

Effect Of Training And Development On Employee Performance In Public Middle Level TIVET Institutions In Kenya

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Abstract: *Training and development can be defined as any activity designed to help individuals become more effective at their work by improving, updating or refining their knowledge and skills. The study sought to establish the effect of training and development on employee performance in the Public Middle Level TIVET Institutions in Kenya. The study adopted a descriptive research design. Stratified random sampling was used to arrive at sample size, while simple random sampling was used to target administrators, heads of department, teaching staff and non-teaching staff. The study sampled a total of 287 which represented a response rate of 91 percent. A confirmatory factor analysis was used where structural equation modelling (SEM) using SPSS Amos software version 20 was used to test the relationship between the independent variables and the dependent variable. Further analysis on the correlation of the factors using a Pearson's moment of correlation was used. Findings indicated that Public Middle Level Technical Training Institutions had ineffective training and development practices. This observation was arrived at since majority of the institutions did not have staff training and development policy in place. In addition a majority of respondents had never been sponsored for training by their institution.*

Keywords: *Training and development, Employee performance, Middle level TIVET institutions.*

I. INTRODUCTION

Training and development represent an area in human resource practices that can have a significant impact on employee performance to the Public Middle Level TIVET Institutions. Employee development means to develop the abilities of an individual employee and institution as a whole (Elena, 2000). Increase in employee performance will lead to the institution effectiveness (Chapathes, 2006). Organizational effectiveness refers to the achievement of overall organizational goals (Milkovich et al, 2004). Although training and development programs may act as an inducement, they may also be viewed as investments in the relationship between institution and individual which can contribute to employees' organizational effective performance (Farrel & Rusbult, 2008). Recent research suggests that employee development affect organizational outcomes by shaping employee behaviors and attitudes (Whitener 2000; Arthur 1994; Huselid, 1995; Wood & de menezes, 2009).

Kamoche (2000) points out that, the extent to which an organization is prepared to invest in training employees by way of developing them is indicative of whether employees are seen as a cost to be rationalized or a resource that has the potential to contribute meaningfully to the organization. Past studies revealed that training and development activities may be interpreted by employees as an indication of the institution's commitment to its hours thus resulting to a strong psychological bonding with the institution and therefore a willingness to work hard to increase the institution's effectiveness (Gaerther & Nollen, 2007; Arthur, 1994; Wood & de menezes, 2009).

THEORETICAL PERSPECTIVE OF TRAINING AND DEVELOPMENT ON HUMAN CAPITAL THEORY

The term 'human capital' was originated by Schultz (1961) who elaborated his concept in 1981 as follows: 'Consider all human abilities to be either innate or acquired.

Attributes which are valuable and can be augmented by appropriate investment will be human capital'. According to Scarborough and Elias (2002), the concept of human capital is most usefully viewed as a bringing concept that is, it defines the link between Human Resource practices and business performance in terms of assets rather than business processes. They point out that human capital is to a large extent 'non standardized, tacit, dynamic, context dependent and embodied in people'. These characteristics make it difficult to evaluate human capital bearing in mind that the features of human capital that are so crucial to the institution capabilities are the flexibility and creativity of individuals, their ability to develop skills over time and to respond in a motivated way to different contexts.

Davenport (1999) asserts that, the knowledge, skills and abilities of individuals that create value which is why the focus has to be on means of attracting, retaining, developing and maintaining the human capital yet present. People process innate abilities, behaviours and personal energy, and these elements make up the human capital they bring to their work. And it is they not their employers, who own this capital, decide when, how and where they will contribute it. In other words, they can make of choices. Work is a two-way exchange of value, not a one way exploitation of an asset by its owner, Davenport (1999). The choices they make include how much discretionary behaviour they are prepared to exercise in carrying out their role (discretionary behaviour refers to the discretion people at work can exercise about the way they do their job and the amount of effort, care, innovation and productive behaviour they display. They can also choose whether or not to remain in the institution.

Human capital theory emphasizes the value that people can contribute to an institution. It regards people as assets and stresses that investment by institutions in people will generate worthwhile returns. Investment in training and developing people is a means of attracting and retaining human capital as well as getting better returns from those investments. Those returns are expected to be improvements in performance, productivity, flexibility and the capacity to innovate that should result from enlarging the skill base and increasing levels of knowledge and competence. The human capital of an institution consists of the people who work there and on whom the success of business depends. Human capital has been defined by Bontis (1999) as follows: Human capital represents the human factor in the institution; the combined intelligence, skills and expertise that give the institution its distinctive character. The human elements of an institution are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long term survival of the institution.

