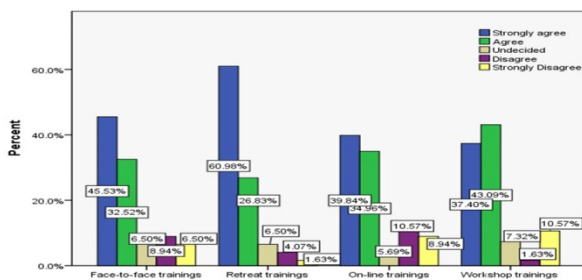
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.151	5	.630	6.000	.000 ^a
	Residual	41.706	395	.105		
	Total	44.857	440			

a. Dependent Variable: Employee performance
b. Predictors: (Constant), Learning design, Evaluation of learning and Roles of learning programs

Table 4.13. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		T	Sig.
		B	Std. Error	Beta			
1	(Constant)	1.347	.827			1.628	1.000
	Learning design	.679	.322	.410		2.108	.013
	Evaluation of learning	.757	.439	.558		1.724	.067
	Role of learning programs	.843	.694	.425		1.214	.020

a. Dependent Variable: Employee performance



Source: Primary data, October, 2022

Figure 4.2. Learning design

Furthermore, about accessing the employees with on-line training strategy, 39.8% of respondents strongly agreed and 34.9% of respondents agreed then 5.6% of respondents undecided while 10.5% of respondents disagreed and 8.9% of respondents strongly disagreed at the statement. Moreover, about workshop as training strategy as applied by the Muhanga district, 37.4% of respondents strongly agreed and 43.09% of respondents agreed then 7.3% of respondents undecided while 1.6% of respondents disagreed and 10.5% of respondents strongly disagreed. Therefore, this implies that in local government, in Muhanga district, employees were equipping with professional knowledge, skills and attitude using different favorable trainings process to build their professional capacity for better performance. This was supported by the 92.1% of interviewees who confirmed that the needs assessment was always taken into consideration to know where, for what and how the trainings should be organized.

The effect of evaluating of learning programs as organized by Muhanga district: The research was also tasked to evaluate local government employees' perception on learning programs organized with the employee performance results in Muhanga district. Basing on the findings in the table below, a statement whose mean value is between 4.5 and 5 inclusive is rounded to 5 and is said to be strongly disagree; a statement between 3.5 and 4.4 inclusive is rounded off to 4 and is said to be disagree; a statement whose mean value is between 2.5 and 3.4 inclusive is rounded off to 3 and is said to be undecided, a statement whose mean value is between 1.5 and 2.4 inclusive is rounded off to 2 and is said to be agree and a statement whose mean value is less than 1.5 rounded off to 1 and is said to be strongly agree. Table 4.8 shows that, out of 123 respondents, 52.8% strongly agreed and 24.4% agreed, then 8.9% undecided while 4.9% disagreed and 8.9% strongly disagreed that week planned activities were regularly achieved, with the mean value of 1.93. This implies that, through trainings, the employees became capable of achieving what they should have planned for the whole week.

Furthermore, at the mean value of 2.87, 27(22%) respondents strongly agreed and 36(29.3%) respondents agreed then 13(10.6%) respondents undecided that all reported activities were well scored by the end of the year while 20(16.3%) respondents disagreed and 27(22%) respondents strongly disagreed at the statement. This reflects that they got their professional capacity built due to training process. Therefore, the popular corresponding to 54.5% strongly agreed and 34 respondents equating to 27.6% agreed that the minimum score of employees from performance contract was more than 70%, and 10 respondents equal to 8.1% undecided whereas 6 respondents equal to 4.9% disagreed and the same number strongly disagreed at the same statement, at the mean value of 1.78. This means that the course developed in the employees the capacity of carrying out their duties to achieves goals as set up by the institutions. And also, out of 123 respondents, about whether the services seekers were well satisfied with the offered services, 49.6% of respondents strongly agreed and 36.6% of respondents agreed, then 8.1% undecided while 2.4% of respondents disagreed and 3.3% strongly disagreed at the statement, with the mean value of 1.78. This means that local government employees were feeling themselves serviceable in working environment due to the training course.

Therefore, the trainings for employees were well organized and planned from what the employees were gaining the professional competence to carry out their work, what was supported by 86.2% of interviewees who attested that the trainings were elaborated and organized by the district as a way of filling in the gap found out after needs assessment.

