

The Effect of Employee Training and Development on the Performance of Public Institutions in Rwanda:

A Case of Decentralised Entities

By: Daniel Twesige

Lecturer University of Rwanda

ABSTRACT

Introduction

This study focused on the effect of employee training and development on public institution performance case of decentralized entities in Rwanda.

Methodology

The study adopted a descriptive research design. The study population included employees at the district headquarters. A sample of 250 employees was determined using the Cronch formula for determining a sample of unknown population selected. The respondents were purposively selected. Data was collected from the primary data using one set of questionnaire was given to employees that have undergone through training and development at the district level. Data was analysed using inferential statistics. A regression model was developed to examine the relationship between the study variables.

Results and Conclusion

The findings revealed a positive and significant effect of employee training and development evaluation on decentralized entities. This indicate that if employee training and development evaluation is well done after training it will effect decentralized entities performance where ($r=0.986<0.01$), it means that 98.6%, and the findings revealed a positive and significant effect of training and development challenges. This implies that if challenges in implementing employee trainings and development towards employees are well treated and handled in favor of increasing knowledge and skills of employees it will be an increase of decentralized entities performance ($r=0.996<0.01$ which means 99.6%. Then the results indicate that employee training and development has a positive and significant contribution on the performance of decentralized entities ($r=0.997<0.01$) which means 99.7%. This study recommends to continue using an employee training and development policy which can guide it during training process; and should conduct a need assessment regularly for being aware of employee weaknesses and prepare training and development which can contribute on employees and performance will be efficient.

Key Words: Employee training, Employee development, Performance, Public institutions, Decentralized entities.

1. Introduction

Enhanced competences, understanding and skills of the talented employees attested to be a crucial rational of reasonable benefit in an international fair (McKinsey, 2006) cited by (Amir & Imran (2013). This research, therefore, goes on to debate the effect of employee training and development on performance of publically institutions in Rwanda. Companies and big business need to grow and modernize endlessly, pursue sustained development, and cope with rapid changes in their external environments as well as increasingly competitive international markets (Debra, 2011).

The employee training and development enhance the institution performance (Esteban et al.,2018) and value and capacity of servant's work (Nwankwo, 2018). In Addition to that, an important affirmative relationship among employee training and development and employee performance was seen in the study conducted by (Sendawula et al., 2018). Furthermore, employee training and development processes knowledge flows that redesign advanced performance of the institution (Caloghirou et al., 2018). Any public institution, whether it is large or minor, should reflect on workers training as the supreme studied human resources practice (Esteban et al., 2018) and need to deliver more training occasions to their staff (Nwankwo, 2018).

Operative training and development programs intended at changing the workforce of employee's performance (Sendawula, et al., 2018). Training and development focus on overcoming the gap between both the present performance and the desired level of performance. It could be delivered through different approaches like mentoring, coaching, teamwork, participation by the subordinates (Amir & Imran, 2013).

The outcome of the study of Sultana, et.al (2012), as cited by Amir & Imran (2013), piloted in telecom sector of Pakistan, shows that the R^2 as .501 that means that 50.1% of variation in employee performance is gotten by training and development programs. In addition, the work of Harrison (2000), stated that learning through training and development pushthe institutional performance by superior employee performance, and it the main key aspect in attaining the main objective (Swart et al., 2005). The performance of employee is stimulated by the PESTEL factors

such as Political environment, economic, social factors, technological factors, environmental factors as well as legal factors.

According to Azara et al (2013), organization having much better skilled and creative employees can easily avoid wasteful investment to improve efficiency and performance of organization. Personnel are the most assets that every organization needs, while are trained and developed, they can bring a lot of profit to the organization in both developed and developing countries (Swart et al., 2005). The rapid contemporary advance of technological change made training a necessity in almost all walks of life (McKinsey, 2006).

Workers could be a matter that needs a crucial undertaken within each institution though, the extent, worth and amount of training distributed differ extraordinarily from one institution to another (Cole, 2002), apart from above mentioned, he also mentioned things that can be indicators of a good quality of training and development activities include modification within the freestanding atmosphere, grade of in-house environment, accessibility of appropriate abilities at intervals of present employees.

