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**THE INFLUENCE OF STRATEGIC TRAINING ON EMPLOYEE PERFORMANCE
IN THE PUBLIC SECTOR IN KENYA: A CASE STUDY OF THE KENYA
COPYRIGHT BOARD**

Ketty Ghatete Arucy and Dr. Dennis Juma

Strategy

THE INFLUENCE OF STRATEGIC TRAINING ON EMPLOYEE PERFORMANCE IN THE PUBLIC SECTOR IN KENYA: A CASE STUDY OF THE KENYA COPYRIGHT BOARD

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Abstract

Purpose: The motive of this study was to establish the Influence of Strategic Training on Employee Performance in the Public Sector in Kenya; the case of KECOBO.

Methodology: This study employed a descriptive survey design. The population of the study were all (42) officers currently serving at the Kenya copyright Board; a Public Service agency responsible for administration and protection of copyright and related rights in Kenya. The study did not use a sample. The respondents who responded to the questionnaire were 36 who included a combination of managers and non-managers. For the analysis to be effective, the entire population was used. Primary data was collected using questionnaires which were pretested for reliability and validity to determine its suitability for use in the study. Cross tabulation and Analysis of Variance was employed to test for significance in differences on various responses. Analysis of the Quantitative data collected was done using SPSS (Version 22). Quantitative data was analysed using descriptive and inferential statistics and results presented using charts and tables.

Results: The study shows that strategic training has a positive influence on the ability of the employee to perform given tasks. It has shown that staff trainings at KECOBO is not fully dependent on the employee needs but on the organisation needs. Through need based, competence and demand driven training, employees are equipped with the necessary skills to take on important tasks and they work efficiently and are personally responsible for their job outcomes. The study also reveals that after receiving training based on the employee and organisation needs, there is improved work commitment, productivity and teamwork.

Unique Contribution to Theory, Policy and Practice: The study recommended that the various schemes of service for different cadres of staff in the public sector should be reviewed to conform to the current job demands and, periodic training impact assessment undertaken across the public sector to confirm the reliability and sustainability of established training programmes.

Key Words: *Strategic Training, Employee Performance, Public Sector and KECOBO*

1.0 INTRODUCTION

According to Wilson (1999), training is concerned with the development of a particular skill, attitude or behaviour to a desired standard by instruction and practice. The purpose of training in a job setting is to develop the abilities of the individuals and to satisfy the current and future needs of the organization. It is also the act of imparting knowledge and skills to an employee in order to perform in a particular position (Gomez-Mejia, et. al., 2007). Training to employees can be two-fold; for new employees and existing staff. To new employees, training is intended to help them reach the required level of performance in their jobs fast and economically. Training for existing staff helps in the development of capabilities to improve their performance in their present jobs, to learn new technologies or procedures and to prepare them to take on increased and higher responsibilities over time.

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux, 2002). This continues to prompt the organizations to train their employees as one of the ways to prepare them to adjust to the evolving roles and hence increase their performance. In view of globalization and advancement in Information Technology (IT), the demand by citizens for quality service delivery has increased. This has created pressure for the human resource (HR) development function which is responsible for transforming cultures of organizations and attitudes of employees to meet the demands of rapidly changing environment to embrace strategic training approaches to meet the demand. As observed by Armstrong & Taylor (2014), HR has taken precedence, among other factors of production, to achieve the status of the most valuable asset in organizational development, growth and effectiveness.

The Public Service plays a major role in national development through the promotion and maintenance of a conducive socio-economic and political environment for other sectors to thrive. President Xi Jinping of China (2014) in his 1st edition on “Governance in China” highlights two critical factors in identifying a good government official as moral integrity and professional competence. He emphasizes that learning is the Ladder of progress and government officials need therefore to be good at learning and thinking, continuously study theories with focus on standpoints, viewpoints and methods of these theories and improve their capacity of strategic, innovative, dialectical and bottom line thinking. This is what will enable them to correctly judge contemporary situations while remaining clear-headed and determined to succeed.

The scope of the public service in Africa has changed since the countries gained independence in terms of size and complexity of services provided. Public services are now provided to populations which are much larger, more demanding and increasingly more informed about their rights and obligations (Matheson, 2007). Human resources management in the public service today has the more challenging task of ensuring that employee performance meets the complex expectations of the growing and informed populations, as well as political leaders. To appreciate the challenges facing human resource management in the public service and the measures that African governments should put in place to develop capacity, promote innovation and improve performance evaluation in the public service, it is important to adopt a historical perspective to assess how human resource management systems in the public service have evolved over time.

Over years, the human resource development function in Kenya has undergone various phases (PSC, 2015). The first phase was the “Kenyanization” programme of 1960s that aimed at preparing indigenous Kenyans to occupy positions left vacant by departing colonial administration. The second phase of 1970s, aimed at professionalizing the service by addressing the various challenges facing the Public Sector such as inadequate supply of qualified, professional, technical and managerial staff to match institutional expansion; insufficient evaluation of human resource development and its impact on job performance; and lack of coherent approach to the human resource development function.

The Kenya Copyright Board

For the purpose of this research, the Kenya copyright Board (KECOBO): a public service agency under the Office of the Attorney General and Department of Justice has been identified for use as case study to establish the influence of strategic training on employee performance in the public sector in Kenya. The researcher appreciates the fact that it is one of the key players under social pillar of Vision 2030. Copyright protection contributes greatly to one of the flagship projects under the social pillar that endeavours to identify, nurture and develop music and performing arts talent in addition to establishing a “National Hall of Fame” to honour contributions in sports, film, culture, arts and innovation, and recognize special talents.

Digitization, increased bandwidth, as well as higher access to technology creates a challenge in the management and enforcement of copyright and related rights. This is due to increased use and dissemination of copyright protected works globally. The high level of unauthorized commercial use of copyright protected works, commonly known as “Copyright Piracy” is a major challenge to creative industries in Kenya. Copyright and related rights, like other intellectual property rights play an important role in economic development. Having embraced the strategic training approach as required by the Public Service Commission, the Board has registered remarkable performance improvement index over time as reflected in the performance evaluation reports released by the PSC Performance Contracting and Coordination Office and Compliance and Quality Assurance Directorate survey report of 2016.

Statement of the Problem

Management of employee performance in Kenya’s public sector over time has registered remarkable challenges as reflected in the background of this study. Desired performance outcomes have not been fully realized across the sector, despite the initiatives undertaken by the government to achieve this goal. These challenges encompass aspects of moral integrity, quality of service delivery to the public and professional competence among critical ones which can effectively be addressed through strategic human resource training and development programs. A critical review of HRD initiatives implemented by the government over time registers the need to analyse the impact of strategic training programs applied at individual public institutions’ level to enable the public sector embrace this concept and realize expected return on investment for HR development programs applied in the public sector.

According to Kobia (KIM, 2016), there is a need to provide excellent service by evolving the public service through capacity development and making it responsive to the changing global

demands. She emphasizes that on reconstitution of the PSC in 2013, under the new constitution, the first task was to analyse the kind of talents and competence required to realize the Vision 2030. This called for strategic determination of required competencies at different levels of service. The interventions recommended to address registered performance gaps included, one: development of operations and procedures manuals offering guidelines on hiring process, induction/ orientation and development of human resource; two: development of career progression schemes of service that allow continuous improvement of staff; and three: a competent framework that outlines how government employees should grow in their career from the time of hiring to leaving service.

The schemes of service provide that after three or four years, an employee is required to have gone through a training program for transition to the next level, for instance supervisory course, senior management or strategic leadership program respectively for the top management. This approach takes into consideration the knowledge that the Kenya Government system of governance is “Bureaucracy”. With the understanding that the PSC has already embraced the concept of strategic training as a driver of effective employee performance in the public sector, the question is, to what extent has strategic training affected employee out-put in the public sector in terms of increased productivity and effective service delivery?

In East Africa, most researchers and scholars have focused primarily on established commercial institutions as case studies in an attempt to highlight the relationship between staff training and employee performance. Jagero, Komba, and Mlingi (2012) used DHL and FedEx courier companies that operate in Dar es Salaam Tanzania as their case study; Wachira (2013) Barclays Bank Kenya; Otuko, Chege and Douglas (2013) Mumias Sugar Company Kenya; Neo (2000) East African Breweries Limited. There lacks sufficient empirical evidence regarding the impact of staff training on the civil servants based in Kenya.

