

**HUMAN RESOURCE DEVELOPMENT AND EMPLOYEE PERFORMANCE
A CASE OF CANADIAN FOREST SERVICES,
OTTAWA, CANADA**

**BY
DIANE ANI
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DECLARATION

"This research report is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

DIANE ANI

Date

APPROVAL

"I confirm that the work represented in this report is carried out by the candidate under my supervision".

Dr. Sylvia Nakate

Supervisor

Date

DEDICATION

This research work is dedicated to my beloved parents, children and friends for their strong support throughout my studies.

ACKNOWLEDGEMENT

I wish to express my gratitude to the Almighty God and to all people whose support, both materially and morally have encouraged me to pursue and complete this course successfully.

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LIST OF ACRONYMS

CFS	Canadian Forest Service
CVI	Content Validity Index
HRD	Human resource development
KIU	Kampala International University
NRCan	Natural Resources Canada
OD	Organizational development
SPSS	Statistical package for social scientists

ABSTRACT

The Canadian Forest Service (CFS) can only survive and compete effectively when it emphasizes human resource development in its strategic plan (Both, 2014). However, despite the emphasis in the Canadian Forest Service has put on its human resource development, the performance of employees is still wanting as evidences in employee's failure to produce quality work, failure to write report, constant absenteeism, late coming and failure to address customer concerns (Human Resource Report Canadian Forest Service, 2017). The purpose of the study examined the effect of human resource development on employee performance in Canadian Forest Service in Canada. The research objectives were; to examine the effect of training on employee performance, to examine the effect of job mentoring on employee performance and to examine the effect of job rotation on employee performance in Canadian Forest Service. The study employed the cross sectional survey design. Stratified sampling was used to select a sample from each category of employees. Then simple random sampling was used to select respondents from each selected sample from the category. The study adopted self-administered questionnaire. The findings revealed that training had no significant effect on employee performance with ($r\text{-squared} = 0.096$, & $\text{Sig} = 0.000$), the findings also indicated that job mentoring had a significant effect employee performance with ($r\text{-squared} = 0.288$, & $\text{Sig} = 0.000$) and also job rotation had a significant effect on employee performance with ($r\text{-squared} = 0.336$, & $\text{Sig} = 0.000$), The findings implied that when employees are trained at work, given job mentoring and also rotated at work it positively influences their performance . The study concluded that all aspects of human resource development such as training, job mentoring and job evaluation significantly affects employees performance at work. The study recommended that Canadian forest service should emphasize on providing regular employee training both on the job and off the job training. The Canadian Forest Service should also emphasize job mentoring to new an old employee at work and also conduct job rotation periodically to all employees in order to enhance their employee performance. The study contributes to the existing academic knowledge by producing empirical evidence to support theories significant in explanation of human development practice and employee performance.

CHAPTER ONE

1.0 Introduction

This chapter presents the background to the study in terms of historical, Theoretical, conceptual and contextual perspectives, statement of problem, purpose, objectives, research questions, research hypothesis, and scope of the study, significance of the study and operational definitions of key terms.

1.1 Background to the study

1.1.1 Historical perspective

Historically the focus on human resource development started during the 1800s. Research suggests, that formal Human resource development activities began to appear in the United States during the Industrial Revolution (Seyler, 1998). Overall literature dates human development to the earliest days of humankind when training and learning were processes of survival and subsistence (Harrison,2009). Throughout such literature, a path of labor necessity, revolutions, and evolution of thought can be drawn from the earliest transference of knowledge and skills to modern day human resource development activities.

The roots of human resource development in reference to United State of America was widely contested among researchers and across geographic and cultural boundaries. However, in the United States, the Industrial Revolution is recognized once again as a driving force in the evolution of human resource development (Seyler, 1998). Like Taylor, Henry Ford sought to improve the efficiency of his operations by mitigating the negative impact of human resources. Ford designed a production process that utilized the most efficient movements and maximized employee capabilities. The Ford assembly line is a notable contribution to flow design and lean management in today's operations (Graber, K.C. (2001), Seyler, 1998).

By the mid-1930s, the formal concept of organizational development (OD) emerged. The theories supporting OD drove ongoing employee training and development opportunities (Stavrou, (2004)). Similarly, World War II led to the increased need for

employee training to produce warships and military equipment, which employees were not previously apt at doing.

In the late 1950s, psychology introduced the human element to human resource development practice. Theories on Effective employee development activities rose to the forefront of management concern. Psychologists, Argyris, McGregor, Likert, and Herzberg popularized the notion that employee development activities directly influence employee performance (Seyler, 1998). As such, human resource development added the psychological component to human resource management, separating human resource development from the processes supporting human resource management (Seyler, 1998).

In the Modern era and changing phase of the market, all organizations have a number of opportunities to grab and number of challenges to meet. Due to such environment, the dynamic organizations are smoothly surviving in the present competition. While facing these challenges, there is a great pressure of work on the shoulders of management. It is a responsibility of the management to make necessary changes at the workplace as per the requirement of the job. To survive in the competition and to meet the requirements, the management needs to change their policies, rules and regulations. The organizations face a lot of pressure in the competence for a talented work force, for constantly improving the production methods, entrants of advanced technology and for the employees who are inclined to achieve work life balance. The success of any organization depends upon the quality of the work force, but in order to maintain the quality of the work force, many organizations come across a number of obstacles. Human resource development is a series of activities that support behavioral change and learning opportunities for employees (Harrison, 2009). Human resource development activities aim to develop employee skills and resilience to the current and future demands of the organization.

In the case of The Canadian Forest Service (CFS) is part of the Department of Natural Resources Canada (NRCan) in the Canadian Government civil service, which was founded in 1899. The Department works to improve the quality of life of Canadians by ensuring that our natural resources are developed sustainably, providing a source of jobs, prosperity and opportunity, while preserving the environment and respecting

communities and Indigenous peoples (NRCan Report, 2017). The CFS is a science-based national policy organization responsible for promoting the sustainable development of Canada's forests and competitiveness of the forest sector. The Canadian Forest Service faces a obstacles include attraction of the qualitative workforce towards the organization, recruitment of intelligent, dynamic as well as enthusiastic people in the organization, motivation of current employees with different techniques and retention of the current workforce for maintaining the organizational status in the competitive market despite of the training offered to employees . For surviving the business and becoming a successful pillar in the market, training is a tool that can help in gaining competitive advantages. Training proves to be a parameter for enhancing the ability of the workforce for achieving the organizational objectives. Good training programs thus result in conquering of the essential goals for the business.

According to Gunn & Goding and European foundation for the improvement of Living Conditions (2000), Quality of work life is a multi-dimensional construct, made up of interrelated factors. Quality of work life is associated with job satisfaction, job involvement, job security, productivity, health, safety, competence development, professional skills, balance between work and non-work life of the employee. The focus of Human resource development is on developing the most superior workforce, which helps the organization for successive growth. In Canadian Forest service all employees are needed to be valued and they should apply collective efforts in the labor market every time. This can only be achieved through proper and systematic implementation of employee training and development programs. Employees are always rewarded with development in career-enhancing skills, which leads to employee motivation and retention. There is no doubt that a well-trained and developed staff will be a valuable asset to the company and thereby will increase the chances of their efficiency and effectiveness in discharging their duties. Training is a learning experience, which has a capacity to make positive changes and reach up to the desired objectives of the organization.

1.1.2 Theoretical perspective

This study has been based on organizational learning theory and human capital theory. Human capital theory by Becker, (1964) suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings. While Becker (1964) further suggests that training raise the performance of workers by imparting useful knowledge and skills, others provide different explanations for how education is related to worker productivity. One is based on the argument that the higher earnings of educated workers simply reflect their superior ability acquired during the process of education, rather than through skills and knowledge.

The organizational learning theory postulated by Argyris, (1977), states that creating, retaining and transferring knowledge within an organization improves over time as it gains experience in order to be competitive in a changing environment, organizations must change their goals and actions to reach those goals. The theory relates to the study human resource development and employee performance.

The Social learning theory of Bandura, (1977), states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. Therefore, human resource development should be a practice that most organizations or institution should adopt for better employees performance. Further explanation of the theories is in chapter two.