Even if, the government of Rwanda has put much effort in addressing the weakness in public employees by training them and give them specific training on specific issues, we still have some public institution that are still running behind the target that is needed, as well as experiencing the staff turnover issues (PSC, 2013), and to an enrichment in employee performance and governmental productivity (Ying, 2004), many government institutions can achieve their training need by chaotic method, surprising haphazard (Asfaw, et al, 2015). It is against this background my research was about to examine the effect of employee training and development on the public institution performance in Rwanda whereby my case of National Itorero Commission.

Rwanda Management Institute (RMI) is a public institution which is charged of training and development of government employees and some other private institution which have signed a memorandum of Understand with it since 1963; it's existed underneath different names and with different mandates.

As stated by Amir & Imran (2013), past investigates demonstrated a positive connection among preparing and representative execution, as preparing brings benefits for the worker alongside for

the firm by emphatically affecting worker execution through the upgrade of representative's capabilities and conduct.

According to the Prime Minister's order n°121/03 of 08/09/2010 establishing the procedure of performance appraisal and promotion of public servants, However, currently it training at National Itorero Commission mostly happens spontaneous and unsystematically. There is lack of training for top management, middle and operational employees, the lack of organized method of employee's training and development continuous to affect capacity building of the institution. Most employees pay for the training and development as well as studies that show that the institution lacks the financial resources to conduct employee training and developments of its staff.

It is against of this background that this study seeks to examine the effect of employee training and development on the performance of public institutions in Rwanda with the reference to National Itorero Commission. The general objective of this study was to examine the effect of employee training and development on the performance of public institutions in with reference to National Itorero Commission.

2. Theoretical Review

Reinforcement Theory

Reinforcement theory this theory proposed that an individual purposes direct his or her action in reinforcement theory, we have behavioristic approach, which argues that reinforcement conditions behavior (Robbins, Odendaal, & Roodt, 2004). Briefly there are two types of Reinforcement, which are continuous reinforcement where employees have desire of each and every time needs advancing knowledge, while intermittent reinforcement the individual reinforces after displaying a certain number of specific types of behavior. This theory will help the research to understand what pushes or the reason behind National Itorero Commission employee training and development motivations (*idem*).

Social Learning Theory (SLT)

Charles, Manz, & Sims, (1986), a social learning theory, view of employee's behavior recognizes the influence of reinforcement contingencies on the behavior of employees within organization.

Social learning theory, as proposed by Albert Bandura, is the theory of observation learning that holds that most people learn behaviors by observing others and then modeling the behaviors they perceived to be effective (John, A. & John, 1998) According to Wheeler (2020), Bandura's theory of social learning extends the gap between behaviorism and cognitivism. Social learning theory integrates the idea of behavior reinforcement from the former, and cognitive processes such as attention, motivation and memory from the latter.

As cited by Albert Bandura, there are four conditions necessary for social learning to be considered; Attention where Learners should take into consideration the behavior to be learnt, Retention the observer must be able to remember what was observed later when given opportunities to act. Production, Observers must be given opportunities to reproduce the behavior. Also, observers must be able to reproduce the behavior. That is, the behavior must be proximal, and Motivation where the observer must be motivated to act.

According to David, A., & Stephen, P., (2005), every organization needs well- adjusted, trained, and experienced people to perform its activities, employees training seeks a relatively permanent change in employees that improves job performance, thus training involves changing behavior, knowledge attitudes and behavior. While employee development focuses more on the employee's personal growth, so employee development be predominantly an education process rather than a training process (idem).

Employee Training is also the planned and systematic modification of behavior through learning actions, activities and programs which ends within the contributors achieving the degree of data, skills, competencies and talents to hold out their work effectively (Chiaburu&Tekleab, 2005).

Armstrong (1996), "stating an understanding emphasizes that training ought to be advanced and operated at intervals a company by appreciating learning theories and approaches if the training is to be understood" employee training and development activities represent an important or organizational attempt to ensure that adequate human resources are available, meaning that the organization should continue developing their employees, both to ensure that job skills remain current and prepare employees for advancement, (Steer, Ungson, & Mowday, 1985). The one influence a manager is unambiguously expected to create is to offer others vision and talent to perform. According to Cole (2002), training could be an education activity directed towards the

gaining of specific knowledge associated skills for the aim of an occupation or task. Effective training and development programs aimed at improving the employees' performance (Amir & Imran, 2013).