Roles of learning programs and employees' performance in Muhanga district: Basing on the findings in the table below, a statement whose mean value is between 4.5 and 5 inclusive is rounded to 5 and is said to be strongly disagree; a statement between 3.5 and 4.4 inclusive is rounded off to 4 and is said to be disagree; a statement whose mean value is between 2.5 and 3.4 inclusive is rounded off to 3 and is said to be undecided, a statement whose mean value is between 1.5 and 2.4 inclusive is rounded off to 2 and is said to be agree and a statement whose mean value is less than 1.5 rounded off to 1 and is said to be strongly agree. Table 4.9 indicates that, at the mean value of 1.82, Trained employees were working in group with others to achieve their goals, with the Std. Dev. = 1.13. This means that they had the capacity of working in groups because of what they learnt from training course. Therefore, about whether the trained workers are the best performers on their duties, with the mean value of 1.78 and Std. Dev.=1.00, they agreed that the employees, who participated or attended trainings, had the capacity of translating their professional competences into practices.

Furthermore, with the mean value of 1.9 and Std. Dev.= 1.19, the respondents agreed that Muhanga local government's performance was based on trainings accessed to employees. This also proves how much the employees had professional knowledge, skills and attitude to compete at labor market due to trainings. Moreover, with the mean value of 1.76, the respondents agreed that trainings helped to achieve the organizational goals. This means that employees were feeling confident in professionally succeeding after having equipped with different skills and knowledge through trainings since the Std. Dev. = 1.13. Therefore, the respondents agreed that all employees who received training were appearing as model in work productivity, at the mean value of 1.72 and Std. Dev. = 1.10. This was supported by 87.2% of the interviewees where they witnessed that work productivity was getting improved after they had been organizing trainings for the employees.

Inferential Statistics: To carry out this assessment facilitated the researcher to comprehend the significance level that lies between an independent variable and dependent variable of this study. For that matter, regression analysis was based on the measure of the relationship between these two variables.

Correlation analysis: This section of the chapter was tackled with the assistance of SPSS. The section articulates the significance relationship between the research variables which include employee training practices and employee performance in Muhanga District. Spearman Correlation Coefficient is also referred to as Spearman Rank Correlation or Spearman's rho. It is typically denoted either with the Greek letter ρ (ρ), or r_s . All correlation analyses express the strength of linkage or co-occurrence between two variables in a single value. As it is revealed in table 4.14, all p-values were found to be less than alpha and this explains that there is strong positive correlation employee training practices and employee performance in Muhanga District. Based on the spearman test therefore, the researcher learnt that project planning strategies in terms of learning design, evaluation of learning and roles of learning programs have strong relationship on the employee performance in local government in Rwanda and in particular, Muhanga District.

Regression analysis: Like any other studies, regression analysis helped the researcher to determine how changes in the independent variables are associated with changes in the dependent variable. Table 4.11 presents the model summary which basically indicated the adjusted R squared as 0.619 and thus, there is a strong positive impact between the study variables marked by $R=0.914^a$ as asserted in the model summary table.

This is an indication that there was variation of 61.9% on employee performance of Muhanga due to changes in learning design, evaluation of learning and roles of learning programs. This means that 38.1% is for the other factors that influence employee performance of local government in Rwanda. Therefore, there is a significant and positive relationship between the study variables as marked in the model summary table. As it is presented in table 4.12, the ANOVA findings revealed that independent variables are statistically significant to the dependent variable. The ANOVA test discovered that P-value of 0.000 less than alpha (5%), is the significance level. This means that the given data fit well with the multiple regression models which is an indication learning design, evaluation of learning and roles of learning programs of local government in Muhanga District. Hence, the significance value which was also less than 0.05 is an indication that the model used in the study was statistically significant. From the study presented in table 4.13, the established regression equation was: EPE (Employee performance) = $\alpha + \beta_1 LED$ (Learning design) + $\beta_2 EVL$ (Evaluation of learning) + $\beta_3 RLP$ (Role of learning programs) + ϵ (Error) $EPE = 1.702 + 0.410 (LED) + 0.558 (EVL) + 0.428 (RLP) + 0.827$

