www.eprawisdom.com e-ISSN : 2347 - 9671, p- ISSN : 2349 - 0187
EPRA International Journal of Economic and Business Review | Vol - 4, Issue- 6, June 2016
Inno Space (SJIF) Impact Factor : 5.509(Morocco) ISI Impact Factor : 1.259 (Dubai, UAE)

TRAINING AND DEVELOPMENT, A STRATEGIC TOOL FOR THE EFFECTIVENESS OF DISTRICT ASSEMBLIES IN GHANA

Danku, Lydia Sylvia[1]
[1]Senior Lecturer, Department of Management Studies, Ho Polytechnic, HO Municipality, Volta Region, Ghana
Gbedoah, Emelia Mawunyo[2]
[2]P.O. Box HP 121, Ho. Ghana.
Dordor, Francis[3]
[3]Senior Assistant Registrar,Registrar's Department, University of Health and Allied Sciences, Ho, Ghana
Bokor, Marian Josephine[4]
[4]Assistant Lecturer, Department of Management Studies, Ho Polytechnic, HO Municipality, Volta Region, Ghana

ABSTRACT

Training and development plays a crucial role in human resource development. It follows therefore that for employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge. The study analysed training and development as a tool for effectiveness of District Assemblies in Ghana. The Jasikan District Assembly was the area of study. The issue of capacity building of local government employees especially the District Assemblies has been of concern to successive governments in Ghana. This is because local government employees have been identified as the key actors in Ghana's course to promote effective decentralization. It is in this regard that the study sought to find out the training and development programmes at the District Assemblies and how it can help make them more effective in service delivery, productivity, and ensuring value for money and achieving goals. The research design was a case study with a sample size of 80 respondents. It was realized from the study that employees of district assemblies are aware of training and development but are lacking in understanding it to utilise for their career development and the assembly's effectiveness. The study also found out that training and development has help attain some level of effectiveness for the assemblies but some challenges such as funds, inadequate attention to training and development among others limit the implementation of this important HR function. It also revealed further that major training methods in District Assemblies (on-the-job and off-the-job) which includes orientation, mentorship, workshop and seminars were used most of the time. It was revealed that even though these methods were helpful, they however were mostly not properly organized, with sometimes no clear objectives as to how the training is intended to impact on the work of employees. The researchers therefore made some recommendations for measures to address the challenges identified in order to build the capacity of staff at the District Assemblies in Ghana.

KEYWORDS: *Training and Development, Strategic tool, District Assemblies, Ghana*

INTRODUCTION

Training and Development in District Assemblies in Ghana:-

The District Assembly concept which is the current decentralization system in Ghana came into effect following the promulgation of PNDC Law 207 of 1988. This Law has been succeeded by chapter 20 (Article 240) of the 1992 constitution and replaced by the Local Government Act, Act 462 of 1993. Decentralization and Ghana's District Assembly concept according to Ayee (2008) Combines element of political, administrative and fiscal decentralization. The administrative decentralization seeks to "increase the administrative and human resource capacity of MMDAs and other local government stakeholders to safeguard quality service delivery" (Human Resource Operational Manual for MMDAs). The Local Government Service (LGS) was then established by the Local Government ACT 462 of 1993 to "shape a devoted and committed public service dedicated to the service of local government". It created an authorized and formal structure for hiring individuals with the required skills to sustain and encourage effective development and economic management at the local level (Local Government Act 656 of 2003). Thus it is this body's secretariat called the Local Government Service Secretariat (LGSS) that recruits and develops the human resources for district assemblies in Ghana. In 2002, to address the increasing inefficiencies in its human resource, the service replaced the personnel department with human resource department to address this. This gave way for a policy for learning, training and development of MMDAs. According to Human Resource Operational Manual of Local government service, "the basic guideline in managing and executing capacity building activity should be in agreement with the operation of the Local Government Service. It is the responsibility of the Service to offer appropriate skill development for all staff where such training is expected to enable higher performance of staff.

Apart from the local government service secretariat, the various district assemblies are also mandated to develop the capacity of their workforce if deemed necessary. International organisations such as the United Nations Development Programmes (UNDP) and Non- Governmental bodies also organize capacity building programmes for district assemblies in the country. Capacity building interventions have been mainly classroom and standardized training for leading personnel. This contrasts with a capacity building approach, which is consistent, functional and holistic. It also involves team coaching and training for all relevant actors who should ensure proper functioning of the District Assemblies. Funding and logistics are the main challenges of implementing training and development programmes of district assemblies (Janet Sambo, personal communication May 2015).This attest Ayee (2003) findings that Ghana's economic conditions, administrative reforms and structural adjustment programmes, require less government spending and fewer government agencies. The adequate financing in the DAs means that the requisite logistic and technical supports to embark on effective training and development prograrmmes have become a mirage. Ayee (2003) also opined that lack of trainee involvement in training in DAs because capacity building programmes make these programmes usually piecemeal, adhoc and retroactive.

Training and development assumes a pivotal part in human asset improvement. In today's technologically innovative world, putting the right man at the perfect spot has gotten to be crucial. No organization or firm can do without thriving and talented workforce. Training and development henceforth has turned into a vital and necessary element for keeping up and enhancing interpersonal and intergroup aptitudes according to Bansal (2014).

Abiodun (1999) submitted that; training is an orderly advancement of the understanding, aptitudes and dispositions needed by workers to perform satisfactorily on a given assignment or task. Training bestows learning to the workers in regard to diverse concerns in the organization. The right implementations of these projects end in a quantum of advantages; for example, advancement of beneficial, versatile and additionally proficient organization, as well as profitable and satisfied workforce. Training ends up being a parameter for upgrading the capacity of the workforce for accomplishing the organisation goals.

Development is defined by (Owens, 2000) as a procedure of individual change, using methodologies which accentuate personal acknowledgment, individual development and improvement. It incorporates those functions which bring about progress and increase of capacities, states of mind, aptitudes and information of workers in an organisation.

In order to ensure that staffs are equipped with the right kind of abilities, awareness and aptitudes to execute task, training and development plays a crucial role towards the growth and success of businesses. It also focuses on their career development, thus expanding individual, group and organizational effectiveness. It is recognized world over that employee training and

development adds to achieving organisation's goals. Nevertheless, not every top administration is focused on worker training and development. Most likely, the cause might be that those higher administrations who are not dedicated to the training and development of their workforce do not see the relationship between the organisation's efficiency and human capability development. Hamid (2011) maintains that organisations that have guidelines which are all the more logically and individually arranged have exceeded expectations, deserting the opposition.

Consequently, for employees in an organisation to have the capacity to perform their obligations and make significant commitments to the accomplishment of the firm's objectives, there is the need to gain the applicable skills and awareness. The study of training and development in ensuring effectiveness of District Assemblies in Ghana is therefore important and in congruence with the new public management, to ensure the realization of the decentralization process.