According to Harvey, (2001), training and development are similar, and both are critical to the success system model, however there are some important differences, training is an attempt to improve performance by attainment of specific skills such as typing, welding, running a computer, and performing the current job, while employee development talks about the long run of study for growth of them (Harvey, 2001).

According to Iyayi (2007), training and development may be understood because the method toward gaining new knowledge, moreover, skills for finishing duties at operating environment as cited by (Okechukwu, 2017). Training and development attempt to improve current or future employee performance by increasing an employee's ability to perform, as well as improving individuals, team, and organization (Harvey, 2001).

This can be achieved through numerous appropriate method and approaches, like role playing, simulation, programmed instruction, lectures, and vestibule training as well off-job-training (Harvey, 2001).

As summary, both employee training and development have its different method, whereas, we have two methods of training: on-job training, (job rotation, and understudy assignment), and off-the job method, (classroom lecturer, films and video, simulation exercise, and vestibule training), while employee development methods are (the job rotation, assistant- to positions, committee assignment, lecture courses and seminars, simulations, and outdoor training) (David, &Stephen, 2005).

According to Raymond, et al, (2003), HRM refers to the people, practices, and systems that influence employees' behavior, attitudes, and performance. For this definition HRM practices, involve HR planning, recruiting, selection, training and development, compensation performance management, as well as employee relations that leads as to the organizational performance.

Sotiria, (2015), has identified the cycle proposed by Bob & Early, (2007), which are the following: identification of the training and development (T&D) needs, analysis of the T&D, planning and

its impact, implementation of T&D, designing of T&D, monitoring of training and development an evaluation of T&D.

Herman, & Kurt, (2009), begin with around advantages for people and groups, isolating these advantages into job performance and variables identified with employment execution acit skills, innovation, communication), and other benefits (e.g., empowerment, self-efficacy). Second, we describe benefits for organizations

Randall,(1998), in his book *Managing Human Resources*, the main goal of a training and development is to improve organization performance both in present time or the future, increasing productivity, rapid incorporating with new technology, and consequently increasingly the likelihood of employee obsolescence, it increases also personnel assurance to the institution and reinforce their perception that the institution is favorable for them, which result in lower turnover HR increasing issue in order to put the organization on the level of success.

The central effect of T & D in transfer transformational reforms to the organization strength and capabilities in terms of creating the staff competent, hence, gets tried (Glaveli&Karassavidou, 2011).Employee performance drives performance of the organization (Khan et al., 2011).

According to Triatic,& Reddy,(2010), training and development have a lot of effect on organization performance, such as improving the quality and quantity of employees output, help them make economical and best use of materials and equipment, reducing the accidents rate and need for close supervision, giving them sense of satisfaction, reducing the rate of labor turnover, facilitate them in getting promotions, being committed to work, and out the employees in indigenous and alien culture value.

Sloman, (2006), defined the role of trainer in-service -knowledge driven economy as that of a people developer, and is about supporting, accelerating learning that meets the organization needs and performance (Torrington, Hall and Taylor, 2008). This literature concludes that effective employee training and development bring more effect on the public institution performance (Herman,& Kurt, 2009).

3. RESEARCH METHODOLOGY

Research Design

In this study, quantitative method was used to collect data from the respondents. The study adopts a descriptive research design where questionnaires distributed to the sample population. According to Coopers & Schindler (2008), it is a scientific method used to observe and describe the behaviour of a matter without any influence. It is intended to obtain additional information on variables in a certain area of study. It is intended to use the image of a situation as it naturally occurs (Burns & Grove, 2007). The objectives are indicated, and a clear definition of the population is given. For the effectiveness and efficiency required for descriptive studies, data collection tools have been assessed (Zikmund, Babin, Carr & Griffin, 2010). This design enabled the researcher to grasp the details on concept of employee's training and development and its effect on institution performance.