1.1.3 Conceptual perspective

According to Nadler, (1969) define "Human resource development as a series of organized activities, conducted within a specialized time and designed to produce behavioral changes." Critics argue that the purpose of human resource development is to improve productivity and financial outcome with no regard for the psychological issues within an organization (Bunch, 2007). Human resource development include; training, job mentoring and job rotation. The contradictory needs of employers and employees need to separate human resource development activities from the overall

organizational values and goals. Such separation leads to power imbalance within an organization and shifts human resource development from operational and humanistic to a strategic maneuver in a competitive struggle amongst organizations. Some theorists have even placed a portion of the 2008 financial crisis blame on Human resource development (Meyer, J. and Allen, N. 2007). Regardless, blame misplaced or not, human resource development has gained notoriety in current organizational management and leadership. As such, ignoring human resource development and its implications on organizational success would negate arguably the largest impact in history on organizational performance (Hodkinson, 2008)

While employee Performance according to Daniel (2016) defines employee's performance as a measure, whether a person executes his or her job duties and responsibilities well. Many companies assess their employee's performance on an annual or quarterly basis in order to define certain areas that need improvement. Performance is a critical factor in organizational success. In Bhatti (2007) and Qureshi's (2007) perspectives, productivity is a performance measure encompassing both efficiency and effectiveness. Labor productivity means the output of workers per unit of time, which is a commonly used and straightforward measure of productivity. The growth rate of labor productivity is approximately equal to the difference between the growth rate of output and the growth rate of the number of hours worked in the economy (Christopher Gust& Jaime Marquez, 2004). High performing, effective organizations have a culture that encourages employee involvement. Therefore, employees are more willing to get involved in decision-making, goal setting or problem solving activities, which subsequently result in higher employee performance. Employee performance is measured using quality of work, effectiveness and efficiency at work.

1.1.4 Contextual perspective

The Canadian Forest Service (CFS) is part of the Department of Natural Resources Canada (NRCan) in the Canadian Government civil service, which was founded in 1899. The Department works to improve the quality of life of Canadians by ensuring that our natural resources are developed sustainably, providing a source of jobs, prosperity and opportunity, while preserving the environment and respecting communities and Indigenous peoples (NRCan Report, 2017). The CFS is a science-based national policy

organization responsible for promoting the sustainable development of Canada's forests and competitiveness of the forest sector. The CFS workforce is 164 employees' members, which comprises women and operational staff. Some of the research areas of the CFS include forest fire, climate change, silviculture, soils, insects and disease, remote sensing and sustainable forest management. Canada has 9% of the world's forests and its forest area is exceeded only by the forest areas in Russia and Brazil. Canada's forests cover an area of 3.5 million square kilometres, which is a little over (40%) one third the size of the Sahara and a little under (90%) the size of western Europe, excluding the UK (CFS Report , 2017). CFS participates fully in the whole-of-government approach to modernizing and renewing the public service. Mechanisms of innovation, transformation and employee engagement that are most relevant to this study are the public service employee surveys and modernization project. CFS participates in regular surveys that was conducted across the Canadian public service. The Canadian Government has an open policy on the access to information including the data and analysis from the public service surveys and the CFS survey results are a source of analysis . The public service modernization project is called Blueprint 2020 and key themes relevant to this study include innovative HR practices, employee engagement and an open approach to external stakeholders (CanPS Report, 2016). CFS implementation of public service employee survey action plans and the Blueprint 2020 mechanisms are drivers for the HR development with in Canadian Forest Service.

1.2. Statement of Problem

Generally, for organizations, employees' performance is regarded as a crucial factor affecting the viability of the organization. Employees are the heart of the organization's operations and an organization would struggle to achieve its goals without a fully functional workforce. The Canadian Forest Service (CFS) can only survive and compete effectively when it emphasizes human resource development in its strategic plan (Both, 2014). Adriana, (2008) also confirmed that it is essential in enhancing the practice of employee performance in order to achieve organizational goals. Over 70% of employee in the Canadian forest services are developed through regular training sessions, job mentorship, and job rotation as indicated in (Employee performance Report, 2017). However, despite the emphasis in the Canadian Forest Service has put on its human resource development, human resource reports show that 80% of the employee

performance is still wanting as evidences in employee's failure to produce quality work, failure to write report, constant absenteeism, late coming and failure to address customer concerns (Human Resource Report Canadian Forest Service, 2017). Hence the need to conduct the study investigating the effect of human resource development and employee performance in Canadian Forest Service, Ottawa, Canada.

1.3 Purpose of the Study

The purpose of the study was to examine the effect of human resource development and employee performance Canadian Forest Service, Ottawa, Canada.

1.4 Research Objectives

The research study was guided by the following objectives

- i. To examine the effect of training on employee performance in the Canadian Forest Service in Canada.
- ii. To examine the effect of job mentoring on employee performance case of Canadian Forest Service in Canada.
- iii. To examine the effect of job rotation on employee performance in Canadian Forest service in Canada.

1.5 Research Questions

The study was guided by the following research questions

- i. What is the effect of training on employee performance in the Canadian Forest Service in Ottawa Canada?
- ii. What is the effect of job mentoring on employee performance in Canadian Forest Service in otawa Canada?
- iii. What is the effect of job rotation on employee performance in Canadian Forest Service in Ottawa Canada?

1.6 Null Hypotheses of the study

The study was guided by the following hypothesis as follows

- i. **Ho₁:** There is no significant effect between training and employee performance in the Canadian Forest Service in ottawa Canada.

- ii. **Ho₂:** There is no significant effect between mentoring and employee performance in the Canadian Forest Service in Ottawa Canada.
- iii. **Ho₃:** There is no significant effect between Job mentoring and employee performance in the Canadian Forest Service in Ottawa Canada.

1.7 Scope of the study

1.7.1 Geographical and time scope

The study was carried out in Canadian Forest Service located Capital City of Ontario in Canada. Canadian Forest Service is a sector of the Canadian government department of Natural Resources Canada. Part of the federal government since 1899, the CFS is a science-based policy organization responsible for promoting the sustainable development of Canada's forests and competitiveness of the forest.

1.7.2 Content scope.

The study examined human resource development and employee performance in the Canadian Forest Service. A human resource development practice is the independent variable and employee performance as the dependent variable.

1.8 Significance of the study

The main significance of the research is for application of the findings by CFS management in decision-making regarding the provision of the most appropriate human resource development methods/techniques, which have the capacity to improve employees' performance in the organization, which will subsequently lead to enhanced employees' performance and its associated benefits.

The research might also be of value as a reference for separate research in associated problems solving. The study findings will lead to making logical generalizations and developing a body of knowledge in this area. The knowledge generated may be useful to other researchers as references to further research in related topic. Practitioners may use the findings in the industry as guidance for adhering to best practices. Regulatory bodies and policy makers may make use of this research to come up with decisions, policies and standards that can help propel the industry to greater heights. The findings also might compel the management of CFS to devise plans for mitigating

the effects of education criteria for selection being based narrowly on qualifications of higher learning.

1.9 Operational Definitions of Key Terms

Human resource development; refers to provision of skills and capability through training an individual after being employed by an individual or organization.

Employee performance; refers to how well one does a piece of work or activity and ability to bring about desired results in a satisfactory manner is all that performance is about. Good performance is an indication of success and development of all organization. Performance is the measure of how well the organization does its job.

Training; refers to the action of teaching an employee a particular skill or type of behavior.

Job mentoring; this refers to the employee training system under which a senior or more experience individual is assigned to act as an advisor or guide to a junior or trainee.

Employee; an individual who works part time or full time under a contract of employment, whether oral or written, express or implied, and has recognized rights and duties;

Human resources; the individuals who make up the workforce of an organization, although it is also applied in labor economics too, for example, business sectors or even whole nations;

Job rotation; refers to a lateral transfer of employees among a number of different positions and tasks within jobs where each requires different skills and responsibilities.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the concepts of human resource development and employees' performance, theoretical review, conceptual framework and review of related literature.

2.1 Theoretical Review

This study has been based on, Human Capital Theory, organizational learning theory, and Social learning theory.

2.2 The Human capital theory

The Human capital theory hypothesized by Becker, (1964) which states that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings. While Becker (1964) further suggests that education or training raise the productivity of workers by imparting useful knowledge and skills, others provide different explanations for how education is related to worker productivity. Individual is based on the argument that the higher earnings of educated workers simply reflect their superior ability acquired during the process of education, rather than through skills and knowledge. Schultz (1975) suggests that education enhance an individual's ability to successfully deal with disequilibria in changing economic conditions. Such ability includes that of perceiving a given disequilibrium, analyzing information, and reallocating resources to act. Levin (1987) argues that the human resource development such as training, job mentoring and job rotation increases the ability of employee to perform affectively. Levin and Kelley (1994) suggest that education can improve productivity only if complementary inputs exist, which include training, contract terms, and management practices; they point out that economists and other social scientists have overestimated the payoffs resulted from increased formal education while they have ignored the complementary inputs and conditions. Recently, Hall and Jones (1999) maintain that differences in capital accumulation, productivity, and therefore output per worker are fundamentally human resource development: Theoretical and Empirical Reflections related to differences in social infrastructure

across countries. Such social infrastructure includes the institutions and government policies that determine the economic environment, within which individuals accumulate skills and firms accumulate capital and produce output. Lack of these conditions would cause loss in production. Therefore, This theory explains the significant of human resource development on employee's performance and importance of having employees development practices such as job training, employees mentoring, job rotation in the job setting in an organization.