Human Resource Management aims to ensure the institution obtains and retains the skilled, committed and well-motivated workforce it needs. This means taking steps to assess and satisfy future people needs and to enhance and develop the inherent capacities of people their contributions, potential and employability by providing learning and continuous development opportunities. The overall purpose of human resource is to ensure that the institution is able to achieve success through people. As Ulrich and Lake (1990) remark: Human Resource Management systems can be the

source of organizational capabilities that allow organizations to learn and capitalize on new opportunities to enhance their performance.

The leader brings into the institution his or her distinctive intelligence, expertise and thrust that influences institutions performance. The leaders unique leadership style, his or her unique knowledge skills and experience constitute the human capital that represent the value that the leader brings to bear in the institution.

II. LITERATURE REVIEW

A study carried out by Mc Elroy (2001) revealed that institutions that extensively train their employees create a reputation for valuing and developing employees. He further adds that this provides a vehicle through which they can attract the right kind of employees, thus, people who are high achievers increased self-worth and acceptance could be the mechanism through which training is predicted to increase institution performance commitment. He further argues that the institution that invest in training send a clear message to the employees that the institution is committed to the development of its people. The employees in return can form closer psychological attachment to the institution and its goals or a moral obligation to give the institution its money's worth if the institution funded the training.

Al-Awwad (2004) in a research carried out in Saudi Arabia found that the importance of training government employees has been recognized. It is compulsory that all government agencies give such opportunities to all their employees. However, researchers such as Abdurrahman (1999) and Al-Awwad (2004) have indicated that Saudi Arabia still faces the same training problems as most developing nations due to shortages of manpower and particularly of qualified trainers, lack of effective training, the newness of-control expense, but it can also be central ingredients affecting organizational performance (Pfeiffer, 2002). Thus, a key task for researchers has been to understand how human resources can be managed to maximize productivity and enhance creativity while controlling costs.

One of the problems arising from organizational training is identifying the quality and relevance of the training being provided. Marchington and Wilkinson (2005) point out in their study that most organizations are only concerned with the quantitative aspect of training, in terms of money and time invested, thus resulting in workers who are overqualified for the job they do, hence leading to poor motivation and low morale. In training, you are investing in the people in order to help improve their performance.

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Management systems can be the source of organizational capabilities that allow organizations to learn and capitalize on new opportunities to enhance their performance.

Human capital and skills often appear in the theory as interchangeable concepts, which might, at best, be misleading. Skill tends to be a more all-embracing concept than human capital and, besides tangible investment in education and off-the job training. Employers and leaders could not be expected to invest in employee's general human capital because of an absence of appropriability. Its accumulation could be seen as the responsibility of the individual. Its accumulation could be seen as the responsibility of the individual or society as a whole. Specific human capital would serve to stabilize employment, provided its own incentive problems since employees would be reluctant to co-invest in its accumulation, unless the institution was willing to compensate them. There are other factors that explain why people invest in education besides the eventual economic return that it may bring. Skills can be acquired through education and formal training but also through the course of people activities at work (learning by doing). The fact is that most specific job skills are learned from performing the work activities themselves.

Various studies across several areas of activity present different results. According to Kamoche et al (2004) training in organizations in Kenya is mainly treated as a cost and the economic situation facing the country has made it more difficult for leaders to view training as an investment. Where training exists these are usually limited to equipping the employees with narrowly defined firm-specific skills that facilitate the attainment of short-term objectives, qualifications, and experience.

III. METHOD OF DATA COLLECTION AND ANALYSIS

A descriptive research design was carried out in an attempt to investigate the effect of training and development on employee performance in public middle level technical institutions in Kenya. The population for this study concentrated on administrators, heads of department, teaching staff and non-teaching staff. A total of 287 employees participated in the study. Administrators and heads of

department were also interviewed. A questionnaire and interview guide were used to find out the effect of training and development on employee performance in public middle level technical training institutions in Kenya. A Cronbach alpha coefficient was used to determine the reliability of the instrument. Descriptive statistics such as frequency counts, means and standard deviation were determined. Correlation analysis was used to determine the effect of training and development on employee performance. Analysis of variance (ANOVA) test was used to establish whether there were statistically significant differences in training and development items between employees in different groups/ job categories (Teaching staff, Non-teaching staff, Administrative staff and HODs). Statistical Package for Social Science (SPSS) version 20 was used for analyzing the data.

