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Influence of Training and Development on the Performance West Pokot County, Kenya

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Abstract:

Human Resource Development is a strategic process of imparting knowledge, skills, attitudes and values to people in society to improve organizational performance and in turn improve an individual's quality of life. The county governments in Kenya have always envisaged a nation that ensures that its citizens are for through provision of services. The human resource thus requires the need to be equipped adequately to supply the required manpower towards the competitiveness required. The purpose of the study was to investigate the influence of training and development on the performance of West Pokot County. The study sought to identify the influence of training and development on Performance of West Pokot County. Human capital theory guided the study. A descriptive survey research design adopted. This target population comprised of 50 employees from County Assembly, 20 from governor's office, 200 from county offices, three sub-county administrators and 30 ward administrators. The researcher used purposive sampling to select three employees from sub-County offices 15 employees from County Assembly, seven from governor's office, 60 from county offices and ten ward administrators. Questionnaire and interview schedule data collection instruments were used. Data collected analyzed using descriptive and inferential statistics. There was a relation between the training and development on the performance of West Pokot County ($r=.796$, $p<.05$). The training and development is an important pillar on West Pokot County Performance. From the study findings, it was deduced that training and development had a significant moderate effect on West Pokot County Performance. The county governments should improve training and development of their employees, to enhance their performance. The results also imply that employees require constant training and development programs to keep them updated with their skills as well as the developments, for example, technological and customer related developments so as to improve their performance. The findings may assist organizations to evaluate the strategies enhancing organizational performance.

Keywords: Training, Development, Human Resource Development, Performance and County

1. Introduction

Education is universally accepted as the most critical element in the human development recipe. It has a strong correlation with the overall social and economic development of a country (Shah, 2003). Education is a social process responsible for changing individual's collective behavior and should be used as the foundation on which one would build a strong nation, self-sufficient in economy, non-corrupt in character and scientific in thinking (Noorjehan, 2007). Today education is defined as enterprise of the 21st century with the emergence of globalization and increasing global competition. Human resource development has been comprehensively characterized as "a procedure for creating and unleashing human expertise through organization development and personal training with the end goal of enhancing performance" (Swanson & Holton, 2001). It is estimated that in United States, twenty-six percent increases in production was attained due to education and training interventions (Desimone 2002). As indicated by an overview of human asset chiefs in substantial associations, preparing and improvement was the most critical region, which HR directors were recommended to go about. Preparing has likewise been basic to fill the abilities crevice in light of the fact that numerous crisp graduates, when they come to work places, can't meet cannot meet the standards and requirements of modern organizations. Training can contribute to the effective use of the organization's resources, but only if approached systematically. The significance of obviously characterizing needs before leaving on a training system ought to be over-underscored (Noorjahan, 2007).

Pakistan is resolved to react absolutely to rising needs, opportunities and difficulties of globalization (Shami, 2006). Improvement of HR is unequivocally the first pre-essential for both individual achievement and aggregate national advancement (Azhar, 2004). In the present study, the attention is on different preparing endeavors of associations to build up the errand related abilities and information of their representatives. Such preparing has been recognized as the center element of Human Resource Developments (HRD) endeavors (Dhamodharan et al., 2010; Gubbins et al., 2006). Work in associations is getting to be critical accomplices in this learning society, as they give more chances to persistent figuring out how to their representatives with the target to advance authoritative

adapting overall (Karen et al., 2001). Despite the growing number of publications on Human Resource Developments (HRDs) role in organizational learning many uncertainties remain. However, many interesting initiatives are being undertaken by HRD practitioners in facilitating employee learning and professional development (Tjepkema, 2000). The Authoritative perspective point is that human asset improvement is a procedure in which the representatives of an association are roused to gain and create specialized, administrative and behavioral learning aptitudes and capacities (John 2005).

Previous studies researched the impacts of HRD on profitability and budgetary execution, the outcomes were blended (Indradevi, 2010). Late audits (Nguyen et al., 2010; Tharenou et al., 2007) have demonstrated that current studies conceptualize and test diverse measurements of HRD under the same name, bringing about blended experimental discoveries and discussion on the estimation of HRD in execution. Case in point, HRD concentrating on quantitative measurements, for example, the vicinity of preparing, hours of preparing, and consumption on HRD activities, has been rejected as a significant predictor of firm performance (Aragon-Sanchez, Barba-Aragon, & Sanz-Valle, 2003; Castellanos & Martin, 2011; Glaveli & Karassavidou, 2011). In contrast, HRD concentrating on qualitative dimensions, such as social support for developing employees, perceived benefits of preparing, and long haul way to deal with HRD, has been absolutely connected with firm execution (Bartlett, 2001; Glaveli & Karassavidou, 2011). Given the opposing discoveries on HRD-execution connections in former studies, a far reaching examination that efficiently considers the different measurements of HRD is basic.