In spite of the fact that managers acknowledge employees as a firm's essential asset, several organisational choices do not reflect this faith. Cole (2002) noted that most organisations meet their training needs in an adhoc and haphazard way. This has made training in these organisations more or less unplanned and unsystemic. Even though the Local Government Service (LGS) has a staff capacity building framework, the application of it to enhance the capacity of the workforce of district assemblies has not been ensured. It has been noted that (Janet Sambo, personal communication, April 16 2015) apart from the District Development Facility (DDF) capacity-building fund which is not all the time used for the intended purpose of enhancing the workforce of District Assemblies, the assemblies themselves and the Local Government Service (LGS) has done little job in developing its human resources. Annually, no definite budget allocations are made for this purpose. Even when it is made, the money is always been diverted into other infrastructural projects of the assembly. Too much focus of District Assemblies on infrastructures, to the neglect of the workforce has led to poor service delivery, as their human resources are lacking in their job descriptions, making the institution ineffective in achieving the decentralisation mandate.

The present study:-

The problems enumerated above were what necessitated the study on training and development and its role for ensuring effectiveness of District Assemblies in Ghana.

The main objective of the study is to understand how training and development helps in ensuring the effectiveness of district assemblies in the performance of their job and service delivery.

Specifically to:-

- examine the awareness of training and development in district assemblies in Ghana.
- assess the manner in which training and development programmes are carried out.
- assess the role of training and development on the effectiveness of the district assembly system.
- identify the challenges in training and development implementation of district assemblies.

LITERATURE REVIEW

Overview of Human Resource Management

Human Resource Management (HRM) in organizations focuses on individual development. As postulated by Renuks Vembu (2010) and cited by Okoye and Ezejiofor (2013), human resource is seen as the most essential, persuasive and impactful possession for an organisation. It is a staff or support junction of the organisation. It functions to provide support in HRM issues with employees in the frontier, or those individuals specifically involved in organizational production. Every organisation is made up of people; obtaining their labour, building their talent, inspiring them to greater performance and guaranteeing their support in their duties to the organisation is vital to accomplishing organizational goals and objectives. This assertion is evident in Armstrong (2006) definition of HRM as "a planned and articulated method to the administration of an organization's valuable possessions – the individuals working there who independently and as a team help attain its goals." The aim of HRM is to heighten staff quota so as to accomplish optimal output and effectiveness, at the same time attaining worker goals (like having a difficult task and gaining gratitude), and shared goals (such as lawful obedience and showing public obligation).

Effective human resource management assist workers add to effectiveness and efficiency of total organisational course and the success of the organization's aims and purposes; Susan (2012) as cited by Okoye and Ejeziofor (2013). HRM is the plan of recognised structures present in an organization to increase output through the use of human capacity to achieve organizational ends. HRM also boosts the competitiveness of organisations. "Unique human resource actions mold the fundamental proficiencies which direct how organisations strive"

according to Armstrong (2006) and also "places the firm in competitive authority with firms". This is also supported in the definition of Storey (2001) as he sees HRM as a unique approach of recruiting board seeking to attain competitiveness through the calculated development of an extremely attached and skilled staff, through a unified display of traditional, operational and personal practices. According to Armstrong (2006) the broad goal of HRM in organization and institution is to attain success through individuals.

Human Resource Management and Human Resource Development:-

Human Resource Development (HRD) has emerged a standout function of Human Resource Management which enables management to achieve its goals of productivity, efficiency and profitability and provides stability to the organization, Jain (2013). HRD is a part of HRM which emphasise on 'growing' worker talent. It is a tool which improves the abilities and competences of the individuals in connection to the necessities of the organization. It involves the creation of a condition in which the growth of understanding, talent, competences and inventiveness can develop. It also encompasses the practices that allow staffs in an organization who are willing to give all out for organizational goals and attain optimal effectiveness in their jobs. As recruiting method for fresh personnel can be lengthy, costly and onerous, most organisations engage the plan of HRD to encourage longevity of workforce within the organization, as it gives the opportunity to staff to gradually go higher in the executive hierarchy. From the view of the American Society of Training and Development (ASTD) (2012), HRD is the cohesive practice of training and development, organizational growth, and career advancement to progress distinct, group and organizational success. HRM and HRD functions are hence integrated in most organisations for its effectiveness.

Training and Development as a function of Human Resource Management:-

Employee training and development is viewed as basic in human resource management with regards to employee productivity, effectiveness and accomplishing organizational goals. This is confirmed by Devi and Shaik (2012) in their assertion that training and development as vital to the employees, the organization and their effectiveness. Training and development is possibly one way in which those efforts can be assigned together with the goals of an organisation.

Definition of Training:-

In the view of Onasanya (2006) training stands as a type of specific knowledge pointed at equipping the learner with an exact competence, ability and demeanour he or she needs to acquire to exceptionally excel in a task. Training thus includes obtaining and altering of specialised capabilities, understanding, outlooks and collective conduct necessary for an employment. Goldstein and Ford (2000) opine that training is an organized approach to knowledge acquisition and development to enhance individual, group, and organizational effectiveness. Similarly, Truelove (1992) as cited in Masadeh (2014) views training as activities inculcating understanding, abilities and outlooks needed to execute office responsibilities. It purposes is to increase work activities in an organisation directly. Their definition clarifies the important role of employee improvement through training, for the improvement of both the employee and organisation. Finally, Deutsch (1979) as cited by Ghufli (2012) defines training as following: "Training aid increase rising movement in an institution or firm, to fine-tune staffs to the technological alterations disturbing the work, and most times basically to acquaint individuals with work situation at the beginning".

Thus, training is an essential task in organisations and aims at causing helpful improvements in the learners, with regards to their ability, talents and outlooks; hence positively impacting performance. Put differently, training is a systematic and ongoing activity intended to achieve the training requirements of existing and forthcoming goals of an employee, through changing the understanding and bettering talents; targeted at attaining individual development and improve productivity in task. It aims at developing talented, proficient and gifted individuals, to achieve improvement and innovation for organisations.

Definition of Development:-

The term 'development' came into existence in the 1950s according to Herr (2001) and steadily becoming basically the same as 'training'— mentioned sometimes to mean the same, in the view of such experts as the Chartered Institute of Personnel and Development (2007).

According to Owen (2000), Development can be seen as a method of staff development through systems that stress self-acknowledgement, self-improvement and self-improvement. Development comprises performances meant at development as well as progress of capacities, dispositions, talents and awareness of workers in an organization. In Owens (2000) view, development

encompasses encouraging employee attainment of talent, awareness, outlooks, and conduct required in organization's job specifications. However, Onasanya (2006) postulates that, development addresses specific programmes particularly intended to develop and grow staffs with specific knowledge and training for greater obligations. Development also refers to strategic activities shaping employee understanding and talents, with the aim of individual development of career and or responsibilities, Aguinis and Kraiger (2009).

Finally, Gansberghe (2003) postulates that "development is a continuing practice intended to improve talent and achieve goals. It can also be seen as the progress or comprehension of a person's ability, through education, mostly organized learning and practice". Development can embrace an extensive array of roles, including tutoring and strict learning obligations and proficiencies, and is mostly used to encompass an extensive than 'training'.

Training and Development Awareness in Organisations:-

According to Donkor et al. (2013), the progress of all institutions has more to do with how staff are trained and developed. In a perfect situation, a firm can be able to recruit individuals possessing the skills needed by the organization. Nevertheless, in the existing work environment, request for skilled workers far exceeds stock. That is why training and development strategy is vital for today's organisations. The aim of this strategy is to outline guiding principle and the gain for the training and development of workers that have a talent need.