Organizational learning theory

Organizational learning theory by Adler. S (2008), states that, Organizational learning is the process of creating, retaining, and transferring knowledge within an organization. An organization improves over time as it gains experience in order to be competitive in a changing environment, organizations must change their goals and actions to reach those goals. The theory relates to the study human resource development and employee performance. An organization improves over time as it gains experience. From this experience, it is able to create knowledge. This knowledge is broad, covering any topic that could better an organization. Examples may include ways to increase production efficiency or to develop beneficial investor relations. Knowledge is created at four different units: individual, group, organizational, and inter organizational. Organisational learning theory relates with human resource development and employee performance. human resource development involves aspects of training , coaching and mentoring of employees and the major emphasise is employees learning .The most common way to measure organizational learning is a learning curve. Learning curves are a relationship showing how as an organization produces more of a product or service, it increases its productivity, efficiency, reliability and/or quality of production with diminishing returns. Learning curves vary due to organizational learning rates. Organizational learning rates are affected by individual proficiency, improvements in an organization's technology, and improvements in the structures, routines and methods of coordination.

The Social learning theory of Albert Bandura, (1977), states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behavior, learning also occurs through

the observation of rewards and punishments, a process known as vicarious reinforcement (Trust, 2009) When a particular behavior is rewarded regularly, it will most likely persist; conversely, if a particular behavior is constantly punished, it will most likely desist. The theory expands on traditional behavioral theories, in which behavior is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual. While behaviorists believed that learning led to a permanent change in behavior, observational learning demonstrates that people can learn new information without demonstrating new behaviors. Therefore, human resource development should be a practice that most organizations or institution should adopt for better employees' performance (James et al,2007)

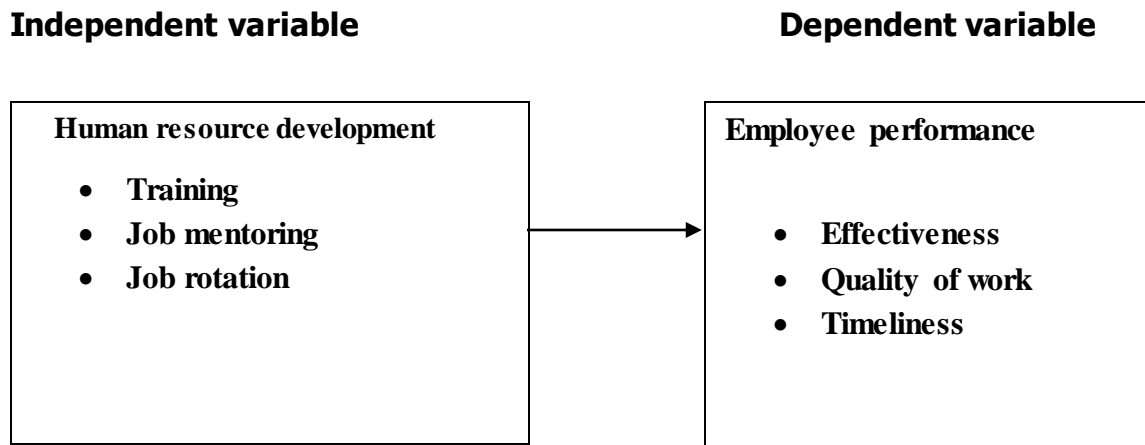
According to Becker, (1964) suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings. While Becker (1964) further suggests that training raise the performance of workers by imparting useful knowledge and skills, others provide different explanations for how education is related to worker productivity. Individual is based on the argument that the higher earnings of educated workers simply reflect their superior ability acquired during the process of education, rather than through skills and knowledge. This theory explains the significant of human resource development on employee's performance and importance of having employee's development practices such as job training, employees mentoring, job rotation in the job setting in an organization (Trudel ,2007).

After thorough review of the theories, such as the Human capital Theory, organizational learning theory and the social learning theory, it is Human Capital theory that underpinned the topic under investigation.

2.3 Related literature review

In carrying out the research, related Literature review was done after thorough reviews of Theory (theories) of relevance to the purpose of the study, and development of conceptual framework model, researcher reviewed related literature that's literature related to the respective specific study objectives of the topic under investigation.

Figure 2. 1: Conceptual Review



Source: Adopted from Armstrong, 2005 and modified by the researcher, 2018

The framework in figure 2.1 portrays that effect between human resource development and employee performance. The framework shows that when human resources are developed through training, job mentoring and coaching they perform better than others. According to the conceptual framework human resource development includes training, job mentoring and coaching. In addition, employee performance includes effectiveness, timeliness and quality of work. All the above-mentioned aspects of human resource development practice influences employee performance.

2.4 Human Resource Development

The origins of HRD are widely contested among researchers and across geographic and cultural boundaries. However, in the United States, the Industrial Revolution is recognized once again as a driving force in the evolution of human resource development (Holden, 2013). Like Taylor, Henry Ford sought to improve the efficiency of his operations by mitigating the negative impact of human resources development.

Ford designed a production process that utilized the most efficient movements and maximized employee capabilities. The Ford assembly line is a notable contribution to flow design and lean management in today's operations (Hammond, J. & Perry, J. 2005). Similarly, World War II led to the increased need for employee training to produce warships and military equipment, which employees were not previously apt at doing. In the late 1950s, psychology introduced the human element to organizational development practices. Theories on effective employee development activities rose to the forefront of management concern. Psychologists, Argyris, McGregor, Likert, and Herzberg popularized the notion that employee development activities directly influence employee performance (Harrison, 2009). As such, Human resource practices added the psychological component to Human resource Management, separating human resource development from the processes supporting human resource management practices (Harrison 2009).

2.5 Effect of training on employee performance

Beach (1991) focused on need-based nature of training and he termed training as "The organized procedure by which people learn knowledge or skill or attitude for a definite purpose". This definition emphasizes need-based nature of the training calculated to serve a definite objective. Monappa and Mirza (2012) stated that the primary purpose of the teaching activities carried in the organization is to acquire and supply the knowledge, skills, abilities and attitudes needed by that organization.

Adeniyi (1995) referred staff training and development as a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. Obisi (2001) stated that the concepts of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development covers not only those activities, which improve job performance, but also those which bring about growth of personality (O'Reilly ,1980).

According to Seyler, (2014), training is an effective measure used by employers to supplement employees' knowledge, skills and behavior to the continuous changing scenario of business world. According to Isyaku (2015), the process of training and development is a continuous one. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. O'reillyr (1980)

said that training and development aim at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organization growth.

According to Obisi (2014), training is a process through which the skills, talent and knowledge of an employee is enhanced and increased. He argues that training should take place only when the need and objectives for such training have been identified. According to Tan et al., (2013), companies are making huge investment on training programs to prepare them for future needs. The researchers and practitioners have constantly emphasized on the importance of training due to its role and investment. Stavrou, et al., (2012) stated the main goal of training is to provide, obtain and improve the necessary skills in order to help organizations achieve their goals and create competitive advantage by adding value to their key resources –i.e. managers.

According to Asha (2007), the need for training can be emphasized in various work situations, such as in harnessing skills for existing jobs, planning out one's future job profile, elevating employee's performance and so on. The training and development function in an organization has gained a lot of importance due to advancement in technology and changes in market force. Chih et al., (2008) opined that training program is dependent on the following parameters for its success (i) perceived value of learning program (ii) attitude to teacher (iii) response to learning conditions (iv) desire to learn: the degree to which trainees really want to learn and do well. Giangreco et.al, (2009), stated the key determinants of overall satisfaction with training (OST) are perceived training efficiency (PTE) and Perceived usefulness of training (PUT). Bates et al., (2010) stated that usefulness of training program is possible only when the trainee is able to practice the theoretical aspects learned in training program in actual work environment. They highlighted the use of role-playing, cases, simulation; mediated exercises and computer based learning to provide exposure to a current and relevant body of knowledge and real world situations (Knowles, 2005).