Based on the regression equation and findings presented in table 4.13, it was revealed that holding learning design, evaluation of learning and roles of learning programs to a constant zero, employee performance would be 1.347. Indeed, this constant called y-intercept is not realistic but it is a needed parameter in the model. As per the findings, there is positive and significant effect of learning design on employee performance in Muhanga District ($\beta = 0.410$; t-test = 2.108; p-value < 5%). This implies that a unit increase in learning design would lead to an increase in employee performance in Muhanga District by a factor of 0.410. Likewise, there is positive and significant effect of evaluation of learning on employee performance in Muhanga District ($\beta = 0.558$; t-test = 1.724; p-value > 5%). This implies that a unit increase evaluation of learning would lead to an increase in employee performance in Muhanga District by a factor of 0.558. Finally, there is positive but insignificant effect of roles of learning programs on employee performance in Muhanga District ($\beta = 0.425$; t-test = 1.214; p-value < 5%). This implies that a unit increase in roles of learning programs would lead to an increase in employee performance in Muhanga District by a factor of 0.425. From these presented regressions analysis results in which each component of employee training would contribute significantly to employee performance in Muhanga District by a big range, this evidences that all study's null hypotheses were rejected.

Discussion of the data

Referring to data collected from employees of local government in Muhanga district, in addition to the interview carried out alongside the supervisors from the same district, to analyse the effect of training process on employees' performance in local government in Muhanga district, after analysis, researchers revealed the following:

Similarly to John (2012) who stated that the staff's performance could not be achieved without the necessary life-learning in terms of trainings process that facilitate learning, the findings revealed that, in reference with the figure 1, Muhanga district was organizing different trainings with different strategies while accessing the employees with trainings where face-to-face trainings were agreed and strongly agreed by 78% of respondents, retreat trainings by 87.7%, on-line trainings by 74.7%, and workshop trainings by 80.4% of respondents,. On one side, this was concretized by the fact that all employees were interested in participating in the training and were getting trained based on their duties and responsibilities as Muhanga district was providing employees with trainings to build their professional capacity what finally resulted in Employees' ability to manipulate office materials and software, what was respectively proven by Mean of 1.85; 1.82, 2.07 and 1.68, referring to the table 8, which were rounded off 2 which is said to stand for "Agree" in general, and the interviewed supervisors also confirmed this by stressing on how those trainings were organized with the purpose of equipping the staff with professional competences for a better performance, on the other side.

This has proven that the employees of local government, in Muhanga district would have been accessed with trainings through different strategies to increase their professional knowledge, skills and attitude for a better performance on their duties.

Similarly to Olokundun, (2017) who found out that continuous trainings significantly has impact on employees' performance, generation of professional ideas, staff' shared vision and identification of professional opportunities and employees' interest in working environment, subsequently, the findings revealed that the week planned activities were regularly achieved, at the mean of 1.93; the minimum score of employees after performance contract was always more than 70%, with the Mean of 1.78 and the services seekers were well satisfied with the offered services, with the Mean of 1.90, in reference with the table 6. Therefore, this also proved that the performance of employees of local government in Muhanga district had been developing and it was due to professional knowledge, skill and attitude acquisition from organized trainings. As Xingjian (2019) concluded that there is a positive relationship between perceptions of trainings and perceptions of performance, finally, the findings also revealed that there was a relationship between applied training process and performance of employees as the respondents, based on the table 7, agreed that the trained employees were working in group with others to achieve their goals, at the Mean of 1.82 and were best performing, with the Mean of 1.72. they also agreed that Muhanga local government's performance was based on trainings accessed to employees, at the Mean of 1.90; that the trainings were helping to achieve the organizational goals, with the Mean of 1/76 and that all employees who had received training were appearing as model in work productivity, with the Mean of 1.72. 2.00. Therefore, this was concretized by the inferential analysis which proved that the regression line holds explanation for 70.8% of the total observation, and the analysis of variance (ANOVA) which established f significance value (p-value) of $p=0.000<0.05$ implying the significant relationship between the two variables, as indicated in the table 8 and 9. This was to prove that the fact of having participated in having provided the employees with trainings helped the staff professionally build their capacity resulting into a better performance. This study considered both descriptive and inferential analyses. Table 4.11 presents the model summary which basically indicated the adjusted R squared as 0.619 and thus, there is a strong positive impact between the study variables marked by $R=0.914^4$ as asserted in the model summary table. This is an indication that there was variation of 61.9% on employee performance of Muhanga due to changes in learning design, evaluation of learning and roles of learning programs. This means that 38.1% is for the other factors that influence employee performance of local government in Rwanda. Therefore, there is a significant and positive relationship between the study variables as marked in the model summary table.