Population and Sampling

The target population of this research were the employees in district that have gone through training and development. The study was conducted in all the 30 districts of Rwanda. Only considering employees at the district headquarter. A sample of 180 employees was determined using a formula for determining a sample of unknown population. The respondents were purposively selected to ensure that only those employees that have undergone training and development constitute the sample

Data Collection Methods

The data for this study was obtained essentially from primary and secondary sources. The researcher used a questionnaire to collect data. A questionnaire is a data collection tool that consists of a series of questions and other instructions aimed at collecting information from respondents (Brace, 2008). Secondary data is the data that have been already collected by and readily available from other sources. Such data are cheaper and more quickly obtainable than the primary data and also may be available when primary data cannot be obtained at all (Oluwatosin, 2017).

Documentary data of this study was collected for additional information after the data from the questionnaire to support the findings. This data was collected from the action plans, annual reports, its Human Resource Management policy, its capacity building plans, annual reports on training, books and journals on Human Resource Management, training and development. Other sources of information included training and development text books, on-line data bases, and internationally-acclaimed academic journals. The data obtained from these documents has been form part of the literature for this study.

3.7. Data Analysis

The collected data was coded and analyzed through SPSS (Statistical Package for Social Sciences) version 21. Descriptive statistics such as percentages, means and standard deviation be used. The data analysis technique that was used in this study is inferential and descriptive statistics using central tendency and dispersion measurements. The arithmetic mean is the measurement of the central tendency that was used in this study since the data was grouped around statistical means. The standard deviation which is the measure of dispersion was used in this study as Mugenda (1999) states that standard deviation is the best measure of dispersion. Frequency and percentage tables were used to present descriptive analysis for the demographic data.

The data collected was analyzed using both descriptive and inferential statistics in relation to the objectives of the study. The study was based on a multiple regression model. The analysis was based to on dependent, independent and error term. The test and correlation study was carried out to determine whether there is significant relationship between the variables and to test whether the independent variables have a relationship. The results were reported using tables.

4 Results and Discussions

Factor analysis results

The respondents have shown the following views related to employee training and development.

4.3.1 Training and development policy

The table below shows the factor analysis results of training policy to employee training and development.

Table 1. Training and development policy

Training and development policy	Capacity building	Improve job performance	Increase organizational performance
There is a training and development policy in place for its capacity building.	.998		
The training and development policy is well documented and used for guiding capacity building	.998		
The training and development policy is used for improving the job performance		.995	
The training and development policy has to be clear for increasing job performance		.995	
The training and development policy is useful for increasing the efficiency			.996
Training and development policy is a tool used for improving the performance			.996
Eigenvalue	1.991	1.981	1.986
% of variance	99.544	99.029	99.277
Cumulative %	99.544	99.029	99.277

Source: Primary data (2020)

The factor analysis results indicated by the table 1, include three indicators with 99.544%, 99.029% and 99.277% of variances. These results show that if training and development policy is in place and well documented for guiding decentralized entities' capacity building, it affects

decentralized entities' employee training at the level of 0.998. In addition, if training and development policy is clear and used for increasing job performance, training and development policy affect employee training at 0.995 and finally, if training policy is used for increasing the efficiency of decentralized entities, it affects employee training at 0.996. This results are related to the findings of Raja A.G., (2011), who has shown that Training and development has a positive effect on the organization performance in his study entitled Impact of training and development on the organization performance.

Training and development evaluation

The table below shows the factor analysis results of training and development evaluation to employee training

Table 2. Training and development evaluation

Training and development evaluation	Behavior	Results	Learning	Reaction
Employee training and development has been measured through the behavior of employees during their daily work.	.996			
The behavior of employees at work show that if employee training and development has been successful.	.996			
The training and development of employees is evaluated through the results of employees		.991		
The results obtained by an employee at work is the same as the results of employee training and development.		.991		
The training and development of employees is evaluated during the learning			.998	

By learning, employee training and development must be measured.				.998
The reaction of employees during their practice show how training and development has been achieved.				.973
Employee reaction is a tool for measuring the implementation of training and development.				.973
Eigenvalue	1.985	1.963	1.993	1.893
% of variance	99.274	98.163	99.656	94.671
Cumulative %	99.274	98.163	99.656	94.671

Source: Primary data (2020)

