THE ROLE OF STAFF TRAINING AND DEVELOPMENT FOR HIGHER EMPLOYEE'S PERFORMANCE

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ABSTRACT

The study was undertaken at Federal Polytechnic Bali on the topic "The role of staff training and development for higher employee's Performance at Federal Polytechnic". The purpose of the study was to investigate whether training and development would have an effect on the performance of employees with Bali Polytechnic as a case study. The methodology that was used for the study was survey. Primary data was collected from a sample of one hundred (100) academic and non academic staff. Self administered questionnaire was used in the collection of data for analysis. The study revealed that there were organizational issues such as lack of management support for training and development programmes, which constrained training and development. It was also found that training and development had positive impact on employees of the Polytechnic. The study recommended that in order for Federal Polytechnic Bali to be successful as the first choice Polytechnic in Nigeria, management must empower all departments to engage in the training and development of employees to build potential and strengthen employees' competencies.

INTRODUCTION

"The ergonomics of the work environment, state of the art equipment as well as quality raw materials can make production possible, but it is the human resources that actually make production happen", Asare-Bediako (2008). Human resources are a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimize their contribution to the achievement of the aims and objectives of the organization through training and development. Training is therefore necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions. (Mullins, 2007)

According to Heathfield (2012), the

right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution. Federal Polytechnic Bali is a public sector tertiary educational institution which was established by an Act of parliament, Act 745, 2007. It is however a semi-autonomous institution and therefore the recruitment, selection and training and development of its employees are the responsibility of the management.

Bali Polytechnic (BAL-Poly) which started as a tertiary institution in 1993 currently has over four hundred (400) employees made up of management, academic staff (lectures and instructors) and administrative staff (office employees, workshop assistants and technicians, drivers, security and cleaners). The administrative staff (0ffice employees) is further structured into management, senior members, senior staff and junior staff. This study however concentrated on the academic and non academic staff of the Polytechnic. Interviews were also conducted among management members as well as junior staff in administration. The senior members are the supervisors of both senior staff and junior staff and are also the heads of various departments. The interviews conducted with management and junior staff members supported whatever survey (questionnaire) that were administered to the research units.

Human resource management is today considered as a strategic partner of the other functional areas of business organization, namely; marketing, finance, production, purchasing, management information systems and administration. The human resource of any organization is that which is expected to bring about the competitive difference, since the success or failure of an organization is dependent 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. This is because as said earlier, while equipment, infrastructure, methods of production, packaging and distribution strategies could all be copied by other competitive organizations, however the innate quality, innovativeness, knowledge, abilities and skills of the human resource cannot easily be copied.

Training is a very important part of the human resource development (HRD) activity of human resource management practice. For employees to carry out their duties effectively and efficiently they must have the relevant skills, knowledge, values, attitudes and competencies and well as understand their organization's culture.

More often, newly employed do not have all the competencies usually required for successful or excellent

performance on their jobs.

Again while on the job, employees need to be updated through training and development to acquire competencies they did not have at the time of appointment. This is why an organization might need training and development department, often referred to as Human Resource Development (HRD). When suitable job candidates have been selected and appointed, they must be given the appropriate orientation and in addition they must be trained and developed to meet their career needs of the organization.

Beardwell and Holden (1998) gave the following reasons for training and development of employees by an organization.

1. That new employees are in some respect like other raw materials; they have to be processed to become able to perform the tasks of their jobs adequately and to fit into their work-group and into the organization as a whole.

2. That new jobs and tasks may be introduced into the organization and be filled by existing employees who need redirection.

3. That people themselves change their interest, their skills, their confidence and aspirations, their circumstances.

4. Some employees may move job within the organization on promotion or to widen their experience and so need further training.

5. The organization itself or its context may change or be changed over time, so that employees have to be undated in their ways of working together.

6. The organization may wish to be ready for some future change and require some employees to develop transferable skills.

7. Management requires training and development. This will involve initial training for new managers, further development and training for managers, management succession and the development of potential managers.

From the above reasons given by Beardwell and Holden (1998), it is therefore obvious that training and development are inevitable for organizations that are very serious about winning the competition or at least being the leader in the industry.

According to Ivancevich (2010), training and development is a process that attempts to provide employees with information, skills and understanding of the organization and its goals. Additionally training and

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development aids an employee to continue to make the necessary positive contribution to the success of employing organization in terms of his/her good performance on the job. To start this whole process is orientation and socialization of employees into the organization.

