



Training and Development: A Recipe for Improved Organization Performance

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ABSTRACT

Training refers to a planned intervention aimed at enhancing the elements of individual job performance. Training and development play significant role in achieving an organization's goals. It provides the employees with various knowledge and practical experience to accomplish the tasks. This conceptual paper aimed at studying the effect of training and development on employee performance. The explanatory and qualitative research which involved a thorough empirical literature and case studies review was adopted in this study. One hypothesis was developed to investigate the relationship between training and development and Employee Performance. The finding revealed that the relationship between Training and development and employee performance was positive and significant and hence came to a conclusion that that training and development was key in determining employee performance.

Keywords: Training, Development, Employee Performance, Training needs, Training system, Training evaluation

1. INTRODUCTION

Employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. Without proper training, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Employees who undergo proper training tend to keep their jobs longer than those who do not. Training is a necessity in the workplace. Without it, employees don't have a firm grasp on their responsibilities or duties. Employee training refers to programs that provide workers with information, new skills, or professional development opportunities. The achievement of organizational goals depends on accurate management and usage of resources. Heathfield (2012), stated that the right employee training, development and education at the right time, provides big payoffs for the organization to increase productivity, knowledge, loyalty and contribution. It is important to note that people are the most important single resource in organizational and managers have responsibilities to plan towards the training and development of the personnel to do the right thing at the right time and place. The human resource of any organization is expected to bring about the competitive difference, since the success or failure of an organization depends on the quality of this resource as well as its orientation. This is based on the notion that human resource is the competitive advantage a business organization has.

Nowadays, training and development play a crucial and functional role in supporting every business in the world, because training improves the efficiency and the effectiveness of both employees and the institution (Raja, Furqan & Khan, 2011). Human resource is recognized as a critical resource for success. In order to sustain performance of the organization, it is important to optimize the contribution of employees towards achievement of the aims and goals of an organization (Armstrong, 1999). Every organization needs well trained, and experienced people to perform its activities (DeCenzo and Robbins, 2007). Jobs in today dynamic organization have become more complex leading to increase in employee education. Noe, (2010) posits that the technologies, rapid development of knowledge, globalization of business and development of e-commerce have also made organizations to experience great change. This has led to increased employee education

Related to the above, Beardwell et al. (2004) add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development. Human capital can be regarded as the prime asset of an organization and businesses need to invest in that asset to ensure their survival and growth. The organization should ensure that, it obtains and retains skilled, committed and well-motivated workforce it needs. This means taking steps to assess and satisfy future people needs and to enhance and develop the inherent capacities of people- their contributions, potential and employability- by providing learning and continuous development opportunities. Global competition has caused organizations to focus on every aspect of their operations, questioning how each function and process can contribute to strategic goals. Training and development departments are also under pressure to demonstrate their organizational value in the same terms. This is because organizations spend a considerable time, effort and money to train their employees, but the benefits from these efforts are not clearly visible in organizations in terms of improved performance. To make training and development useful, it should be well planned and systematically implemented. The capacity of staff in a firm influences the ability to achieve the desired targets particularly in

performance driven enterprises. Thus, human resource is recognized as a critical resource for success. Effective training programs helps employees to get acquaintance with the desired new technological advancement, also gaining full command on the competencies and skills required to perform at a particular job and to void on the job errors and mistakes (Robert, 2004). Therefore, it is very essential for organizations to offer systematic training and career development programs for their employees because they are the ones who make up the organization. It is, therefore, in every organizations responsibility to enhance the job performance of the employees and certainly implementation of training and development is one of the major steps that most companies need to achieve this. Employee training and development activities are essential for all categories of staffs. They offer opportunities to expand the knowledge base of all employees with an aim to improve performance. An organization has no choice but to train its employees if it wants to compete in today's competitive world

In spite of the large number of researches on the relationship between training and employee performance, there appears to be a gap, concerning the study of effect of training on employee performance. The purpose of this study is to close this gap by deeply investigating this phenomenon through the relevant literature, shedding more light into the relationship of training effectiveness, and superior employee performance and providing suggestions to the firms as how they can make best use of training programs to make their employees perform well on job.

2. RESEARCH PROBLEM

This study begins from the realization of the need to effectively train employees in order to improve their performance. Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job. Overall, training impacts organizational competitiveness, revenue and performance. Unfortunately, the majority of governmental, private organization and international organizations are not cognizant of the positive impact of training in revenue generation and as such when profits decline, they first seek cuts in their training budgets. It is in light of this problem that the researcher decided to delve in this study with the main objective of demystifying the misconception that training is insignificant and a waste of an organization resources.

3. RESEARCH OBJECTIVES

In order to investigate the impact of training and development on employee performance for this study, and in light of the above background study and literature review the following research objectives need to be achieved:

1. To define training and development
2. To determine the training process
3. To define employee performance
4. To examine the benefits of training and development on employee performance.
5. To explore the relationship between training and development and employee performance.

