



Employee training and Organisational Performance: A Case Study of Maseru Central Correctional Institution

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Abstract

The study examined the impact of employee training on organisational performance at the Maseru Central Correctional Institution. A quantitative research design was employed, with data collected through structured questionnaires distributed to 119 correctional officers. The results of the regression analysis proved a positive and significant effect of employee training on both *Employee Performance* and organisational performance. These findings affirm training as a strategic tool for improving employee capabilities and improving organisational efficiency. Well-structured and targeted training initiatives empower employees to contribute more effectively to the organisation's success. The study recommends that regular assessment of both individual and institution training needs to ensure that only employees who require training are selected, and that training content is tailored to the specific needs of the organisation. It emphasises the need for organisations to invest in their employee's training to improve their performance and ultimately achieve their strategic objectives.

Keywords: Employee training, *Employee Performance*, organisational performance, maseru central correctional institution, quantitative methods

Introduction

In the modern public sector, organisations are under pressure to improve operational efficiency, accountability, and service delivery. These institutions must continually adapt to a constantly everchanging technological, political, and economic landscape to sustain growth. Employee training has emerged as a critical strategy for enhancing institutional performance, ensuring staff competency and promoting safety. In this context, training is not only a mechanism for skill acquisition but also a strategic investment that supports the broader goals of organisational effectiveness and public trust. Hence, organisations are being urged to invest heavily in their employees' training as a means of better adapting to the evolving needs and capitalise on the opportunities they present (Chakraborty, 2023)^[5].

Employees are critical for the success of any organisation, as they possess variety of resources that can drive organisational goals. These resources include not only physical skills and energy, but also creative ability and capacity for responsible, self-directed, self-controlled behaviour (Miles, 1965)^[17]. In order to leverage on maximum performance from the employees, trainings are essentially for upholding high employee's performance. Training is typically introduced to bridge the gap between current and expected performance levels (Obi-Anike and Ekwe, 2014)^[18]. Ameen and Baharom (2019)^[2] argue that training is applied to improve employee productivity and efficiency and while also aligning personnel with organisational goals. Training holds the pivotal position in unlocking the potential growth and development opportunities to attain a competitive edge. Hence, institutions train and develop their employees to the fullest advantage in order to enhance their effectiveness (Susanto *et al.*, 2024)^[22].

At the Maseru Central Correctional Institution (MCCI), several trainings intervention have been implemented to support both newly recruited and existing employees.

Trainings are meant to provide the skills, knowledge and aptitudes necessary to undertake required job efficiently and develop the staff so that if s/he has the potentials, s/he may progress, increase efficiency by reducing spoilt work and lessening physical risks (Khawaja and Nadeem, 2013)^[14]. In this context, MCCI does not only designs trainings to develop the capabilities of employees but to hone their thinking and creativity to better make decisions and execute their functions in a more productive manner in the correctional institution to effectively contribute to institution's growth.

Yet, MCCI endure extensive challenges, characterised by dearth of employee morale, facility safety and security, service delivery and talent retention amongst others. The recurring incidents such as employee's departmental transfers, inmate's assaults, recidivism and escapes may signify deficits of implemented trainings programmes in reaching the desired objectives. Nevertheless, the essence of training can be appreciated when there is clear understanding of its impact on employee and organisational performance in the correctional services. Hence, the study is aimed to examine the impact of employee training on organisational performance using Maseru Central Correctional Institution as a point reference. The study would provide insights into the impact of training to better understand of their influence in improving the correctional institution performance.

Literature review

1. Organisational Performance

Organisational performance is a measure of how well the institution achieve predetermined goals and objectives within a specified timeframe. Organisations undertake a series of activities aimed to facilitate attainment of the set goals and objectives. These activities are methodically measured to assess the level of performance, providing management with critical data to make informed decisions and implement targeted improvements within the processes,

if necessary. According to Friday and Chibundu (2017)^[9] multiple indicators such as efficiency, effectiveness, productivity, quality, employee retention, job satisfaction, lower turnover and absenteeism and organisational growth can be used to measure organisational performance. Thus, organisational performance is explained against to how well institution is doing in relation to the set goals.