Cole (1997), says further that training and development is faced by every organization, even though the quality and intensity of the training carried out may from one organization to another. He goes on to list the factors that tend to influence the quality and quantity of the training and development activities of various organizations as follows:

1. That the degree of change in the external environment e. g. technology, legislation and so on has influence on training and development.
2. That degree of internal change e.g. new processes, new markets, new competitors, has an effect
3. The availability of suitable skills within the existing workforce
4. Adaptability of existing workforce
5. The extent to which the organization supports the idea of internal career development
6. The commitment of senior management to training as an essential part of economic success
7. The extent to which management sees training as a motivating factor in work and finally
8. Knowledge and skills of those responsible for carrying out the training

While in some organizations there are no plans and systems in respect to training and development, others have training and development policy that are document and hence goes through the cycle of identifying training needs, design training activities, facilitate training and measure or evaluate training results.

PROBLEM STATEMENT

Even though Bali Polytechnic is described as the premier Polytechnic by its management and employees, it appears that it (Bali Polytechnic) does not currently have a staffing policy, training and development policy as well as a succession plan. Training and development is therefore more or less unplanned and unsystematic. It looks like the majority of the employees are not trained (orientation) upon appointment. As a result, administrative employees' skills and abilities have over the years not been enhanced to enable them become effective and efficient. Though there is an academic board sub-committee on post-graduate scholarship and staff development, it seems it does not have any laid done policy which directs members in their work. Therefore implementation of "training" plans (which is mainly granting

of study leave without or without sponsorship for either a masters or a doctorate degree) has been based on precedence and discretions.

RESEARCH OBJECTIVES

The research identified the effects of training and development on employee performance . Specifically the research has the following objectives:

1. To find out how training and development of employees contribute to the achievement of the goals of Accra Polytechnic.
2. To find out whether there are organizational issues that constrain training and development in the Polytechnic.
3. To investigate how training and development needs of employees are determined.

LITERATURE REVIEW
Introduction

This chapter discussed training and development concepts and definitions, organization's need for training and development, identification of training needs, training and transfer of training, training policy, performance appraisal and training and development, training techniques (methods) used, evaluation of training and development and finally benefits of training and development.

Concepts and Definitions

Well trained employees are keys to a business' success. It has been shown that the most successful and productive employees are those who have received extensive training and development. These groups of employees can be described as the "cream of the crop" that often has the strongest stake in an organization's future.

According to Dessler (2008), even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his job if he does not go through training and development. This is why training of newly employed starts with organizational orientation.

Cole (2004), postulates that human resources are the most dynamic of all the organization's resources and therefore they need considerable attention from the organization's management, if the it human resource are to realize their full potential in their work.

Training and development activities just as most other activities in an organization depended on the policies and strategies of the organization. An organization with a well organized training would refer to it as "systematic training" which is why job descriptions are inevitable during the recruitment and selection process. Furthermore, in

establishing what training and development needs an organization has must start with a job description and later performance appraisal.

In part III (Protection of Employment) of the Labour Act 2003, Act 651 section 10 (Rights of a worker), it states that "the rights of a worker include the right to be trained and retrained for the development of his work and to receive information relevant to his work.

Meaning of training

DeCenzo & Robbins (2000), explain training as a "learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job". This mean training must be designed in such a way that, it will involve the either the changing or enhancing of skills, knowledge, attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors.

Training thus consists of planned programmes designed to improve performance at the individual, group or organizational levels, Cascio (1992). With an improved performance on the part of the individual, group or organization means, there have been measurable changes or enhancements in the knowledge, skills attitude and social behaviors.

Monappa & Saiyadain (2008), define training as "the teaching or learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job". Training therefore needs to be seen by managements of every organization as a long term investment in its human resource.

Dessler (2008), sees training further, as the means of giving new or current employees the skills they need to perform at their various jobs. Continuing, he sees training as the hall mark of good management and thus when managers ignore training, they are doing so to the great disadvantage of the organizations they are managing. This is because having high potential employees do not still guarantee they will perform on the job. This is why every employee must know what management wants him to do and how he must do it. Training therefore has had a fairly impressive record of influencing organizational effectiveness.