Kalaiselvan and Naachimuthu (2011) described training by graphical representation, training cost and business benefits are drawn on X and Y-axis respectively. Four quadrants were identified to highlight (i) strategic (Lower training cost and higher business benefits), (ii) Payback (Higher training cost and higher business benefits) (iii)

Think (Lower training cost and lower business benefits) (iv) Drop (Higher training cost and higher business benefits). According to Karthik, R. (2012) training objectives tell the trainee that what is expected out of him at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives; Trainer, trainee, designer, evaluator (Holden, 2013)

Subramanian (2012) developed Return on investment plan document which captures information on several key issues necessary and the factors related with training: (i) significant data items (ii) the method for isolating the effects of the training and education program (iii) the method for converting data into monetary values (iv) the cost categories, noting how certain costs should be prorated (v) the anticipated intangible benefits (vi) the communication targets to receive the information and (vii) other issues or events that might influence program implementation attitude into appropriate behavior

2.6 The effect of job Rotation on employee performance

The concept of Job Rotation also refers to an individual's perception of the opportunity for intra-organizational career mobility. Intra-organizational career mobility refers to job changes that include substantial changes in work responsibilities, hierarchical level or titles within an organization (Joao, 2010). It also refers to occupational change, which include transitions that require fundamentally new skills, routines and work environments, along with new training, education or vocational preparation within an organization (Funda, N, 2010).

The existence of intra-organizational career mobility opportunities in contemporary careers is evident in the new psychological contract between employers and employees, which highlights the provision of lateral moves and developmental opportunities in exchange for longer working hours, added responsibility, broader skills and employee tolerance of change and ambiguity (Baek 2014). Aligned with the new psychological contract, career attitudes focus on the need for individuals to adapt to their work environment and to manage their own careers (Becker 1964). In addition to opportunities for intra-organizational career mobility, modern-day careers are also characterized by an inclination towards physical movement between organizational

boundaries. The increase in competition in response to globalization has exacerbated intra-organizational career mobility (Johnson, 2010).

Job Rotation involves shifting employees from one position to another with the goal of sustaining or enhancing satisfaction, motivation, and performance. Job Rotation adds new challenges and has elements of both job enlargement and job enrichment since it may include both horizontal and vertical integration. Job Rotation refers to the systematic movement of staff from one job to another (Trudel, P.2007). It sometimes involves lateral/non-lateral transfers, within or between departments that enable employees to work in different jobs (Amin, 2005).

Moreover, Stavrou, 2004 indicated that it concerns lateral transfer of employees among a number of different positions and tasks within jobs where each requires different skills and responsibilities". Talbot and Bunch (2007) added that Job Rotation is working at different tasks or in different positions for one period. Ng and Greenberg (2013) opined that it allows employees to expand their knowledge, skills and attitudes useful for the working environment. Job Rotation is a widespread practice amongst many professions as well. For example, most educational institutions in Ghana practice Job Rotation to stimulate employee enthusiasm and initiative. Another prominent example is the military, which rotates officers around various occupations before they can rise in the ranks. Job Rotation is even practiced in the medical field, where hospital officials are rotated around different wings to gain wealth of experience in multiple areas, reducing boredom and preparing staff for contingencies. In Tamale Polytechnic, Job rotation is likely to benefit departments, individuals involved, and ultimately the entire organization (Newstrom, 2007).

2.7 Effect of job mentoring and employee performance

Mentoring is a term generally used to describe a relationship between a less experienced individual, called a mentee or protégé, and a more experienced individual known as a mentor. Traditionally, mentoring is viewed as a dyadic, face-to-face, long-term relationship between a supervisory adult and a novice student that fosters the mentee's professional, academic, or personal development (Dalal 2005). It is important to acknowledge that the term "mentor" is borrowed from the male guide, Mentor, in

Greek mythology, and this historical context has informed traditional manifestations of mentoring.

Research confirms that improving workforce literacy, language and numeracy skills works best if the learning is in a context that is relevant to the learner e.g. existing workplace training (2008). This new direction has its roots in the work of Lave and Wenger (1991), who challenge the assumption that learning necessarily occurs through the transmission of factual knowledge or information, isolated from context. They assert instead that learning is a process of peripheral participation in communities of practice. This conception of learning is centered on the interaction between the agent (e.g. worker), the activity (e.g. work) and the world (community of practice). "Peripheral participation" is where the learner initially operates at the edges of a community of practice within a given context, and gradually becomes a fully contributing participant. In this early work, Lave and Wenger discuss the individual's peripheral participation in communities of practice. In a later work, Wenger (1998) discusses and extends the concept of communities of practice as existing in the relationships between people, within groups and communities.

According to Ian Falk makes the seemingly obvious yet often overlooked point that "Learning occurs when interaction occurs" (Falk, 2012) and that interaction necessarily involves engagement. He further asserts that learning occurs in the engagements between members of a community of practice, and concludes that communities of practice and the learnings that occur within them are the same. In his discussions of social capital in workplace learning, Falk talks about learning as a "reconfiguration of existing aspects of personal identity, knowledge and skills". Through an example of an interaction between a plumbing apprentice, a plumber and a plumbing inspector, he shows how learning does not simply reside in „factual“ information, but comes about through engagement and identification with other people (role models) and the way they do things.

While formal learning in institutions has been the subject of a great deal of research, Vaughan suggests that workplace learning has been undervalued in the literature (Vaughan, 2008). This attitude is changing. Harris et al (2001), assert that a shift away from off-site learning towards learning in the workplace was an important development

during the late 1990s and that there are now a growing number of research studies that seriously consider both off-site and on-site environments for learning. There are significant differences in learning within each environment. For instance, off-site institutional learning has focused on the transmission of factual knowledge related to broader industry qualifications. Employers who take the view that what is good for the trainee may not be good for the employer, in terms of potential loss of able staff (Dinah, 2012). He also reported different employer reasons for skepticism often resist this learning: what really counted was workplace performance rather than the achievement of standards and qualifications for their own sake. There were numerous comments noting that completion of certificates does not necessarily translate into workplace performance (Subramanian et al., 2012). There were many examples of training for certificates that was poor in quality and unlikely to connect with shop floor issues. Insisting on such training as a basis for funding seemed more related to ease of reporting than to „...the alignment between learning and what’s needed in the workplace “(Kell et al., 2009). Support for learning is generally more immediately focused on employee learning and development that meets the demands of the organization. Current research is exploring how learning in the workplace environment occurs, that is, on the situational focused, context-

(Colley 2003), discuss how most of the parents of the engineering students in their study are skilled manual workers “...and a number of their male relatives have worked in the engineering industry” (Colley et al., 2003). Holland (2009) showed how, in trade’s areas, a young trainee from a „trades family” may fit the culture of the workplace, thus facilitating learning. However, it was also evident that a learner from a non-trades family had difficulty negotiating the culture. Colley et al. assert that the learner aspires to a combination of dispositions demanded by the vocational culture (Colley et al., 2003) and thus they become “right for the job” (Holland).

Features of the modern organization, such as flatter organizational structures and lower job security, often results in employees, particularly newly promoted individuals, having to progress and develop quickly, adjusting to substantial changes in terms of skills and responsibility (Jarvis, 2004). Coaching can help to support these individuals, as it has the adaptability and flexibility to support a range of individuals with different

learning styles. The development needs of individuals are diverse and the 'one size fits all' model of development is often inappropriate. Thus, coaching has the potential to provide a flexible responsive development approach that can be used to support an increasing number of individuals within the organization than traditional forms of training (Jarvis, 2004). Over recent years, there has been an increasing trend of individuals taking greater responsibility for their own development (Rogoff). If individuals are to do this, they need support and advice and the coaching relationship appears to provide employees with the appropriate support they need in order to achieve their developmental aims (Whitmore, 2000).

2.8 Employees Performance

Employee's performance is a rating system used in most corporations to determine the abilities and output of an employee (Jarvis et al., 2014). Performance is divided into five components:

Planning, monitoring, developing, rating and rewarding. Many companies are still using a paper-based process for recording their employee performance appraisals, but these systems have inherent limitations: They tend to be slow and costly because they involve handling large quantities of paper. The papers employees review tend to be filed away and forgotten. The valuable feedback, goals and training plans they contain are not typically used to direct current performance (Halbesleben 2010). It is almost impossible to ensure any level of consistency in performance ratings and feedback. There is no way to aggregate the information they contain and use it to strategically drive the business and employee performance (McLean et al., 2004).

According to Hawthorne, studies and much other research work on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 1985). Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management finds it easy to motivate high performers to attain firm targets. (Krejcie 1970). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs. Recognizing

the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce. According to Leonard-Barton, (1992), an organization that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training. Pfeffer (1994) highlights that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage in the market.

Training is determined as the process of enabling employee to complete the task with greater efficiency, thus considered vital element of managing the human resource performance strategically (Locke 1995). The importance of training on the employee performance, through accelerating the learning process, is mentioned in many researches (e.g. McGill and Slocum, 1993; Ulrich et al., 1993; Nonaka and Takeuchi, 1995; DiBella et al., 1996). Employee performance, achieved through training, refers to immediate improvements in the knowledge, skills and abilities to carry out job related work, and hence achieve more employee commitment towards the organizational goals (Huselid, 1995; Ichniowski et al., 1997). Kamoche and Mueller (1998) mentioned that training should leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on investment (in training) for the firm. "A term typical to the Human Resource field, employee performance is everything about the performance of employees in a firm or a company or an organization. It involves all aspects which directly or indirectly affect and relate to the work of the employees" (employee performance, website).

