

In-service Trainings and Desired Performance of Academic Staffs in Higher Learning Institutions: Challenging Strategic Human Resource Development Perspective

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ABSTRACT: This investigation aimed at assessing the impact of training on the performance of academic staffs in the Institute of Public Administration (IPA), Zanzibar with specific target to determine the impact of both On-The-Job Training (OJT) and Off-The-Job for the performance of academic staffs at IPA. Qualitative research approach has been applied in the study with total population of 43 academic staffs who were used to respond to the questionnaires to elicit the information for the investigation. The findings were presented through descriptions, charts and tables and reveal that, there exist a reasonable number of OJT opportunities that are offered within the institute in accordance to most of the academic staff. Also, findings revealed that off the-job training has positive contributions of the academic staff and mentioned (76.7%) that off the –job training have positive contribution to the performance of academic staff in IPA. Moreover, the findings revealed that the outcome of Off The-Job Training in IPA is to provide Creativity, reflective capability & ability to improvise teaching performance for IPA academic staffs. Furthermore, the study recommends that; the management of The Institute of Public Administration should prepare reasonable budget for academic staff training. Also, the management should conduct training Needs Assessment for On the Job and Off the Job trainings in order to identify the effective trainings to its academic staffs and set up training policy which will include a well-designed training schedule for IPA staffs.

KEYWORDS: Off-The-Job Training, On-The-Job Trainings, Performance, Academic Staff, Public Administration.

1 BACKGROUND AND INTRODUCTION

Investment in human capital is central to economic performance and growth. When tastes and technologies are changing rapidly, human capital investments are important in maintaining high levels of competitiveness and of employment. Without a workforce that is continually acquiring new skills, it is difficult to reap all the returns from technological progress. Human resource development is the only aspect for identifying obstructs pertaining employees and then building their needed competence level so that they may carry out well to accomplish organizational goals, Farooq & Aslam (2011).

According to Adnan Abd. Hamid etal, (2018) training is very important tool for the organization to improvise the performance of all the personnel for organizational growth and success. An employee will become more effective and productive if he is trained well. Organization can develop and improve the quality of the current employees by providing effective training and development. Training is extremely important not only to increase working well but also to give a reason to do something and inspire employees by letting them know how important their jobs are and giving them all the information they need to perform those jobs.

Nowadays, most of the managers were recognized that training as an effective tools in achieving productivity in the organization. It is well known fact that organizations always focus to the activities and programs which can help in the achievements of the objective for which such organizations were established. Thus, it is crucial that organization should have a well-trained and experience employee to carry out the various tasks and responsibilities to achieve organizational goals and objectives. Ogbu & Idowu, (2017). In Europe, as in the US, training increases with educational attainment and the skill-intensity of occupations, and decreases with age. The age-training gap is negatively correlated with the employment rate of older workers, reflecting either the impact of training on older workers' employability or their incentive to stay on rather than retire,

and invest in their skills. Women take more training than men, but essentially because they pay for their own training more often, while firms do not appear to accommodate their greater demand for training.

In many developing countries, policymakers make critical resource allocation decisions and design education and training policies in the absence of reliable training data. Often, the only data available to them are on the supply of graduates from public vocational technical institutes and government training centers. As such, training policies developed in these countries tend to be very supply oriented, Tan and Batra, (1996).

In countries like Colombia, Indonesia, Malaysia, Mexico, Taiwan and China employers have the equipment and technical information needed to determine what skills are needed. Furthermore, the rest of the developing countries, the largest share of training are provided by employers during employment, either in house or from external training institutions (ibid).

In the case of Zanzibar, had a centralized manpower system, however due to economic reforms and liberalization policy, private sector is now in the process of allocation, development and utilization of human resources. Other stakeholders in this exercise include Ministry of Education and Vocational Training particularly the Department of Higher Education, Universities, higher learning institutions as well as Employers Association and Trade Unions.