4. RESEARCH QUESTIONS

To support the above objectives, the study needs to answer following questions:

1. What is training and development?
2. What is the training process g?
3. What is employee performance?
4. What are the benefits of training and development on employee performance?
5. What is the relationship between training and development and employee performance?

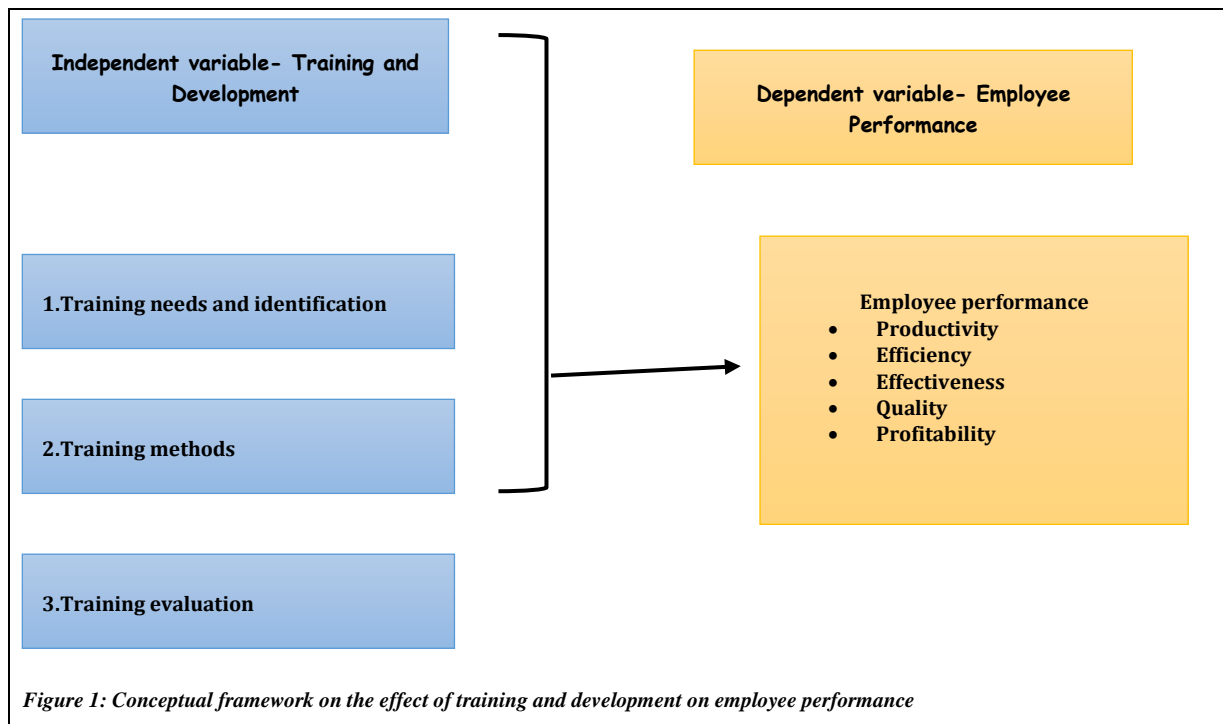
5. RESEARCH HYPOTHESIS

In order to achieve the objectives designed for this study, the following research hypothesis is stated based on a thorough empirical literature review:

- **H1:** There is significant positive relationship between Training and Development and employee performance.

6. CONCEPTUAL FRAMEWORK

This study will adopt the framework below:



7. RESEARCH METHODOLOGY

This study follows the qualitative research methodology in collecting and analyzing its data. In qualitative research, non-numerical data are gathered and analyzed to better comprehend ideas, viewpoints, concepts or experiences. It can also be utilized to uncover intricate details about a situation or to spark fresh study concepts. Data from a variety of secondary sources, including journals, papers, books, and other publications, have been incorporated into this study.

8. SIGNIFICANCE OF THE STUDY

It is expected that the findings from this study will help highlight the ways in which human resource training can be beneficial not only to the organizations but also to the career development of its employees. This study will give awareness to organizations, both public and private, on the importance of training and development in improving performance. The finding will also help the policy makers in formulating and refining the training policies and guidelines in their respective organizations. This research will also provide insights to training evaluation approaches and how they can be integrated in organization systems. Moreover, the analysis presented in this study will provide valuable reference for future researchers and students exploring training related topics. Through the comprehensive exploration of this study, performance metrics will be unraveled, emphasized, and scrutinized. Furthermore, through the analysis made by this study, organizations will have new approaches on how to analyze and determine training. In addition, the overview presented in this research will push for new training methods paradigms. Finally, through this research, educational institutions may promote programs and advocacies regarding training to help students acquire knowledge and skills that will help them quickly adapt to work places after graduation.