Employee's performance important for the company to make every effort to help low performers. Performance is classified into five elements: Planning, monitoring, developing, rating and rewarding. In the planning stage, Planning means setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals. Monitoring is the phase in which the goals are looked at to see how well one is doing to meet them. Monitoring means continuously measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or

problematic standards. During the developing stage, an employee is supposed to improve any poor performance that has been seen during the period one has been working at the company. During planning and monitoring of work, deficiencies in performance become evident and can be addressed. The rating is to summarize the employee performance. This can be beneficial for looking at and comparing performance over time or among various employees. Organizations need to know who their best performers are at the end of the cycle is rewarding stage. This stage was designed to reward and recognize outstanding behavior.

Goals achievement

Goal commitment in simple words denotes the acceptance of the goal by the individual. The acceptance of the goal is the initial step towards the motivation of the individuals. Rug and Wallace (2012) commented that if the goal is achievable and realistic then the rate of acceptance is high and with the advent of acceptance, the individual applies the required degree of determination and self-efficacy in order to complete the goal. However, Lumley, (2010) the rate of commitment may be hampered if the individual does not find the goal to be important. Hence, in order to successful make a goal achievable the organizations must exert the importance of the goal on the employees (Maxwell, 2013).

Bateman(2006) suggested that highly specific goals affect the performance levels. Vague and abstract goals make it difficult for the employees to decide on the type of performance and quality of performance that the individuals should generate. The goals should thus be clear in terms of the specifications thereby assigning the actual tasks that the organization requires the employees to meet. The major focus of the management of the organization should be on the removal of the ambiguity from within the goals. For instance, the sale persons was given specific monthly targets that they have to achieve and the specification of incentive structures that they might get on achieving more than the monthly targets. According to Sinnema and Robinson (2012) the numerical targets makes the targets more realistic and highly motivates the employees to achieve the same. Further depending upon the skills of the employees the management can enhance the goal challenges and specifications (Stavrou,2004).

According to Arvey (2002) to encourage high performance, levels the organizations should formulate highly difficult goals. However Simões et al., (2012) argued that the difficulty level of the goal should depend upon the human skills present within the organization so that the level is achievable otherwise the goal difficulty can demotivate the employees and reduce their productivity. Ordonez et al. (2009) suggests that the individuals have a tendency to act or respond dishonestly in case the goals become unattainable or difficult compared to their skills. Thus, it is essential for the organization to set the difficulty levels correctly in order to enhance the performance levels. For instance, Ford's goal to gain market share in the international market forced the company to compromise on the quality standards of the new car Pinto that resulted in accidental deaths of around 53 consumers. Thus, the example shows that high standard settings are often detrimental to the success of the employees and the organization.

Employee's effectiveness

Daft (1983) defined organizational effectiveness as the degree to which organization realized its goals. Oguntimehin (2001) said that organizational effectiveness is the ability to produce desired result. Wilkinson (2000) noted that an effective accounting information system performs several key functions such as data collection, data maintenance, data information accounting systems and knowledge management, data control including security and information generation. According to Huse and Bowditch (2009), an organization is effective and efficient when it has the ability to be integrated and to consider three different perspectives simultaneously: structural design, flow and human factors. Looking into this further, a literature review by Campbell (2002) found that more than 30 different criteria were used for the measurement of organizational Performance, Praeger, (2001). These measurement criteria ranged from specific aspects of organizational success to a global view. Campbell's (2011) review also finds some of the measurement criteria to be inconsistent, in that few studies used multivariate measures of effectiveness and the same criteria was rarely used across studies Praeger, (1986).

Performance requires that employees be capable of performing their tasks, have clearly defined job roles, know what is expected of them, have tools to do the job,

have the knowledge and skills to perform, receive regular feedback on performance and understand and receive rewards for good performance Power (1986). For an employee to perform his or her role as expected by the employer, an employee therefore needs to have the right skills and know how to perform the tasks. The process of acquiring these skills and know how may be obtained either through on the job training or through off the job training and development. These practices of human resource management provide the basis for performance and are the elements of effective performance.

According to Fitzgerald et al (1989), performance measures in a service industry is unique because; most services are intangible, services output varies and production and consumption of the services are inseparable and services are perishable. Thornhill (2007) observed that performance stems from the effort by the organization in linking the employee's objectives with those of the organization. This includes setting clear goals, goal setting that affect performance by directing employee's attention and effort increasing their determination to succeed and motivating them to develop strategies for achievement. The strategies for goal achievements may in many cases include ensuring that the employees have the right skills and knowledge, which can be enhanced through human resource, practices such as training and development. Swart et al (2005) observed that human resource development, as an organizational activity should promote performance; however, human resource development practitioners tend to focus on performance whereas academics concentrating on research in the area of human resource development are more likely to adopt a learning focus.

There are number of human resource development that was tested in connection with employee performance. Tan et al (2003) studied eight HR practices and their relationship to perceived employee performance. These eight practices include recruitment and selection practices, placement practices, training practices, compensation practices, employee performance and evaluation practices, promotion practices, grievance procedure and pension or social security. Huselid (1995) used eleven human resource management practices in his study; personnel selection, performance appraisal, incentive compensation, job design, grievance procedures,

information sharing, attitude assessment, labor management participation, recruitment efforts, employee training and promotion criteria.

A number of studies indicate that employee training has a positive impact on employee performance. They generally test the hypothesis that, by improving the competency of employees, training also improves their productivity, which is reflected in an improvement in the firm's performance. Betcherman, McMullen (1998) concluded that firms that have training programs tended to perform better in terms of productivity, revenues, profitability, viability and prospects. Saks et al. (2002) also found a positive relation between training and productivity, profit, revenue and client satisfaction, a relation that is more significant when the training is accompanied by incentives for the employees. Subramanian et al., (2012) resolved that organization performance is influenced in a big way by the quality of its labor forces at all levels of business. Employees and teams which comprises of members that are highly skilled, trained and motivated will nearly overcome most of the difficulties created by external forces while poorly motivated, untrained and unskilled labour force will nearly always fail to take advantage of favorable external opportunities and enhance their performance.

Subramanian concludes that performance management is a total company system built into all human resource activities including recruitment, training, reward, relations, among others and looks more into the future to improve challenges and opportunities. In conclusion human resource development should be geared towards developing employees to ensure performance is maintained and enhanced in order for the organization to benefit from their services and improve in its performance.

2.9 Research Gaps

Different researchers reviewed literature on human resource development practice and employee performance in schools, hospitals, banks, public sector but none has conducted a study relating the variables in the Canadian Forest Service. Most of the scholars studied the variables in Europe and African setting, which call for a study in the Canadian Forest Service Context.

Studies have shown that most of the human resource development research studies have been carried out in some Asian countries' samples (Armstrong 2005) and emerging economies in Asia such as China and South Korea (Martins and Coetzee, 2007). However, very few studies have been used samples from North America and Canadian Forest Service in particular, thus challenging the generalizability of these studies to a Western context.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research methodology used in the study. The research design, population and sampling technique used in the study. The instruments for the data collection were also described in detail. Finally, this chapter highlights the ethical considerations that were taken into account in conducting research study, limitation factors of research and probably solution to the limitation to the research study.

3.1 Research Design

The research adopted a cross sectional survey design. Cross sectional design was used because the study involved collecting opinions from different respondents at once (Colley 2013). The study was a survey because it involved a large number of respondents (Bunch 2007). The study was descriptive because it allowed the researcher to discover patterns in employees thinking and describe issues from their own point of view. Quantitative approaches of data collection was used. Quantitative approach was used in analyzing primary data from the field using descriptive statistics (Amin, 2005).

3.2. Population for the study

The target population include 164 employees of the Canadian forest service. These include operational staff, directors, supervisors and managers. The researcher used sampling to select the participating employees for the study. The target employees varied from one department to another respectively. This is because most of these departments in Canadian Forest Service in Canada deal with different activities and functions (Kanter, 2010).

3.3 Respondents sample Size

The study applied sampling technique to select the number of respondents in the Canadian Forest Service, Canada. The number of the sample was determining by Slovene 1970s formula for sample size determination as follows;

$$n = \frac{N}{1+N(e)^2}$$

Where,

n= Sample Population

N= Total Population

1 Statistical Constants

e = level of significant (0.05)

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{164}{1+(164(0.05)^2)}$$

$$n = \frac{164}{1+(164* (0.0025 ?))}$$

$$n = \frac{164}{1+0.45}$$

$$n = \frac{164}{1.45}$$

114 Respondent

Therefore, since the study was carried in Canadian Forest Service, Canada, 114 employees were selected and questionnaires given out to the respondents for the study.