The Institute of Public Administration was established by Act No. 1 of 2007 of the House of Representatives of Zanzibar. The Institute has been established to support the Civil Service Reform Programmes which call for effective and efficiency in Public Services. As an agent for changes, IPA has been given a mandate to reshape Zanzibar public services from both private and public (government) sectors by equipping public servants with professional and managerial skills to accelerate development agenda in public services. In order to implement her responsibility effectively, IPA has purposely established training and development program for her academic staffs in order to update them to cope with the needs of government in reshaping Zanzibar public services from both private and public (government) sectors by equipping public servants with professional.

Although the training programs are there and academic staffs are trained, there are some complains that some of the academic staffs are unable to cope with providing the service (The Institute of Public Administration Report, 2015). The study, therefore, focused on effectiveness of training and performance of academic staffs in Zanzibar using a case study of The Institute of Public Administration.

1.1 THE PROBLEM, PURPOSE AND SIGNIFICANCE

Employee trainings are becoming imperative approach for organizations' success in the contemporary business organizations. Institutions, including higher learning institutions are investing on improving their workforces by strategically unleashing training opportunities in order to update them with competitive skills and capabilities to cope with the existing business situation and modest environment particularly in public sector.

(Maimuna et. al, 2015) articulates, the optimum goal of every organization is to generate high revenue and maximize profit and a vital tool to realize this is an efficient and effective workforce. Thus, a workforce is only efficient and effective if the appropriate training and development is provided for such and therefore leading to productivity. No organization is immune to training challenges. And of course, no two organizations will struggle with the same set of challenges.

As a public institution, for instance, the Zanzibar Institute of Public Administration (IPA) has trained many employees in different profession from 2009 to 2019 for the purpose of improving the performance and quality of its instructors who will be capable in providing services, and in so doing the institute would maintain the adequate provision of training to public servants. This is mainly because the performance development process involves training and Human Resource Development; changing attitude and behavior, and imparting new skills and knowledge to the workers, thus lack of the mentioned factors above can greatly limit effective performance development in public sectors. Although the training programs are there and academic staffs are trained, but still there exist complains that some of the academic staffs are unable to cope with providing the services (The Institute of Public Administration Report, 2015).

This challenge has become more serious as some of stake holders, employers, argue that the institute has no capability on equipping trainees to be able to perform their duties in their respective duties. Thus, this study prompts to investigate influence of employees' training and performance of academic staffs in the Institute of Public Administration Zanzibar. This study specifically determines the impact of On-the-Job Training (OJT) and off-the-job training sessions on the performance of academic staffs. The key significance of the study revolves around the fact that, will help the institution to identify not only training needs and preparations but also criteria to measure academic staff performance after training which can also be useful for the quality assurance. The study also intended to bring benefits to employees in public organizations since an effective training program can lead to proper placement, promotion, and in general increase motivation of the employees.

1.2 LITERATURE OUTLOOK

Training means the process of increasing the knowledge and skills for doing the particular job (Gupta,2000). It is an organized procedure by which people learn knowledge and skills for a definite purposes of the training, basically is to bridge the gap between job requirement and the present competence of the employees. Training is aimed at improving the behavior and performance of a person in an organization. Moreover Christopher (2000) supports the previous authors by giving out his suggestions. He says that training and development is very important so it should be designed in such a way that employees will be able to acquire the skills, knowledge and the level of competence required to achieve the organizational performance.

It is indeed the responsibility of the senior management of any company to understand not only the apparent but also the 'hidden' needs of their employees. The modern Organizations practice two major types of trainings On-Job training and Off-Job Training. The primary difference between both the types is that, in case of on-job training, employee learning takes place at his actual place and while doing his actual job. Whereas the off-job training is conducted at a remote location which is away from employee's normal working environment. On job training becomes more important when objective is to build economies around high productivity (Jacobs et al, 1996)

1.3 TRAINING FOR PERFORMANCE IMPROVEMENT

Numerous research studies have indicated a 'positive relationship' between training practices and organizational performance and success (Bartel, 2000; Cheatham and Knott, 1993) cited in (Eerde, 2008). However, empirical evidences also suggest that it is very difficult to list down 'Best training practices which directly affect organizational performance (Vlachos, 2008).