In all these studies reviewed, the estimation framework does not allow taking time variant and unobserved factors into account. Though their findings might matter in a crucial way since the findings may apply in some situations, it is not clear whether these results would uniformly persist for other countries and sectors as well all classes of employees which present a knowledge gap. This has created the motivation to explore the relationship between strategic employee training and performance at the Kenya Copyright Board.

2.0 LITERATURE REVIEW

The Human Capital Theory (HCT)

The Human Capital Theory which traces its origins to the macroeconomic theory based in the 1950s; states that the main factors of production include land, labour, management and physical capital. The premise of HCT is that people’s learning capacities are of a similar value with other resources available in the production of goods and services. The greatest contributors to the Human capital theories are Mincer (1958, 1962), Schultz (1960, 1961), Becker (1962) and Ben-Porath (1967). Since training is regarded as an investment, it involves costs and benefits, which can be assessed by using financial criteria such as present value and the internal rate of return. Human capital theory is based on neo-classical theories of labour markets, education and economic growth. It goes further and suggests that the people who

invest in training and education will increase their proficiency skill levels and productivity and this can be justified by higher earnings.

Becker's contribution to the theory is on training. He asserts that generally, companies which invest in training and education increase the productivity of the employees. However, it is the nature of training that dictates who will incur the cost burden of the training; the company or the employee. He further argues that companies are less likely to pay for acquisition of general skills because in a competitive general market, the employees are the sole beneficiaries of improvements in productivity (Acemoglu & Pischke, 1999).

In the United States, Bishop (1994), after studying information on 2594 companies, found that there was a marginal rate of return on the initial 3 months of training from the 2-year increase in employee productivity. After 100 hours of training, productivity increased between 11% and 38%. Bartel (2000) also found that training courses in 495 companies increased productivity by approximately 18% over 3 years. Milhem et al (2014) found that training increased value added per worker in France by 17.3% and in Sweden by 7.3%. In the United Kingdom, based on British industry data for 1983–1996, Dearden et al. (2006) discovered that a 1% rise in work-related training increased added value per hour by roughly 0.6% and hourly wages by approximately 0.3%.

The theory was important to this research as an employee's education and training plays a vital role in their performance and the organization's performance. The continued efforts of an organization to train and develop its employees help in developing competitive strategies for the organization. Employees are also keen on joining organizations that have their best interests at heart in terms of training. The theory supports career management by management through establishing clear career and developmental plans for each employee.

Maslow's Hierarchy of Needs

In 1943, Abraham Maslow proposed his theory on the hierarchy of human needs. People have different needs; lack of something. The theory outlined five hierarchical needs which could also be applied to an organization and its employees' performance; physiological, safety, belonging and love, esteem and self-actualization (Maslow, 1954). This can be represented in form of a pyramid as illustrated below.

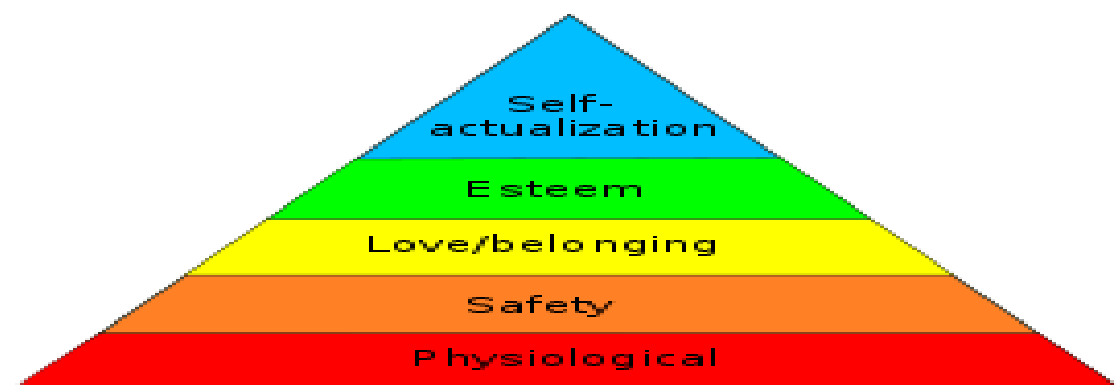


Figure 1: Maslow's Hierarchy of Needs

This theory assumes that need deficiencies cause behaviour. To motivate employees and learning, the trainers should identify the training needs and communicate how the training needs would impact the performance of the trainees. This enables and encourages trainees to participate actively in shaping the content and application of learning activities, and many will accept possibility of being empowered and actively involved in decision making. Personal job satisfaction and commitment are also crucial aspects. This theory supports competency based training as it enhances the employee's personal capability to excel in a job and achieve specific outcomes and accomplish tasks.

Employees tend to learn better when the training is linked to their current job experiences, because this enhances the meaningfulness of the training. By providing trainees with opportunities to choose their practice strategy as well as other characteristics of the learning situation the training experience can be further enhanced (McNamara, 2005). Employees also learn best when they understand the objective of the training program. The training objective should have three components: performance, the criteria and the conditions. Performance is the explanation of what the employee is expected to do, criteria is the statement of the quality or level of performance that is acceptable and conditions is the declaration under which the trainee is expected to perform the desired outcome.

2.3 Empirical Review

Most studies have focused on over- and under-education rather than over-skilling and under-skilling. Thus, Hersch (1991) found for the US that over-educated workers were less satisfied than adequately educated workers and (1995) that over-educated workers received less on-the-job training, but were more likely to be promoted. Yet Battuet al. (2000) found negative relationship between over-education and promotion for UK graduates and no evidence of employers upgrading tasks given to the over-educated. The same authors (1999) found that over-educated graduates had significantly lower job satisfaction than those who were in graduate-level jobs. Green and Tsitsianis (2005) likewise found for a cross-section of 2 workers that job satisfaction was lower for both over-educated and under-educated workers.

According to the literature discussed, training has proven to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour. Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborates the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be moulded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

2.4 Conceptual Framework

Independent Variables

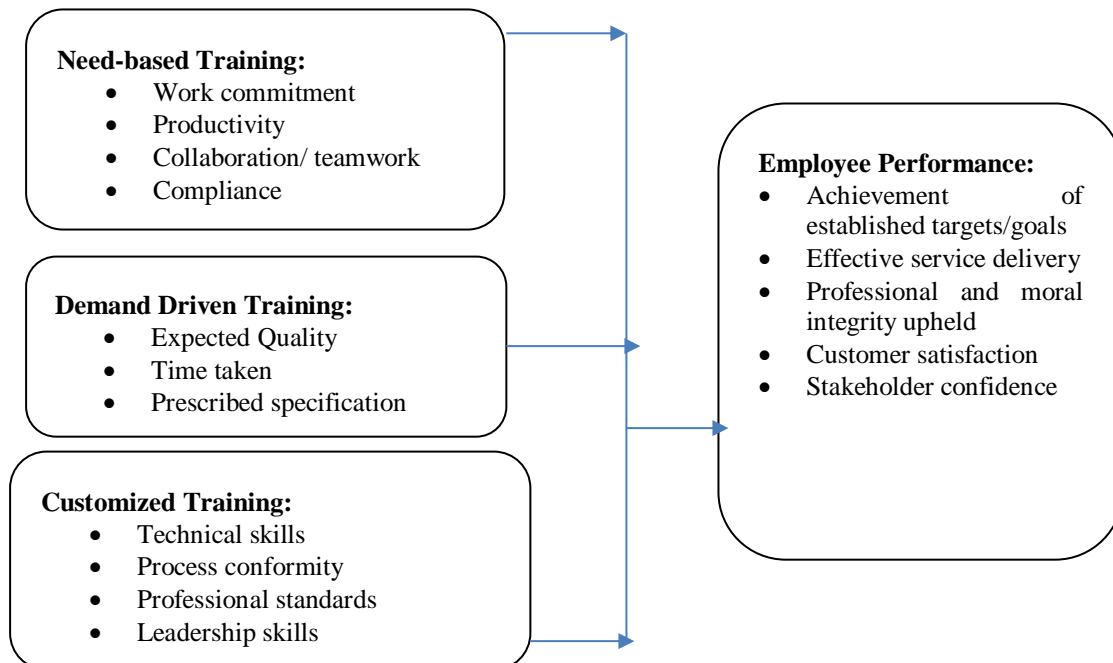


Figure 2: Conceptual Framework

3.0 RESEARCH METHODOLOGY

This study employed a descriptive survey design. The population of the study were all (42) officers currently serving at the Kenya copyright Board; a Public Service agency responsible for administration and protection of copyright and related rights in Kenya. The study did not use a sample. The respondents who responded to the questionnaire were 36 who included a combination of managers and non-managers. For the analysis to be effective, the entire population was used. Primary data was collected using questionnaires which were pretested for reliability and validity to determine its suitability for use in the study. Cross tabulation and Analysis of Variance was employed to test for significance in differences on various responses. Analysis of the Quantitative data collected was done using SPSS (Version 22). Quantitative data was analysed using descriptive and inferential statistics results such as ANOVA were presented using charts and tables.