The researcher used quantitative approach where sampling was applied and structured interviews questionnaires' were distributed to 114 respondents in the following categorizes Directors, Supervisor, Operational staff and Managers.

Table 3. 1: Population and Sample Size Distribution

Categories of employees	Population of employees from each category	Sample Size	Sampling procedure
Directors	14	14	Census sampling
Supervisor	30	20	Purposive sampling
Operational staff	80	50	Purposive sampling
Managers	40	30	Purposive sampling
	164	114	

Source: Canadian Forest Service Report, 2018

3.4. Sampling Procedure

The stratified sampling technique was used in order to determine the required sample from each category of employees. Stratified random sampling was used because the participants were put into different strata (Saunders, 2003). Purposive sampling was used because the researcher need to consider respondents with knowledge on the subject matter and census was also used where the respondents were few.

3.5. Data Collection Instruments

3.5.1. Self-administered questionnaires

The study used questionnaires to collect data from 114 employees ranging from Directors, Supervisor, Operational Officer and Managers of Canadian Forest Service in Canada, for the study. The questionnaires were used because it allows easy collection of data from a large group of respondents. The researcher designed questionnaires with the topical issues. It comprised of three sections; the first section enlisted the respondents' General information, the second section focused on the human resource development variables such as Job Training, employees Mentoring and the third section on employee's performance measurement in Canadian Forest Services, Canada. The items on the questionnaire were tapped on a 5-point Likert scale.

3.6 Validity and reliability of the research instruments

According to Amin (2005), validity and reliability are two important concepts in the acceptability of the use of an instrument for research purposes.

3.6.1 Validity

Validity refers to the appropriateness of the instrument (Amin, 2005). To ensure validity, the questionnaires was developed, and given to two expert judges from Kampala International University (KIU) and one expert from Canadian Forest Service, in Canada to do a score in order to notch the relevance of each question in providing answers to the study. After which a content validity index (C.V.I) was computed using the formula:

$$\text{CVI} = \frac{\text{Number of Items declared valid by the judges}}{\text{Total Number of items on the questionnaire}}$$

CVI for expert 1: 33/38= 0.89

CVI for expert 2: 32/37= 0.86

CVI for expert 3: 35/37= 0.97

Overall CVI =0.9

A CVI of 0.9 was obtained which is acceptable as suggested by Amin (2005).

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Metle, 2010). According to Amin (2005), an instrument is reliable if it produces the same result whenever it is repeatedly used to measure trait or concept from the same respondents even by other researchers.

A pre-test was done on 20 of the respondents who were not part of the final study. Data were coded and entered into the computer.

Cronbach's Alpha Reliability Coefficient was computed using the Statistical Package for Social Scientists (SPSS.16. V.) computer program to estimate the reliability of the questionnaire. According to Sekaran (2003), a coefficient of 0.6 or more implies that there is a high degree of reliability.

Table 3. 2: Reliability Statistics

Variables	N of items	Reliability Coefficients
Human resource development	26	0.76
Employee performance	11	0.72

3.7 Data analysis

The data obtained from the field were in raw form and were cleaned, coded, and keypunched into a computer and analyzed.

3.7.1 Analysis of quantitative data

The statistical package, which was used for analysis of data in this study, was SPSS version 16.0. Different statistical techniques were used namely: descriptive, and regression analyses. Statistical significance for hypothesis testing was at the 0.05 level of significance.

Objective one was to examine the effect of training on employee performance and the objective was analyzed using linear regression analysis to establish the influence of training on employee performance.

The second objective was to examine the effect of job mentoring and employee performance. The objective was analyzed using linear regression analysis to establish the influence of job mentoring on employee performance.

The third objective was to examine the effect of job rotation on employee performance. The objective was analyzed using linear regression analysis to establish the influence of job rotation on employee performance.

3.8 Measurement of variable

Data on the respondent's views and opinions about accounting information system and organization performance were obtained using scaled variables from a self-developed questionnaires developed after review of related literature on the topic under investigation. A five point - Likert scale of 5 = strongly agree, 4 = agree, 3 = not sure, 2 = disagree and 1 = strongly disagree was used to tap respondents' attitudinal disposition on the study variables as suggested by Mugenda and Mugenda (1999).

According to Mugenda and Mugenda (1999), the Likert type scale is the most commonly used rating scale in questionnaires.

3.9. Ethical consideration

The research process was guided by sound ethical principles that included the followings: -

Voluntarism; the research team ensured that respondents are not coerced or manipulated into participating in the study. Respondents were told the purpose of the study and their consent to participate in the study were sought.

Objectivity; the research team ensured objectivity when carrying out the research any attempt to bias results is considered unethical and should therefore be avoided. Confidentiality; the respondents were also assured of confidentiality and anonymity. Their names were not written anywhere in the report and the information given will only be used for academic purposes.

Respect; the research team ensured respect for the respondents. Respect was encompassed respecting the opinion of the respondents including the opinion to terminate the interview whenever they felt uncomfortable to continue, questioning style especially for very personal and sensitive questions.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0: Introduction

The results in this section were presented so as to explore the data with respect to the research study objectives. After the data entry stage, the data was captured using the SPSS software and then analyzed with respect to the research objectives. The analysis was presented using frequencies descriptive statistics regression analysis. The research objectives were;

1. To examine the effect training and employee performance in Canadian Forest Service in Canada.
2. To examine the effect of job mentoring and employee performance in Canadian Forest Service in Canada.
3. To examine the effect of job rotation on employee performance in Canadian Forest Service in Canada.
4. To establish the relationship between human resource development and employee performance in the Canadian Forest Service in Canada.

4.1. Descriptive statistics

The descriptive statistics were used to show the demographic characteristics. These were followed by the t-tests. The result from the descriptive statistics as shown below.

Table 4. 1: Showing Gender of Respondents.

Item	Description	Frequency	Percentage (%)
Sex	Female	53	46.9
	Male	61	52.6
	n=	114	100.0

Source: Primary Data, 2018

Table 4.1.1 above indicates the gender of respondents where majority of them were male with a dominance of (52.6) compared to their counterparts the female with

(46.9%). Therefore, this implied that the majority were male although the Canadian Forest Service considers gender balance important.

Table 4. 2: Showing the Age of Respondents.

Item	Description	Frequency	Percentage (%)
Age group	21-30 years	30	26.5
	31-40 years	40	35.4
	41-50 years	29	25.7
	51 and above	15	13.1
	n=	114	100.0

Source: Primary Data, 2018.

Table 4.2 above indicates that majority of the responds were between the age of 31-40 years with 70.8 %, 20-30 with 22.1% and 41-50 years with 7.1%. This implies that majority of the respondents in Canadian Forest Service were mature in regards to age and had acquired enough working experience.

Table 4. 3: Showing Education Level.

Item	Description	Frequency	Percentage (%)
Education Level	Certificate	9	8.0
	Diploma	23	20.4
	Degree	44	38.9
	Masters	31	27.4
	PhD	7	5.3
	n=	114	100.0

Source: Primary Data, 2018.

Table 4.3 above indicates that majority of respondents were degree with 38.9 %, masters with 27.4%, diploma with 20.4% and certificate with 8.0% and PhD with

5.3%. This implies that majority of the respondents had attained a degree and also many had attained masters. This implies that Canada Forest Service considers education important and majority of its employees are educated to a higher level.

Table 4. 4: Showing length in service

Item	Description	Frequency	Percentage (%)
Working experience	2-4 years	54	47.8
	5-7years	46	40.7
	8-10years	14	11.5
n=		114	100.0

Source: Primary Data, 2018

The above table 4.4 indicates that majority of the respondents had worked for 2-4years with 47.8%, 5-7 years with 40.7% and 8-10 years with 11.5%. This implies that majority of the employee in Canadian Forest Service have gained adequate working experience in Canadian Forest Service.

Table 4. 5: Showing Job Title

Item	Description	Frequency	Percentage (%)
Job title	Operational staff	60	52.6
	Supervisor	20	17.5
	Manager	10	8.7
	Administrator	24	21.0
n=		114	100.0

Source: Primary Data, 2018

The above table 4.5 indicates that majority of the respondents were operational staff with 52.6 %, supervisors with 17.5%, administrators with 21.0% and managers with

8.7%. This implies that majority of the employee in Canadian Forest Service are operational staff who handle day to day activities in the organization.