Studies in light of the administrative viewpoint concentrate on the qualities of HRD as executed by the manager (Aragon-Sanchez et al., 2003; Barrett & O'Connell, 2001), while those in view of the representative point of view concentrate on the individual encounters of workers and their assessment of HRD (Glaveli & Karassavidou, 2011). These HRD measurements with distinctive foci or components have been giving way and treated consistently in former studies, bringing about conflicting exact discoveries. Henceforth, the present comprehension of the key decisions accessible to firms identified with worker advancement stays constrained. Worker advancement is the quest for any action that prompts ceaseless learning and self-improvement and adds to accomplishing both the individual's and the association's destinations.

Employee development is the pursuit of any activity that leads to continuous learning and personal growth and contributes to achieving both the individual's and the organization's objectives. Employee development is thus a process that continues throughout an individual's lifespan, regardless of employers or type of employment and individual experiences. Development can occur through education, job experiences (job enlargement, job rotation, transfer, and promotion), interpersonal relationship (mentoring), and assessment of employees' knowledge, skills, attitudes and behavior. Companies' involvement in development activities varies according to the business conditions, staffing strategy, and other organizational characteristics.

The reason for HRD and points of vision 2030 are hitched in light of the fact that as Bacchus (1992) states that "a definitive objective of HRD in any nation is or ought to be to enhance the personal satisfaction of its whole individuals". This is the thing that Vision 2030 diagram proposes from its general plan "to make Kenya a prosperous country with a high caliber of life". Ghee (1986) likewise declares that "HRD ought to allude to not just parts of physical prosperity of individuals, for example, future, baby mortality, rates of bleakness and levels of sustenance additionally to socio-social angles, including instruction and livelihood, social union and soundness, political expression, social differing qualities and even environmental concordance". This suggests that HRD is a multifaceted idea including procurement of each one of those conditions fundamental for the man to create himself as well as other people. The nature of individuals fitting to the specific level and complexities of the exercises included during the time spent asset assembly, decides how well or inadequately these undertakings are expert. Through its monetary, social and political columns, it is clear that the acknowledgment of vision 2030 is pegged on HRD is a multifaceted idea involving the same columns. Asset appropriation variables or distribution arrangements intercede the impacts of riches in a nation with respect to social welfare and human improvement objectives, for example, the thousand year's advancement objectives.

With respect to preparing, the legislature will put resources into preparing, innovative work to make a firm establishment for the assembling and Information Communication Technology (ICT). As noted in Sessional paper No. 2 (1996, pg; 30), 'the accessibility of knowledgeable and prepared workforce is discriminating to the accomplishment of Kenya's industrialization process.' Since independence, education and training have received high priority and very considerable resources have been devoted to expanding education at all levels. Government, together with the private area, ought to draw in a procedure to add to a national aptitudes preparing method so as to guarantee that abilities preparing is significant to the national economy, modern preparing ought to be offered through the directorate of mechanical preparing. Men and women should be able to form a judgment of their own role on economical or political issues as social individuals. Education has a far-reaching influence on the nation's economic headway. Since the county governments in Kenya have been in existence for the last five years there was need to establish how the training and development has enhanced its performance. The objective of the study was to establish the influence of training and development on Performance of West Pokot County.

1.1. Theoretical Framework

The study embraced human capital hypothesis. Torrington (2008) clarifies that human capital connotes the consolidated insight and experience of staff as a wellspring of game changer that can't be imitated by opponents. This hypothesis has suggestions accordingly for drawing in, captivating, remunerating and creating individuals in associations. The hypothesis has cross cutting importance in HRM hones. In the connection of the present study, Human capital hypothesis will be the umbrella hypothesis to support this study. It is valuable in the setting of money related cooperatives in the light of the fact that HRD to be studied in this research must ensure these counties attract and retain employees. Investments in Human resources in counties need to be done by the use of training

practices. Human resource development recognizes the paramount need to utilize the human resources fully and relates education to the needs and goals of the individuals. If a country is to advance, the capacities of men and women the human resources, (physical, mental and spiritual) are to be developed extensively (Zaidi, 2006).