As it is presented in table 4.12, the ANOVA findings revealed that independent variables are statistically significant to the dependent variable. The ANOVA test discovered that P-value of 0.000 less than alpha (5%), is the significance level. This means that the given data fit well with the multiple regression models which is an indication learning design, evaluation of learning and roles of learning programs of local government in Muhanga District. Hence, the significance value which was also less than 0.05 is an indication that the model used in the study was statistically significant. Based on the regression equation and findings presented in table 4.13, it was revealed that holding learning design, evaluation of learning and roles of learning programs to a constant zero, employee performance would be 1.347. Indeed, this constant called y-intercept is not realistic but it is a needed parameter in the model. As per the findings, there is positive and significant effect of learning design on employee performance in Muhanga District ($\beta = 0.410$; t-test = 2.108; p-value < 5%). This implies that a unit increase in learning design would lead to an increase in employee performance in Muhanga District by a factor of 0.410. Likewise, there is positive and significant effect of evaluation of learning on employee performance in Muhanga District ($\beta = 0.558$; t-test = 1.724; p-value > 5%).

This implies that a unit increase evaluation of learning would lead to an increase in employee performance in Muhanga District by a factor of 0.558. Finally, there is positive but insignificant effect of roles of learning programs on employee performance in Muhanga District ($\beta = 0.425$; $t\text{-test} = 1.214$; $p\text{-value} < 5\%$). This implies that a unit increase in roles of learning programs would lead to an increase in employee performance in Muhanga District by a factor of 0.425. From these presented regressions analysis results in which each component of employee training would contribute significantly to employee performance in Muhanga District by a big range, this evidences that all study's null hypotheses were rejected. The researcher concluded that there was a strong positive with a significant effect among the study variables as shown by the regression analysis since they all indicated a positive effect on employee training in terms of holding learning design, evaluation of learning and roles of learning programs. Therefore, the study's independent variable, employee training has a significant effect on the study's dependent variable, the employee performance of local government in Rwanda and Muhanga district in particular.

SUMMARY

As regarded the analysis was based on the data collected through questionnaire from employees of local government and interview from supervising staff, in Muhanga district, to analyse the effect of training on employees' performance in local government, with a case study of Muhanga district. Therefore, it was revealed that the trainings were organized and planned through different strategies to equip employees with effective professional knowledge, skills and attitude from which the employees were able to apply on their duties, what finally resulted into a better performance.

CONCLUSION AND RECOMMENDATIONS

Introduction: This chapter comes up with the conclusions drawn from the research findings as well as recommendations and suggestions for further research.

Summary of Findings: The present study dealt with training and employees' performance compilation. Analysing qualitatively and quantitatively the findings, with the help of SPSS, the researcher analysed the effect of training on employees' performance in local government in Muhanga district.

The effect of learning design adopted for employees in Muhanga district: Basing on the findings, a statement whose mean value is between 4.5 and 5 inclusive is rounded to 5 and is said to be strongly disagree; a statement between 3.5 and 4.4 inclusive is rounded off to 4 and is said to be disagree; a statement whose mean value is between 2.5 and 3.4 inclusive is rounded off to 3 and is said to be undecided, a statement whose mean value is between 1.5 and 2.4 inclusive is rounded off to 2 and is said to be agree and a statement whose mean value is less than 1.5 rounded off to 1 and is said to be strongly agree. Moreover, the respondents agreed that all employees were getting trained based on their duties and responsibilities, at the mean value of 1.82 and std. deviation of 1.07. This means the way training courses are dispensed allow the employees to put into practices the attained professional knowledge, skills and attitude. On the other hand, about whether the instructors did a good job of making this course relevant to the real world, the mean value is 2.07 and Std. dev.= 1.16, the respondents agreed at the statement. This implies that through trainings, the employees were equipped with professional experiences related to the real world where they would implement such knowledge, skills and attitude. Therefore, with the respective statistical value of Standard deviation as abstained, it was proven the significance since they indicate that they are closer to the mean value.