The strategy must emphasise the need for keeping an ongoing training programme to grow essentially groomed personalities, whose performance will boost the company's capacities to perform outstandingly that is consistent with progress and profitability objectives. According to Armstrong and Stephen (2005), there is the need for senior management to make their subordinates aware of this strategy.

Clear communication of training and development to employees help avoid confusion. This helps in realisation of the training and development objective and also in achieving coordination and building trust. Training and development plan is not limited to equipping employees with needed or required expert or practical abilities, however, it is essential that the organization considers them in their long term plans. Organisations without planned training programmes imply nonexistence of deliberate effort from the organization to encourage training. But if the organization has a training strategy, it would accord great importance to training; Obisi (2011).

Why Training and Development?

Employee training and development is an effective way of making sure that an organization meets its current human resource needs and also plan for any future growth and expansion. The acquisition, development, motivation and maintenance of the needed human resource which are the 'most valued assets' in any organization whether public or private have been seen by most experts as major ingredients in ensuring the achievement of all organizational goals and objectives. However, in Ghana, the acquisition, training and development, and retention of employees have always been a major challenge (Thomi and Yankson, 2000).

Indeed, employees are a valuable resource that may contribute in several different ways to a company's activities, provided that the company gives them an appropriate training (Dartey-Baah, 2011). In order to be successful, a company needs employees who act toward the goals of the organisation and have a strong desire to remain in the company (Ayeh-Danso, 2011). Such loyalty and commitment may be generated through training and development. Furthermore, training on the job, in particular, is aimed to achieve increases in work productivity and job satisfaction (Agyenim-Boateng, 2001). As a result of its impact, highly trained and motivated persons tend to work harder and perform more effectively in their jobs than less trained individuals.

The importance and worth of training has extensively been acknowledged. Consider the popular and often repeated quote, "provide an individual a fish and you feed him for a day. Show an individual to fish and you feed him for a lifetime"; McClelland (2002). So training is the practice to enrich the self-assurance of staffs at workplace when it comes to performance. Regardless of the way an individual views training and development, it assists personnel to understand the usage of resources in an accepted manner that helps the organization attain its anticipated productivity level.

Individuals are capable of developing skills when they are prepared for obligations outside their earlier task. In this case, training and development becomes basic. Training and development has been consumed with not only developing employees to satisfactorily perform well, but also with aiding the entire organization and other sections advance and progress.

Training has become occupied with the part involving individuals and technology in achieving effectiveness of an organisation. As organisations can just hire individuals during recruitment, experts in organizations require a decent training and development

programme; Goldstein and Gillian (2006). Training converts ignorant individual to knowledgeable worker; training alters an amateur or semi-skilled worker in to staff that can execute their allocated responsibilities in a manner the organization desires. Training and development therefore is viewed as a blend of events directed at refining the act of personnel in organizations, for the accomplishment of consistent perfection in efficiency, Verma and Goyal (2011).

The aim of training is to attain improved capabilities, talent and skills towards work related tasks. It is an essential potential motivator which results in both interim and lasting gains for employees and establishments. The advantage that comes with training is summarized by Cole (2002) as follows:

1) Increase self-esteem – workers who acquire training gain self-assurance and drives;
2) Reduce production budget – training reduces work hazards as trained staffs maximize efficiency of other resources to achieve cost effectiveness through less waste;
3) Reduce turnover – training ignite safety in organisations which help lessen employee turnover and truancy;
4) Increase employee participation – training helps in involvement of employees by improving awareness and participation in management process and also provides the skills and abilities needed to adjust to new circumstances;
5) Provide acknowledgement, greater obligation and the opportunity of increased pay and promotion;
6) Aids in improving the handiness and value of workforce.

Process of Training and Development:-

Training remains an outstanding commitment any organization can make. Regardless of what an organization undertakes, the processes for an effective training follow the same steps. An accomplishing training is achieved by following laid down guidelines. Training processes that lack systematic planning often fail to meet organizational goals. According to an article entitled *steps to creating effective training programs*, http://www.explorance.com/blog/2013/11/5-steps-creating-effective-training- programs/may18 2015. five (5) necessary steps need to be followed. These are:

1) Identify Training Needs: To begin developing a training program, one needs to carry out an extensive assessment. Employee training needs may exist in organization's planned human resource or employee development strategies. In such case, the trainer may just assess these needs to identify which has to be met.
2) Enumerate Training Targets: The training needs assessments will identify any gaps in your current training initiatives and employee skill sets. These gaps should be examined, ranked and converted into the organization's training objectives. The last goal is to bridge the gap between existing and desired performance through the development of a training program.
3) Develop Program Plan: Designing an all-inclusive strategy for a training program achieves target for training. The organization or training unit must before assessment plan how it is going to impact the training. Planning before executing help ensure smoothness in the program and its success.
4) Execute Program: Implementing training according to plan helps ensure its purpose.
5) Appraisal and Review: Finally, the program must be evaluated to identify successes as well as failure. This help to applaud its implementation as well as modify its setbacks.

Implementation of training and development:-

From the process for training and development, one of the crucial steps is the implementation of the training and development process. This is where plans and strategies come to life. According to Abdullah (2010), implementation involves four processes; when, who, when and by whom and how. The 'when' looks at the time necessary for training. This has to be carefully considered as providing training when not needed is a waste and therefore does achieve effectiveness. Training using new tools, particularly to meeting the International Quality Standards as well as keeping up to the advancement in technology has also been emphasized by Dilworth (2003). However, orientation or induction training was argued by Jacobs and Washington (2003) to be beneficial to new recruits. However, Armstrong (2001) noted that some firms adopt a relaxed approach to training, with the mindset that new employees will learn on the job. Again, some organizations believe that it is the duty of the school system to equip individuals for job task. Other instances in which employees may be train is when administration, sub divisions and staffs request it, Morley (2000) as cited in Abdullah (2010).

As to who are involved in training programmes implementation, researchers stressed on the essence for

all-inclusive training irrespective of job perform, Luoma (2000). However, as Reh (2010) noted, accepting that the educational system equipped them with enough knowledge to perform and hence not training them for their task is a myth. This is because although some job seekers develop their capacities themselves as others learn by doing.

As to the 'where and by whom' (trainers), researchers add that organisations need comfortable environment for training as well as experts in the field, Desimone et al, (2002). Finally, Abdullah (2010) opines that the approaches to training delivery range from the orthodox classroom system to the use of innovation such as aural lectures and virtual reality. Planned implementation of training and development programmes therefore help organizations as well as its staff to better accomplish the purpose of the training programmes and improve productivity.

Effect of Training and Development on Organisation Effectiveness:-

Organisations worldwide strive for excellence in their activities and quality. In this era of globalization, ensuring effectiveness through achieving goals is ultimate for organisations. The effectiveness of an organisation is calculated on its efficiency and how it attains its goals, Aydin and Ceylan (2009). Thus, effectiveness helps the businesses to evaluate themselves on how advance it is to excel in light of four indicators; client centeredness, worker fulfilment, organizational obligation and fiscal development.