1.2. Literature Review

1.2.1. Training and Development

Training and development are quite identical to each other, but they are not the same in meaning. Training is an integrative system, which requires among other things a high level of collaboration among various human resource management activities (Al-Khayyat and Elgamal, 1997, p. 88). John (2005) defined training as a planned process to achieve effective performance.

Al-Khayyat and Elgamal (1997) highlight the core concept of training as derived from "change by learning". Change in the behavior/attitude of trainee(s) is desired outcome of every training program at an organization. Organizations are imparting training to bring behavioral/attitudinal change in their employees but it does not bring desired results always. Training needs assessment is one of the factors that determine success of training to bring the said change (Iqbal, 2007).

Development is the acknowledgment of a man's capacity, through cognizant or oblivious learning. Development programs usually include phases of planned study and experience, and are usually supported by a coaching or counseling facility. Development happens when an addition in experience is viably consolidated with the applied comprehension that can represent it, giving expanded certainty both to act and to see how such activity identifies with its connection (Bolton, 1995). Training is a learning process that intends to for all time enhance the capacity and conduct of the workers by empowering them to get new expertise, information and mentality for more proficient performance. Which include: identification of training needs, developing suitable training programmes, providing requisite job skills and knowledge to employees and evaluating the effectiveness of training programmes

1.2.2. Expanding and Improving On-the-Job Training (OJT)

Training by companies is cost-effective, efficient and task oriented. A significant part of the training is finished by extensive organizations. Fruitful organizations around the globe give around 4% of their finance for preparing. Creating nations may wish to utilize this as a benchmark and work towards it, in light of the fact that they require more qualified work drive as a supplement to their lower innovation status. To this end, they may wish to extend the pool of mentors in their nations. In 1992 the Singapore National Profitability Load up's Counseling Panel on Preparing Base brought up that Singapore in 1989 had just 1,200 full-time mentors or a proportion of around one coach for each 1,000 representatives. The proportion for the US was 1:122 and Germany 1:49. In Japan, most administrators and bosses have preparing obligations as a component of their obligations (UNDP, Human Improvement Report, 1996). A national system to prepare all the more full time mentors and to prepare more supervisors in preparing and training abilities could be considered. Regarding this requirement a big issue is considered about the concept of experience in form of their length of service while the actual experience is average per year learning and this can be ensured through regular frequency of on job training. It also helps to minimize the gaps between fresh graduates and rankers.

On-the-job training (OJT) is a training mode used by companies and organizations that focus on creating opportunities for employee's learning, with the long-term goal of becoming a learning organization, hence, such can be labeled as 'learning oriented organization'. (Leys *et al.* 1992) describe them as organizations which create (on-the-job) learning. Such organizations encourage and motivate employees to attain new knowledge and skills and develop their capacity (Tjepkema, 2000). The Asian Efficiency Association (APO) led an exploration venture from 1990-1991 on HRD in twelve Asian economies in the 1990s which incorporated a firm level review of corporate HRD approaches and rehearses (APO, 1993). The overview of firms in eight creating economies viz.; Hong Kong, India, Indonesia, South Korea, Nepal, Pakistan, the Philippines and Taiwan uncovered degree for development and extension of OJT. For instance, in Hong Kong formal and efficient preparing was disregarded in neighborhood firms. Around 33% of the organizations studied, completed OJT as per an all inclusive arrangement, 36% directed OJT just on the activity of every division and 27% led OJT just when fundamental (It was exceptionally infrequent).

In Pakistan more than 60% of the organizations overviewed, did not have any corporate approach for HRD (ILO Report, 1996). 35.8% of firms did OJT as per an arrangement, 17.6% did it on the activity of every division, 40.8% completed it as and when discovered important and around 6% did not hone it by any stretch of the imagination. The lion's share of workers procured abilities and information without anyone else's input learning and watching. Organizations use OJT because it provides the specific skills needed for job performance and make the employee sustainable in the new environment of an organization passing through certain development stages. Not at all like other preparing frameworks, it empowers the endeavor to rapidly change the aptitudes obliged if there are changes in innovation, work procedures and product offerings. OJT is a decent preparing alternative for littler organizations too. Such organizations can't discharge their representatives for preparing amid working hours particularly if there is a tight work market. Their representatives are perpetually not able to be prepared after available time as they have to work additional time or at another occupation to supplement their low essential wages.