Cole (2004), argued that, human resources are the most dynamic resource of the all the resources at the disposal of

the organization and thus, the human resource needs to be given considerable attention from managements to enable this resource realize their full potential in their work. For this reason managements must address motivation, leadership, communication, work restructuring, payment systems and training and development. He further provided some definitions that are worth noting:

1. Education usually intended to mean basic instruction in knowledge and skills designed to enable people to make the most of life in general; it is personal and broadly based.

2. Training implies preparation for an occupation or specific skills. It therefore narrower in conception than either education or development; it is job oriented than personal

3. Development this usually suggests a much broader view of knowledge and skill acquisition than training; it is less job oriented than career oriented; it is concerned more with employee potential than immediate skill; it sees employee as adaptable resource.

4. Learning this process of acquiring knowledge, understanding, skills and values in order to be able to adapt to any environment; it underpins all of the above three terms.

5. Competence- this refers primarily to a person's ability to demonstrate to others that they can perform a task, process or function to a predetermined standard; its all about putting learning into practice. Finally Ivancevich (2010), says "training is an attempt to improve current or future performance of an employee and it is important for both new and current employees" He quotes Clifton & Fink (2005), as follows:

"training is a systematic process of altering the behavior of employees in a direction that will achieve organization goals. Training is related to present job skills and abilities. It has a current orientation and helps employees master specific skills and abilities". Some further definitions as used in this research are as follows:

Human resource practitioners provide three types of learning activities to employees of their organizations namely, education, training and development. Training, education and development programs all aim at promoting learning.

LEARNING: This is a relatively permanent change in behavior as a result of some experience. If, let's say a supervisor watches a film on employment counseling and as a result

changes his counseling style, then learning is said to have occurred on the part of the supervisor. While it is difficult to precisely define learning, in this research it is "the complex process of acquiring knowledge, understanding, skill and values in order to be able to adapt to the environment in which we live". How learning is acquired depends on three factors:

- Innate qualities of the learner
- Skills of the teacher
- Conditions in which the learning takes place.

EDUCATION: A long term learning activity aimed at preparing individuals for a variety of roles in society as citizens, workers and members of family groups. The focus of the "education" is primary on the individual and his or her needs and secondly on the community as a whole.

Asare-Bediak (2002) simplifies it thus "education aims at equipping individual with skills and knowledge to enable them to respond meaningfully to their environment and to pursue meaningful lives. Education, in effect generally prepares people for life.

TRAINING: Any learning activity which is directed towards the acquisitions of specific knowledge and skills for the purposes of an occupation or task. The focus of training is the job / task; the acquisition or learning of specific competencies.

When a supervisor undergoes a course on how to handle employee grievance, this supervisor in effect has gone through "training" or "learning" program specifically designed to help her acquire competencies.

PERFORMANCE: This is about employee effort. Employee performance is measured in terms of input-output relationship. It is the measure of the efficiency with which inputs or resources are utilized to create outputs. Performance is employee productivity.

COMPETENCY: A competency is not a physical resource. It is an innate or acquired characteristic of a person which facilitates effective or superior performance. It may be a motive, value, knowledge, skill, attribute or personality trait which a person possesses. There are three (3) types namely; (a) Technical competencies, (b) Personality competencies and (c) Managerial competencies.

a) Technical competencies are job knowledge or job skills. They are knowledge or skills that relate to a particular job or profession. Because they are specific to a job or position, technical competencies differ from job to job.

b) Personality competencies refer to knowledge, skill, traits or attributes that relate to an

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individual's personality. Personality competencies cut across jobs. A personality competency that may be required for success in one job may also be required for success in a whole lot of other jobs.

c) Managerial competencies refer to knowledge or skills in the key functions of management. Management functions in this research refer to the following: Decision making, Organizing, Communication, motivating and controlling.

OUTCOME: Outcomes are the employee competencies that human resource seek to deliver to organization through Training and Development. Without the requisite competencies no amount of motivation will make an employee to perform.

Each of the three (3) types of learning activity is concerned in varying degrees, with acquisition of knowledge, understanding, skills and attitudes.

STAFF / EMPLOYEE/WORKER: A person employed under a contract of employment whether on a continuous, part-time, temporary or casual basis. (Labour Act 2003, Act 651)

MANAGEMENT DEVELOPMENT: An attempt to improve managerial effectiveness through a planned and deliberate learning process (Mumford, 1987).

EFFICIENCY: The amount of resources used to achieve a goal. It is based on how much raw materials, money, est. are necessary for producing a volume of output. It is calculated as the amount of resources used to produce a product or service. It is concerned with 'doing things right'.