Client centeredness is the set of beliefs that makes the client the focus, though without neglect of other patrons like owners, executives, staffs, so as to develop a lasting lucrative organisation. Thus, the organizations use client data to make prospects of them. Staffs mostly are dedicated and efficient when fulfilled, and these can affect the customer satisfaction and also productivity. Hence, employers must endeavor to have a fulfilled workforce so as to have happy clients.

Organizational obligation is the cognitive assurance that maintains an organization and its workforce. Staffs can only be dedicated to a firm when the organization treats them as such. Organisational dedication is therefore vital for effectiveness. The fiscal growth is the measure of a firm's monetary development and is related to the increase in the volume of sales, number of employees and new products compared to previous periods.

In reality, many issues affect the achievement of organizational goals. Considering the contemporary study during the development of organizations, employee training assumes a crucial part in enhancing effectiveness and also increasing efficiency. This thus promotes putting organizations in the better positions to overcome rivalry and maintain supremacy. What this implies is a substantial distinction in firms promoting staff enhancement as against others. Existing literature presents evidence of an existent and clear effect of training and development on organisation's effectiveness. Training demonstrates to be a factor for improving the capacity of staff to achieving organizational goals. It is uncommon that capable employees are treasures to their organization in terms of increase output and meeting targets.

Empirical studies have proven that there is a strong relationship between training and development and components of effectiveness for organisations. An analysis was carried out on 134 employees in Greek organizations by Sahinidis and Bouris (2007) after they had completed a training program. Their study supports that there is a substantial relationship between the employees training and their dedication, fulfilment and enthusiasm. Khan et al. (2011) identify a vital connection between the employees training and their subsequent performance in accomplishing different tasks in Pakistan. Studies involving 46 hotels in San Diego by the San Diego State University in 2007 for insight into employee resignation purposes discovered regular staff upgrading helps achieve self-actualization, hence maintaining workforce (Chee et al., 2007; Abdullah et al., 2012). Also studies conducted on increase employee turnover among transnational corporations in Asia indicate that aside operational factors, staff development is another reasons according to samples from 529 MNCs in 6 Asian countries, Connie and David (2009). 6 countries and 529 organizations cannot negate the effect of training across boundaries and not confine to an organization or country. Training is knowledge cultivation, capable of enhancing perfection in anticipated goals of the organization. It enhances the capacity of staff to execute task efficiently and with excellence, Adeniyi (1995).

Training and Development is the basis for assisting workers to nurture their individual and career talents, understanding, and skills. They develop the worker self-confidence, growth output, fulfilment and dedication of staff to organizational objectives, Ali (2013).

It remains that in attaining aims and objectives, organisations need to consider the grooming the capacity its employees, Luoma (2000). Effective and successful organization is found in employees working in it. Therefore, staff development supports performance, leading to attaining of the organizational objectives.

Challenges of training and development:-

It is global knowledge that developing workforce of an organization or institution helps increase output, achieve goals and success. Nevertheless, some higher hierarchies are not convinced about this assertion. Perhaps, the reason could be that these higher echelons do not find the link between developing their staff and achieving their strategic goals, Amewudah (2002). However, Safo (2006) is of the opinion that any management which is less concern about developing it workforce is only swimming in dangerous water and sooner than later will start feeling the heat. This perhaps calls for reconsideration of their stand and start preparing for their staff improvement. Sarvadi (2005) opines that higher management of institutions sees development of their staff as a choice instead of duty; a reasoning that can affect the current and future growth of their establishment.

Within most organizations there is no culture of acquiring and sharing of knowledge. Most of our managers are under the influence of preconceptions such as: training is expensive, training is an expense burdening the current business, it is not rewarding, training is for the young, etc. For Sarvadi (2005), the basic reason why staff grooming is considered a choice instead of a responsibility is because management seems to view it as a cost more than a gain for the establishment. Actually, grooming staff rather refine their talents and competencies to contribute more in terms of performance in their task. Thus, it is an irony when management that is not concerned about staff development spends so much to acquire other capital resources and leave their operation to untrained employees to operate. Firms that have strategies that are employee-focused have outshined the rivalry according to Hamid (2011). This is because, when companies groom their employees, they acquire abilities and attitude which in turn raise their confidence and output, Devi and Shaik (2012).

Vimic (2007) argues that the processes of staff development in our organizations is immature. Mostly implemented occasionally, not linked to organizational plan, nor having calculated goal. In most cases, it is applied in events of unmet goals or it seems to be the answer to an immediate issue arising at workplace. According to him, staffs also view training as a forced obligation and therefore not open to the benefits they can derive for themselves and their organization. Knowledge is costly; however ignorance is even more costly. Human prospects for knowledge are infinite, except individuals do limit their capabilities in their minds. Researches have proven that investing staff improvement has greater gains than in equipment.

METHODOLOGY

The research design of this study was a case study. For the purposes of studying the facts of a particular problem from all angles, critically and systematically examining the circumstances and factors that results in a particular condition, situation, occurrence or an event and helping to understand the complexities in the study the researchers adopted the case study approach.

Study Population and sample size:-

The population of this study is the entire employees of the various decentralized departments working under the Jasikan District Assembly. Facts from the Human resource unit of the Jasikan District Assembly indicate that, permanent staff working in the Assembly under nine (9) decentralized departments is one hundred (100). Below is the distribution according to the departments.

Staff distribution under the various Departments

Department	Population	Sample size
Central Administratio	23	21
Works	11	9
Social Welfare & Comm. Dev.	6	4
Finance	9	7
Physical Planning	7	6
Agriculture	24	18
NADMO	3	2
Information Service	4	3
Environmental Health	13	10
Total	100	80

Sampling Techniques/Procedures:-

Simple random and purposive sampling was used in selecting respondents. Unequal number was selected from the departments due to the unequal population size of the department and also to account for diversity as well as ensure that the various departmental groupings were fairly represented and bias reduced. However, the District Chief Executive, the District Coordinating Director and Human Resource Officer were purposively interviewed as contact persons in the study. This is to obtain important information that help in the research work. In determining the sample size where the population is known, Krejcie and Morgan (1970) table was used to give a sample size of eighty (80).

Research instruments and data collection procedure:-

According to Agyedu et al (2011), the use of instruments depends on the characteristics of the sample and the type of research design. Data was collected from both primary and secondary sources. The primary source engaged questionnaires and interviews. The questionnaire was the most suitable because the respondents were all literate therefore it was easier for them to read and understand the questions by themselves. This supports the proposition of Agyedu et al (2011) that questionnaire is useful for large scale surveys involving collecting data from literate respondents. The questionnaires were pre-tested with Cronbach Alpha reliability co-efficient of 0.73 to ensure its suitability and applicability in the larger sample. The interview was conducted with some focal persons for the understanding of some core management human resource decisions and also for the validity of the data from the questionnaire and it was unstructured.