Syafuruddin, *et al.*, (2011) linked organisational performance in the public sector with the institution's effectiveness and efficiency in performing its duties and responsibilities to meet community needs. Correctional institutions in Lesotho are mandated to contribute to a just, peaceful, and safe society by providing safe and secure custody of inmates, promoting their rehabilitation and reintegration, and upholding human rights. To judge the performance of their performance, recidivism rate may serve as key indicator of the institute success in rehabilitating and integrating inmates to the society. A recidivism rate below the predetermined threshold would suggest that the institution effectively and efficiently achieving its goals.

Equally, the strategic utilisation of resources and the capabilities of its workforce is essential for the success of institutions. Scholars often emphasize the critical role of employees, viewing them as key strategic assets. The availability and quality of resources within an organization, as highlighted by Atogiyire (1997), directly impact its performance. Furthermore, Guest (1997)^[11] underscores the significance of employee knowledge, skills, and abilities, emphasising that their effective utilisation leads to enhanced organisational performance. Therefore, the strategic alignment of resources and staff capabilities is essential for achieving institutional objectives. Performance is a multidimensional paradigm and its indicators can be measured differently. The judgmental measures of performance such as employee satisfaction, and service quality are essential fundamentals for the study measures.

2. Employee Training

Training initiatives are designed to bridge the gap between the current skills of employees and the skills required to meet organisational demands. This involves a multifaceted approach that considers both the content of the training and the operational aspects of its delivery. The content of the training should be directly relevant to the employee's job responsibilities and the organisation's strategic objectives. It should cover the specific skills and knowledge employees need to perform their duties efficiently, take on new responsibilities, and adapt to evolving circumstances (Kuruppu *et al.*, 2021)^[15]. Operational factors, on the other hand, encompass the design, organisation, and implementation of training programmes. This includes considerations such as the training methods used, the learning environment, the trainer's expertise, and the evaluation of training effectiveness. Okotoni and Erero (2005)^[19] emphasised the importance of well-designed training programmes as prerequisite for improving employee effectiveness and subsequently organisational performance.

Training is a strategic tool essential for the success of any organisation in rapidly evolving organisational environment designed to equip employees with the skills to effectively execute their responsibilities. Jones and George (2003)^[13] and Tharenou *et al.*, (2007)^[24] noted that through training,

employees are taught how to effectively perform their current jobs in the organisation through a systematic process which enable acquisition and development of the knowledge, competencies and attitudes essential to employees to sufficiently perform a job or to improve performance in the organisation. In that essence, Upadhyay (2018)^[25] sees employee training as the procedure of refining workforces' competencies, proficiency, and capabilities via diverse methods of erudition and enrichment initiatives. Thus, employee training is aimed to improve employee capabilities, enhance organisational performance, and foster a competitive advantage.

Similarly, training act as a medium for imparting the strategic goals, core values, and new leadership and management approaches of the institution. In Lesotho's public sector, each department is charged with the responsibility to annually set goals aligned with the key priority areas. Training is used to reshape or refocus the organisation's activities so that they can provide superior services. Employee training, especially in correctional services where stringent safety and security protocols have to be followed is meant to familiarise employees with the strategic intend of the leadership in pursues of the institution's objective. Chakraborty (2023)^[5] point out that achievement of the organisation's strategic objectives, mission, and overall effectiveness is contingent upon the implementation of training.

Friday and Chibundu (2017)^[9] noted that there are different types of employee training at the disposal of organisation and are each used for various goals. Trainings provided in correctional services falls under two approaches. On-the-job training which involves learning and practicing skills within the actual work environment. It allows employees to acquire knowledge and abilities directly related to their job tasks while performing their duties. Examples include, apprenticeship training and refresher training. While, Off-the-job training takes place outside the regular work environment. They provide a structured learning experience, focusing on theoretical knowledge, skill development, and broader organisational concepts to correctional workforce, both new recruits and current. Examples include, basic recruit training, seminars and workshops.