9. CONCEPT OF TRAINING AND DEVELOPMENT

9.1 -Training

Training and development are regarded as one of the important functions of the company's Human Resource department (Weil & Woodall, 2005). As a major activity of modern human resource management, over the years training and development have been the centre of many research considerations by academic writers (Gorden, 1992). Armstrong (2001) outlines training as the formal and systematic adjustment of behaviour and action through learning. Beardwell and Holden (1993) consider training and development as a means to develop attitude, behavior, and knowledge through learning experiences to attain higher organizational performance.

Training was defined by Holder (1985) as "a process of learning to improve job performance that is directly related to a particular job" However, when it comes to more recent definition on training, according to Hassan, et al. (2013) training is a planned process which is designed to improve individuals'

job performance. Training and development are known as the process of improving the existing skills, knowledge, and abilities in an employee. According to Saleem and Mehwish (2011) training is an organized increase from the basic skills needed for staff members to execute efficiently to operate the business. Another scholar, Laing (2009) defines training as an indicator to enhance superior skills, knowledge, capabilities, and outlook of the employees that result in the effective performance of the employees.

9.2- Development

Development is about incorporating new ideas, beliefs, or values (Beck & Cowan, 2006), increasing the capacity to operate at higher levels of task complexity, or complexity of reasoning (Ross, 2008), bringing someone to another threshold of performance, or a new role in the future (McNamara (2010), an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required (Armstrong, 2006). Development happens within an individual, between people and as an increase ability to deal with complexity (Harris and Kuhnert, 2008). Development takes the form of learning activities that prepares people to exercise wide or increased responsibilities.

It does not concentrate on improving performance in the present job. Successful development of capable and highly motivated employees is a prerequisite for organizational innovation (Collins & Smith, 2006).

Armstrong (2001) indicates individual development is the progression by individuals in their career with guidance encouragement and help from the manager. Training and Development improves the workforce competence in order to create a competitive advantage and contribute to organizational success. Training and development are also a means for employers to address the employees 'needs. By offering the training and development opportunities employers help employees develop their own competitive advantage and ensure long term employability.

9.3- Comparison Chart: Training and Development

Basis for Comparison	Training	Development
1. Meaning	Training is a learning process in which employees get an opportunity to develop skill, competency and knowledge as per the job requirement.	Development is an educational process which is concerned with the overall growth of the employees.
2. Term	Short Term	Long Term
3. Focus on	Present	Future
4. Orientation	Job oriented	Career oriented
5. Motivation	Trainer	Self
6. Objective	To improve the work performances of the employees.	To prepare employees for future challenges.
7. Number of Individuals	Many	Only one
8. Aim	Specific job related	Conceptual and general knowledge

Table one: Differences between training and development

10. IMPORTANCE OF TRAINING

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information, they need to perform those jobs (Anonymous, 1998). The general benefits received from employee training are:

- **Increased job satisfaction and morale,**
- **Increased motivation,**
- **Increased efficiencies in processes, resulting in financial gain,**
- **Increased capacity to adopt new technologies and methods,**
- **Increased innovation in strategies and products and reduced employee turnover.**

Noe (2010) added that training and development better prepare employee to achieve the organizational goals, and become more productive Noe is of the view that with training and development activities, the organization will be more successful at attracting and retaining employees.

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2002) summarizes these benefits as below:

- a) *High morale – employees who receive training have increased confidence and motivations;*
- b) *Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;*
- c) *Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;*
- d) *Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;*
- e) *Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;*
- f) *Help to improve the availability and quality of staff.*

11. PHASES OF TRAINING

Puhakainen & Siponen (2010) identifies four phases of training during research conducted by them. Those are

- a. *Problem identification,*
- b. *Planning of the training,*
- c. *Delivering the training, and*
- d. *Training evaluation.*

The first phase of the training is the identification of the problem that includes a survey that is conducted on a specific issue or problem to draw holistic ideation of the problem. In this stage, several questions will be asked to the respondents to know their opinion on the respective issue that constitutes a problem in the organizational operation or environment. After the identification of the problem, planning of the training comes next. Providing knowledge if the key purpose of training, thus, the planning of training especially focuses on the acquisition of the knowledge by the learners efficiently. —This was to be achieved through training methods that enable learners' cognitive processing of information and give them the motivation to do it. In the third phase, the delivery of the training includes the providing of knowledge to the learners in a learning environment. Delivering the training comprises of several sessions, from introduction to closing, on specific topics and activities are arranged in this phase. The fourth phase evaluates the results of the training using various strategies and techniques.