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 2006) as briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). Efficiency and effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995).

According to Wright & Geroy (2001), employee competencies change through effective training programs. It is not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers 1989).

1.3.1 ON-THE –JOB TRAINING AND PERFORMANCE

Smith and Kules (1996) did a practical article for plant managers on when and how to apply on-the-job-training to their plants, and how to know when classroom or OJT training made more sense.

Their leading point was that good OJT training is not the "sink or swim" method, where an activity is demonstrated once, quickly, to the trainee, and then they are left alone and expected to be competent. Instead, evaluation is done to understand what the trainee knows before training, and training is done to ensure the trainer is trained. This structure teaches the trainee problem solving skills. The trainee learns more information about the why of the process, and is thus more open to ask questions of the trainer. The trainer/trainee relationship is also one of more respect than the sink or swim method.

Employees are the most valuable asset of every organization because a work without human capital is not possible. Bearing these things in mind every organization is investing a huge capital in training and development. According to Khan et al (2011), Iftikhar Ehmadi and Siraj-Ud-Din (2009) cited at Stella (2015), on job training is positively related with organizational performance as measured by empirical data. It is also found that, in health industry training and development has a role like a back bone. It enhances the performance of an employee, Stella (2015).

(Bin Atan et al, 2015) examined the impact of training on employee job performance. The study was carried at a Malaysian small and medium enterprise (SME). The study examined the training factor that affected the job performance of employees of the company. The functional area which is associated with the effective human resource management practices of the company selected for the study has been examined comprising of training and employees' job performance. 85 employees from the respective production units of the company voluntarily participated in the survey using questionnaire. Findings of the study indicated that there is a significant relationship between effective training and employees' job performance

2 MATERIALS AND METHODS

A training hypothetical model has used for investigation which enables effective employment of case study designed as well as qualitative research approaches. The model consisted of two variables that are independent variables which based on Social Cognitive Theory of Albert Bandura (On-the-Job Training (OJT), Off-The-Job methods and Refresher Training) and the dependent variables based on Theory of Performance of Don Elger (Acquisition of New Skills and Knowledge, Ability to perform Duties and Comply with Ethical Code of Conduct). In this regard; independent variables are manipulated to cause or to influence certain training outcomes (Gague, 1985). Thus, within the hypothetical model and for the purpose of this study, effectiveness of training variables are measured by focusing on the relevance of types of training programs and its impacts in academic staffs who attended various relevant training courses. Similarly, the dependent variables are the intended aims of training which are expected to result from the exposure of the independent variables. Qualitative and quantitative approach both were best used to apply for the collection of data and analysis of respondents' attitudes towards the subject under study and the collected data were analyzed using statistical techniques.