EFFECTIVENESS: The degree to which the employee achieves a stated goal. It means that the employee successes in accomplishing what he/she tries to do. It is concerned with 'doing things right' and relates to the output of the job and what the employee actually achieves.

POLICY: Policies are basic rules to govern the functioning of a department / unit so that in their implementation the desired objectives are met. It is a "guide" to decision making.

EVALUATION: Any attempt to obtain information (feedback) on the effects of a training programme and to assess the value of the training in the light of that information. (Cole, 2000)

SUCCESSION PLANNING: An executive inventory report indicating what individuals are ready to move into higher positions in the organization (DeCenzo & Robbins, 2000). An indication of good corporate management is the management controls of events (proactive) rather than waiting for events to occur (reactive). This is the rationale behind succession planning and career

development by an organization to ensure that the organization has the right people in the right quantity and quality at the time and place to meet business objectives and be on top of the competition.

DEVELOPMENT: Preparing individual through learning and education for the future needs of an organization. Its focus is on learning and personal development.

Traditionally, lower level employees were "trained" while higher level employees were "developed". This distinction focuses on the learning of hands on skills as against interpersonal and decision making skills.

2.1 Organization's Need for Training (Performance)

Well trained and developed employees when fully utilized by the employing organization benefits it as well the employees themselves. Therefore for an organization to grow and survive in today's globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for organizations to come up with systems and programmes that would bring out of their the need efforts, attention, creativity and general innovations as individual employees and as groups or teams of network, Asare-Bediako (2008). For this reason organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment.

Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the employees (supervisors and management) who administer this system must (i) understand the need for it and (ii) have the knowledge and skills to implement it. This understanding, Knowledge and skills would come from organizing seminars or training programmes that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation. The ultimate human resource management outcome therefore is performance and hence all other outcomes such as competencies, morale of employees, attitudes and motivation are determinants of performance, A (Ibid). Performance of employees as said elsewhere thus is about employee output which is twofold; first, the effective use of inputs or resources and second, the translation of efficiency into quality services in an organization like Accra Polytechnic which has been granted accreditation for the running of courses in bachelor of

technology, (Ibid)

Human resource training, education and development activities therefore aim at the equipping of employees with the necessary competencies that they require for their effective performance on their job. It therefore fairly correct and important to argue that, without the right kind of competencies, no amount of motivation either in cash or kind will be able to get employees to perform creditably or totally acceptable.

Asare-Bediako, Ivancevich and Beardwell and Holden, all agree that competencies needed by employees to perform at a totally acceptable levels fall into three main categories, namely; technical, managerial and personality competencies.

Training and development interventions therefore must aim at providing employees with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance. Adoption of this position in an organization like Accra Polytechnic would be the way for it to be very competitive in the globally scheme of this.

This does not however mean that training is the solution to all performance problems in an organization. Thus Asare-Bediako (2008) provides a performance (mathematical) model that must be considered:

Performance = ability) x (motivation)

From the above mathematical model, performance is the product of ability and motivation. While ability is the "can" factor in the equation, "motivation is the "want to" factor. Thus if the employee has the ability (can factor) and at the same is provided the needed motivation (wan to factor), then performance would be guaranteed from the combined effect of ability and motivation. It therefore follows that while the ability may exist in the employee, the absence of motivation e. g. ergonomics of the environment, rewards and leadership (just to mention a few) must bring about non-performance. In this instance, no amount of training would solve the problem.

However, training can have an impact on both of these variables (ability x motivation); it can heighten the skills and ability of the employees and their motivation by increasing their sense of commitment and encouraging them to develop and use new skills. Training is thus a powerful tool that can have a major impact on both employees' productivity and morale if properly used.

Thompson (2002), quotes from a survey carried out in the UK in 1996 which showed that the young employee of today values training and development opportunities over pay and perks. According to her the survey further

showed that seventy three percent (73%) of those survey said they would stay with an organization that invested time and energy in their development rather than move to a rival organization that paid more money but less investment in helping them to progress. Furthermore since the mid 1980s, it has been widely recognized that the training and development of staff should be a major item on any organization's agenda. This means that every manager or supervisor must have responsibility for his own self development and then the development of the employees he manages. Therefore the manager must make efforts to identify, define and assess the competitiveness of individual employee's skills and make a way for these individuals to develop the skills required. However, for a supervisor to be able to assess the competitiveness of the competencies of employees and thus set objectives for the necessary improvement of these competencies through training and development, he must first set up some kind of an employee appraisal system. A manager has accountability for the performance of his employees and therefore a manager's success would be depend on the abilities of the employees. A better or very well trained employee should increase efficiency and even productivity by reducing fatigue and wastage. Thompson (2002) goes on to state that each

employee fell into one of three categories in relation to competence to perform current job. These are:

1.   Competent to perform current job
2.   Not yet competent to perform current job
3.   Better than competent at perform current job

Boxall and Purcell say that the opportunity to use training powerfully arises when organizations have invested more comprehensively in recruitment and has thus built a labour pool with greater long run potential and consequently greater aspirations. According to Robbins and Judge (2207), competent employees do not remain competent forever. Skills deteriorate and become obsolete and therefore new skills need to be learned. They cite a report from the USA where corporations with 100 or more employees spent more than $51 billion dollar on formal training in one year.

Most training is directed at upgrading and improving an employee's technical skills. This form of training has become increasingly important for two (2) reasons:

1.   Due to new technology and new organization structure design
2.   Jobs change as a result of new technologies and improved methods, (ibid) Technical training has become increasingly important because of changes in organizational design. For

example as organizations flatten their structures, expand their use of teams and break down traditional barriers, employees need mastery of wider variety of tasks and increased knowledge (problem solving techniques, working in teams, quality circles, e. t. c.) of how their organizations should operate.

Training in general terms is designed to improve employees' job skills, be it technical, managerial or personality. E. g. Employees may be trained to run machines, taught new skills or acquainted with personal growth and development methods.

Moorhead & Griffin (1998), give the example of the situation where in multinationals, one training that is becoming increasingly important is the training of people to work in other countries.

Another need for training arises when for instance an organization is implementing a management by objectives programme; training in establishing goals and renewing goal oriented performance system.

The need for training of employees further comes from both demographic and economic trends which has which meant radical changes in the composition of the labour force. Further factors affecting the numbers, types and requirements of available jobs include automation, worker displacement due to

mergers and acquisitions, downsizing and business paradigm shift e. g. from manufacturing to service job (or vice versa); the increasing sophistication in technological systems that are imposing training and retraining requirements on existing workforce, the need to train underutilized employees and the training needs brought about by national and international competitions in the environment of many organizations.

Brody (1987) quotes a Motorola company spokesperson as saying "we've documented the savings from the statistical process control methods and problem solving methods we've trained our people in. We're running a rate of return of about 30 times the dollars invested which is why we've gotten pretty good support from senior management" This is a clear indication that a systematic and well planned training and development policy that is well executed would surely bring returns to the organization in cost savings (reducing in waste and scrap for example, increased productivity and so on), employee effectiveness and efficiency and the list could go on and on.

From the view point of Dessler, training and development could be placed in a strategic context. This occurs with the paradigm shift to the situation when trainers sit with management to identify strategic goals and objectives and the

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skills and knowledge that could be used to achieve these strategic goals and objectives. This then followed by the identification processes as to whether staff have the skills and knowledge when they do not then training needs discussions are evoked. Once again, this is why human resource management has become an increasing partner of the other functional areas of businesses. This position is further strengthened by the fact that for every decision that is taken by senior management, there is an implication on the human resource of the organization, AsareBediako (2008).

According to Taylor (1998), for the successful creation of an organizational culture managements make sure that the employees have the appropriate outlook and the required set of attitudes. This further leads credence for the need for training and development of employees' right from new employees through orientation to current employees who from time to time need modification of attitude to remain in line with the culture of the organization

RESEARCH METHODOLOGY

Research Design

The method adopted was a survey on the case study approach. The case study method was chosen because because is suitable for practical problems. It is often seen as being problem centered, small scaled and manageable. Again, case study method has the uniqueness ability to use and apply differently a lot of different empirical evidence, Yin (1994). The aim of this research was to identify the extent to which Bali Polytechnic have been using planned and systematic training and development to motivate and improve the performance of its employees and therefore the choice of case study

Question 1: if you have been trained which one has you experienced?

Table 1 types of training

Response	No of respondents	Percentage
On-the-job	30	30
Off-the-job	70	70
Total	100	100

Source: field survey 2017

The table shows that the employees who are sent for on the job training are 30% while 70% are sent for off-the-job training.