According to Dessler (2008), training and development must consist of five steps:

- *Step 1: Needs analysis* -: In this step the trainer identifies the specific job performance skills needed, assess the prospective trainee's skills and then develop specific, measurable knowledge and performance objectives based on any deficiencies identified.
- *Step 2: Instruction design* -: Here the trainer decides on, compile and produce the training program content including workbooks, exercises, and activities. Some the techniques might include on-the-job training, off-the-job training and so on.
- *Step 3: Validation* -: (optional) this stage validates step 2 in which there is testing of the training program on a small representative audience.
- *Step 4: Implementation* -: This is where the training program is actually put into action.
- *Step 5: Evaluation* -: Here management assesses success or failure of the program

12- DETERMINING TRAINING NEEDS

Training needs are the information or skill areas of an individual or group that require further development to increase the productivity of the individual or group. Certo (2003) maintained that the effectiveness of training heavily depends upon effectiveness of process used in identifying training needs.

The training of the organizational members is typically a continuing activity. Even employees who have been with the organization for some times have undergone initial orientation on skills training need continued training to improve their skills. To Armstrong (2001), training need is concerned with defining the gap between what is happening and what should happen. This is what has to be filled by training. That is, the difference between people who know and can do and what they should know and be able to do. To Armstrong, training needs should be analyzed, first, for the organization as a whole corporate need; second, for department, teams, functions within the organization-group needs; and third, for individual employee's needs. A training need is any shortfall in terms of employee knowledge, understanding, skill and attitudes in what is required by the job, or the demands of organization change (Cole, 2000).

According to Wognum (2001, 408), training and development needs may occur at three organizational levels namely;

1. **Strategic level** where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed
2. **Tactical level** where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and
3. **Operational level** where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject.



Figure 2: Training Needs Analysis Level

In order to enable an organization, formulate human resource training and development goals that will enable both formal and informal human resource training and development methods and programs create a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels. The first issue is to identify the needs relevant to the organization's objectives. According to Wognum (2001) and Torrington et al. (2005), there are three categories of identifying training and development needs. These include:

- a) *Resolving problems, this focuses on workers' performance,*
- b) *Improving certain working practices, this focuses on improvement regardless of the performance problems and*
- c) *Changing or renewing the organization situation, which may arise because of innovations or changes in strategy.*

13. TRAINING AND DEVELOPMENT METHODS AND TECHNIQUES

There are many methods and techniques of training and developing employees in an organization. Different organizations are motivated to take on different training methods for a number of reasons for example; depending on the organization's strategy, goals and resources available, or depending on the needs identified at the time, and the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization (Armstrong, 1995). The method used in training and developing employees should be feasible and affordable, thus evaluated in terms of its practicality and cost effectiveness. Whoever is selected to conduct the training, either outside or in-house trainers, it is important that the company's goals and values be carefully explained (Kenneth, 2001). When thinking about training method(s) to use, it is useful to consider current level of expertise that trainees possess.

There are broadly two different methods that organizations may choose from for training and developing skills of its employees, (Armstrong, 1995). These are

- a. *On-the-job training and*
- b. *Off-the-job training.*

On-the-job training is given to organizational employees while conducting the irregular work at the same working venues while **off-the-job training** involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/ or mentoring, orientations, and job instruction. On the other hand, off-the-job training examples include lectures, special study, films, conferences/ discussions, case studies, role playing, simulation and programmed instruction, (Armstrong, 1995).