The secondary data consists of publications available at the Local Government Service (LGS) website, Institute of Local Government Studies (ILGS) and the Local Government Service Secretariat (LGSS) was used to supplement the primary data. The questionnaire administered for the study was mainly closed ended. Close-ended questions help regulate the respondent's choice of responses by providing exact response options (Borden and Abbott; 2002). This makes the analyzing and summarizing easier. The questions focused on training and development and its role in ensuring the effectiveness of the district assembly as set out in the objectives of the study.

Analysis of Data and presentation:-

The analysis carried out was both quantitative and qualitative. On the whole, descriptive statistics, chi-square test, Kruskall Wallis test and SPSS version 17 were used for the analysis. Data was presented in both tables and graphs. The Kruskal-Wallis Test is a non-parametric test used for comparing two or more independent samples. The test is used to establish whether significant difference exist between samples that are drawn from two or more independent population.

RESULT AND DISCUSSIONS

Awareness of Training and Development in Jasikan District Assembly:-

This section presented, analysed and discussed respondents' awareness of the training and development in the assembly, whether it was communicated, medium by which it was communicated and their understanding of it for them to benefit from it in their personal development and contributing to the assembly's effectiveness. Chi- square test and Kruskal Wallis test was used to determine the relationship between training and development of the district assembly to variables such as gender and age to identify if these variables in any way have significance on respondents view of the training and development of the assembly. According to Obisi (2011) existence of training and development means that the organisation attaches great importance to training and this helps get employees involved and motivated as they feel their career development is of importance to the organisation. This is evident in the chi- square test that respondents are aware of the organisation's training and development and their gender have no impact on this assertion.

Table 1:Respondents view on whether District Assemblies have Training and Development by Gender

Count					
		Yes	**No**	**Not sure**	**Total**
Sex	Male	36	9	20	65
	Female	10	3	2	15
Total		46	12	22	80

Chi-Square Tests	**Value**	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	1.92	2	**0.38**
N of Valid Cases	80		

Symmetric Measures		**Value**	**Significance**
Ordinal by Ordinal	Spearman Correlation	**-0.11**	**0.10**
N of Valid Cases		80	

The count part of table 1 above shows that; majority of the respondents by gender are aware there is a Training and Development in the District Assembly.

The Chi-square part of table 1 revealed that, the test is not significant at a p value of **0.38** and so; the hypothesis that District Assemblies having training and Development and Gender are independent is true, and hence must be accepted. This therefore implies that gender has no effect on respondents' knowledge on whether District Assemblies have Training and Development. The symmetric measure shows that, the spearman correlation between the two variables is weak, -0.11. There is some amount of relationship between the two variable but insignificant, and will only hold 10% of the time.

Table 2: Communication about Training and Development to Staff

Responses	Frequency	Percentage
Yes	44	55.0
No	24	30.0
Non response	12	15.0
Total	**80**	**100.0**

The output presented in table 2 above shows that, majority (55%) of the respondents were communicated to about District Assemblies having Training and Development while 30% of them were not. Training and development cannot exist without the knowledge of the staff. That is why it must be communicated to the staff. According to Armstrong and Stephen (2005), there is the need for senior management to communicate training and development activities to their subordinates for their benefit. This helps in realisation of the training and development objective and also in achieving coordination and building trust.

Table 3: Medium used in communication

Medium used	Frequency	Percentage
During recruitment	11	13.8
Formal briefing	37	46.2
Seminar	23	28.8
By hear say	9	11.2
Total	**80**	**100.0**

The medium used in communicating Training and Development per the respondents are presented in table 3 above. Formal briefing appears to be the most utilized medium in communicating Training & Development to workers with a little above 46% followed by seminars (29%), during recruitment (14%) and by hear say (11%) in that order. This could imply that there is no laid down medium set by the institution in communicating issues relating to Training and Development to workers.

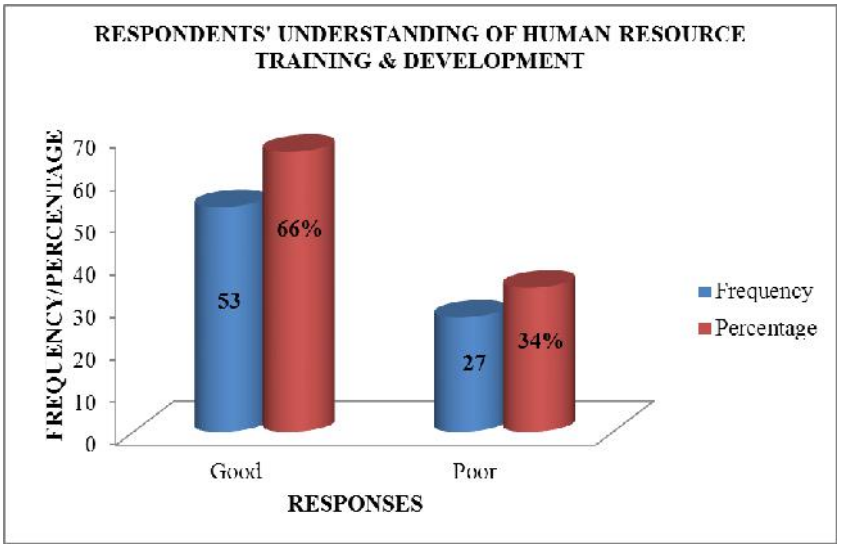

Figure 1: Understanding of Human Resource Training & Development

Respondents' understanding of Human Resource Training & Development appears to be quite encouraging as shown in figure 1 above. 66% of the respondents who are aware and have been communicated to have good understanding when it comes to Human Resource Training & Development and 34% of these respondents have bad understanding of the Human Resource Training & Development. This could mean that, there is no regular forum or seminars organized within the District Assembly to explain the Human Resource Training & Development to the workers.

KRUSKAL-WALLIS TEST

The test is used to establish whether significant difference exist between samples that are drawn from two or more independent population.

V1= *does the District Assembly have Training & Development?*
V2= *what was the medium used in communicating it to you?*
V3= *how will you rate your understanding of Human Resource Training & Development of the District Assembly?*

KRUSKAL-WALLIS TEST OF TRAINING & DEVELOPMENT AND SEX

Table 4: Significance Test Sample from Sex group populations

	V1	V2	V3
Chi-Square	1.59	0.29	0.88
df	1	1	1
Asymp. Sig.	**0.20**	**0.58**	**0.34**

At a significant value of α=0.05, it appears that none of the asymptotic significance is less than 0.05 as shown in table 4. It therefore suggests that the sex groups have rated the three variables equally; and that there is no significant difference between the responses of the sex groups. The finding above is supported by the output table below where it could be seen that the mean ranks are not significantly apart.

Table 5: Mean Rank for samples from the sex group populations

Variables	Sex	N	Mean Rank
V1	Male	64	**41.95**
	Female	16	**34.69**
	Total	80	
V2	Male	64	**41.16**
	Female	16	**37.88**
	Total	80	
V3	Male	64	**39.50**
	Female	16	**44.50**
	Total	80	

IMPLEMENTATION OF TRAINING AND DEVELOPMENT

According to Luoma (2000), implementation of training and development programmes is very important for any organisation in today's globalised world. This is why effective planning of such programmes must have the involvement of all employees if the target goals and objectives are to lead to satisfied workforce and competitive organisation.