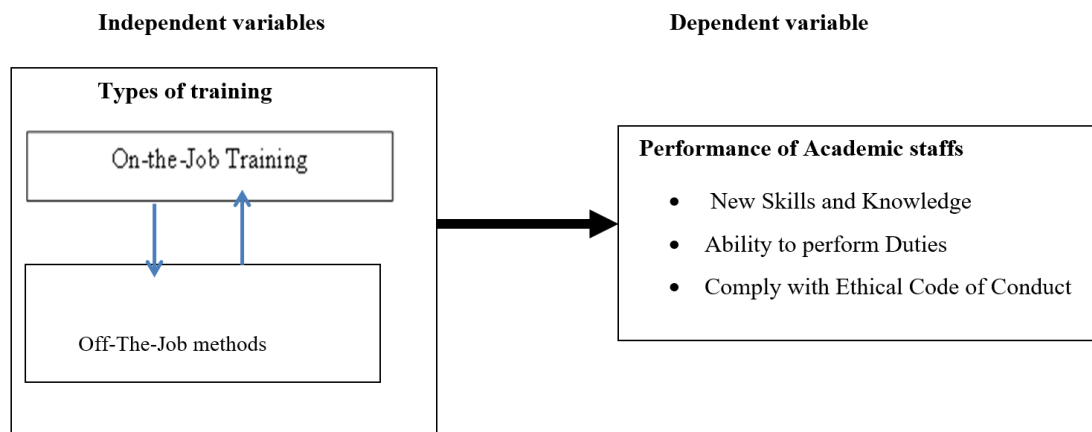


Fig. 1. Conceptual framework

Source: develope

Within the hypothetical model and for the purpose of this study, effectiveness of training variables are measured by focusing on the relevance of types of training programs and its impacts in academic staffs who attended various relevant training courses. Similarly, the dependent variables are the intended aims of training which are expected to result from the exposure of the independent variables as shown in fig. 1.

The case observation has been conducted at the Institute of Public Administration with the fact that, it is a higher academic institution with varied trainees from various public organizations; hence it is liable to access sufficient information pertaining to the contribution of training programs in public sector. The data collected through field study which involved visiting the study area, whereby full time tutors who ever done various training programs from within and outside the country were given questionnaires.

2.1 RESULTS AND ANALYSIS

Table 1 below shows the existence of OJT opportunities whereby all 43 academic staffs responded to the particular question. Among them, 37 (86%) of the total academic staff answered that OJT opportunities do exist whereas 6 (13.9%) of

the total academic staff did not agree. This implies that there are a reasonable number of OJT opportunities that are offered within the institute in accordance to most of the respondents.

Table 1. Existence of On-the-Job Training opportunity for academic staff at IPA

Variables	Frequency	Percent
Yes	37	86
No	6	13.9
Total	43	100.0

Source: Field Survey (2020)

2.2 EXISTENCE OF ON-THE-JOB TRAINING (OJT) SCHEDULE FOR ACADEMIC STAFF

The table 3.2. Shows the existence of OJT schedule for academic staff. The findings show that 8 (18.6%) of the total academic staff agreed that there is a schedule whereas 35 (81.4%) of the total academic staff did not agree. The findings imply that a formal OJT schedule does not exist according to more respondents who answered. Thus OJT opportunities are not evenly distributed among the staff. Lack of OJT schedule also can lead to biasness while offering training to staff, failure to meet training needs and limit proper appraisal of training for staff. Meanwhile, Christopher (2000) emphasizes that training and development is very important so it should be designed in such a way that employees will be able to acquire the skills, knowledge and the level of competence required to achieve the organizational performance. According to Kenney & Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training according to Kenney and Reid consists of the following steps: Identify and define training needs, Define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed, define the objectives of the training, plan training programs to meet the needs and objectives by using right combination for training techniques and locations, decide who provides the training, evaluate training, amend and extend training as necessary.

Table 2. Existence of training schedule for IPA academic staff

Variables	Frequency	Percent
Yes	8	18.6
No	35	81.4
Total	43	100.0

Source: Field Survey (2020)

2.3 IMPACT OF OJT TO ACADEMIC PERFORMANCE IN IPA

Figure 2 illustrates that 33 (76.7%) respondents identified that training has core impact to improving academic standard performance in IPA, 6 (13.9%) of the respondents identified that training has fairly impact to improve academic standard performance in IPA, while 2 (4.6%) respondents mentioned that training has least impact to improve academic standard performance in IPA and 2 (4.6%) of the respondents did not respond. Further, 26 (60.4%) respondents identified that training has core impact to academic staff morale in IPA, 6 (13.9%) of the respondents identified that training has fairly impact to academic staff morale while 5 (11.6%) respondents mentioned that training has least impact to academic staff morale. Either 6 (13.9%) of the respondents did not respond.