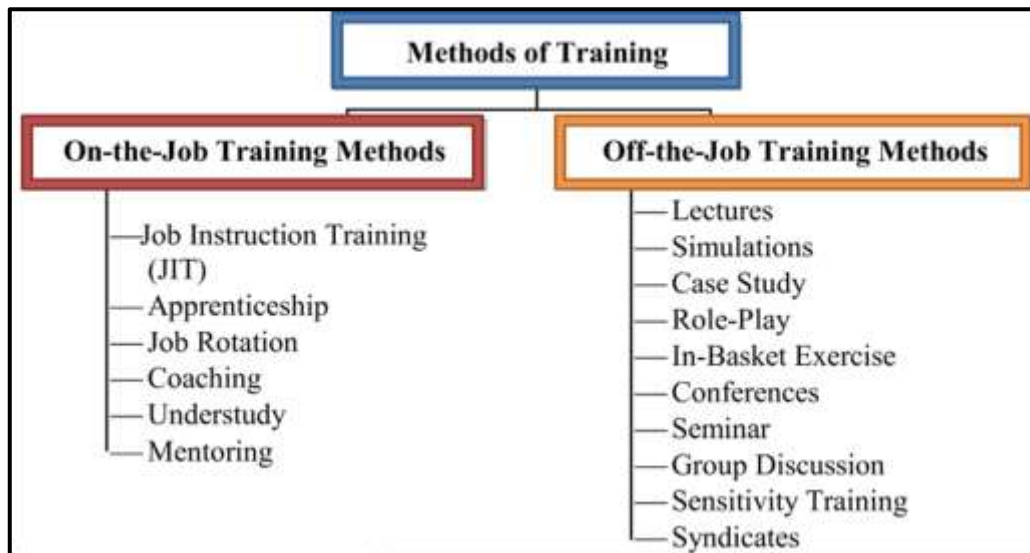


Figure 3: Methods of Training

14. -TRAINING EVALUATION

The final step in the training and development process is the evaluation of the whole training program. Training evaluation is the process of collecting the outcomes needed to determine the significance and usefulness of a learning program. Evaluation of the training program is essential to determine whether the training achieved its purposes. Companies have lost money on training because it is poorly designed, and not linked to a performance (Pfau, and Kay, 2002). Training and development is expensive, time consuming (Ruff, 2008) and the effectiveness of the training program should justify the cost incurred (DeCenzo and Robbins, 2005). Training should be evaluated not on the basis of the number of programs offered and training activity in the company but how training addresses business needs relating to learning behavior change and performance improvement (Noe, 2010).

The evaluation process is very important because, the training had set some objectives to achieve and thus the evaluation process at the end of the training program. The evaluation gives an opportunity to take a look and make a cost-benefit analysis of the training program. This is done by comparing the results of the training with the objective of the training and development program that were set before the Commencement of the program. The criteria used to evaluate training and development Program depends on the objectives set. According to Ivancevich (2010), it is more effective to use multiple criteria to evaluate training. There are also others who argue that a single criterion such as the extent of transfer of the training to the job performance is enough or satisfactory approach to evaluation. This would be true where the main purpose of the training program will to improve employee performance to increase productivity for example. Organizations should evaluate training efforts to ascertain the reactions of participants in relation to training effectiveness, difficulty and the personality characteristics of the instructor (Delahoussaye, 2002).

Noe (2010) suggested that a training program should be evaluated to: identify the program strengths and weaknesses, assess whether the content, organization and administration of the program including the schedule, accommodations, trainers and materials contribute to learning and the use of the training content on the job, identify what trainees benefits most or least from the program, assist in marketing programs through collection of information from participants about whether they would endorse the program to others, why attending the program, and their level of satisfaction with the program, determine the financial benefits and cost of the program to compare the cost and benefits of training versus non-training investments, compare the cost and benefits of different training program to choose the best program. Since organizations have started investing in training, evaluation became an essential part of the process. It seems vital for a business to evaluate its training efforts. A company can have numerous benefits through the evaluation of training effectiveness. For instance, it can be used as a diagnostic method in order to meet certain goals and objectives. Measuring the training effectiveness should be an important asset for the organizations. There are some criteria for measuring the success of training; direct cost, indirect cost, efficiency, performance to schedule, reactions, learning, behavior change, performance change (Sheppard, 1999).

Training evaluation can be described as a systematic process of collecting and analyzing information for and about a training program which can be used for planning and guiding decision making as well as assessing the relevance, effectiveness, and the impact of various training components (Raab et al., 1991). Based on the management axiom „nothing will improve until it is measured“, the training programs have to be assessed in terms of the program itself, of the behavior outside the training 16 environment and whether or not it has desired effect (Wickramasinghe,2006). Evaluation determines the effect of training at individual, departmental and organizational levels (Wills, 1994). Training results can be best identified mainly on the organizational performance which is triggered by employee performance. This involves the comparison of statistical indicators of performance before and after training took place. The measurement indicators include sales volume and revenue, levels of customer complaints, quality and quantity variables in cost reduction, productivity ratios, cost ratios in terms of stock level and debt collection periods and industrial relations (labour turnover rates; absenteeism, grievances). Moreover, effective training can be gauged by the capacity of trainees to apply knowledge, skills and abilities gained in training to their work environment and maintain them over time in their job contexts (Pearsons, 2002).

Mann (1996) stated that with the huge investment in developing training strategies, the question is no longer should we train but rather is the training worthwhile and effective? This is consistent with a wide range of literature which accepts that training is important and recognizes the evaluation of it to be a key issue so that its worth can be proven.

13.1 Kirkpatrick Four Levels of Evaluation:

In the 1960's Donald Kirkpatrick wrote a series of articles on training evaluation where he identified four stages (or levels of evaluation). Despite its age, Kirkpatrick's model continues to be used in contemporary research (Schmidt et al, 2009 and Elliott et al, 2009). Kirkpatrick (1977) divided the evaluation process into four segments.

- a. Evaluating at the reaction stage allows the trainer to get a quick understanding of how the learners' felt about the session in terms of the content, structure and how it was delivered.
- b. Evaluating at stage two provides the learners with the opportunity to evaluate their learning and to identify how they believe their behaviors might change.
- c. Stage three of Kirkpatrick's model is entitled behavior and can be defined as the extent to which change in behaviour has occurred because the participant attended the training program (Kirkpatrick, 1998).
- d. Similar Kirkpatrick's level four is defined as the final results that occurred because the participants attended the program (Kirkpatrick, 1998).