1.2.3. Continuing Education and Training

The quick outdated nature of information and the quick change in innovation, interest for proceeding with instruction and preparing with respect to all representatives whether they are directors, administrators or rankers among document laborers. Proceeding with instruction and preparing will must be taken a gander at comprehensively and deliberately and enhanced and extended. According to

Rehman (2008) training makes the environment conducive for change in the organization (in positive direction) so the forward looking organizations view trainings as a valued investment. Government training agencies, employers' organizations, businesses' associations, instruction and preparing organizations and exchange unions, ought to be included in the activity to audit the current circumstance with respect to proceeding with training and preparing and to guide out its future improvement cited in ILO Paper (1996). It will be a highly innovative idea if trade unions are involved in worker's value addition through on job trainings.

The training system of nations on the move to a business sector economy was intended for, a summon economy. Under such a framework, essential instruction was of an exclusive expectation yet resulting preparing was excessively particular (Michael, 2000). Grown-up instruction and preparing was disregarded since laborers were relied upon to be in one employment all through their working life while even if it is true and justified, training is needed for producing quality in their relevant field of production. Other subjects such as economics, management science, law and psychology were ignored or underemphasized, although these are required for better working environment (Zaidi, 2006). Such a communist instruction and preparing framework was deficient for the needs of the business sector economy which is being situated up. Change of the instruction and preparing framework is required by crisis needs of the applicable segment. Training is an important predictor of economic performance in all countries and economies of today are in tremendous pressure to increase the skills of their workforce. They need to nurture the culture of continuous learning and improvement. In recognition of this fact, investment on human capital development is on rise across the globe (Rehman, 2008).

1.2.4. Critical Role of Training

With respect to preparing, the legislature will put resources into preparing, innovative work to make a firm establishment for the assembling and Data Correspondence Innovation (ICT). As noted in sessional paper No. 2 (1996, pg; 30), 'the accessibility of accomplished and prepared workforce is basic to the achievement of Kenya's industrialization handle.' The establishment of a beneficial workforce is laid in the formal essential and auxiliary training and the legislature will proceed in its endeavors to widen interest and enhance the nature of school instruction. Government, mutually with the private segment, ought to draw in a procedure to add to a national aptitudes preparing methodology keeping in mind the end goal to guarantee that abilities preparing is important to the national economy, modern preparing ought to be offered through the directorate of mechanical preparing. Formal pre-livelihood, professional and specialized preparing offered at specialized establishments and national polytechnics will be extended and nature of preparing enhanced to better reflect genuine abilities request as recognized through private segment meeting and information.

For instance, under Vision 2030 blueprint, the government of Kenya intends to, 'invest in training, research and development and a host of other incentives as part of efforts to create a firm foundation for the manufacturing and ICT sectors to attract new investments and create new jobs,' (source; Standard Newspaper, 13th June, 2008, pg; 26).

Firms, training reflect activities that are intended to influence the ability and motivation of individual employees. Training includes additional training, education, vocational education, management development, and organizational development. Training need assessment is the most vigorous and important step in training and development process. Without a clear understanding of needs, organizations' training efforts may completely miss the mark resulting in a total waste of valuable resources. Training needs are assessed by task analysis and competency analysis.

1.3. Research Methodology

The study adopted descriptive survey research design that describes events (Glass & Hopkins, 1984). The design involved gathering of facts or obtaining pertinent and precise information concerning the effects of human resource development on West Pokot County Performance and whenever possible draw possible conclusions from the facts discovered (Orodho 2008). Descriptive methods are widely used to obtain data useful in evaluating present practices and providing for decision. This method was appropriate as it gives a detailed description of effects of human resource development on West Pokot County Performance which can be generalized to other parts of Kenya.

Descriptive study employed methods of analyzing using inferential analysis. Descriptive studies extraordinarily build our insight about what happens in counties. The design was intended to provide statistical information about aspects of devolution that interested policy makers and educators. The target population of the study was 303 public servants employed in west Pokot County. This population comprised of 50 employees from County assembly, 20 from governor's office, 200 from county offices, 3 sub county administrators and 30 ward administrators. The researcher adopted simple random sampling technique to select 30% of the 303 employees and to take part in the study. From the target population of 303, the researcher used proportionate sampling to select 95 respondents and was in line with Gay's (2003) recommendation.

The research instrument that used in this study is a questionnaire and interview schedule. The researcher constructed closed- ended and open- ended questionnaires, which was administered to employees from County assembly, county offices and ward administrators. This allowed the researcher to draw conclusions based on comparisons made from the responses. A structured interview schedule was used to gather information from the sub County offices employees and governor's office. The interview schedule designed was structured according to research objectives.