Furthermore, 33 (76.7%) of the respondents identified that training has core impact on work cooperation and networking in IPA, 7 (16.2%) of the respondents identified that training has fairly impact on work cooperation and networking in IPA, while 2 (4.6%) respondents mentioned that training has least impact on work cooperation and networking in IPA. Either 1 (2.3%) of the respondents did not respond.

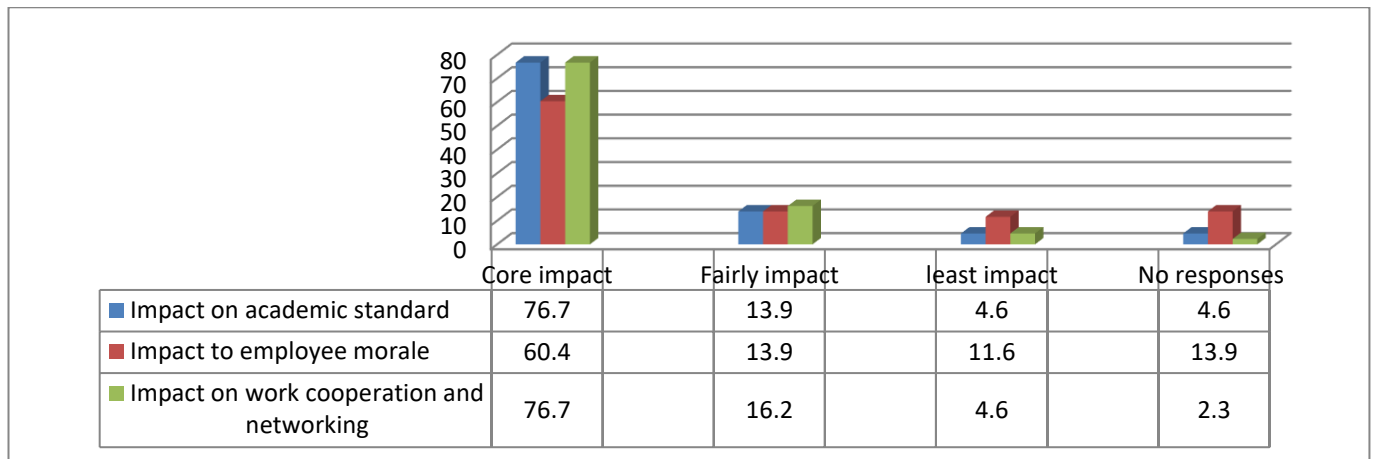


Fig. 2. Impact of OJT to academic performance in IPA

Source: Field Survey (2019)

The above findings show that OJT help to improve academic performance and work cooperation and networking at greatest level the same OJT proved to enhance academic staff morale at moderate level, however in general the findings revealed no negative impact of OJT to IPA academic staff's performance. Likewise, Albert Bandura in Social Learning Theory presents a view of social learning as it points out that people learn from one another, via observation, imitation, and modeling. People learn through observing others' behavior, attitudes, and outcomes of those behaviors. Robert (1999) emphasizes that people do learn from their job experiences, particularly if these experiences change over time. On-the-job training usually is done by the manager, other employees, or both. A manager or supervisor who trains an employee must be able to teach, as well as to show, the employee what to do. Wright & Geroy (2001), also emphasize that employee competencies change through effective training programs; It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

2.4 OFF THE-JOB TRAINING CONTRIBUTION TO PERFORMANCE OF ACADEMIC STAFF

The figure 3 illustrates that 33 (76.7%) of the academic staff who responded to the question have mentioned the provided off the –job training have positive contribution to the performance of academic staff in IPA. While 8 (18.6%) of the academic staff mentioned that provided off the –job training for academic staff have no positive contribution to performance of the academic staff in IPA while 2 (4.6%) of the academic staff did not respond.