Figure 4: Kirkpatrick Four Levels of Evaluation:

14.-TRAINING AND DEVELOPMENT CHALLENGES

In their study of training and development program among India and British companies Yadapadithaya and Stewart (2003) identified lack of systematic and comprehensive training and needs analysis, absence of transfer of learning, lack of clear written policy on training and development, failure to evaluate the effectiveness of training and development programs more rigorously, weak interaction between the industries or services seeking and the institutions providing training. It is worth noting that little over 65% of the Indian organization perceived the "absence of transfer of learning" from the training to the workplace as the major deficiencies of their training and development system. On the other hand, 61.5% of the British organization reported their "inability to evaluate the effectiveness of training and development programs more rigorously" as one of the key weaknesses of training and development system. Earlier research studies on transfer of learning have provided convincing evidence that the physical, social, and psychological situation that individuals experienced at work can either encourage or discourage the acquisition and transfer of new skill and ideas (Tannenbaum, 1997). It follows that the major challenges were the firm's ability and willingness to commit major resources and adequate time to training and development; to gain the willing corporation and support of the line manager; to link organizational, operational, and individual training need to clearly create connection between strategic business objectives and training and development; and to ensure employees retention after training.

15. EMPLOYEE PERFORMANCE

Organizations have understood that they have to develop distinctive dynamic characteristics that empower their competitive advantages in order to survive in this everchanging business environment. The way employees perform their role directly or indirectly can have an impact on success or failure of any organization as it ultimately reflects the organizational performance. Sultana, et al. (2012), has outlined performance as; "the accomplishment of specific targets measured against preset standards or expected level of accuracy and completeness". When employees have performed their tasks up to the required standard they can be considered as good performers (Sultana, et al., 2012). Performance is how well someone completes a particular task and additionally the perception with which he/she completes that task. According to Sila (2014), job performance can be defined in terms of quantifiable outcomes of

work behaviors such as: sales amount, numbers sold and also in terms of behavioral dimensions. Performance is about generating actions or behaviors effectively to meet the set targets.

According to all above definitions, employee performance means the accomplishment of a given task measured against present known standards of accuracy, competency, cost and speed. Holton (1995) defines performance a multi-dimensional construct, the measurement of which varies depending on variety of factors. Armstrong (2003) on the other hand indicates performance as both behavior and results and emphasizes that both behavior (input) and results (output) need to be considered when managing performance

15.1-Performance metrics

Employee performance is normally looked at in terms of outcomes or behavior (Armstrong 1995). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992. Profitability is the ability to earn profits consistently over a period of time. Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). Productivity (Stoner, Freeman and Gilbert Jr., 1995) is a measure of how the individual, organization and industry converts input resources into goods and services. Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong, 2002).

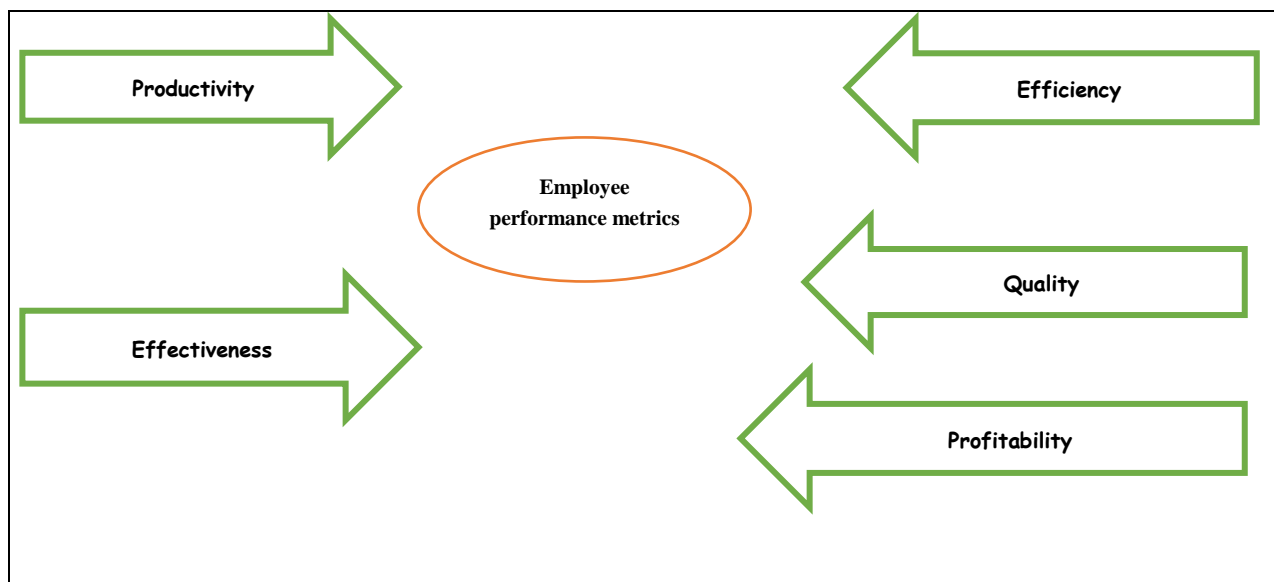


Figure 5 : Performance metrics

Employee performance may also be measured by performance appraisal which refers to a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development (Fletcher, 1997). The appraisal is an opportunity to take an overall view of work content, loads and volume and to look back on what has been achieved during the reporting period and agree on objectives for the next. As noted by (Draft, 1988), it is the responsibility of the company managers to ensure that the organizations strive to achieve high performance levels. Kinicki & Kreitner (2007) states that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