IV. FINDINGS AND DISCUSSIONS

Training and development measured specific aspects of training like knowledge, skills, content, methods used, duration and materials used that has already been conducted on staff on a scale of 1-5. Each item measured specific descriptors. Also specific training and development practices in the institution such as induction, socialization and management development on a scale of 1-5 as: very great extent (5) great extent (4) small extent (3) very small extent (2) Not at all (1).

Based on the results of this research, in a majority of the institutions there was no staff training and development policy in place as depicted in Table 1.1. 26.1% of the respondents indicated that there exists staff training and development policy in their institutions while 73.9% indicated that staff training and development policy did not exist. Furthermore, a majority of the respondents (52.3%) had never been sponsored for training by their institutions. Of those who had been sponsored for training by their institution, 90.5% indicated that the training improved their job performance as shown in Table 1.1.

Loudoun (2004) sums up the views of Likert (1978), by recommending a strong training and development policy and procedures to supplement the performance attributes. He reasons that employee performance results from adequate training and development programmes in an organization. He further states that training and development efforts in an organization improves employee performance by imparting the necessary skills, knowledge, abilities and attitudes thereby making them more committed, productive, flexible, adaptable and more profitable. The findings show that each employee is enabled and actively encouraged to develop his or her personal potential in order to improve performance. This is an indication that most TIVET institutions training and development policy do not exist.

Training and Development		N	Percentage (%)
Training policy in place	Yes	75	26.1%
	No	212	73.9%
Ever Sponsored training	Yes	137	47.7%
	No	150	52.3%
Last Training	1-2	71	51.8%
	3-4	34	24.8%

	5-6	32	23.4%
Did the training improve your Performance	Yes	124	90.5%
	No	13	9.5%

Table 1.1: Training and Development

The summary of the reasons provided by the respondents regarding why they were selected for a recent training shows in Figure 1.1 that, 27.7% were selected due to a change in production methods, 21.2% after installation of new equipment, 13.9% after performance appraisal and 10.2% after promotion or transfer. Davenport (1999) asserts that Human capital theory emphasizes the value that people can contribute to an institution. It regards people as assets and stresses that investment by institutions in people will generate worthwhile returns. Investment in training and developing people is a means of attracting and retaining human capital as well as getting better returns from those investments. Those returns are expected to be improvements in performance, productivity, flexibility and the capacity to innovate that should result from enlarging the skill base and increasing levels of knowledge and competence. The findings therefore support the importance of training employees in PMLTT institutions.

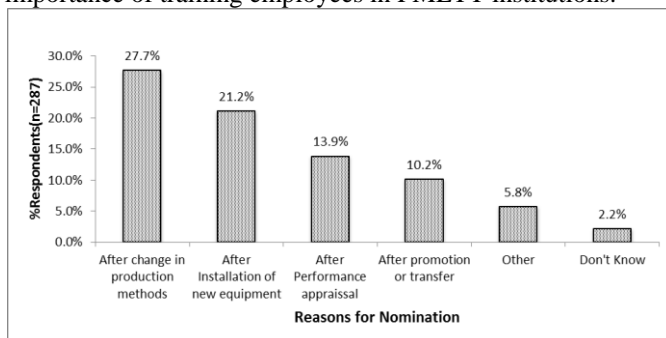


Figure 1.1: Reasons for selection to the recent training

RATING OF AN INSTITUTION SPONSORED TRAINING

The opinions of respondents with regard to an institution that sponsored training they attended are summarized in Table 1.2. Twelve items using a five-point likert-type scale were used to measure their satisfaction rating.