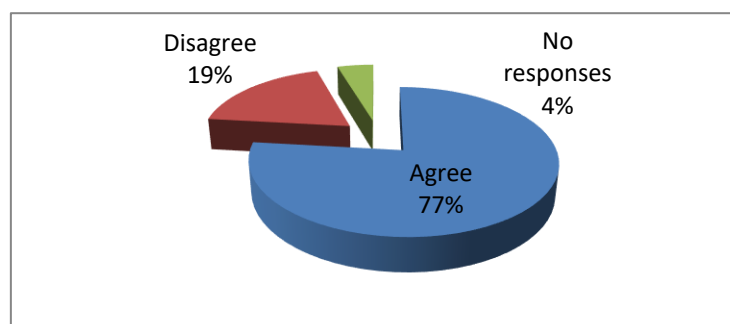


Fig. 3. Off The-Job Training contribution to performance of academic staff

Source: Field Survey (2020)

The findings imply that off the – job training has positive contribution to the performance of academic staffs of IPA as most of respondents agreed to this fact. Likewise, Myles (2000), states that a company that seeks to train and develop its employees

well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. Furthermore, Adnan Abd. Hamid et.al (2018) also insists that training is very important tool for the organization to improvise the performance of all the personnel for organizational growth and success. An employee will become more effective and productive if he is trained well. Organization can develop and improve the quality of the current employees by providing effective training and development. Training is extremely important not only to increase working well but also to give a reason to do something and inspire employees by letting them know how important their jobs are and giving them all the information they need to perform those jobs.

3 DISCUSSION AND IMPLICATION

3.1 OFF THE-JOB TRAINING OUTCOMES IN IPA

The figure 4 below illustrates that 32 (74.4%) of the academic staff who responded to the question have mentioned that Creativity, Reflective Capacity & Ability to Improvise is highly induced to IPA academic staffs. 6 (13.9%) of the academic staff identified that Creativity, Reflective Capacity & Ability to Improvise is fairly induced, while 4 (9.3%) of the respondents identified that Creativity, Reflective Capacity & Ability to Improvise is not induced. Moreover, 1 (2.3%) of the respondents did not respond.

Moreover, 31 (72.1%) of the respondents mentioned that Relevant General Practical Skills is highly induced to IPA academic staffs. 8 (18.6%) of the respondents identified that Relevant General Practical Skills is fairly induced, while 3 (6.9%) of the respondents identified that Relevant General Practical Skills is not induced, and 1 (2.3%) of the respondents did not respond.

On top of that, 33 (76.7%) of the respondents mentioned that Motivation and Ability to Learn New Concepts is highly induced to IPA academic staffs. But also 5 (11.6%) of the respondents identified that Motivation and Ability to Learn New Concepts is fairly induced, while 4 (9.3%) of the respondents identified that Motivation and Ability to Learn New Concepts is not induced. Either, 1 (2.3%) of the respondents did not respond.

Moreover, the figure illustrates 28 (65.1%) of the respondents who responded to the question mentioned that Optimum Utilization of Resources and Profit Maximization is highly induced to IPA academic staffs. At the same time, 7 (16.2%) of the respondents identified that Optimum Utilization of Resources and Profit Maximization is fairly induced, while 6 (13.9%) of the respondents identified that Optimum Utilization of Resources and Profit Maximization is not induced. Also, 2 (4.6%) of the respondents did not respond.