Jones and George (2005) claimed that providing training offers employees opportunities to develop skills, enhance productivity, improve quality and boosting job satisfaction, eventually building the loyalty to the organisation. Boxall and Purcell (2016) further supported the view that direct and positive relationship exist between employee training and organisational performance since training enhances employee competence, skills, and efficiency, leading to increased organisation performance. Training plays a critical role, improving performance as well as increasing productivity, and eventually putting organisations in the better position to outperform competitors (Sultana *et al.*, 2012)^[21]. Therefore, the null hypothesis is framed as: There is no significant relationship between employee training and organisational performance.

3. Employee training and organisational performance

In order to provide quality services or products, employees require necessary competencies that would aid them to satisfactorily meet the demands of the clientele. Then employee training becomes an essential mechanism to enable them acquire knowledge and skills that will enhance

their performance. Christopher *et al.*, (2022) ^[6] and Gatakaa (2018) ^[10] found in their studies that training helps to improve competency of the employees by filling identified gaps in competence and that increases their job performance. They concluded that training is integral factor that motivate and inspire employees to exert more effort to the attainment of institution’s goals. In fact, Chakraborty (2023) ^[5] contends that training is a positive source of motivation for employees, leading to increased effort and a heightened sense of discipline and professionalism in their work. Thus, training generates performance improvements that benefit both the employees and institutions.

Previous studies provide a strong positive relationship between training and organisational performance. Guest (1997) ^[11] reported that training affect performance of employees, which lead to higher organisational performance. There exists a positive correlation between training and employee productivity. Friday and Chibundu (2017) ^[9] found positive significant association between training and organisational performance of deposit money banks in Abia State, Nigeria. Marshall *et al.* (1995) and Kitching (1998) argue that there is a weak direct relationship between training and firm’s performance. Upadhyay (2018) ^[25] established that there exists a notable positive relationship between employee training and development and organisational effectiveness. This implies that organisations that invest in employee training and development are likely to experience a heightened level of output.

On contrary, some researchers argue that, training does not necessary impact performance. Storey and Westhead (2007) found that the relationship between employee training and organisational performance not significant. In fact, Upadhyay (2018) ^[25] warns that the relationship between employee training and organisational performance is not straightforward as studies have revealed that while employee training may have a positive impact on individual *Employee Performance*, this effect does not always translate into improved organisational performance due to multifaceted reasons that may emanate from within or outside the organisations. Therefore, it is imperative to contextually evaluate the link between training and organisational performance.

4. Employee training and Employee Performance

Employee Performance is crucial factor for any organisation to attain its goals and deliver effective services or goods. How well employees perform their roles directly impact on the effectiveness of organisation in maintaining a competitive advantage. Sultana *et.*, (2012) ^[21] define *Employee Performance* as the attainment of specific targets measured against predetermined standards or expected level of accuracy and completeness. The definitions accentuate effective performance entails the realisation of actual and

observable results aligned with organisational objectives within a defined timeframe. In the correctional institution *Employee Performance* means the accomplishment of assigned task measured against present known standards.

In every organisation there are some expectations for the employees with respect to their performance, as such organisation invest on training to improve their performance. Those investments create competitive advantage for organisation through improved employee skills, knowledge and firms’ performance (Mbiti, Kinyili, & Arsa, 2019) ^[16]. The Guest’s model assumes that if integrated human resource management practices are applied with a view to attain the set goals, employee’s performance will improve and also assume this will translate to increase in organisational performance (Enyioko & Ikoro, 2017) ^[8]. Hence, Anwar and Abdullah (2021) ^[3] attribute increased rivalry between organisations to hiring and retaining highly talented workers due to the fact that many organisations are dependent on their employees to gain competitive advantage.