The factor analysis results indicated by the table 2, include four indicators with 99.274%, 98.163%, 99.656% and 94.671% of variances. These results show that if employee training and development is measured through the behavior of employees at daily work, training evaluation affect employee training at 0.996. Also if the results obtained by employees after being trained indicate the successful of the training and development, training and development evaluation affect employee training at 0.991. In addition, if the evaluation of training and development is conducted during the learning, training evaluation affect employee training and development at 0.998 and if the reaction of employees during their practices after training and development show the successful of the training, training and development evaluation affect employee training at 0.973. This results are related to the findings of Muhammad, I. (2015) who has shown that Training and development has a positive impact in Banks in his study entitled Impact of training and development on employees ‘performance in Banks of Pakistan.

Training and development challenges

The table below shows the factor analysis results of training and development challenge to employee training:

Table 3. Training and development challenges

Training and development challenges	Lack of funds	Changing workforce demographics
Lack of funds is one of the reason why there is absence of employee t training and development .	.984	
Lack of funds is a problem for obtaining employee training and development.	.984	
The changing workforce demographics is a barrier of the performance of employees in general		.983
The changing workforce demographics affect the existence of employee training and development.		.983
Eigenvalue	1.938	1.934
% of variance	96.877	96.702
Cumulative %	96.877	96.702

Source: Primary data (2020)

The factor analysis results indicated by the table 3, include two indicators with 96.877% and 96.702% of variances. These results show that if decentralized entities have an issue of lack of funds, training and development challenges that meet decentralized entities affect employee training at 0.984 and if changing workforce demographics is a barrier of training, training and development challenges affect employee training at 0.983. This results are related to the findings of Kennedy, J. (2009), who has shown that Training and development has a positive effect on the organization performance in his study entitled Impact of training and development on job performance.

The table below shows the factor analysis results of training challenge to employee training:

Table 4. Performance of decentralised entities

Performance	Achievement of objectives	Effectiveness results	Efficiency
Employee training and development contribute to the achievement of objectives	.969		
Employee training and development affect the achievement of objectives.	.969		
Employee training and development plays a crucial role on effectiveness result		.951	
Employee training and development is one of the reason why the results are effective.		.951	
The efficiency of a result of employee training and development			.985
Employee training and development training affect the efficiency.			.985
Eigenvalue	1.878	1.804	1.940
% of variance	93.914	90.390	96.981
Cumulative %	93.914	90.390	96.981

Source: Primary data (2020)

Due to all the above tables indicate the factor analysis results of training and development program, training and development policy, training and development evaluation and training and development challenges to employee training and development, the table above shows the factor analysis results of employee training and development which include three indicators of 93.914%, 90.390% and 96.981% of variances. These results indicate that employee training and development affect the achievement of decentralized entities objectives at 0.969. It contributes to effectiveness

of decentralized entities' results at 0.951 and finally, it contributes to decentralized entities' efficiency at 0.985.

These findings are related to all the above researchers' findings who have worked on the effect of training and development on the performance of the organization performance and showed that employee training has a positive and significant effect on the performance of the organization mainly the decentralized entities as one of the referencing public institution took as case study.

Relationship between variables

The results in the table below indicate the relationship between the independent variables and dependent variable:

Table 5. Relationship between variables

	1	2	3	4
Performance	1.000			
Training and development policy	.934*	1.000		
Training and development evaluation	.986**	.862	1.000	
Training and development challenges	.996**	.950*	.975**	1.000
Employee training and development	.997**	.957*	.972**	.999**

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

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

Source: Primary data (2020)

The table above show that the effect of employee training and development policy on decentralized entities performance is significant ($r=0.934 < 0.01$). This result indicates that if training and development policy is well designed, put in place and used by decentralized entities for preparing training and development for its employees, it affects decentralized entities performance at a high level.

The results in table 5 further shows that the effect of training and development evaluation on decentralized entities performance is significant ($r=0.986<0.01$). This result indicates that if training and development evaluation is well conducted through the reaction, behavior, learning and results of employees during their practices after being trained, this training and development evaluation affect positively decentralized entities' performance.