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Question 2: does the training centre have the adequate facilities needed for the training exercise?

Table 2 availability of training facilities

Response	No of respondents	Percentage
Yes	60	60
No	40	40
Total	100	100

Source: field survey 2017

This table indicates that 60% of employees agreed that the training center has the adequate facilities needed for training exercise which 40% of employees have negative view in their responses.

Question 3: do you think anything could be done to facilitate training in your centre?

Table 3 facilitating training exercise

Response	No of respondents	Percentage
Yes	100	100
No	-	-
Total	100	100

Source: field survey 2017

This table indicates that 100% of the employees agreed that something can be done to facilitate training in your center.

Question 4: do you agree that training has an impact on employee job performance?

Table 4 impact of training on employee job performance

Response	No of respondents	Percentage
Yes	100	100
No	-	-
Total	100	100

Source: field survey 2017

This table indicates that training has impact of employee job performance

Question 5: if yes, has it contribute or improved for job performance?

Table 5 training improves job performance

Response	No of respondents	Percentage
Yes	100	100
No	-	-
Total	100	100

Source: field survey 2017

This table shows that training improves job performance of employees.

Question 6: do you agree that training and development to an extent increase employee's job satisfaction?

Table 6 training and development increase job satisfaction

Response	No of respondents	Percentage
Yes	100	100
No	-	-
Total	100	100

Source: field survey 2017

This table shows that training and development increase employee's job satisfaction

Question 7: has training exercise undergone added any value to you

Response	No of respondents	Percentage
Yes	100	100
No	-	-
Total	100	100

Source: field survey 2017

This table indicates that the employees agreed that training exercise undergone adds value to them.

Question 7: if yes, what gain as a result of training exercise?

Table 7 what gain of training exercise

Response	No of respondents	Percentage
Increase in salary	25	25
Promotion	75	75
Total	100	100

Source: field survey 2017

This table shows that 25% agrees that training of employees increase salary while 75% agreed that training leas to promotion.

Question 8: has there been any noticeable change in the side of the organization?

Table 8 training brings noticeable change in the side of the organization

Response	No of respondents	Percentage
Yes	100	100
No	-	-
Total	100	100

Source: field survey 2017

This table shows that the employees agreed that training brings noticeable change in the side o the organization.

Question 9: if yes in what area has the change occur?

Table 9 areas of change

Response	No of respondents	Percentage
Productivity	65	65
Profitability	35	35
Total	100	100

Source: field survey 2017

This table shows that 65% agree that training and development of employees leads to productivity which 35% said that it leads to profitability.

Question 9: from your point of view, can you say that training has helped to increase performance and productivity?

Table 9 training increase performance and productivity

Response	No of respondents	Percentage
Yes	100	100
No	-	-
Total	100	100

Source: field survey 2017

CONCLUSION AND RECOMMENDATION

1.   INTRODUCTION

This chapter will focus on the research findings conclusion drawn from the whole study and recommendation to help the management of organization to improve on the training programmes.

CONCLUSION AND RECOMMENDATION.

CONCLUSION

It is indisputable that organization attempts to employee fully qualified individuals who might need little or no training that does not erase the fact that training and development should be given a fundamental attention   for new organization. Employees at all level of the organization operates, technical and managerial, required some training at one more point in their cures. Although the methods, objectives and course of programme content often differ, the basic principles of training learning programme been stated in the summary of the findings however it has not been able to solve some of the operational problems like absenteeism , grievances etc.

RECOMMENDATION

The management of every organization should see training and development as a strategic scheme for long term profitability and survival for continuous competitive with the industry. It should not see training as a waste of time and resources because it is a motivating factor which improves employees technicality on the job, banking industries should establish training school and employ experience and seasoned trainer who are also good in interpersonal relationship and create good learning environment for trainees

1.   The trainers should be sent on further training in order to widen the operations. Training should be based on individual needs, merits and performance. All employees should be given training in a regular basis, they should be trained and expose them to new technological innovation and challenges which are rapidly affecting the industry.

2.   Trainers and or management should evaluation trainee's performance during and after

training exercise to ensure that trainee are responding to training. The common evaluation method is observation method like test, examination, and report from supervisor and management/managers observation. These methods should be used to determine the effect of training on employee job performance. The result of should be encouraged to improve their performance on the job.

3. Finally, training standard should set and strictly should be compared with the standard to discover deficiency for retraining. the standard should be maintained for a reasonable period of time

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