Training becomes an integral pillar that significantly predicting employees’ performance, it enhances their skills, knowledge, capacity, competencies and their recognition for their works and duties (Ameen & Baharom, 2019; Gatakaa, 2018) ^[2, 10]. In support the study of Chakraborty (2023) ^[5] revealed statistically significant and positive correlation between training and *Employee Performance* and effectiveness. Armstrong (2009) ^[4] noted that training improve organisational performance in terms of increased productivity, enhanced quality and market share and reduced turnover. In accordance with Armstrong and Guest’s model, the study assumes that investment in employee training in the correctional services will result in quality services, reduced assaults, reduced absences and fewer grievances, subsequently to improved organisational effectiveness. The null hypothesis is positioned as Employee training has no significant impact on Employee Performance at Maseru Central Correctional Institution.

5. Conceptual Framework

As noticed in the literature review, organisational performance is influenced by multiple factors. In this study, *Employee Performance* is considered the prime variable mediating employee training to organisational performance. Figure 1 below depicts the theoretical relationship among the three main variables; employee training, *Employee Performance* and organisational performance. In this framework, employee training directly affects *Employee Performance*, which in turn impacts the overall performance of the organisation. The underlying assumption is that effective training interventions can enhance individual performance levels, ultimately leading to improved organisational outcomes.



Fig 1: conceptual framework Author Computation

6. Description of variables

- a. **Employee training:** is conceptualised through two main dimensions; training content and operational factors, both of which influencing *Employee Performance*. The indicators used to measure this variable include: relevance, training materials, engagement, time effectiveness and instructor quality.
- b. **Employee Performance:** is treated as the mediating variable in this study, linking training interventions to organisational outcomes. It is conceptualised under the dimension of quality of work, with five key indicators: improved efficiency, target achievement, adaptability, teamwork and accountability.
- c. **Organisational performance:** is conceptualised through five key dimensions: goal alignment, resource efficiency, process effectiveness, organisational communication, and continuous improvement. These dimensions collectively reflect the organisation’s strategic and operational effectiveness.

Methodology

The cross-sectional design was adopted for the study to assess the impact of employee training on organisational performance of Maseru Correctional Institution in Lesotho. The main intent of the study was to understand how implemented employee trainings initiatives influence overall organisational performance. A cross-sectional design analyses data from the population, or a representative subset, at a specific point in time. The research design was selected to gather data at a single point in time from a representative sample of staff at MCCI, permitting the valuation of link between employee training and various key performance indicators (KPIs) outcomes. The cross-sectional approach was considered appropriate as it supports regression analysis, enabling identification of associations between training initiatives and performance indicators. Research entailed collection of information from the knowledgeable people about the topic under consideration. Thus, all the staff of MCCI’s were regarded as the study population from whom the representative sample was selected. Firstly, the list of staff was obtained based on the organisational structure of the MCCI. The stratified random sampling technique was used focusing on key staff directly involved with the rehabilitation and security of inmates. Paler-Calmorin and Calmorin (2007) [20] encourage using a representative sample when the population is equals to or above 100, in order to be effective, efficient and economical in gathering data. Therefore, a survey sample of 133 was obtained from the ranks of chief Officers and below using the Yamane (1976) sample determination formulae. The closed-ended self-administered questionnaires were used to gather primary data. The first part of the questionnaire collected demographic information about the participants. Section 2 and 3 included questions under training and performance, aiming to assess the impact of training influence employee’s performance. Questions in these sections were measured using a five-point Likert scale, ranging from ‘strongly disagree to strongly agree. The reliability of the questionnaire was measured by calculating Cronbach’s Alpha Value through STATA software. Cronbach’s Alpha coefficient indicates how well items in an

instrument are positively correlated to each other. Accordingly, an alpha of 0.7 or above is considered to be reliable in the research study (Kuruppu *et al*, 2021) [15]. The fundamental assumption for the analysis was that the data adhered to the normal distribution. Descriptive statistics were used to summarise the main features of a dataset and to model the relationship. The multiple regression analysis was used to make conclusion on the effects of employee training and *Employee Performance* on organisational performance at the Maseru Central Correctional Institution. The formulated hypotheses were rigorously tested at 0.05 level of significance. A p-value less than 0.05 would lead to the rejection of the null hypothesis, indicating a statistically significant relationship or effect.