The effect of evaluating of learning programs as organized by Muhanga district: The research was also tasked to evaluate local government employees' perception on learning programs organized with the employee performance results in Muhanga district. Basing on the findings, a statement whose mean value is between 4.5 and 5

inclusive is rounded to 5 and is said to be strongly disagree; a statement between 3.5 and 4.4 inclusive is rounded off to 4 and is said to be disagree; a statement whose mean value is between 2.5 and 3.4 inclusive is rounded off to 3 and is said to be undecided, a statement whose mean value is between 1.5 and 2.4 inclusive is rounded off to 2 and is said to be agree and a statement whose mean value is less than 1.5 rounded off to 1 and is said to be strongly agree. Furthermore, at the mean value of 2.87, 27(22%) respondents strongly agreed and 36(29.3%) respondents agreed then 13(10.6%) respondents undecided that all reported activities were well scored by the end of the year while 20(16.3%) respondents disagreed and 27(22%) respondents strongly disagreed at the statement. This reflects that they got their professional capacity built due to training process. Therefore, this means that the course developed in the employees the capacity of carrying out their duties to achieves goals as set up by the institutions.

Roles of learning programs and employees' performance in Muhanga district: In line with the findings, a statement whose mean value is between 4.5 and 5 inclusive is rounded to 5 and is said to be strongly disagree; a statement between 3.5 and 4.4 inclusive is rounded off to 4 and is said to be disagree; a statement whose mean value is between 2.5 and 3.4 inclusive is rounded off to 3 and is said to be undecided, a statement whose mean value is between 1.5 and 2.4 inclusive is rounded off to 2 and is said to be agree and a statement whose mean value is less than 1.5 rounded off to 1 and is said to be strongly agree. Therefore, about whether the trained workers are the best performers on their duties, with the mean value of 1.78 and Std. Dev.=1.00, they agreed that the employees, who participated or attended trainings, had the capacity of translating their professional competences into practices. Furthermore, with the mean value of 1.9 and Std. Dev.= 1.19, the respondents agreed that Muhanga local government's performance was based on trainings accessed to employees. This also proves how much the employees had professional knowledge, skills and attitude to compete at labor market due to trainings. Moreover, with the mean value of 1.76, the respondents agreed that trainings helped to achieve the organizational goals. This means that employees were feeling confident in professionally succeeding after having equipped with different skills and knowledge through trainings since the Std. Dev. = 1.13. Therefore, the respondents agreed that all employees who received training were appearing as model in work productivity and interviewees where they witnessed that work productivity was getting improved after they had been organizing trainings for the employees.

CONCLUSION

After the analysis and interpretation of findings, it should be concluded that different learning design such as face-to-face trainings, retreat trainings, on-line trainings and workshop trainings, evaluation of learning programs had been applied to provide new and different experiences to the employees and make them regularly achieve their week activities, score all reported activities at more than 70 % at the end of the year and making service seekers satisfied. Therefore, the relation between learning process and employees' performance was established with a regression line of 0.708 and p value which is less than 0.05 as long as the trained employees were working in group with others to helped to achieve the organizational goals, were the best performance and Muhanga local government's performance was based on trainings accessed to employees as well as all employees who received training were model in work productivity. As conclusion, it should be concluded that the training has a significant positive effect on employees' performance in local government in Muhanga district.

Recommendations

There is a need for a paradigm shift in the life-learning approaches adopted for employees in local government, in Rwanda from being largely theoretical to experiential and practical approaches. Problem Based Learning (PBL), Learning by Doing (LBD), or Do it Yourself (DIY) approaches are highly recommended for both theoretical, and practical sessions of training program. These approaches can

influence employees' understanding of the process of holding their responsibilities on duty and also become motivated in working environment because experiential learning models engage real life context and practical activities. This is important because professionalism can translate into a better performance, only if the staff is equipped or accessed with cognitive material to exploit their tasks. Effective training strategies such as face-to-face trainings, retreat trainings, on-line trainings and workshop training should be adopted by local government institutions or organization to stimulate employees in better performance.

Suggestion for further researchers

Due to the fact that this did not extract all information about the effect of training on employees' performance in local government, in Muhanga district, this topic was suggested for further researches on the effect of professional training on employees' promotional condition, in Muhanga district

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