Furthermore, the results in table 5 shows that the effect of employee training and development challenges on decentralized entities' performance is significant ($r=0.996<0.01$). This result indicates that if challenges in implementing trainings towards employees are well treated and handled in favor of increasing knowledge and skills of decentralized entities' employees. There is a significant effect of training challenges on decentralized entities' performance.

The results in table 5 further show that the effect of employee training on decentralized entities' performance is significant and positive ($r=0.997<0.01$). This result indicates that if employee training and development is well prepared and considered by both Top managers and employees, it has a great contribution to the performance of decentralized entities.

5. CONCLUSIONS AND RECOMMENDATIONS

This chapter focus on the discussion about the results obtained during this study, the conclusion done on it and the recommendations given.

Conclusion

Based on the findings obtained shown above, the researcher has concluded that there is a positive and significant effect of employee training and development policy, employee training and development evaluation and employee training and development on the achievement of results, effectiveness of objectives and decentralized entities' efficiency. Then, employee training and development has a great significant and positive contribution on the performance of decentralized entities.

Policy Recommendations

Based on the findings obtained during this study, the researcher suggests the following recommendations:

1. Decentralized entities should conduct a need assessment regularly for being aware of employee weaknesses and prepare training and development which can contribute on employees performance;
2. Decentralized entities should treat every year training and development challenges in order to obtain regularly training for its employees in different domains.

REFERENCE

- Armstrong, M. (1996), *A Handbook on Personnel Management Practice*, 5th ed. London: Kogan
- AzaraShaheen et al (2013), *Employees Training and Organizational Performance: Mediation by Employees Performance*, Faculty of Commerce Kotli (FCK), University of Azad Jammu & Kashmir, Vol 5, NO 4.
- Caloghirou, Y., Giotopoulos, I., Korra, E., & Tsakanikas, A. (2018). *How do employeetraining and knowledge stocks affect product innovation? Economics of Innovation and New Technology*
- Cameron, J & David P., (2016). *Reinforcement, Reward, and Intrinsic Motivation: A Meta-Analysis*, Review of Educational Research Fall
- Cole, G. A. (2002), *Personnel and Human Resource Management*, 5th ed. Continuum London: York Publishers.
- Daft, R. L. & Marcic, D. (2013). *Management: The new workplace. South-Western; Cengage Learning: Australia.*
- David, A, & Stephen., (2005). *Fundamentals of Human resource management*, John Wiley & Sons, Inc, USA.
- David, G. C. & Geoffrey, W. (2009). *Human Resource Management: A critical approach*, Taylor & Francis e-Library. New York.
- Eduardo, S. & Janis, A. (2001). *The science of training: a decade of progress*, Department of Psychology and Institute for Simulation & Training, University of Central Florida, Orlando, Florida.
- Esteban-Lloret, N. N., Aragón-Sánchez, A., & Carrasco-Hernández, A. (2018). *Determinants of*

employee training: impact on organizational legitimacy and organizational performance. The International Journal of Human Resource Management

Falola, H. O. et al (2014). *Effectiveness of training and development on employees' performance and organization competitiveness in the Nigerian banking industry:* Bulletin of the Transylvania University of Braşov, Vol. 7 No. 1.

Georgiadis, A.&Pitelis, C. N. (2016). *The Impact of Employees' and Managers' Training on the Performance of Small- and Medium-Sized Enterprises:* Evidence from a Randomized Natural Experiment in the UK Service Sector.

Harvey, D. (2001). *Human resource management: an experimental approach,* Printice-Hall, Inc, New Jersey, USA.

Herman, A. & Kurt, K., (2009). *Benefits of Training and Development for Individuals and Teams, Organizations, and Society,* Colorado State University.

Iyayi, S. A. (2007). *Training and Development of Human Resources in Bello-Imam, II Bet al (eds), Fundamentals of Human Resource Management in Nigeria.* Ibadan: College Press and Publishers Ltd.

Jacob, M. (2015). *On-the-job training: costs, returns, and some implications,* Columbia University and National Bureau of Economic Research, University of Chicago Press.

Jennifer, M. & Gareth, R., (2008). *Understanding and managing organizational behavior,* Pearson Education, Inc, USA.