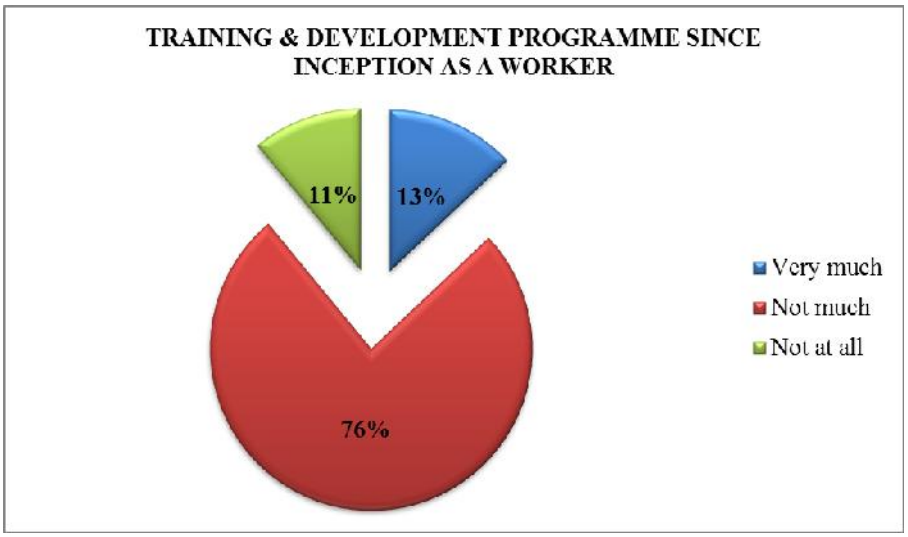

Figure 2: Organisation of Training & Development Programme since inception as a worker

From the figure, majority of respondents have not received much training programmes since their inception in to the assembly. This means that implementation of training and development of the assembly has not been significant to impart on it work force. This confirms a regular phenomenon for most organization because as Armstrong (2001) noted, some firms adopt a relaxed approach to training, believing that new employees will find out what do for themselves. Again, some organizations believe that it is the duty of the educational structure to equip individuals for work. However, as Reh (2010) noted, believing that academic institutions be responsible for developing individuals for the job market is a myth. This is because although some job seekers try to acquire some skills needed for a new job on their own, most of them also get the training on the job.

Table 6: Training and Development Methods

	Responses	N	Percentage	Percentage of Cases
ON-THE-JOB METHODS	Orientation/Induction	**40**	**36.0%**	**56.3%**
	Mentorship	**24**	**21.6%**	**33.8%**
	Job rotation	**25**	**22.5%**	**35.2%**
	Special projects	9	8.1%	12.7%
	Coaching	13	11.7%	18.3%
	Total	111	100.0%	156.3%
	Responses	**N**	**Percentage**	**Percentage of Cases**
OFF-THE-JOB METHODS	Workshops	**61**	**63.5%**	**88.4%**
	Special courses/Lectures	8	8.3%	11.6%
	Seminars	**23**	**24.0%**	**33.3%**
	Role playing	4	4.2%	5.8%
	Total	96	100.0%	139.1%

The Training and Development methods employed per the respondents are presented in table 6 above. Orientation/induction, mentorship and job rotation appear to be the most utilized methods with regard to "on-the-job" methods having percentages of 36, 22 and 23 respectively. Special projects and coaching are also used but rarely as shown in the table.

With regards to "off-the-job" methods, workshops and seminars appear to be the most often used methods showing percentages of 64 and 24 respectively. Other off-the-job methods used are special courses/lectures and role playing as displayed in the table.

EFFECT OF TRAINING AND DEVELOPMENT ON EFFECTIVENESS OF JASIKAN DISTRICT ASSEMBLY

X1= *Enhancing service delivery*
X2= *Improving productivity*
X3= *Achieving goals of the service*
X4= *Ensuring value for money*

VH= *Very High*
H= *High*
A= *Average*
L= *Low*
VL= *Very Low*

The output presented in table 7 below shows the frequencies and percentages of the assessment of the training on service delivery, productivity, achieving goals and ensuring value for money. It appears that all the variables are highly loaded on "**Average**" followed by "**High**" as bolded in the table. This means that training within the District Assembly does not have much impact on the variable understudy which could be attributed to how frequent and effective training is being organized as well as the importance being attached to it by participants.

Table 7: Assessment of Training with regards to the variables above

	FREQUENCY						PERCENTAGE					
Variable	**VH**	**H**	**A**	**L**	**VL**	**TOTAL**	**VH**	**H**	**A**	**L**	**VL**	**TOTAL**
X1	3	**26**	**48**	3	0	80	3.8	**32.5**	**60.0**	3.8	0.0	100
X2	3	**32**	**39**	6	0	80	3.8	**40.0**	**48.8**	7.5	0.0	100
X3	3	**30**	**36**	11	0	80	3.8	**37.5**	**45.0**	13.8	0.0	100
X4	14	**22**	**41**	3	0	80	17.5	**27.5**	**51.3**	3.8	0.0	100

Challenges of Training and Development:-

This section was sought mainly from the interview with the District Chief Executive, the District Coordinating Director and the Human Resource Manager as well as from someof the respondents. The first and major source of challenge for training and development in the assembly is fund. Lack of fund is a foremost hindrance to implementation of training and development programmes in the assembly. This observation made also corroborated the finding of Ayee (2003) that Ghana's economic conditions, administrative reforms and structural adjustment programmes, require less government spending and fewer government agencies. The inadequate financing in the DAs means that the requisite logistic and technical supports to embark on effective training and development prograrmmes have become a mirage.

Another challenge of training and development in the assembly is inadequate attention that is given to training and development. Respondents complained of managements' unsupportive attitude to training activities thereby limiting career development of staff to achieve higher performance and effectiveness in the assembly. Planning and organisation of training programmes from management who are supposed to attach importance to these programmes show little involvement and concern when training programmes are drawn and there is the need to approve for fund before the programmes are executed. Staffs are also lackadaisical to actively involve in these programmes. They give excuses of high workload on their hands and cannot therefore make time for these programmes. This also confirmed the assertion made by Ayee (2003) that there is lack of trainee involvement in training in DAs because capacity building programmes are usually piecemeal, adhoc and retroactive.

Staff recruitment and replacement in the assembly is also a factor in training and development of staff. Recruitments are carried out with no plan for training and developing the new recruits to perform their duties. Since they have not been directed to perform their duties, what these recruits find themselves doing end up not meeting the goals of the organisation to achieve effectiveness. The thought that the school system has equipped them with enough knowledge Reh (2010) to perform and hence training them for their task is not needed could be a factor for this.

In selecting staff, in departments to benefit from training programmes, respondents opined that they have observed a sort of discrimination as to which department is important to benefit from such programmes. This makes some employees not to benefit from any of the training programmes. It is evident although minimal that some respondents think this challenge is limiting the realisation of staff effectiveness as every staff or department should be involved in training programmes as they all contribute

to achieving the assembly's effectiveness. Luoma (2000) opines that training should involve all levels of employees without discrimination. This makes them feel involved and motivated to deliver well to achieve effectiveness.