4.0 FINDINGS

4.1 Demographics of the Respondents

4.1.1 Gender

The study sought to find out the gender of the respondents with the presumption that variation in gender could influence opinions across different levels of employment at

KECOBO. Figure 3 indicates that 64% were males and 36% female. It can therefore be deduced that male are the most dominant employees at KECOBO. There is a gender imbalance and hence gender mainstreaming should be enhanced.

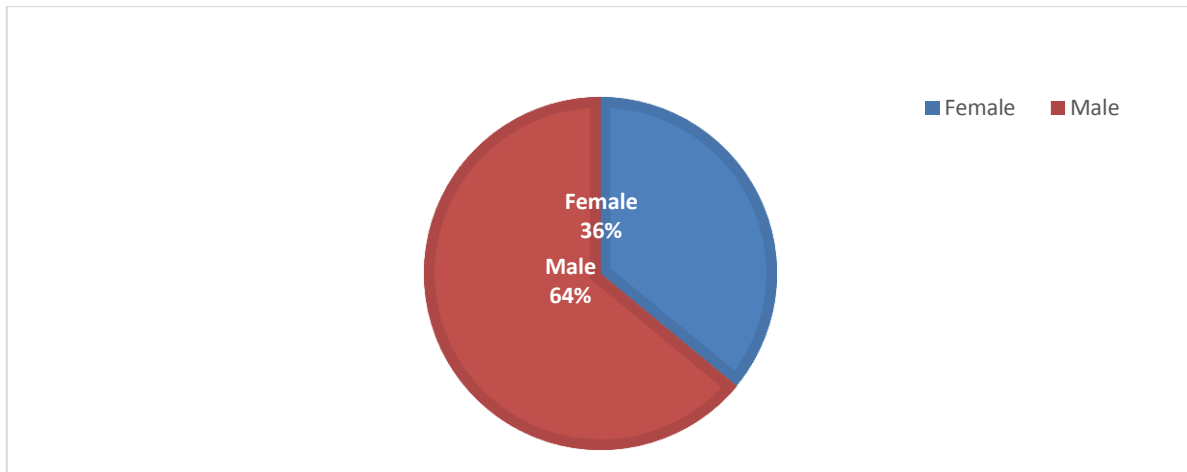


Fig 3: Gender of Respondents

4.1.2 Age Group

The study further sought to find out whether the age of the respondents had an effect on their work performance and opinions on strategic training. Figure 4 indicates that the majority of the respondents at 44% were aged between 21 years to 34 years. Those aged 35-44 years were 42%; 45-54 years 14% and none aged above 55 years and under 21 years. The majority of the employees are youth and should be vibrant and this calls for the youth based strategies in training.

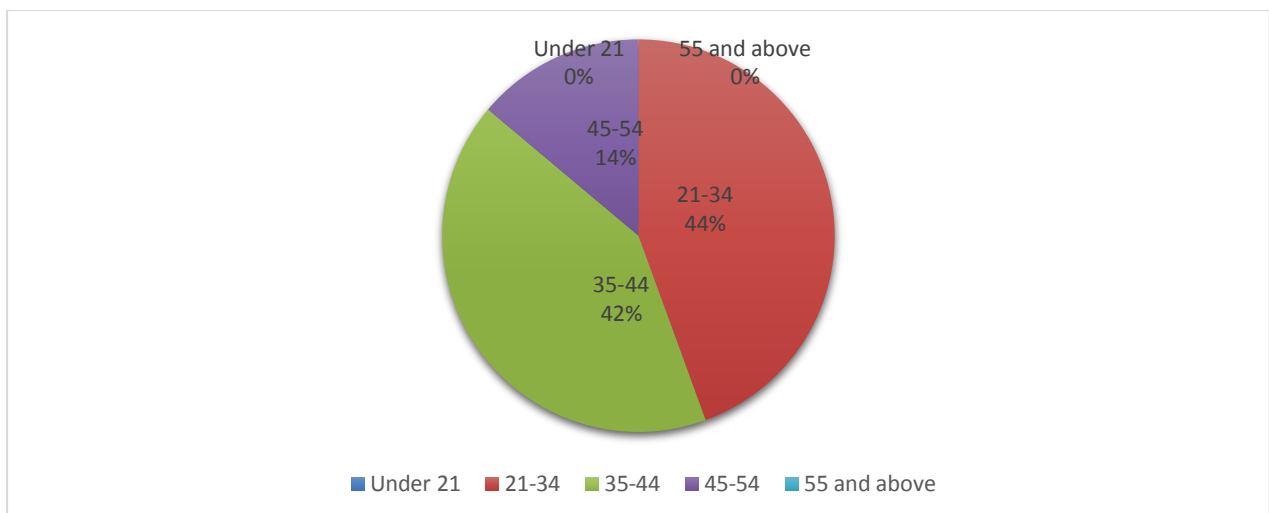


Fig 4: Age group of respondents

4.1.3 Years of Service

The study sought to highlight the years of service in which the respondents have worked at KECOBO. The years of service of KECOBO would be helpful in establishing the average number of years the respondents have been in the organisation and the training programs that they have undergone. Figure 5 shows that the majority have worked in the organisation between 5 years and 10 years at 50% followed by 1 year to 5 years at 42% and 8% have worked in the organisation for below 1 year. This implied that the training should be strategic to distinguish the needs of employees within the different level of service.

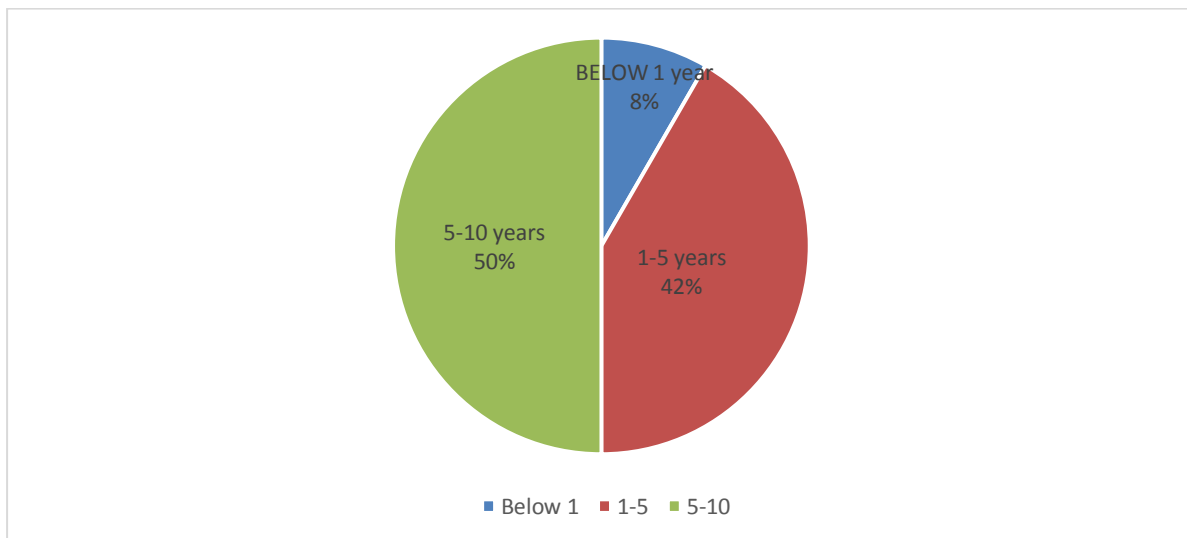


Fig 5: Years of Service that respondents have worked at KECOBO

4.1.4 Level of Service

With a presumption that the level of service could influence the opinions of the respondents, the study sought to find out the levels of service of the respondents. Figure 6 shows that the majority of the respondents were in the supervisory/technical level at 45%, support at 28%, senior management at 19% and top management at 8%. This implied that training should be designed strategically to accommodate the needs of various level of management.