4.2 Human resource development

The independent variable in this study human resource development practices is categorized training, job mentoring and job rotation. This variable was measured using quantitative questions with response rate ranging (1) Strongly Agree; (2) Agree; (3) Not sure (4) Disagree; (5) Strongly Disagree. Responses were analyzed and described using means as summarized below in table

4.2 Human resource development

Table 4. 6 : Descriptive statistics for human resource development practices

	Mean	Std. Deviation	Interpretation
Training is compulsory in CFS	4.25	.788	High
I get constant on the job training in CFS	4.19	.998	High
I am given feedback after training	3.94	.962	High
CFS provides off the job training to its employees	3.81	.796	High
Training needs assessment is carried out before training	3.72	.837	High
Employee recognition is done after training	3.53	.935	High
The method used in training at CFS are appropriately selected and reviewed	3.49	1.01	moderate
CFS has personnel dev't plan for each individual employee	3.46	.813	moderate
Performance appraisal system are used to determine career strength and weakness of individual employee	3.45	1.01	Moderate
I participate in all activities from different department of CFS	3.43	1.25	Moderate
Conferences and seminars are organized on career development	3.41	.883	Moderate
Performance appraisal systems are used to determine my career strength and weakness in CFS	3.38	1.03	moderate
Average mean	3.67	0.95	High
Job rotation			
Job rotation I carried out so regularly in CFS	3.37	.946	moderate
I am given opportunity to work in different departments	3.36	.916	Moderate
Every employee is assigned tasks from another department	3.35	.990	Moderate
I know what another department do	3.34	.988	Moderate
I participate in all activities of the department	3.31	.878	Moderate
Average mean	3.34	0.94	Moderate
Job mentoring			
I am given leadership skills	3.24	.968	Moderate
I am delegated to extra work activities	3.23	1.06	moderate
I am assigned to do challenging tasks	3.14	.980	moderate

I am guided in different activities at work	3.29	1.05	moderate
There is a well laid out career dev't path for each employee in CFS	3.31	.877	Moderate
Average mean	3.24	0.98	Moderate
GRAND MEAN	3.41	0.95	Moderate

Source: primary source, 2018

The findings from table 4.2 above shows the measurements of human resource development practices. This implied that human resource development practices in all aspects was moderate with a grand (mean = 3.41). For training was high with (average mean=3.67), job rotation with average (mean =3.34.) and job mentoring with (average mean=3.24). This implies that human resource development in Canadian Forest Service was and still need to improvement in aspect of job mentoring and job rotation which are found moderate.

4.3 Employee performance

The dependent variable in this study employee performance s categorized quality of services, timeliness, and effectiveness. This variable was measured using quantitative questions with response rate ranging (1) Strongly Agree; (2) Agree; (3) Not sure (4) Disagree; (5) Strongly Disagree. Responses were analyzed and described using means as summarized below in table 4.3

Table 4. 7 Descriptive statistics for employee performance

Employee performance	Mean	Std. Deviation	Interpretation
Quality of work			
I have speed in performing of my duties at CFS	4.18	.996	moderate
I usually complete the assigned duties and responsibilities as stipulated on the job description.	3.76	.793	moderate
My performance is limited due to the use of poor training means.	3.32	.	Moderate
Average mean		.912	
Timeliness	3.75	0.90	high
i report to work on time as stipulated in the staff rules and regulations	3.38	1.14	Moderate
i complete assigned duties at the time when they are required by their supervisor	3.48	1.17	Moderate
supervisors in CFS always give adequate time to employee to accomplish tasks as assigned	3.37	1.04	moderate
Average mean			
Effectiveness	3.41	1.11	Moderate
performance in CFS is measured in terms of the resources used in getting the work done	3.21	1.02	Moderate
when performing duties, employees are always conscious of the cost involved	3.32	1.02	moderate
imimimise errors when performing my duties	3.33	1.07	moderate
Average mean	3.28	1.03	moderate
Grand mean	2.96	1.01	Moderate

The findings from table 4.3 above shows the measurements of employee performance. This implied that some aspects of employee performance were moderate with a grand

(mean = 2.96). For quality of services with (average mean=3.75), timeliness with average (mean =3.41) and effectiveness with (mean=3.28). This implies that employees in CFS Uganda have moderate performance and there is still need to improve quality of work and performance in general.

Table 4. 8: Linear Regression Analysis between the training and employee performance

Coefficients					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	19.114	4.998		3.824
	Training	.399	.117	.309	3.424

a. Dependent Variable: performance

ANOVA^b					
Model		Sum of Squares	Df	Mean Square	F
1	Regression	340.212	1	340.212	11.724
	Residual	3221.062	111	29.019	
	Total	3561.273	112		

a. Predictors: (Constant), training

b. Dependent Variable: performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.309 ^a	.096	.087	5.38689

a. Predictors: (Constant), training

Dependent variable: performance

Results in table: 4.6 above revealed that training has significant effect on employee performance at (Adjusted R Squared =.096). This implies that the null hypothesis is rejected. The regression model was significantly as noted from the level of significance

(Sig. <.01). The findings indicate that training had significant effect and contributed the highest effect on employee performance in Canadian Forest Service with (Beta=.309). The findings confirm that null hypotheses were rejected.

Decision rule

The hypothesis was rejected since the significant value was found to be less than 0.05 (Sig=0. 000).

Regression model equation

$$y = a + b_1x_1 + b_2x_2 + b_3x_3$$

Where; y =DV (dependent variable), a=constant, b= Beta, x=independent variables (IVs)

X₁=training

X₂= job mentoring

X₃=job rotation

y=employee performance

Table 4. 9: Linear Regression Analysis between the job rotation and employee performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.141	2.835		5.341	.000
Job rotation	1.378	.184	.580	7.495	.000

a. Dependent Variable: performance

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1196.637	1	1196.637	56.172	.000 ^a
	Residual	2364.636	111	21.303		
	Total	3561.273	112			

a. Predictors: (Constant), job rotation

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1196.637	1	1196.637	56.172	.000 ^a
	Residual	2364.636	111	21.303		
	Total	3561.273	112			

b. Dependent Variable: performance

Job rotation Model Summary

R Square	Adjusted R Square	Std. Error of the Estimate
.336	.330	4.61552

Results in table: 4.7 above revealed that job rotation has significant effect on employee performance at (Adjusted R Squared =.330). This implies that the null hypothesis is rejected. The regression model was significantly as noted from the level of significance (Sig. <.01). The findings indicate that job rotation had significant effect and contributed the highest effect on employee performance in Canadian Forest Service with (Beta=.580). The findings confirm that null hypotheses were rejected.

Decision rule

The hypothesis was rejected since the significant value was found to be less than 0.05 (Sig=0. 000). Therefore the null hypothesis was rejected .

Table 4. 10: Linear Regression Analysis between job mentoring and employee performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	27.357	3.601		7.597	.000
Job mentoring	.485	.197	.228	2.465	.015

a. Dependent Variable: performance

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	184.812	1	184.812	6.076	.015 ^a
	Residual	3376.461	111	30.419		
	Total	3561.273	112			

a. Predictors: (Constant), mentoring

b. Dependent Variable: performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.228 ^a	.052	.043	5.51530

a. Predictors: (Constant), mentoring

Results in table: 4.8 above revealed that job mentoring has significant effect on employee performance at (Adjusted R Squared =.052). This implies that the null hypothesis is rejected. The regression model was significantly as noted from the level of significance (Sig. <.01). The findings indicate that job rotation had significant effect and contributed the highest effect on employee performance in Canadian Forest Service with (Beta=.228). The findings confirm that null hypotheses were rejected.

Decision rule

The hypothesis was rejected since the significant value was found to be less than 0.05 (Sig=0.000). Therefore, the null hypothesis was rejected.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the findings in chapter four in relation to the objectives of the study. It is subdivided into four sections. The first section presents the discussion in relationship between variables and the levels of the variables. The second section presents the conclusion. The third section presents the recommendations. The fourth section presents and suggests areas for further study. The research objectives were;

1. To examine the effect training and employee performance in Canadian Forest Service
2. To examine the effect of job rotation on employee performance in Canadian Forest Service
3. To examine the effect of job mentoring on employee performance in CFS.
4. To examine the relationship between human resource development and employee performance in CFS.

5.1 Summary of the findings

5.1.1 Effect of training on employee performance

The findings indicated that training significantly affects the employee performance in Canadian Forest Service. This effect therefore implies that when there is employee training in CFS Uganda the more employee performance increases. Gondon (1998) concurs with the findings training is fundamental in ensuring improved performance of employees. He adds that without both off the job training and on- the job training, employee performance is hard to achieve. Armstrong (2009) also concur with the findings that training enhances employee's competences and performance at work. He adds that a well-trained employee, is likely to change things at work and also he/she engages in all organizational activities. Armstrong (2005) contend that employee training is the backbone of all organizations and a basis of employee performance. He also concurs with the findings that training should be given to all employee who join the organization because its outcome greatly affects their performance.