The expert judgment was used to determine validity of research instruments. Advice given by these people helped the researcher to determine the validity of the research instruments. The advice included suggestions, clarifications and other inputs. These suggestions were used in making necessary changes. The questionnaire was administered within during the pilot study at Turkana County. Cronbach's Coefficient Alpha was used to determine the reliability of the research instrument. A Cronbach's Coefficient Alpha of 0.756 was assumed to reflect the internal reliability of the instruments (Fraenkel & Wallen, 2000). From the study the Cronbach's

Coefficient Alpha obtained was 0.964 and the entire questionnaire deemed as reliable after several typographical errors detected were corrected in the instrument confirming that it is sufficient to be used in the main study.

After all data was collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses and correct to improve the quality of the responses. The data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). The research yielded both qualitative and quantitative data. Pearson product moment Coefficient was used to determine the effects of human resource development on West Pokot County Performance. It was appropriate to use the technique for interval and ratio-scaled variables. After analysis, data was presented in tabular form using frequencies and percentages alongside inferential statistics.

1.4. Results

The objective of the study was to establish the influence of training and development had on the West Pokot County Performance as summarized in Table 1.

Training & skills	Mean	Std
(Formal) training and education	3.9663	.83189
Training for technical and problem-solving skills	3.9551	.92822
Cross-training / multi-skilling / training for flexibility	3.6404	1.11036
Informal training	3.9663	1.32673
General skills training	4.3933	.77779
Training for old and for new employees	4.0899	.97282
High training investments	3.5056	.85445
Explicit policy for prescribed minimum training	3.1573	1.52180
Deliberate development of the learning organisation	3.7416	.71554
Training needs analysis	3.7303	.73491
Training with long-term orientation	4.0000	.69085
Cost-benefit analyses	3.8202	.55518
Long-term orientation	3.8315	.67817
Off-site training for all	3.7528	.71161
Training for effective teamwork and team leadership	3.7191	1.16764
Craft-apprenticeship programmes	3.7528	1.18974
Training for future jobs and career development	3.8090	1.08582
Team-oriented training	3.9775	1.10759
Training evaluation	3.8876	.98209
Mean	3.8261	.55014

Table 1: Training and development on West Pokot County Performance

The mean of training and development statements was computed. These findings indicated that the overall mean score of training and development was 3.83 indicating that most of the respondents agreed on the training and development had on the West Pokot County Performance. From the study all the 14 statements used to explain training and development had a mean score of above 3.6, this showed that respondents agreed on their influence on performance of West Pokot County.

1.4.1. Influence of Training and Development on the West Pokot County Performance

A Pearson correlation coefficient used to establish the influence of training and development had on the West Pokot County Performance. There was a positive relation between the training and development on the West Pokot County Performance ($r=.796$, $n=89$, $p<.05$) as summarized in Table 2. This indicated that an increase in training and development of employees the West Pokot County Performance improved.

		Performance	Training and development
Performance	Pearson Correlation	1	
	Sig. (2-tailed)		
Training and development	Pearson Correlation	.796**	1
	Sig. (2-tailed)	.000	

Table 2: Relation between the training and development and West Pokot County Performance

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

b. List wise N=89

This shows that the more the employees are trained and developed the higher the West Pokot County Performance. The findings agree with with Ashour, and Bontis (2007) agree that employee training had a positive influence on performance. The findings agree with Noorjahan, (2007) that training has likewise been basic to fill the abilities crevice in light of the fact that numerous crisp graduates, when they come to work places. Training can contribute to the effective use of the organization's resources, but only if approached systematically. The significance of obviously characterizing needs before leaving on a training system ought to be over-underscored.

1.5. Conclusion

The overall mean score of training and development was 3.83 indicating that most of the respondents agreed on the training and development had on the West Pokot County Performance. There was a positive relation between the training and development on the West Pokot County Performance. This indicated that an increase in training and development of employees the West Pokot County Performance improved. In this sense, firm's human capital can add value if it contributes to lower costs, provide increased performances. The training and development had significant relationship with West Pokot County Performance. The training and development plays a vital role in West Pokot County Performance. It is therefore prudent for the West Pokot County Performance to enhance compensation, relation, appraisal of employees and training and development in order to effectively perform.

1.6. Recommendations

From the study findings it was deduced that training and development had a low significant effect on West Pokot County Performance. The county governments should improve training and development of their employees, in order to enhance their performance. The results also imply that employees require constant training and development programs to keep them updated with their skills as well as the developments, for example, technological and customer related developments so as to improve their performance.

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