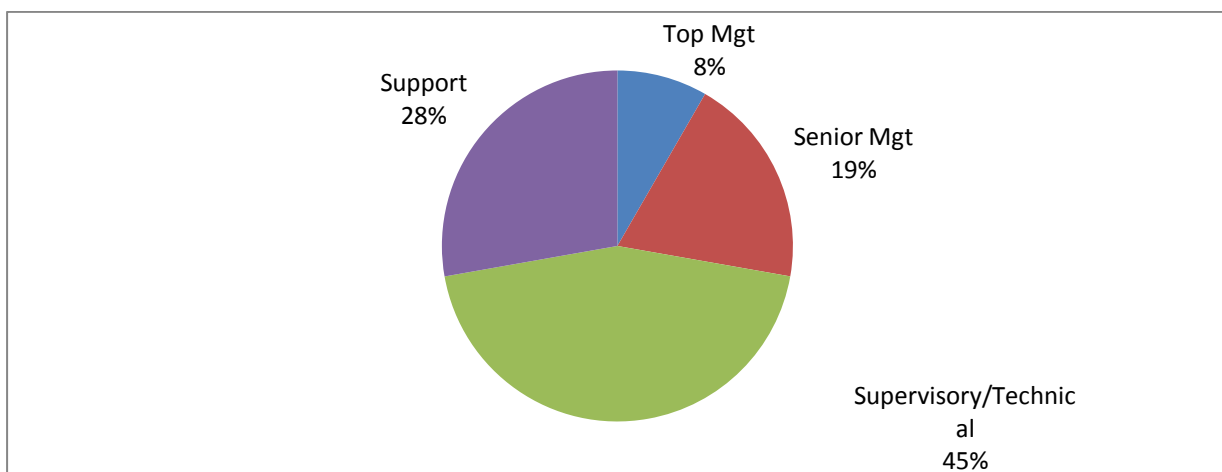


Fig 6: Respondents' Level of Service

4.1.5 Education Level

The study was also interested in finding out if the education level of the respondent influenced their opinions in any way. Figure 7 indicates that the majority of the respondents were holders of Bachelor’s degree (36%) while 28% were Diploma holders, Master’s graduates with 25% and 11% being High School graduates. This implied that Organizations should consider incentives to increase the level of academic training for those with low academic qualifications

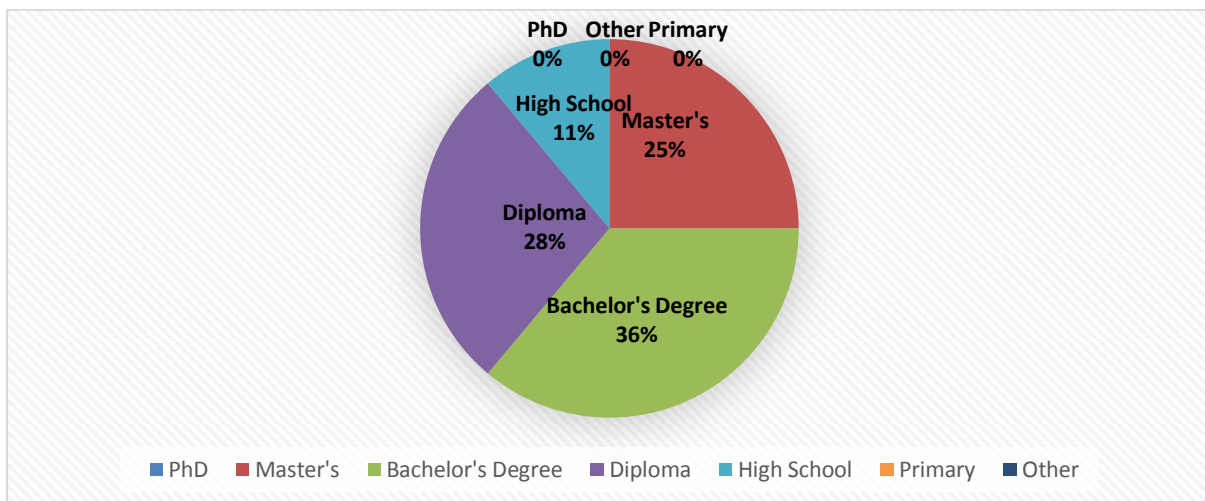


Fig 7: Respondents’ Level of Education

In summary, Section 4.1 showed that 64% of the respondents were males and 36% female. 44% of the respondents were aged between 21 years to 34 years, those aged 35-44 years were 42%; 45-54 years 14% and none aged above 55 years and under 21 years. 50% of the respondents have worked in the organisation between 5 years and 10 years, 42% of the respondents have worked between 1 year and 5 years and 8% have worked in the organisation for below 1 year. Majority of the respondents were in the supervisory/technical level at 45%, support at 28%, senior management at 19% and top management at 8%. The section further dictated that majority of the respondents were holders of Bachelor’s degree (36%) while 28% were Diploma holders, Master’s graduates with 25% and 11% being High School graduates.

4.2 Strategic Training Indicators

This section sought to find out the effect of strategic training on the employee performance by influencing the form of training. The study looked at delivery of staff training through need based training, demand driven training and competence based training.

4.2.1 Need Based Training

The study sought to find out if need based training has impacted on the employees’ performance. The results were first collapsed into three categories of disagree, neutral and agree for ease of interpretation. Table 1 shows that on a summated scale, the majority of the respondents at 87.5 % indicated that they were in agreement that need based employee training at KECOBO has enhanced individual performance among the staff. The majority at 94.4% were in agreement that training improves their ability to perform different tasks and

the ability to take responsibility for the job outcomes; 91.7% were in agreement that training enhances involvement in their work and to work efficiently; 88% were in agreement that training makes them understand how their efforts contribute to the organizational goals and 75% were in agreement that the training is determined based on the organization needs. 11.58% were impartial about the effect of need based training on employee performance with a majority at 22.2% being objective about training being determined by the employee needs.

Table 1: The effect of need based training on employee performance

Statement	Percentage (%) N=36			Mean	Std. Deviation
	1	2	3		
Staff training at KECOBO is determined based on the organization needs	0.00	19.40	80.60	2.80	.40
Staff trainings at KECOBO is determined based on the employee needs	2.80	22.20	75.00	2.72	.51
After undergoing staff training, I now can work on important tasks	0.00	5.60	94.40	2.90	.23
I now take personal responsibility for my job outcomes after being trained	0.00	5.60	94.40	2.90	.23
After attending trainings sponsored by the Board, I can now understand how my efforts contribute to the organizational goals	0.00	11.10	88.90	2.89	.32
I am now more involved in my work and work efficiently due to staff training undertaken at KECOBO	2.80	5.60	91.70	2.89	.40
Average	0.93	11.58	87.50	2.85	0.35

The study further sought to find out whether these opinions cut across all the different population demographics or are in any way more aligned to certain categories of employees. To achieve this analysis of variance was carried out.

Table 2 shows that p values for the relationships are more than 0.05. This shows there is no significant relationship between the population demographics and their opinions on need based training.

Table 2:ANOVA for Need Based Training and Employee Performance

Statement	P-value (95% Confidence)				
	Gender	Level of Service	Age Group	Education Level	Years in Employment
Staff training at KECOBO is determined based on the organization needs	.69	.45	.63	.19	.69
Staff trainings at KECOBO is determined based on the employee needs	.11	.38	.85	.64	.98
After undergoing staff training, I now can work on important tasks	.06	.83	.85	.76	.07
I now take personal responsibility for my job outcomes after being trained	.68	0.83	.85	.31	.24
After attending trainings sponsored by the Board, I can now understand how my efforts contribute to the organizational goals	.55	.59	.71	.18	.36
I am now more involved in my work and work efficiently due to staff training undertaken at KECOBO	.71	.63	.57	.18	.22

The study also sought to understand whether the respondents have gone through training to achieve work commitment. The results show that 67% of the respondents agree that training they attended at KECOBO was aimed at achieving work commitment while 33% oppose the same.