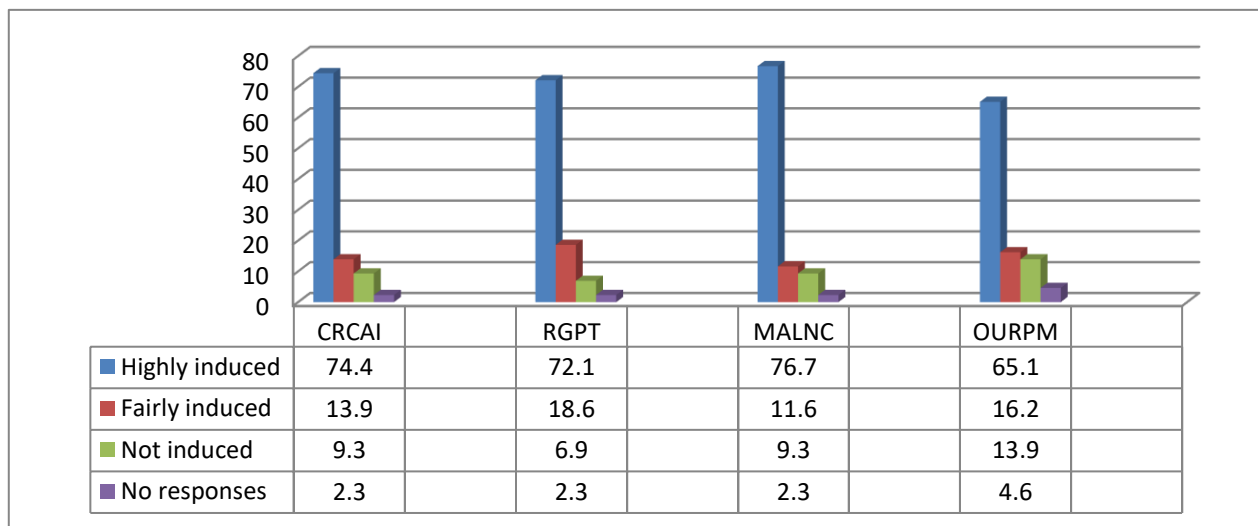


Fig. 4. Off The-Job Training outcomes for IPA academic staff

Source: Field Survey (2020)

Key: CRAI –Creativity, Reflective Capacity & Ability To Improvise, RGPT – Relevant General Practical Skills, MALNC – Motivation and Ability to Learn New Concepts, OURPM – Optimum Utilization of Resources and Profit Maximization

The findings reveal that the outcome of Off The-Job Training in IPA is to provide Creativity, reflective capability & ability to improvise teaching performance for IPA academic staffs. The findings also imply that another outcome of Off The-Job Training outcomes to IPA academic staffs is to improvise Motivation and Ability to Learn New Concepts that can help them to better performance in academic field.

3.2 RECOMMENDED TOOLS ON OFF THE-JOB TRAINING TOWARD EFFECTIVE PERFORMANCE OF ACADEMIC STAFF

The figure 5 below illustrates that 27 (62.7%) of the respondents who responded to the question identified that Preparation of Sufficient Budget for Off the Job Training is very important to IPA academic staffs. Also, 7 (16.2%) of the respondents identified that Preparation of Sufficient Budget for Off the Job Training is important, Meanwhile, 6 (13.9%) of the respondents identified that Preparation of Sufficient Budget for Off the Job Training is not important. At the same time, 3 (6.9%) of the respondents did not respond.

Meanwhile, 28 (65.1%) of the respondents who responded to the question identified that Conduct Needs Assessment for Off the Job Training is very important to IPA academic staffs. Also, 9 (20.9%) of the respondents identified that Conduct Needs Assessment Off the Job Training is important. Meanwhile, 4 (9.3%) of the respondents identified that Conduct Needs Assessment for Off the Job Training is not important. At the same time, 2 (4.6%) of the respondents did not respond.

Furthermore, 29 (67.4%) of the respondents who responded to the question identified that Develop the Measurable Performance Indicators and Conduct Continually Performance Assessment is very important to IPA Off the Job Training. Also, 9 (20.9%) of the respondents identified that Develop the Measurable Performance Indicators and Conduct Continually Performance Assessment is important. Meanwhile, 2 (4.6%) of the respondents identified that Develop the Measurable Performance Indicators and Conduct Continually Performance Assessment is not important. At the same time, 3 (6.9%) of the respondents did not respond.