Rating of the Training attended	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean Score	SD
Knowledge and skills improved my job performance	287	2.4%	1.0%	50.9%	35.9%	9.8%	3.5	0.8
Understood training objectives in advance	287	2.8%	8.0%	54.4%	25.8%	9.1%	3.3	0.9
Training course enabled me to be more productive	287	2.8%	6.6%	53.7%	27.5%	9.4%	3.3	0.8
Methods used in the course enhanced my ability to work in a team	287	2.4%	1.4%	54.7%	32.8%	8.7%	3.4	0.8
Training shaped my attitude and behaviour	287	2.8%	4.9%	57.5%	28.2%	6.6%	3.3	0.8
The training enabled me to have a strong psychological bonding with institution	287	1.4%	7.0%	59.9%	23.7%	8.0%	3.3	0.8
Training increased my job and institution performance commitment	287	1.4%	4.5%	56.1%	28.6%	9.4%	3.4	0.8
The training enabled	287	1.1%	6.6%	55.7%	28.2%	8.4%	3.4	0.8

me to take care of the institutional equipment								
Enabled me to keep rapid change in technology	287	2.4%	11.8%	58.9%	20.9%	5.9%	3.4	0.8
Enabled me to minimize the rate of absenteeism	287	4.2%	8.7%	61.3%	18.5%	7.3%	3.2	0.8
Enabled me to improve my morale	287	1.0%	10.1%	59.2%	20.9%	8.7%	3.2	0.8
Enabled me to meet the standards set	287	7.0%	6.6%	56.8%	25.4%	10.5%	3.4	0.8

Table 1.2: Satisfaction rating of institution sponsored training attended

INSTITUTION'S HUMAN RESOURCE PRACTICES

In this section, the study summarizes the perception of respondents regarding institution's human resource practices. Eight items were used to investigate institution's human resource practices on a five-point likert-type scale where 1 represents, "Not at all" and 5 represents "A very great extent" on this scale.

Use and practices of the institution	N	A very great extent	A great extent	A small extent	A very small extent	Not at all	Mean Score	SD
Extensive formal training is provided to all	287	2.4%	5.2%	26.8%	49.1%	16.4%	2.3	0.9
Induction is done to new employee	287	2.8%	8.7%	31%	45.3%	12.2%	2.5	0.9
Innovative management development methods	287	1.4%	3.5%	26.8%	45.6%	22.6%	2.2	0.9
Only job specific skills are supported	287	3.1%	11.1%	32.4%	40.1%	13.2%	2.5	1
Supervisors involvement in career development	287	3.1%	8.4%	23.3%	45.3%	19.9%	2.3	1
Opportunity to interact with other employees	287	3.8%	13.2%	22%	31%	30%	2.3	1.1
Clear path for career advancement	287	5.6%	32.1%	23%	25.8%	13.6%	2.9	1.2
Clear job requirements	287	5.2%	27.9%	30.3%	26.1%	10.5%	2.9	1.1

Table 1.3: Use and practices of the institution

DESCRIPTIVE ANALYSIS OF THE DEPENDENT VARIABLE

The dependent variable for this study was "employee performance". Performance is generally defined as effective and efficient use of resources to achieve outcomes (Brumbach (1988). Employee performance was measured using a five point likert-type scale. Table 1.4 summarizes the responses of respondents on employee performance.

Working Space	N	Never	Very rarely	Occasionally	Most of the time	Always	Mean Score	SD
Staff believe have ability to achieve goals	287	31%	41.8%	6.3%	17.4%	3.5%	3.9	0.9
Creative Employees	287	30%	42.9%	8%	16.7%	2.4%	3.6	0.8
Employees set and achieve challenging goals	287	6.6%	43.9%	14.6%	32.1%	2.8%	3.5	0.9
Employees adhere to culture of institution	287	9.8%	39.7%	13.2%	34.8%	2.4%	3.4	0.9

Employees adhere to policy guidelines	287	8.7%	40.4%	16.7%	28.6%	5.6%	3.1	1.0
Institution rated the highest among the rest	287	6.3%	31.7%	14.3%	42.9%	4.9%	3.6	0.9
Meet realistic deadlines	287	13.9%	38%	11.5%	30.3%	6.3%	2.7	1.0
Employees job description is clear	287	2.1%	13.6%	41.1%	33.4%	9.8%	3.4	0.9
Employees encouraged by their supervisors	287	9.1%	29.3%	12.5%	42.2%	7%	2.5	1.0

Table 1.4: Descriptive analysis of employee performance

Interviews with administrators and heads of departments revealed that their institutions didn't have policies in place which facilitate employees' access to further training and development. Majority (75%) of the respondents indicated that their institutions didn't have policies in place. 25% of the respondents however indicated that policies to facilitate employees access to further training and development were in place. These are respondents in high performing institutions.

When respondents (administrators and Heads of departments) were asked whether they required any training to perform their duties better, a majority (75%) of the respondents indicated that they needed training. 25% of the respondents however indicated that they did not require any training to perform their duties better.