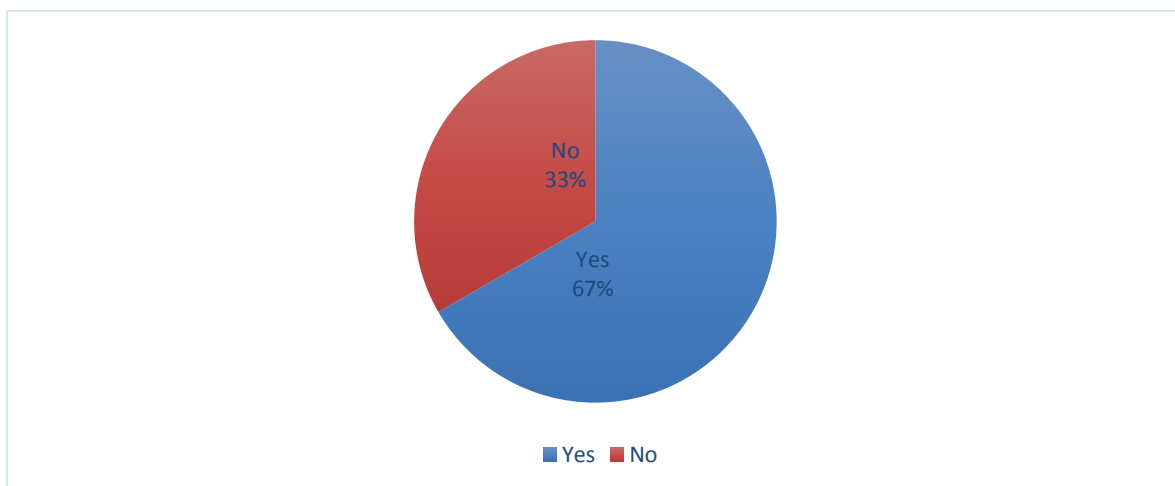


Fig 8:Need Based Training and work commitment

The study further sought to find out whether the training conducted at KECOBO aimed at improving productivity. Majority, at 83% were in agreement while the rest, 17% did not believe that the training received did make a difference in their productivity.

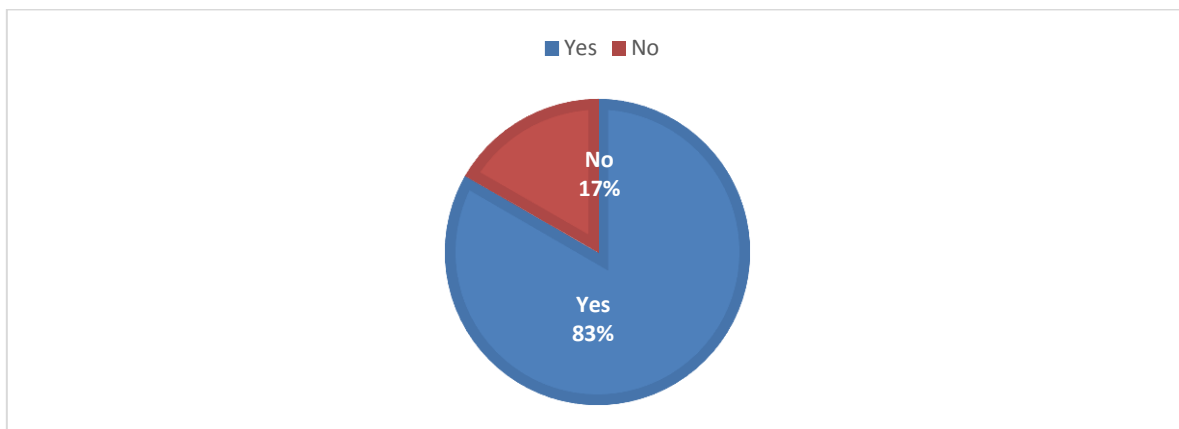


Fig 9:Need Based Training and improved productivity

The study also tested the element of need based training and good teamwork. Ninety two 92% of the respondents were in agreement that the training received has fostered teamwork while 8% believe that the training has no contribution to teamwork.

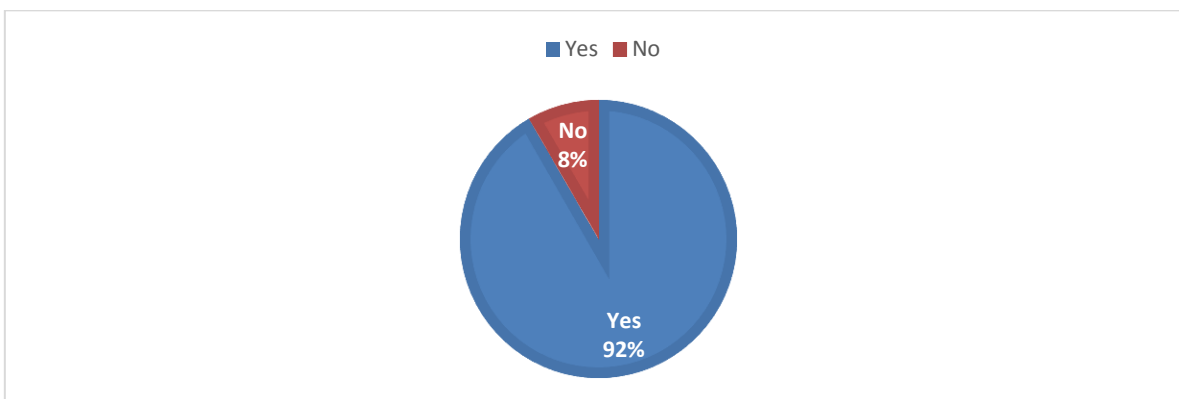


Fig 10: Need Based Training and good teamwork

The study sought find out the effect of need based training on regulatory compliance as an output. Eighty three percent 83% of the respondents believe that the training received has helped them in complying with the regulations while 17% believed that regulatory compliance is not an output of the trainings that they have received. This detailed below in Figure 11.

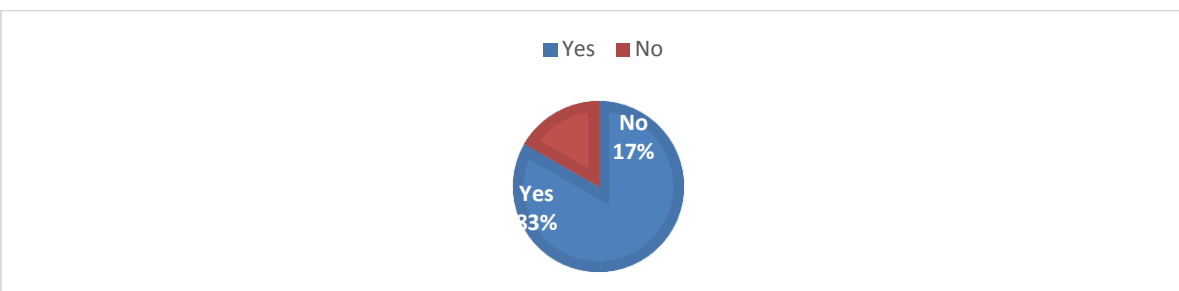


Fig 11:Need Based Training and regulatory compliance.

4.2.2 Demand Driven Training

The study sought to find out if demand driven training has impacted on the employees' performance. Table 3 shows that on a summated scale the majority of the respondents at 74.3% indicated that they were in agreement that demand driven employee training at KECOBO has enhanced individual performance among the staff. The majority at 86.10% are in agreement that the employees enjoy good relationships with the clients courtesy of staff training at KECOBO; 80.60% were in agreement they complete their tasks within time after being trained on how to improve my performance; 72.20% were in agreement that training at KECOBO has improved their relationship with their supervisors at work and 58.30% were in agreement that training imparts skills on long term thinking. 21.53% were neutral about the effect of demand driven training on employee performance with a majority at 36.1% being objective about training imparting skills on long term thinking.