Finally, communicating training programmes in the assembly is considered as a reason why such programmes have not been effective in the assembly. Some of the respondents complained of not been aware anytime training programmes are taking place. Effective communication of training and development helps to increase employees' motivation to take part in it as well as improve their performance for organisation's effectiveness(Armstrong and Stephen, 2005).

Table 8: Challenges of Training and Development

Challenges of Training & Development	Frequency	Percentage (%)
Lack of fund	29	39.7
Inadequate attention to training and Dev. programmes	14	19.2
Staff recruitment & Replacement	9	12.3
Discrimination as to which department should be invited for training programmes	4	5.5
Method of communicating Training & Dev. activities in the Assembly	17	23.3
Total	**73**	**100.0**

CONCLUSION

The results and discussion have revealed that for an effective and productive decentralization system in Ghana, training and development in the district assemblies need to be attached with some importance and commitment. As already noted in the literature, some organizations believe that the educational structure to develop individuals to be employable and it is the obligation of workers to learn how to do a job they have been recruited for. Other organizations also adopt a relaxed approach, believing that employees will find out what to do themselves. Some firms also pay lip service to training and in good times indiscriminately allocate money to it, but in bad times cut their training budget.

On the contrary, organizations with positive training philosophy understand that the only way that they can achieve competitive advantage over their competitors is by having higher-quality employees and this can only be achieved by investing in the development of the skills and competencies of their staff. Such organizations also recognize that real potential shortages can threaten their future prosperity and growth. To them therefore, training and development of employees is an investment that will pay off. It is through training (by well-trained and experienced staff) that organization such as the District Assemblies can achieve organizational goals. In this regard, all effort must be made to ensure that staffs of District Assemblies are well trained to ensure that the decentralization agenda pursued by government would not be an exercise in futility. The many constraints that confront training and development programmes in DAs must be vigorously tackled in order to achieve the set target of the District. This research has clearly shown that training and development has a direct positive effect on the effectiveness of District Assemblies in Ghana. The research however indicates that training and development of employees in District Assemblies in Ghana is faced with many challenges.

RECOMMENDATIONS

As a result, the following recommendations have been outlined on how to improve this very important HR function to ensure the effective and efficient performance of employees in the attainment of organizational goals. Since training and development has been identified as a key HR function in achieving organizational goals, District Assemblies should take pragmatic steps to increase their budgetary allocations to the training of their staff. This means that significant allocation of funds must be provided annually in order to ensure the smooth implementation of training and development programmes.

Again, methods of training and development in DAs must also be reviewed. Training methods should be varied periodically. For instance, DAs should use a combination of both on-the-job and off-the-job techniques. The study revealed that off-the-job training methods are often not used in the DAs. However, it is strongly recommended that trainers of local government staff should adopt both methods so as to achieve the full benefits of training and development.

Also, training programmes should be well planned with objectives set for trainees in all training programmes. This would enable trained staff to know whether they have improved in their skills or not from the training they have received which can help benefit the assembly. The training objective would also enable management to know how effective their training programmes have been so that it may be varied accordingly.

In addition, there should be full participation and involvement of both management and trainees in the

training and development programmes. They should not be made passive learners but must be actively involved in the training and the subject matter of the training programme in order for them to get the best out of the training. Again, training programmes must be linked with practical exercises which will make it more real as to what is going on rather than speculative. This makes trainees benefit more from such programmes than be lectured on abstract ideas which have no link in effecting change in their duties. Government agencies such as the Institute of Local Government Studies (ILGS) which have been mandated by law to train and build the capacity of the staff of DAs should not concentrate all their training programmes in the urban centres and higher management staff but make conscious effort to extend their activities to the remote districts as well middle and junior level staff.

The medium used in communication can also be extended to include staff durbars, memos and notices on the assembly's notice boards to increase awareness.

LIMITATION AND FURTHER RESEARCH AREA

The study was limited to only one district that is Jasikan district assembly. It is the view of the researchers that similar studies be conducted in other districts in Ghana in order to widen the scope for the purpose of generalisation.

ACKNOWLEDGEMENT

Authors wish to acknowledge the staff and management of Jasikan District Assembly and all who in diverse ways contributed to the success of this study especially Mr. Francis Kyei (District Coordinating Director), Miss Janet Sambo (District Human Resource Officer) and all the workers of the Jasikan District Assembly for the assistance and openness they exhibited during the conduct of this research work. Research Assistants who helped in data collection are all acknowledged, not forgetting Mr. Martin Abiemo.

REFERENCES

1. *Abdullah, A., Bilau, A. A., Enegbuma, W. I., Ajagbe, A. M., Ali, K. N., & Bustani, S. A. (2012). Small and Medium Sized Construction Firms Job Satisfaction and Evaluation in Nigeria. International Journal of Social Science and Humanity, 2(1), 35-40.*
2. *Abdullah, A., Bilau, A. A., Enegbuma. W. I., Ajagbe, A. M.,& Ali, K. N. (2011). Evaluation of job satisfaction and performance of employees in small and medium sized construction firms in Nigeria.2nd International Conference on Construction and Project Management, IPEDR, 15, 225-229.*
3. *Abdullah, H. (2010). Delineating and charting the systematic. Approach the Journal of International Social Research, 3(11), 14-16.*
4. *Abiodun, E.J.A. (1999).Human resources management: An overview: Lagos: concept Publication.*
5. *Adeniyi, O.I. (1995). Staff training and development: Malthouse Press Ltd 159-167.*
6. *Aguinis, H., &Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations and society.Annual Review of Psychology,60, 451-474.*
7. *Agyenim-Boateng, E. O. (2001). Towards the development of performance appraisal system for UCC senior and junior staff. Journal of Educational Management, 3(1), 128-143.*
8. *Ali, A. (2013). Significance of human resource management in organizations: Linking global practices with local perspective. International Refereed Research Journal, 4(1).*
9. *Amewudah, N. D. K. (2002). An evaluation of staff training and development activities at the University of Cape Coast, 1987-1997. Journal of Educational Management,4, 164-178.*
10. *Apospori, E., Nikandrou, I., Brewster, C., & Papalexandris, N. (2008): HRM and organizational performance in northern and southern Europe.International journal of Human Resource Management, 19 (7), 1187-1202*
11. *Armstrong, M. (2001).A handbook of human resource management practice. London: Kogan Press Limited.*
12. *Armstrong, M. (2006).Strategic human resource management: A handbook of human resource management practice(10th ed.). London: Kogan Page.*
13. *Armstrong, M.,& Stephen, T. (2005).A handbook of management and leadership: A guide to managing for results. London:Kogan Page Ltd.*
14. *Aroge, S. T. (2012). Employee's training and development for optimum productivity: The role of Industrial Training Fund (ITF), Nigeria. Developing Country Studies,2(4), 50-58.*
15. *Asare-Bediako, K. (2002).Professional skills in human resource management. Accra: Kasbed Ltd.*
16. *Aydin, B.,& Ceylan, A. (2009).The role of organisational culture on effectiveness.Retrieved from http:// faculty.mu.edu.sa/public.*
17. *Ayee, J.R.A.(2008).The balance sheet of decentralization in Ghana: Foundations for local government - decentralization comparative perspective.*
18. *Ayeh-Danso, K. (2011). Staff motivation at blue skies company (Ghana). Unpublished Master Thesis. Maastricht School of Management (MSN) Maastricht, The Netherlands.*
19. *Bansal, S. (2014). HRD model for organisational effectiveness. GE-International Journal for Management, 2(5).*
20. *Barrett, A., & O'Connell, P. J. (2001).Does training generally work? The returns to in-company training. Industrial & labor relations review, 54 (3), 647-662*
21. *Briscoe, D.R. (1995).International human resource management. New Jersey: Prentice Hall.*
22. *Chee, W.C., Kamal, H., & Gangaram, S. (2007). Human resource management, job satisfaction, morale, optimism and turnover: international journal of hospitality and tourism administration, 8(2).*
23. *CIPD. (2005). Training to learning. Retrieved from http:/ /www.cipd.co.uk.*
24. *Cole, G.A. (2002).Personnel and human resource management (5th ed.). Continuum London: York Publishers.*