John, A.& John, R., (1998). *Organizational Behaviour: Securing competitive advantage,* Prentice-Hall, Inc,

John, B & Jeff, G (2017). *Human Resource Management: Theory and Practice.* (6thE.d) Palgrave, London, UK.

John, R.S., (2005). *Management*, John Wiley & Sons, Inc.

Linda Maund (2001), *An Introduction to Human Resource Management*, theory and practice, New York: Pelgrave Macmillan Publishers.

McKinsey Quarterly (2006), *An executive take on the top business trends*, Global Survey.

Nwankwo, D. F. (2018). *Methods & Effects of Manpower Training & Development on Organizational Performance: A Study of Selected Firms in Idemili North Local Government, Anambra State Nigeria*

Noe, H. & Gerhart, W. (2002). *Human resource management: gaining a competitive advantage*, McGraw Hill company, Inc, New York, USA.

Randall, S.S., (1998). *Managing Human resources*, international Thomson Publishing, USA.

Robbins S., Odendaal, A., and Roodt, G., (2004). *Organizational behavioral: global and southern Africa perspectives*, Creda Communications, Cape Town, South Africa.

Ronald, J., (2009). *Structured On-the-Job Training: Unleashing Employee Expertise in the Workplace*.

Schiller, B.R (2002), *Essentials of Economics*, 4th ed. Boston: McGraw-Hill

Sendawula, K., Nakyejwe Kimuli, S., Bananuka, J., & Najjemba Muganga, G. (2018). *Training, employee engagement and employee performance: Evidence from Uganda's health sector*. Cogent Business & Management

Sirinagali, P. W. Khatibi, A, and Ferdous, S. M. (2020), *The effect of knowledge management and employee training on performance of small and medium-scaled enterprises (SMES): employee training as a mediator*,

Sotiria, T (2015). *The impact of an in-service training program on the self-efficacy of special and general education teachers: problems of education in the 21st century*. Greece.

Steers, Ungson, and Mowday, (1996). *Managing Effective Organization: an introduction*, Kent Publishing Company, Boston, Massachusetts.

Torrington, Hall and Taylor (2008). *Human resource management*, Pearson education Ltd, London, UK.

Tripathi, C. & Reddy, N., (2010). *Principles of management*; Tata McGraw Hill education Private Ltd, Newdehli, India.

Ying Chu Ng., (2004), *Training determinants and productivity impact of training in China: a case of Shanghai*, Economics of Education Review, Vol;24.

Eden, F. & David C., (2019). Characteristics and Performance of the Department of Public Works and Highways' Employees in Zambales, Institutional Multidisciplinary Research and Development Journal IMRaD Journal Vol. 2.

Khan, A. G., Khan, F. A., & Khan, M. A. (2011). Impact of training and development on organizational performance. *Global Journal of Management and Business Research*, 11(7),

Okechukwu, W, (2017). Influence of training and development, employee performance on job satisfaction among the staff of school of technology management and logistics, University Utara Malaysia, *Journal of technology management and business*, vol 04, no 01.

Sulaiman A. M., and Rukayya S. A., (2016), Comparison of Convenience Sampling and Purposive Sampling. *American Journal of y77 and Applied Statistics*. Vol. 5, No. 1.

Electronic sources:

Amir, E & Imran, A. (2013). The Effect of Training on Employee Performance: *European Journal of Business and Management*, Vol.5, No.4, www.iiste.org.

Asfaw, A.M., Argaw, M.D. and Bayissa, L. (2015). The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia, *Journal of Human Resource and Sustainability Studies*, <http://dx.doi.org/10.4236/jhrss.2015.34025>.

Choo S. & Christine Bowley (2007), an article on Using Training and Development to Affect

Job Satisfaction, Journal on Small Business and Enterprise Development, Australia.

Imran, M & Aiman, T (2015). impact of training & development on employees' performance in banks of Pakistan: European Journal of Training and Development Studies Vol.3, No.1, www.eajournals.org.

RMI, (2017), Citizens-charter [http://rmi.rw/wp-content/uploads/2017/03/RMI- -VI.O.pdf](http://rmi.rw/wp-content/uploads/2017/03/RMI--VI.O.pdf)

Sahinidis and Bouris J. (2008), Employees' perceived training relationship journal.