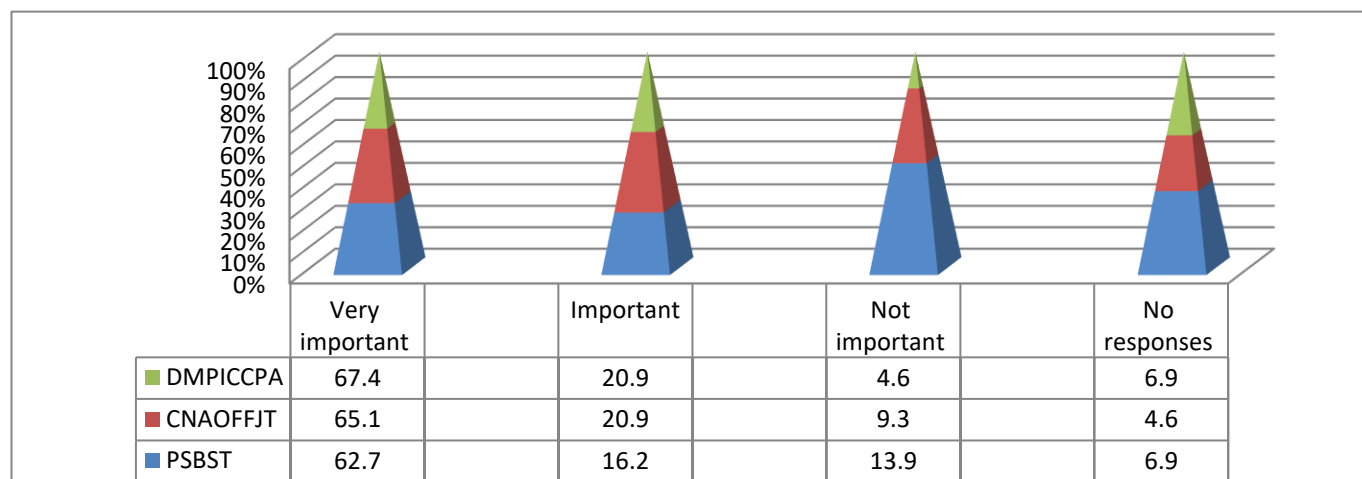


Fig. 5. Recommended tools on Off the Job Training towards effective performance of IPA academic staff

Source: Field Survey (2020)

Key: PSBST - Prepare Sufficient Budget for Staff Training, CNAOFFJT - Conduct Needs Assessment on Off the Job Training DMPICCPA - Develop the Measurable Performance Indicators and Conduct Continually Performance Assessment.

The findings imply that, Developing the Measurable Performance Indicators and Conduct Continually Performance Assessment is very important tool towards IPA academic staff performance. Likewise, Rae (2003) and Noe (1999) emphasize that training needs assessment is a tool utilized to identify what educational causes or activities should be provided to employees to improve their work productivity. The findings also reveal that Preparation of Sufficient Budget for Off the Job Training is very important as recommended by many respondents. Moreover, the findings imply that Conduct Needs Assessment on Off the Job Training is also very important for academic performance of the staffs.

4 CONCLUSION

The study on the impact of training on performance of academic staffs in the institute of public administration, Zanzibar aimed at determining the impact of On-the-Job Training (OJT) for the performance of academic staffs at IPA, ascertaining the impact of Off-The-Job Training for academic staffs' performance at IPA. The study revealed that there are a reasonable number of OJT opportunities that are offered within the institute in accordance to most of the academic staff. Also OJT opportunities are not evenly distributed among the staff, lack of OJT schedule also lead to biasness while offering training to staff and failure to meet training needs limit proper appraisal of training for academic staff. Moreover, the study revealed that off the –job training have positive contribution and outcome to the performance of academic staff in IPA. The study also revealed that OJT help to improve academic staff's performance as it enhances academic staff morale at moderate level.

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