Table 3: The effect of demand driven training on employee performance

Statement	Percentage (%) N=36			Mean	Std. Deviation
	1	2	3		
I now enjoy good relationships with my clients courtesy of staff training at KECOBO	5.60	8.30	86.10	2.81	.53
Employee trainings at KECOBO imparts skills on long term thinking	5.60	36.10	58.30	2.53	.61
Staff training at my work place has improved my relationship with my supervisors at work	2.80	25.00	72.20	2.69	.53
I now complete my tasks within time after being trained on how to improve my performance	2.80	16.70	80.60	2.78	.49
Average	4.20	21.53	74.30	2.70	0.54

The study further sought to find out whether these opinions cut across all the different population demographics or are in any way more aligned to certain categories of employees. To achieve this analysis of variance was carried out.

Table: ANOVA for Demand Driven Training and Employee Performance

Statement	Gender	P-value (95% Confidence)			
		Level of Service	Age Group	Education Level	Years in Employment
I now enjoy good relationships with my clients courtesy of staff training at KECOBO	.76	.57	.44	.73	.56
Employee trainings at KECOBO imparts skills on long term thinking	.30	.70	.58	.61	.70
Staff training at my work place has improved my relationship with my supervisors at work	.51	.41	.77	.23	.41
I now complete my tasks within time after being trained on how to improve my performance	.43	0.18	.60	.10	.18

Table 4 shows that p values for the relationships are more than 0.05. This shows there is no significant relationship between the population demographics and their opinions on demand

driven training. Lack of p values less than 0.05 indicates that there is no statistically significant difference in the opinions held by the staff from various categories and any observable difference would be purely by chance and the opinion that employee demand driven training at KECOBO has enhanced staff engagement in their duties and responsibilities and it cuts across all the categories.

The study also sought to find out the relationship between demand driven training and quality service delivery, time management and customer satisfaction. On demand driven training to improve on quality delivery, 89% of the respondents were in support that the training aids in quality service delivery while 11% did not support the statement. This is illustrated in Figure 12.

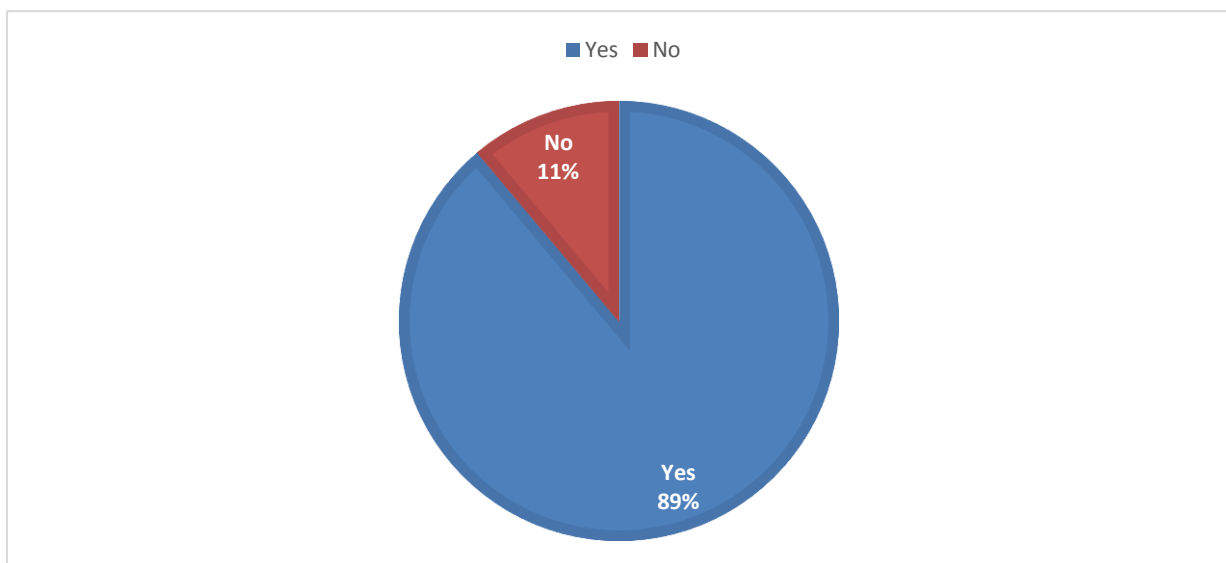


Fig 12: Demand Driven Training and quality service delivery.

The study also found out the relationship between demand driven training and time management. 83% of the respondents were in agreement that after the training they now manage their time well while 17% are not in agreement.

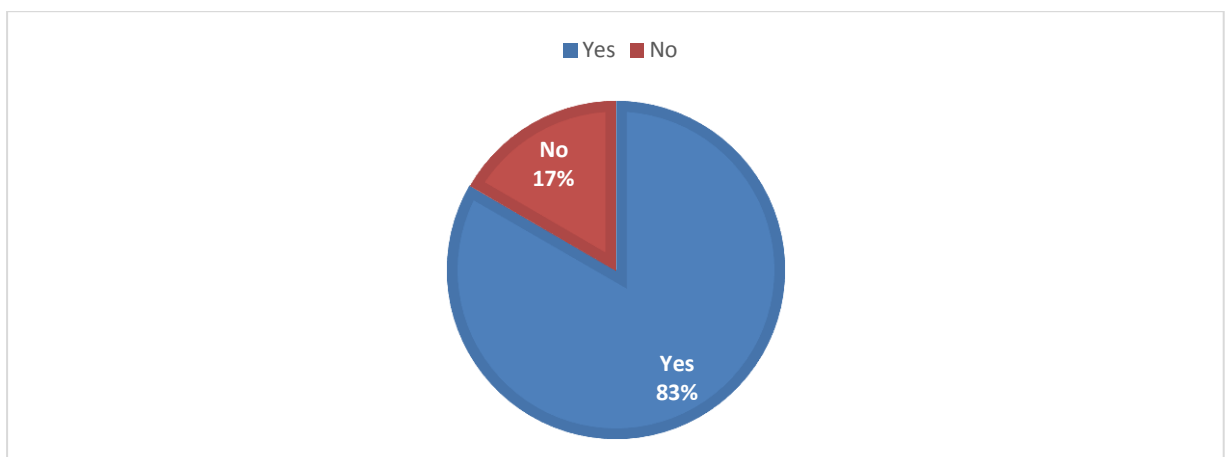


Fig 13: Demand Driven Training and time management

Majority of the respondents 81% believed that they provide better services to their customers after receiving training at KECOBO while 19% believe that customer service has not improved even after training.

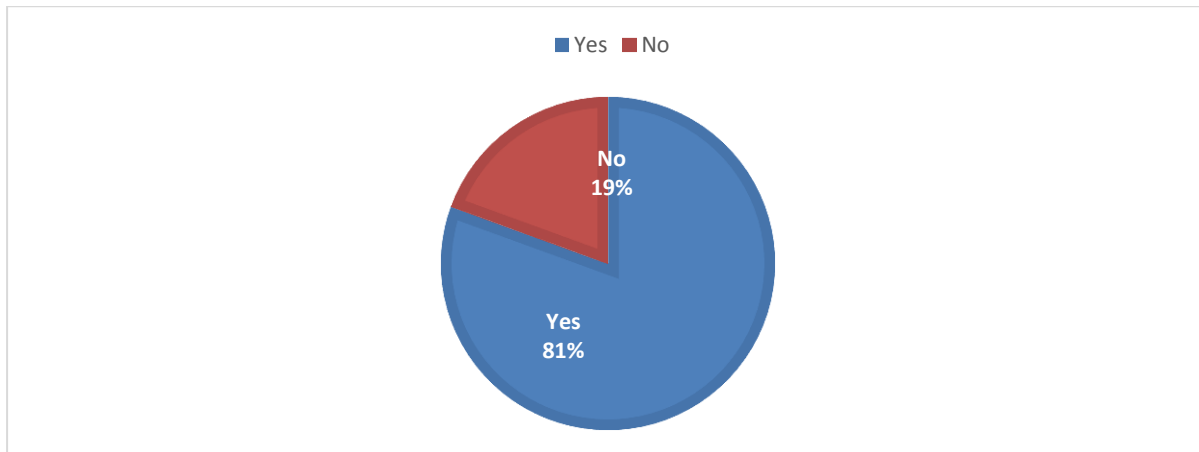


Fig 13: Demand Driven Training and customer satisfaction

4.2.3 Competence Based Training

The study then sought to highlight the influence of competence based training employee training performance. Table 5 shows that the majority on a summated scale were in agreement that competence based training enhance employee performance.