When asked the kind of training necessary for them, 30% of the respondents indicated that they required management training, 20% indicated that they required guidance and counselling training, 20% required leadership training, 10% required performance management training, 10% required conflict resolution training and 10% required stress management training.

The challenges employees encounter in regard to taking advantage of training opportunities was lack of funding by the institution. When there is an opportunity, the institution is able to sponsor only a few individuals.

The results agree with the findings by Mc Elroy (2001) in that institutions that extensively train their employees create a reputation for valuing and developing employees. He further adds that this provides a vehicle through which they can attract the right kind of employees, thus, people who are high achievers suggests that increased self-worth and acceptance could be the mechanism through which training is predicted to increase institution performance commitment. He argues that the institution that invest in training send a clear message to the employees that the institution is committed to the development of its people. The employees in return can form closer psychological attachment to the institution and its goals or a moral obligation to give the institution its money's worth if the institution funded the training. Schein (2000) revealed that members of an institution should be trained regularly to keep pace with rapid changes in knowledge, skills, and technology. Miner (1998) and Moore (2001) observe that training should enhance the person's performance and, in turn, improve the output of the institution. Savas and Ginsburg (2003) also observe that to improve the performance and motivation of employees, training opportunities should be greatly increased

FACTOR ANALYSIS FOR TRAINING AND DEVELOPMENT

The responses of 287 respondents were subjected to the factor Analysis using SPSS version 20. Factor analysis was conducted to identify the appropriate items for further analysis using Structural Equation Modeling (SEM).

Five factors were extracted as shown in Appendix X. Kaiser's rule of retaining factors with eigen values larger than 1.00 was used in this analysis as the default.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.854
Approx. Chi-Square		2.784E3
Bartlett's Test of Sphericity	df	190
	Sig.	.000

Table 4.20: KMO and Bartlett's Test for Training and Development

Bartlett's test of sphericity is significant, thus the hypothesis that the intercorrelation matrix involving these twenty variables is an identity matrix is rejected. Thus from the perspective of Bartlett's test, factor analysis is feasible. Bartlett's test is statistically significant (P-Value<0.05), but a more discriminating index of factor analyzability is the KMO. For this data set, it is .854, which is very large, so the KMO also supports factor analysis.

V. FINDINGS

The findings indicated that Public Middle Level Technical Training Institutions had ineffective training and development practices. This observation was arrived at since majority of the institutions did not have staff training and development policy in place. In addition a majority of respondents had never been sponsored for training by their institution. Only job specific skills are supported to a very small extent, socialization and induction of new employees is practiced to a very small extent. In addition, employees are not provided with enough tools and equipment, administrators and heads of department require management training, guidance and counseling training, leadership training, performance management training, conflict resolution training and stress management training to improve performance, employees struggle to develop themselves and so after qualifying, they don't feel obliged to give back to the institution.

The results of correlation analysis in this study have demonstrated that training and development have positive relationship with employee performance, which is statistically significant (p-value<0.05). This means that enhancing employee training and development positively improves employee performance. The results of structural equation modelling (SEM) also indicated that there is a statistically significant relationship between work performance and training and development. This leads to rejection of hypothesis H_{01} , developed in this study, an indication that training and development is a significant predictor of employee

performance in Public Middle Level Technical Training Institutions in Kenya.

VI. CONCLUSIONS

The study concludes that training and development practices are ineffective. Lack of clear policy on staff training and development has led to low working morale and demoralized staff gives poor results. This may have resulted from the employees not being provided with enough tools and equipment, only a few individuals attend training courses, only job specific skills were supported by the institution and induction of new employees not well practiced. Administrators and heads of department require management training, guidance and counselling training, leadership training, performance management training, conflict resolution training and stress management training to improve performance.

VII. RECOMMENDATIONS

This study has established that the area of training and development has hindered the realization of the desired capacity building for improved performance and therefore recommends that, need analysis should be given primary importance so that PMLTTIs can fully achieve the desired training and development goals. Bias should be minimized while selecting the candidates for training. Training programs should be linked with employees promotions so that these programs help increase employee motivation which ultimately results in high performance. New employees should be adequately inducted as this has resulted to poor integration between the administrators, teaching and non-teaching staff. It is recommended that skills for leaders be enhanced through training. Employees should be clearly communicated to about the potential benefits of training programs so that they can participate whole heartedly.

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