25. Connie, Z., & David L. (2009).Organizational determinants of employee turnover for multinational companies in Asia. RMIT University, Australia, Nottingham Trent University, U.K, Business Media llc.
26. Dartey-Baah, K. (2011). Application of Frederick Herzberg's two-factor theory in assessing and understanding employee motivation at work:A Ghanaian perspective. European Journal of Business and Management, 9(3), 1-8.
27. Gansberghe, D.V. (2003). A Glossary of Terms for Human Resource Management (HRM) and Human Resource Development (HRD) GE-International Journal for Management studies (May 2014), 2, (5).
28. De Cenzo, D.A., & Robins, S.P., (1994). Human Resource Management: Concepts and Practices. New York. John Wiley & Sons Inc.
29. Devi, V. R., & Shaik, N. (2012). Training and development: A jump starter for employee performance and organizational effectiveness. International Journal of Social Science and Interdisciplinary Research, 7, 202-207
30. Dilworth, L. (2003). Searching for the Future of HRD. Advances in Developing Human Resources, 5 (3): 241-244.
31. Donkoh, K.E., Bampoh-Addo, H., Afful, D. (2013). Making Employee Training and Development a Tool for Efficiency and Effectiveness in Ghanaian Universities.Journal of Education and Practice 4, (24), 2013.
32. Ghufli, A. (2012). Training needs analysis: An empirical study of Abu Dhabi Police Brunel Business School - Doctoral Symposium 27th & 28th March 2012.
33. Goldstein, I.L. and Ford, J.K. (2002): Training in Organizations. Belmont, CA: Wadsworth, 4th Edition.
34. Hamid, S. (2011). A study of effectiveness of training and development programmes of UPSTDC, India: An analysis. South Asian Journal of Tourism and Heritage, 4(1), 72-82.
35. Henry, E. A. (2011). "Is the influence of organizational culture on organizational effectiveness universal? An Examination of the relationship in the electronic 74 media (radio) service sector in the English speaking Caribbean Historical review - Industry Overview. Career Development Quarterly.
36. Herr, E.L. (2001).Career Development and Its Practice: A Historical Perspective. The Career Development Quarterly, 49, 196-211
37. Jacobs, R.L. & Washington, C. (2003). Employee Development and Organizational Performance: A Review of Literature and Directions for Future Research. Human Resource Development International, 6 (3): 343-354.
38. Khan, R.A.G., Khan, F.A., & Khan, M.A. (2011). Impact of Training and development on Organizational Performance.Global Journal of Management and Business Research, 10(7), 62-68.
39. Krejcie, R.V. & Morgan, D.W. (1970). Determining sample size for research activities. Educational and Psychological Measurement, 30, 607-610.
40. Luoma, M. (2000). Developing people for business success: capability-driven HRD in practice. Management Decision, 38, (3). 145-153.
41. Masadey, M. (2014). Training, Education, Development and learning: What is the difference?European Scientific journal, 8 (10)
42. Mccann, J. (2004). Organizational effectiveness: Changing concepts for changing environments. Human Resource Planning, 27(1).
43. Mcclelland, S. D. (2002). A Training Needs Assessment for the United Way of Dunn County Wisconsin. A Research Paper Submitted to The Graduate School University of Wisconsin-Stout in Partial Fulfillment of the Requirementsfor the Master of Science Degree in Training and Development
44. McLagan, P (1989).Models for HRD practice. ASTD Press, St Paul, Minnesota.
45. Obisi, C. (2001). Employee development, Issues and dimensions.Unical. Journal of public Administrator. 1, 75
46. Obisi, C. (2011). Employee Training and Development in Nigerian Organisaitons: Some Observations and Agenda for Research. Australian Journal of Business and Management Research, 1 (9)82-91
47. Okoye, P.V.C. & Ezejiofor, R. A. (2013). The Effect of Human Resources Development on Organizational Productivity. International Journal of Academic Research in Business and Social Sciences. 3, (10).
48. Onasanya, C. M. D. (2006). Effective personnel management and industrial relations. (CMD 2005), 206.
49. Owens, R. G. (2000).Organisational behaviour in education. Massachusetts: Allyn and Bacon.
50. Pilbeam, S., & Corbridge M. (2002).People Resourcing: HRM in practice (2nd ed.). UK: Financial Times Prentice hall.
51. Reh, J. F. (2010). New Employee Training – Is It Worth the Investment. Availablefromhttp:// management.about.com/cs/people/a/NEO112597.htm; Internet; accessed on 24June, 2016.
52. Sahinidis, A.G. & Bouris, J. (2007). Employee Perceived Training Effectiveness Relationship to Employee Attitudes. Journal of European Industrial Training, 32(1), 63-76
53. Safo, W. B. K. (2006). May 20). How valuable is employee development? The Mirror,2683, 16
54. Sarvadi, P. (2005). Importance of employee development. Retrieved from Http:///www/entrepreneur.com/article/ 0,4621,321261,00.html (May, 2015).
55. Smith, A. (2001). Return on investment in training: Research readings. Retrieved from [Online]Available:http:// www.training.com.au/portal/site/public/ menuitem.62b357084.h tml (May, 2015).
56. Steps in creating effective training programs Retrieved from http://www.explorance.com/blog/2013/11/5-steps-creating-effective-training- programs/may18 2015.
57. Storey, J. (2001).Human Resource Management: A Critical Text (2nd ed.). London: Thomson Learning. 76
58. Swanson, R. A., & Holton, E. F., III. (2001).Foundations of human resource development. San Francisco: Berrett-Koehler.
59. Thomi, W. &Yankon, P. W. K. (2000). A Decade of Decentralization in Ghana: Retrospect and Prospects. EPAD Research Project & Ministry of Local Government and Rural Development. Accra.
60. VemiĆ, J. (2007). Employee Training and Development and the learning organization. facta universitatis Series: Economics and Organization 4, (2), 209 – 216
61. Verma, S.& Goyal, R. (2011). A study of training in insurance and their impact on employees productivity. IJRESS 1, (1).
62. World Bank. 2003. "Making services work for poor people". World Development Report 2004.
63. Yorks, L. (2005). Strategic human resource development. Mason, OH: Thompson.