Results

1. Reliability test

The Cronbach’s alpha was used to test the reliability of the questionnaire. The results reflected the reliability coefficient of 0.7546 based on unstandardised items as presented in table 1 below. This means that the questionnaire used to gather data for the current study is valid.

Table1: Reliability Analysis

Average interitem covariance	Number of items	Reliability coefficient
0.1306814	15	0.7546

Table 2 below display the generic features of the participants within the sample. In terms of gender, the majority of the study participants were males (91.6%) and the age of the most participants were 30 years and below representing 45.4 percent. This implies that in Lesotho’s correctional institution more young males were likely to be employed than females. Particularly, in Maseru Central Correctional Institution due to the fact that the institution is meant to rehabilitate male inmates. Majority of respondents possessed Lesotho General Examination Certificate of Secondary Education (LGCSE) as their highest educational qualification and only 13 studied beyond LGCSE. On the other hand, majority of the respondents had between 11 and 15 years works experience.

Table 2: Descriptive Statistics

	Frequency	Percentage
Gender		
Male	109	91.6%
Female	10	8.4%
Age		
30 and below	54	45.4%
31 - 35	30	25.2%
36 - 40	28	23.5%
41 above	7	5.9%
Education Level		
LGCSE Certificate	106	89.1%
National craft certificate	5	4.2%
Diploma	3	2.5%
Bachelor and above	5	4.2%
Experience		
10 years and below	16	13.4%
11 - 15 years	43	36.1%
16 - 20 years	36	30.3%
21 years and above	24	20.2%

2. Regressions Analysis

In dealing with the asserted hypothesis of the study, regression analysis was conducted to determine the relationship between independent variables and dependent

variable. Specifically, Multiple regression was used to predict *Employee Performance* and organisational performance from employee training using the composite scores from the Likert scale.

Table 4a: Model summary

EmployeePerformanc-e	Coef.	St. Err.	T-Value	P-Value	[95% Conf	Interval]	Sig
Employee training	.276	.037	7.43	0	.202	.349	***
Constant	19.509	2.528	7.72	0	14.5	24.518	***
Mean dependent var	24.529		SD dependent var			2.131	
R-squared	0.436		Number of obs			119	
F-test	17.458		Prob > F			0.000	
Akaike crit. (AIC)	460.611		Bayesian crit. (BIC)			477.286	

*** $p < .01$, ** $p < .05$, * $p < .1$

The first hypothesis sought to test whether employee training has no significant impact on *Employee Performance* at Maseru Central Correctional Institution under the significance level of 0.05. A regression analysis was conducted to examine the effect of employee training on *Employee Performance*. The results shown that employee training had a statistically significant effect on *Employee Performance* ($p < 0.01$), which is below the 0.05 threshold. The coefficient for employee training in table 4a above was

0.276 (SE = 0.037, $t = 7.43$), signifying that a one-unit increase in employee training is associated with a 0.276-unit increase in *Employee Performance*. Consequently, the null hypothesis was rejected. The findings indicated that employee training meaningfully influences *Employee Performance*. Higher levels of employee training, as measured through composite Likert-scale scores, are positively associated with improved *Employee Performance* at the institution.