16. EMPIRICAL LITERATURE REVIEW

16.1- The Relationship Between Training & Development and Employees Performance

The quality of employees and their development through training and education are major factors in determining long-term profitability of any business venture. Human Resource professionals also believe that an organization is only as good as its employees, and this understanding suggests that training should be more specifically responsive to employees' training needs (Noe, 2008). Arguing in the same line, Bratton and Gold (2000) affirm that successful corporate leaders recognize that their competitive edge in today's market place is their people. They also acknowledge that few organizations know how to manage human resources effectively, primarily because traditional management models are inappropriate in today's dynamic work environment. Studies over the years suggested that an organization's demand for a well-qualified workforce can be met by training and development. Thus, the training and development (T&D) system is considered to be a key mechanism in achieving organizational goals and competitive edge (Peteraf, 1993).

To manage an organization both large and small requires staffing them with competent employees. The formal educational system does not adequately teach specific job skills for a position in a particular organization and few employees have the requisite knowledge, abilities, skills and competencies needed to work. As a result, many employees require extensive training on the job to acquire the necessary knowledge, abilities, skills and competencies needed to make substantive contribution towards the organization's growth. The effectiveness and success of an organization lies on the people who form and work within the organization. It follows therefore that for the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals, they need to acquire the relevant skills and knowledge (Ospina & Wataad, 1999). In the appreciation of this fact therefore, it becomes imperative for organizations to ascertain the training and development needs of its employees, through its training need analysis and align such needs to the organizational overall needs and objectives in order to actualize the organizational vision and mission.

Guest (1997) mentioned in his study that training and development aspect, is one of the vital human resource management practices, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. The result of (Nonaka, I. and Takeuchi, H., 1995) study depicts a positive correlation between training and employee performance as we can predict from his finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firms are able to meet its employees' job-related needs in timely fashion.

The result of Farooq and Aslam (2011) study depicts the positive correlation between training and employee performance as $r=.233$. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion. Training and development is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

The study Ahmad, et al. (2014) also reveals that a sound association exists between training and employee performance. It is also believed that to achieve the organizational goals, employee performance is important and it depends on a variety of factors but training receives high importance as it improves the skills, capabilities, confidence and competencies (Ahmad, et al., 2014). According to Benedicta & Appiah 2010 cited in Sultana, et al. 2012, there is a positive relationship between training and employee performance because training generates benefits for both employee and the organization with the positive influence through the enhancement of knowledge, skills and behaviors. Even though employee performance depends on various factors, training is the most important fact that impacts performance because it increases individual's skills and competencies (Khan, et al., 2011). The conclusion results of Khan, et al. (2011) shows that training and development have a

Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, (Swart et al., 2005), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance. In addition, Ahmad and Bakar (2003), concluded that high level of employee commitment is achieved if training achieve learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2006) research work.

It is quite obvious that knowledge and skill acquisition leads to better performance. Nelson (2012) explained the relationship between training and performance. He pointed out that training is significant for the organization as it enriches the worker's quality which then increases productivity. Booth (1993) indicated that continuous workplace learning and training improve the performance of employees and the organization as a whole. Training activities and improvement of employee productivity have a direct correlation as the majority of trained workers are found to affect organizational development (Russell, Terborg, and Powers 1985). According to Joseph Perera (2009), employers always look up to training as a method to improve employee skills to achieve institutional objectives.

Congressional Office of Technology Assessment (1990) reported that to remain competitive United States workers need more training. Using a panel of British industries Dearden, Reed and Van Reenen (2006) further analyzed the link between training and productivity. They found that raising the proportion of trained workers in an industry by one percentage point upsurges value added per worker in the industry by 0.6%. Konings and Vanormelingen (2015) examined that trained worker's productivity is almost 23% higher than that of an untrained worker. In their study, FatiniHanim&Mazlina Mustafa (2018) found that the arrangement of a good training program increases the probability of overall employee performance.