5.1.2 Effect of job mentoring on employee performance

The findings indicated that job mentoring significantly affects the employee performance in CFS. This effect therefore implies that when are mentored at work, they can perform to the best of their abilities. He adds that a mentored employee has a competitive advantage than one who is not mentored. Holden (2013) concurs with the findings job mentoring is a key factor in achieving fundamental in ensuring improved performance of employees. He adds that without job mentoring employee performance is hard to achieve. Irwin (2004) also concur with the findings that job mentoring is very importance to enhance employee performance and capabilities. He adds that a well mentored employee, is likely to change things at work and also he/she engages in all organizational activities. Greenway (2003) contend that employee mentorship helps an employee to work effectively with less supervision and high commitment work. He also concurs with the findings that job mentoring should be given to all employee during the time they stay working.

5.1.3 Relationship between human resource development and employee performance

The findings indicated that human resource development has a significant relationship with employee performance. The findings from the regression model explained that there was influence of human resource development and employee performance. Armstong (2009) concur with the findings that human resource development positively relates with employee performance. He adds that when employees are development through training and mentorship, the employees are most likely to perform to the best of their abilities. Armstrong (2009) also concur with the findings that adopting and effecting HR development, an organization, can produce the positive results in employee performance and can improve the organizational culture in a positive way. Colley and Hallond (2013) also content that, through human resource development employee skills are nurtured and their performance is enhanced. (Bunch, 2007) concur also with the findings that human resource development empowered employees with great skills and competencies and well-motivated employees normally perform better than others. (Mayer, 2015). Donald (2006) also contend that human resource

developments can significant influences employee performance at work (Bandura, 1997).

5.2 Conclusions

From the findings and the corresponding discussions, the study drew the following conclusions.

5.2.1 Objective one; the effect of training and employee performance

According to the findings training has a positive significant effect on employee performance. Hence training both on –the job and off the job greatly affects employee performance.

The findings indicate that the null hypothesis was rejected. The findings showed that all aspects of training had positive influence on employee performance in CFS Uganda.

5.2.2 Objective two; the effect of job rotation and employee performance

According to the findings job mentoring has a positive significant effect on employee performance. Job rotation greatly affects employee performance. The findings indicate that the null hypothesis was rejected.

5.2.2 Objective two; the effect of job mentoring and employee performance

According to the findings job mentoring has a positive significant effect on employee performance. Job mentoring greatly affects employee performance. The findings indicate that the null hypothesis was rejected. The findings showed that job mentoring had positive influence on employee performance.

5.2.3 Objective three; the relationship between human resource development and employee performance

The findings revealed a positive significant relationship between human resource development and employee performance. Human resource development greatly affects employee performance. The findings indicate that the null hypothesis was rejected. The findings showed that all aspects of human resource development had positive relationship with employee performance in CFS.

5.3 Contribution to knowledge

The study contributes to the existing academic knowledge by producing empirical evidence to support theories significant in explanation of employee performance. The study applied human capital theory demonstrated that human resource development relates with employee performance relate to the study.

5.4 Recommendations

After the presentation and discussion of findings, plus the conclusions derived there from, the study ends with making recommendations and suggestions for further studies. The recommendations were based on the objectives of the study.

On training, the management of CFS should enhance employee training and ensure that employees are offered with both on the job training and off the job trainings devein order to ensure effective performance of employee.

On job mentoring. The management of CFS should ensure that there is continuous mentoring of its employees and its will enable employees work effectively and efficiently.

The management of CFS Should put more emphasis on job rotation so as to give a chance for employees to get different skills from different departments Uganda should develop a good job rotation system to make transfer of employees among a number of different positions and tasks within jobs where each requires different skills and responsibilities, this can help employees learn several different skills and perform each task for a specified time period so that there is effectiveness in human resource development and ensure to cover loopholes in the strategy to enhance employee performance in CFS.

5.5 Limitations to the research study

In conducting the research, the researcher was faced with a number of methodologies and practical impediments, which were highlighted below:

Securing key research appointment for the interview may be hard: this is due to employees at Canadian Forest Service, Canada were busy throughout with an aim of completing and meeting dateline reports to donors.

Respondents may not be willing to avail the researcher with the required information due to negative attitudes, suspiciousness and speculations. Some

respondents may have negative attitude for the study thinking that it put their jobs at risk if they reveal any unnecessary information.

Thus, the researcher overcame the above challenges by highlighting the significance of the study to the Canadian Forest Service employees, which has helped the respondents know that the study required little time sacrifice from them. As well, in order to deal with the limitation of unwillingness to provide data, the researcher ensured that the study respondents understand that confidentiality was part of the ethical concerns for the research study.

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APPENDIECES: QUESTIONNAIRE

HUMAN RESOURCE DEVELOPMENT AND EMPLOYEE PERFORMANCE IN CANADIAN FOREST SERVICE

Please kindly spare some of your valuable time and respond to the following questions. The questionnaire items are about a study on human resource development and employee performance in Canadian Forest service." The researcher has purposely selected you to participate in this study because you work in Canadian Forest Service. Results of this study will confidentially be treated and only used for academic purposes. Your participation is voluntary, and indeed your name may not be required.

THANK YOU

SECTION A: BACKGROUND INFORMATION

(Please tick the most appropriate)

1. Job title

(1) Operational Staff (2) Directors (3) Manager (4) Administrators

2. How long have you worked in this position (Job)?

(1) 2-4 year (2) 5-7 years (3) 8-10 years (4) Over 10 years

3. What is your highest level of Education? (***Please tick the highest***)

(1) Certificate (2) diploma (3) degree (4) masters (5) PhD

4. What is your age range?

(1) 21-30 (2) 31-40 (3) 41-50 (5) Over 51 years and above

5. Your sex

(1) Female (2) Male

SECTION B

Human resource development

Please read the following statements carefully and circle the appropriate response:

(1= Strongly Disagree (SD), 2= Disagree (D) 3= Undecided (U), 4 = Agree (A)
5 = Strongly Agree (SA)

Human resource development

	Job Training	5	4	3	2	1
1	Training is compulsory in CFS	5	4	3	2	1
2	I get constant on the job training in CFS	5	4	3	2	1
3	I am given feedback after training.	5	4	3	2	1
4	CFS provides off the job training to its employees.	5	4	3	2	1
5	Training needs assessment is carried out before training.	5	4	3	2	1
6	Employee recognition is done after training.	5	4	3	2	1
7	The methods used in training at CFS are appropriately selected and reviewed.	5	4	3	2	1
8	An employee gains skills and knowledge after training	5	4	3	2	1
9	CFS has personnel development plan for each individual employee	5	4	3	2	1
10	Performance appraisal systems are used to determine my career strength and weakness in CFS	5	4	3	2	1
11	Career counselling and direction is emphasised in CFS	5	4	3	2	1
12	Conferences and seminars are organised on career development	5	4	3	2	1
13	I am given a quick, precise and accurate feedback after training.	5	4	3	2	1
	Job rotation					
15	Job rotation is carried out so regularly in CFS					
16	I am given an opportunity to work in different department					

17	Every employee is assigned tasks from another department					
18	I know what other department do					
19	I participate in all activities from different department of CFS					
	Job mentoring					
20	I am guided in different activities at work					
21	There is well laid out career development path for each employee in CFS					
22	I am assigned to do challenging tasks					
24	I am given leadership skills					
25	I am delegated to extra work activities					

SECTION D: Employee Performance

In this study employee performance will refer to the execution of the duties by the staff in CFS order to contribute to the accomplishment of the Organization goals as well as their personal goals.

Strongly agree	Agree	Note sure	Disagree	Strongly disagree
5	4	3	2	1

NO.	Quality of work	5	4	3	2	1
1	I am given clear and achievable target monthly targets.	5	4	3	2	1
2	I have speed in performing of my duties at CFS.	5	4	3	2	1
3	I usually complete the assigned duties and responsibilities as stipulated on the job description.	5	4	3	2	1
4	My performance is limited due to the use of poor training means.	5	4	3	2	1

NO.	Timeliness of work	5	4	3	2	1
1	My performance is measured according to the time used to accomplish an activity.	5	4	3	2	1
2	Employees report to work on time as stipulated in the staff rules and regulations.	5	4	3	2	1
3	Employees complete assigned duties at the time when they are required by their supervisor.	5	4	3	2	1
4	Supervisor always give adequate time to employee to accomplish tasks as assigned.	5	4	3	2	1

NO.	Effectiveness of work	5	4	3	2	1
1.	Performance is measured in terms of the resources used in getting the work done.	5	4	3	2	1
2.	When performing my duties, I am always conscious of the cost involved.	5	4	3	2	1
3.	Employees minimize errors when performing their duties.	5	4	3	2	1