Table 4b: Model Summary

Org_Performance	Coef.	St. Err.	T-Value	P-Value	[95% Conf	Interval]	Sig
Employee training	.305	.033	9.19	0	.239	.37	***
Constant	17.253	.805	21.42	0	15.658	18.848	***
Mean dependent var	24.529		SD dependent var			2.131	
R-squared	0.419		Number of obs			119	
F-test	84.527		Prob > F			0.000	
Akaike crit. (AIC)	456.019		Bayesian crit. (BIC)			461.577	

*** $p < .01$, ** $p < .05$, * $p < .1$

Equally the second hypothesis investigated the relationship between employee training and organisational performance at Maseru Central Correctional Institution. The results in table 4b above reflected that employee training was significant at 0.01 significance level which is less than predetermined significance level of 0.05. Therefore, the null hypothesis was rejected and alternative accepted. The employee training coefficient revealed that a unit increase in training would lead to improvement in organisational performance. The R square value of 0.419 suggest that approximately 41.9 percent of the variance in organisational performance can be explained by the independent variables in the variability model while the remaining percentage could be attributed to the random error or on other unspecified factors in the model (i.e. stochastic error term).

that variations in performance were largely attributed to the effectiveness of training initiative.

A well-designed and properly implemented training programmes equip employees with the requisite knowledge, skills and competencies to perform their roles efficiently within the organisation. As noted by Kuruppu *et al.*, (2021)^[15] as well as Chakraborty (2023)^[5], employee training is a strategic approach that enable organisations across all sectors to improve *Employee Performance* and subsequently, overall organisational outcome. Friday *et al.* (2022)^[9] emphasis that training programmes are not only essential for career progression but also in order for every employee in the institution to provide quality services to the clientele. It is vital for the organisation to regularly engage employee in the training activities to acquire knowledge and skills that will enhance their performance.

Discussion

H1: Employee training has no significant impact on Employee Performance at Maseru Central Correctional Institution, was rejected.

The results revealed positive and statistically significant association between employee training and *Employee Performance*. Thus, training initiatives contributed meaningfully to performance improvement of employees. These findings confirm with the previous empirical studies conducted by Sultana *et al.*, (2012)^[21] and Khan *et al.*, (2011) showed positive relationship between training and performance of employee. In particular, Sultana mentioned

H2: There is no significant relationship between employee training and organisational performance at Maseru Central Correctional Institution, was rejected the results revealed a positive and statistically significant link between employee training and organisational performance at Maseru Central Correctional Institution. Thus, employee training contributes implicitly to improving organisational performance. Anwar and Abdullah (2021)^[3], Atogiyire (1997) and Murphy (2015) noted that employees are the most valuable assets due to competencies they possess, which forms vital part in the development and performance of organisation they work

for. When employees are well-trained, they are better positioned to meet institutional goals and adapt to changes which contribute to the improved performance of the organization.

The finding of the study aligns with previous studies conducted by Gbolahan (2012) and Friday and Chibundu (2017) ^[9] who both concluded that employee training is positively and significantly associated with improved organisational performance. This supports argument that investing in a continuous structured employee training initiative is a strategic approach to organisational development. Within correctional institutions, importance of employee training becomes more pronounced due to required need for operational efficiency, institutional safety, and effective rehabilitation outcomes. Enhanced *Employee Performance* resultant from targeted training, can lead to more effective inmate management, a reduction in operational errors, and an overall increase in the institution's credibility and effectiveness.

Conclusion

This study explored the impact of employee training on organisational performance within Maseru Central Correctional Institution, revealing moderate yet significant positive influence. The findings accentuate strategic importance of structured and continuous training initiatives in enhancing both individual and institutional performance. Specifically, the results affirm that when training is systematically planned and targeted at the right employees, it can lead to large improvements in service quality, operational efficiency and overall organisational effectiveness. Employee training plays a critical role in bridging the gap between the expected performance level and actual work outcomes. A training needs arise when there is a shortfall in *Employee Performance*, or potential performance which can be improved through appropriate training interventions that enhances skills, competencies and abilities that ultimately boost employee's productivity and contributes to organisational success. Competent and empowered employees are the cornerstone of a high performing organisation. Employee equipped with relevant and up to date skills are better positioned to contribute meaningfully to institutional growth and secure a competitive edge within the sector. It recommends that Maseru Central Correctional Institution to invest consistently in tailored training programmes that align with both individual and institutional goals. Continuous training ensures that employees remain current within the industry, thereby strengthening adaptability and effectiveness.

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