Table 5: The effect of demand driven training on employee performance

Statement	Percentage (%) N=36			Mean	Std. Deviation
	1	2	3		
After employee training at KECOBO staff have adequate opportunities for periodic changes in duties	16.70	41.70	41.70	2.25	.732
Staff training at KECOBO has enabled me to use my skills and talents better	2.8	5.6	91.70	2.89	.398
Staff training at my work place has improved my relationship with my supervisors at work	2.8	16.70	80.60	2.78	.485
The organization leadership recognize staff suggestions	25.00	33.30	41.70	2.17	.811
Average	11.83	24.33	63.93	2.52	0.61

Table 5 indicates that on average scale, 63.93% were in agreement that competence based training enhances employee better performance. Mean of 2.52 shows a high level of agreement. Table 4.5 further indicates that the majority at 91.7% were in agreement that training enables them to use their skills and talents better; 80.60% were agreement that enhances the relationship with their supervisors; 41.7% agree that after training the staff have adequate opportunities for periodic changes in duties and KECOBO management recognizes staff suggestions.

Further analysis of variance shows that all the p values are greater than 0.05 as indicated by Table 6. Hence the opinion expressed in Table 4.6 is held by all categories of staff members since the p values are too large to have any statistical significance in the difference.

Table 6:ANOVA for Competence Based Training and Employee Performance

Statement	Gender	P-value (95% Confidence)			
		Level of Service	Age Group	Education Level	Years in Employment
After employee training at KECOBO staff have adequate opportunities for periodic changes in duties	.728	.266	.186	.919	.834
Staff training at KECOBO has enabled me to use my skills and talents better	.024	.729	.572	.837	.693
Staff training at my work place has improved my relationship with my supervisors at work	.133	.724	.956	.998	.651
The organisation leadership recognize staff suggestions	.179	0.643	.321	.975	.812

The findings in Table .6 show that there is significant difference in the opinions held by different gender as regards to how staff training at KECOBO has enabled them to use their skills and talents. To highlight the difference, further cross tabulation was carried out.

Table 7:Cross tabulation for Gender versus ability to use skills and talents

	Staff training at KECOBO has enabled me to use my skills and talents better (%)		
	Disagree	Neutral	Agree
Male	0.00%	0.00%	63.90%
Female	2.80%	5.60%	27.80%

The cross tabulation results in Table 7 indicates that despite the fact that the staff were in agreement that training enables them to use their skills and talents better, the level of conviction declines from the male at 63.9%, followed by female at 27.8%.

Hence while in general the findings indicating majority of the staff at 91.7% were in agreement that training enables them to use their skills and talents better; 80.60% were agreement that enhances the relationship with their supervisors; 41.7% agree that after training the staff have adequate opportunities for periodic changes in duties and KECOBO management recognizes staff suggestions, there is a difference in the opinions held by different gender on training enables them to use their skills and talents better. The level of conviction that training enables them to use their skills and talents better declines from male at 63.9% and female at 27.8%.

4.3 Training Impact Assessment

The study sought to evaluate the respondents' performance based on their participation in the training/awareness programs at KECOBO.

Table 8: Training impact assessment before training

Before Training	Percentage (%) N=35						Mean	Std. Deviation
	0	1	2	3	4	5		
Comfort in providing required services/ duty performance to clients	2.80	2.80	8.30	50.00	27.80	5.60	3.17	.985
General Knowledge	2.8	0.00	5.6	52.8	30.6	5.60	3.29	.893
Work performance skills/competence	5.6	0.00	8.30	55.60	25.00	2.80	3.06	.998
General attitude	2.80	2.80	2.80	50.00	30.60	8.30	3.31	.993
Average	3.50	1.40	6.25	52.10	28.50	5.58	3.21	.97

From Table 8, 52.10% of the respondents believe that before they receive training they are comfortable in their overall job performance, skills, knowledge and attitude. The majority lie within 55.6% and believe they have fair improvement in their work performance skills/competence before training. Another 50% believe that they are comfortable in providing the required services/duty performance to the clients before they undergo training. The responses are well spread out and the percentages in each category indicate that before training, employees are not completely confident in delivery of tasks and performance.

The study further analyses the variances to better understand in the employee demographics has any significant relationship with the delivery of tasks before training.

Table 9: ANOVA for Training impact assessment before training

Before Training	P-value (95% Confidence)				
	Gender	Level of Service	Age Group	Education Level	Years in Employment
Comfort in providing required services/ duty performance to clients	.937	.406	.447	.111	.095
General Knowledge	.913	.467	.633	.013	.515
Work performance skills/competence	.549	.267	.814	.034	.116
General attitude	.708	.282	.589	.065	.891

The findings in Table 9 show that there is significant difference in the opinions held by respondents from different education backgrounds in regards to work performance skills/competence before they undergo training at KECOBO. To highlight the difference, further cross tabulation was carried out.

Table 4.10: Cross tabulation for Education level versus work performance skills

	Work performance skills/competence (%)					
	0	1	2	3	4	5
PhD	0.00%	0.00%	0.00%	11.40%	14.30%	0.00%
Master's Degree	5.70%	8.60%	0.00%	14.30%	5.70%	0.00%
Bachelor's Degree	0.00%	0.00%	0.00%	22.90%	5.70%	0.00%
Diploma/Certificate	0.00%	0.00%	0.00%	22.90%	5.70%	0.00%
High School	0.00%	0.00%	0.00%	8.60%	0.00%	2.90%

Table 10 indicates that despite a majority of the respondent at 55.6% believing they have fair improvement in their work performance skills/competence before training; this is not the same at the different levels of education the respondents have received. The majority who are in agreement are the respondents who have achieved a Diploma/Certificate and a Bachelor’s Degree at 22.90%, followed by Master’s Degree Holders at 14.30%, followed by PhD holders at 11.40% and High School graduates at 8.60%. Hence, the respondents who have not gone past High School depend on the trainings received at KECOBO to improve their work performance skills/competence. The Bachelor’s and Diploma holders are comfortable to perform in their roles without training.

The study further analyses the variances to better understand in the employee demographics have any significant relationship with the delivery of tasks after training.

Table 11: Training impact assessment after training

After Training	Percentage (%) N=35						Mean	Std. Deviation
	0	1	2	3	4	5		
Comfort in providing required services/ duty performance to clients	5.60	0.00	0.00	0.00	47.20	44.40	4.23	1.165
General Knowledge	2.8	0.00	0.00	5.6	44.4	44.4	4.29	.957
Work performance skills/competence	5.6	0.00	0.00	2.80	41.70	47.20	4.23	1.190
General attitude	2.80	2.80	0.00	0.00	38.90	52.80	4.34	1.083
Average	4.20	0.70	0.00	2.10	43.05	47.20	4.27	1.10

From Table 11, 47.20% of the respondents believe that after they receive training they are comfortable in their overall job performance, skills, knowledge and attitude. The majority lie within 52.8% and believe they have very good improvement in their general attitude after training. Another 47.20% believe that they are comfortable in their work performance skill/competence after they undergo training. The responses are well spread out and the percentages in each category indicate that before training, majority of the employees are completely confident in delivery of tasks and performance.

The study further analyses the variances to better understand in the employee demographics has any significant relationship with the delivery of tasks after training.

Table 12: ANOVA for Training impact assessment after training

After Training	P-value (95% Confidence)				
	Gender	Level of Service	Age Group	Education Level	Years in Employment
Comfort in providing required services/ duty performance to clients	.562	.113	.254	.743	.046
General Knowledge	.178	.910	.453	.351	.941
Work performance skills/competence	.570	.064	.154	.824	.042
General attitude	.153	.508	.827	.781	.845

The findings in Table 12 show that there is significant difference in the opinions held by respondents depending on how long they have worked at KECOBO in regards to work performance skills/competence and the comfort in providing required services after they undergo training. To highlight the difference, further cross tabulation was carried out.