The training program is better utilized when employees learn the skills they required to learn. Wognum (2001) mentioned that to be effective training programs should focus on resolving performance problems and improving working practices. The nature of training has also different impacts upon employees. Thus, Barrett and O'Connell (2001) found that specific training had a bigger impact on wages and productivity than general training. Also, training and development when becoming a part of organizational culture, studies show that its impact on employee performance is even bigger. Cosh et al. in a series of papers (1998, 2000, and 2003) found that training had a more solid and substantial consequence on employee productivity when it was undertaken frequently rather than on an ad hoc basis. As the workplace continues to evolve it is evident that a good and formalized training and development program remains at the heart to make the employees more productive and remain up to date with new skills.

Evans and Lindsay (1999) proposed that the quality of employees and their development through training are major factors in determining long-term profitability and optimum performance of organizations. Neo (2000) lamented the lack of training and development by employers in the United States when they stated that only 16% of United States employees have never received any training from their employers. Neo reiterated that as a result of this, General Electric, Texas Instruments and Federal Express now invest between 3% and 5% of their payroll in training. In a study in America on the impact of human capital investments such as employer-provided training and development, Black and Lynch (1996) citing Bishop (1994) indicated that employer provided training and development raises subjective productivity and performance measure by almost 16%.

According to Wright & Geroy (2001), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job-related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers 1989).

Harrison (2000), learning through training and development influence the organizational performance through greater employee performance, and is said to be a key factor in the achievement of corporate goals. Moreover, implementing training and development programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005). According to (Swart et al., 2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborates that there might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. He further mentioned that this employee superior performance occurs because of good quality training program that leads to employee motivation and their needs fulfillment, (Swart et al., 2005). According to (Wright and Geroy, 2001), training and development not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

With the constantly changing environment, the skills acquired in the academic institutions no longer provide a guarantee for future advancement for middle-aged employees. Employees differ greatly in the abilities as far as the work environment is concerned. It becomes necessary to shape the ability for changing job environment through training and development. To perform the required job, intellectual ability, inherent intelligence and psychomotor ability that includes physical abilities to perform works are to be coordinated; hence effective training and development need to match the abilities of employees with the job requirements. their engagement at work place (Manaf and Latif, 2014; Viswesvaran and Ones,2000).

17. FINDINGS

The findings of the study were based on the hypothesis that guided this research. Results were arrived at after a thorough empirical literature review. From the results of the study, it can be concluded that there were benefits of training and development on employee performance which enabled the organizations to improve their performance. Training and development provided new employees skills, and enhanced competence they need to perform their jobs. The study hypothesized that; there is a positive relationship between training and development and employee performance.

18.CONCLUSION

The main objective of every training session is to continuously equip the employees with the necessary knowledge and skills which will help them improve their performance. Some of the organizations plan and implement the training program for their employees without identifying the purpose and objectives and without knowing what the knowledge, skills and abilities employees would learn at the end of the training program and whether they will be able to attain performance targets on job. Therefore, Organizations must design the training program with clear goals and objectives while keeping in mind the particular needs of both individual and the firm. This study in hand chiefly focuses on the role of training in enhancing the performance of the employees. Training plays vital role in the building of competencies of new as well as current employees to perform their job in an effective way. It also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job-related area. Training is considered as that type of investment by the firm that not only bring high return on investment but also sustains the competitive advantage. Effective training is therefore considered to be a key factor for improved performance; as it can enhance the level of employee and firm competency.

19.- RECOMMENDATIONS FOR POLICY AND PRACTICE

Many organizations have come to the realization of the importance of the role of training and development programs as it increases the organization 's staff efficiency, skills and productivity. In order to achieve the benefits of training initiative, organization should ensure that the following are instituted at the work place.

1. Organizations should educate staff about their training and development policies, promote job rotation, support mentoring and coaching, and evaluate staff after they complete any company-sponsored training.
2. Employers should receive training and development in order to increase their performance. This will impact customer happiness, employee retention, operational efficiency, work quality, and competitive edge.
3. When developing training and development plans and initiatives, policymakers must involve employees. This will encourage acceptance ownership and support of the program.
4. Organizations should require all employees to complete training programs in order to help them understand the value of improving their professional skills and their capacity for a better understanding of the performance objectives

5. Learning, training, and development should be viewed by organizations as a continuous process that is essential to their survival and growth.
6. Organizations should make a commitment to offering training and development to their experienced management employees. This will enable them to discover possibilities for further growth and succession planning, as well as to lower staff turnover.
7. Businesses should monitor and review training to see whether it is delivering the learning outcomes intended at the time the intervention was created, and to identify areas where enhancements or changes are needed to make the training even more effective.
8. Organizations should allocate enough resources for training and development programs and initiatives.
9. Organizations should make sure that the assessment of training needs is done, and that the needs are in line with the accomplishment of corporate goals. The leaders of other departments should work with human resource officers to complete this. A more professional approach should be taken to identifying training needs, working with the line manager, the participants, and the HR team. Everyone concerned should be in complete agreement regarding the trainees' deficiencies, such as the skills required and the job performance attitudes that need to be altered.

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