Table 13: Cross tabulation for Years of service versus duty performance to clients

	Comfort in providing required services/ duty performance to clients					
	0	1	2	3	4	5
Below 1 year	2.9	0.0	0.0	0.0	5.7	0.0
1 year and below 5 years	0.0	0.0	0.0	0.0	22.9	17.1
5 years and below 10 years	2.9	0.0	0.0	0.0	20.00	28.6

Table 13 indicates that despite a majority of the respondent at 47.2% believing they have been comfortable in providing the required services after training, this is not the same for respondents who have worked for different years in the organisation. The majority who are in agreement are the respondents who have worked in the organisation between 5 years and 10 years at 28.6%. Hence, they have been exposed to various training on the job that has enhanced their ability to deliver on tasks.

Table 14: Cross tabulation for Years of service versus work performance skills/competence.

	Work performance skills/competence					
	0	1	2	3	4	5
Below 1 year	2.9	0.0	0.0	0.0	5.7	0.0
1 year and below 5 years	0.0	0.0	0.0	2.9	25.7	11.4
5 years and below 10 years	2.9	0.0	0.0	0.0	11.40	37.1

Table 14 indicates that despite a majority of the respondent at 41.7% believing they have the work performance skills required in providing the required services after training, this is not the same for respondents who have worked for different years in the organisation. The majority who are in agreement are the respondents who have worked in the organisation between 5 years and 10 years at 37.1%. Hence, they have been exposed to various training on the job that has enhanced their ability to deliver on tasks over the years. This is not a cause for alarm as it goes to show the respondents who have stayed in the organisation for longer are being exposed to trainings and as the other respondents stay at KECOBO they will also enjoy the same. The percentage of confidence in acquiring the work skills decreases as the years of service at KECOBO decrease.

4.4 Heads of Department Section

This section targeted the heads of department at KECOBO. From the 36 overall respondents, 10 are heads of department. This section sought to understand from the supervisor's perspective the effectiveness of their officers after receiving training at the Board. The results are indicated in Table 15 as shown below.

Table 15 Head of Department Assessment on Officers performance after training

Desired Output	Percentage (%) N=10						Mean	Std. Deviation
	0	1	2	3	4	5		
Overall Behavior	0.0	0.0	2.8	0.0	16.7	8.3	4.10	.876
Work Performance skills/competence	0.0	0.0	0.0	5.6	8.3	13.9	4.30	.823
Focus on fulfillment of assigned tasks/general assignments	0.0	0.0	0.0	2.8	11.1	13.9	4.40	.699
General attitude	0.0	0.0	2.8	5.6	11.1	8.3	3.90	.994
Professionalism	0.0	0.0	2.8	5.6	11.1	8.3	4.30	.994
Responsibility and Accountability	0.0	0.0	2.8	2.8	5.6	16.7	4.10	1.059
Co-operation and efficiency	0.0	0.0	2.8	2.8	11.1	11.1	4.30	.994
Overall performance	0.0	0.0	0.0	2.8	13.9	11.1	4.30	.675
Average	0	0	1.75	3.5	11.1125	11.45	4.2125	0.88925

From Table 15, the Heads of Department are in agreement that there is overall improvement in the officers' performance after training at the Board at 11.45%. Majority are in agreement that the work performance skills/competence among the employees has a tremendous improvement after training at 13.9%. However, it is also important to note that the supervisors are of the opinion that the overall behaviour, the general attitude and professionalism does not improve as much as the other desired outputs.

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The motive of this study was to establish the Influence of Strategic Training on Employee Performance in the Public Sector in Kenya; the case of KECOBO. The study was a census survey targeting a population of 42 officers currently serving at the Kenya copyright Board. The sampling design preferred was purposive sampling which targeted participation by 36 employees at KECOBO. The study employed descriptive survey methodology designed to ensure complete description of the status, making sure there is minimum bias in data collection and reduced errors during data interpretation. The study was guided by the following research questions; What is the role of need-based training programs on employee performance? What is the role of demand driven training programs on employee performance? What is the role of competency based training programs on employee performance? and What is the impact of implemented training programs on employee performance? A questionnaire was used as the research instrument. The data was collected over a period of 3 days, between 22nd May 2018 and 25th May 2018 and analysed through MS Excel 2010 and SPSS.

The findings on the role of need based training on employee performance showed that in general, training enhances employee performance which is affirmed by 87.5%. The study shows that (94.4%) training improves their ability to perform different tasks and the ability to take responsibility for the job outcomes; enhances involvement in their work and to work efficiently (91.7%); training makes them understand how their efforts contribute to the organizational goals (88%) and training is determined based on the organization needs (75%). 11.58% were impartial about the effect of need based training on employee performance with

a majority at being objective about training being determined by the employee needs (22.2%).

The findings on the influence of demand driven training on employee performance was positive (attributed to 74.3% from the responses). The study shows that after employee training at KECOBO, staff have adequate opportunities for periodic changes in duties (86.10%). The employees are using their talent and skills better (58%) and they have improved relationships with their supervisors at work. The organization also recognizes the staff suggestions (80.60%).

The findings on the influence of the competence based training on employee performance was positive attributed to 63.93%. The study shows that have enabled them to use their skills and talents better (91.70%) but this is not the same for the gender. The male is better enabled than the female to utilize their skills and talents better (63.9%). The study shows that the employees are indifferent that the after training, they have adequate opportunities for periodic changes in duties (41.70%). The study shows that competence based training improves the relationship with the supervisors at work (80.60%).

The findings of the study would give insight to KECOBO, the government, the civil servants and the researchers on effective staff training and development strategies currently applied in the public sector and would be instrumental in informing the management of public institutions on the need to embrace strategic training as the best performance improvement strategy compared to other initiatives. The research also makes recommendations that can be institutionalized by the Public Service Commission for effective service delivery.

Conclusion

The study has shown that strategic training influences employee performance in a number of ways. It has showed that need based training has a positive influence on the ability of the employee to perform given tasks. It has showed that staff trainings at KECOBO is not fully dependent on the employee needs but on the organisation needs. The study has shown that through need based training, employees are equipped with the necessary skills to take on important tasks and they work efficiently and are personally responsible for their job outcomes. The study revealed that after receiving training based on the employee and organisation needs, there is improved work commitment, productivity, teamwork and regulatory compliance.

The study has also shown that demand driven training has a positive influence on the employee performance. The study revealed that the trainings carried out at KECOBO are a reflection of the market demand and meeting the customer needs. The study showed that after training, the employees enjoy good relationships with their customers. The study also showed that the employee delivers tasks within the time lines provided and high quality. However, the study revealed that the employees are not comfortable with the skills imparted during training to enable them enhance long term thinking.

On the influence of competence based training, the study revealed that employees are certain that training positively influences their performance. The study revealed that the training enables the employees to better utilize their skills and talent. The study also shows that training has improved work relationships with the supervisors. However, the level of

conviction that training improves relationships with supervisor declines from the top level management to the non-management staff members.

On the individual assessment, the study shows that before attending any training, they are comfortable in providing the required services. The study also shows that before training, the employees are equipped with general knowledge, work performance skills and the general attitude to perform the job. However, from the study, training is best suited for the employees who are at the initial stages of the academic cadre. As the cadre rises, the employees believe they are comfortable with providing services before training. The study also revealed that the employees who have stayed in the organisation longer are confident to perform tasks and have the prerequisite skills. The study showed that the supervisors are fairly confident that their team members will perform well after receiving training. The study shows that supervisors believe that even after training, the overall behaviour, the general attitude and professionalism of the employees does not improve as much as the other desired outputs.

Recommendations

The organization should design specific training programmes that target this group of employee with the aim of enhancing their readiness in taking up tasks and accepting change. Further the organization should carry out an audit to find out why training most likely motivates the top level to be committed to taking initiatives in helping other employees but not the other cadres of employees.

Despite the findings the study has also shown that there is declining trend in the level of conviction that demand driven training enhances employee performance by influencing how they are improving tasks after training from the top level management to the non-management staff members. KECOBO therefore needs to evaluate its training strategies with respect to the employee and customer demands to ensure that the effects are uniformly attained across the organization.

The study recommends that there is need for the organization to establish specific strategies that targets enhancing employee recognition. The management of KECOBO also needs to ensure training strategies are not only aligned to productivity but also to enhancing employee motivation for superior performance by exposing employees to adequate opportunities for periodic changes in duties.

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