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# Impact of Training and Development on Employee Performance

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**Abstract:** *The aim of this study is to examine the impact of training and development on employee performance, while the specific objectives are to identify training and development methods; examine the relationship between training and development on employee performance; determine the effect of training and development on employee performance; and to determine factors affecting employee performance. The study reviewed the concept of training, development as well as training and development. The study furthermore analysed training and development methods under on-the-job and off-the-job training such as job rotation, coaching/mentoring, orientation, conferences, role playing, and formal training courses/development programmes. The study also explained employee performance, examined the relationship between training and development, x-rayed the effect of training and development on employee performance and also identified factors affecting employee performance such as management-subordinate relationship, working conditions, reward system, health unionisation and team working. This study draws from practical experience and archival materials hence, its approach is content analysis by way of review of data derived from extant secondary sources. The data were collected through the review of relevant published works including books, journals, web sources, structured interviews, commentaries, official documents/publication, professional publications, and such other scholarly writings that are relevant to the study. The study concluded that training and development results to increased profitability, improves knowledge and skills of the job at all levels of the organisation. Similarly, it improves the employees' morale as well as helps them to identify with the organisational goals. From the review made by the study, on-the-job methods of employee training and development are therefore highly recommended by the study to organisations that wants to enhance performance, survive and remain competitive as these methods ensure that there is no loss of man hours as a result of off-the-job trainings where employees travel out of the country or out of station to tour around.*

**Keywords:** *Impact, Training, Development, Employee, Performance*

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## INTRODUCTION

The effectiveness of an organisation is ultimately determined by the performance of employees in the organisation (Hameed and Waheed, 2011). Fakhar and Anwar (2008) stated that the employees' performance of an organisation is an important factor and the building block to increase performance of the overall organisation. Similarly, Zehra (2014) stated that employees' performance of an organisation is a decisive factor to determine the overall direction and accomplishment of the organisation's goals and objectives. Further, employees' performance of an organisation is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organisation (Raja, Furgual and Mohammed, 2011). Based on the above scholars it is possible to say that employees' performance should be increased to take the maximum output from the productivity and the efficiency of any organisation.

Employees Performance means employee productivity and output as a result of employee development (Hameed and Waheed, 2011). According to Hameed and Waheed (2011) employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong, 2009). Kennedy (1998) stated that employee's performance is measured against the performance standards set by the organisation. There are a number of measures that can be taken into consideration when measuring performance for example using productivity, efficiency, effectiveness, quality and profitability measures (Ahuja, 1992).

On the other hand, factors responsible for employees' performance are not conclusively known and could be multivariate in nature. It might include factors like job satisfaction, knowledge, management, training, development, and/or any other factors (Fakhar and Anwar, 2008). Thus, employees' performance cannot be completely accounted for by only one or two variables but a number of them. But the most important factors that affect employees' performance are training and development (Hameed and Waheed, 2011; Raja, Furqan and Mohammed, 2011; Armstrong, 2001; Weil and Woodall, 2005; Mullins, 2007; Gunu, Oni, Tsado and Ajayi, 2013).

Research has revealed that training and development improves the workforce competence in order to create a competitive advantage and contribute to organisational 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, Jackson (2008). Development implies it is an ongoing process and that progress is made over time and this fits also with the emphasis on long life learning.

It has therefore become imperative to note that well trained and developed employees when fully utilised by the employing organisation benefits it as well as the employees themselves. Thus, for an organisation 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 organisations to come up with systems and program that would bring out of their need efforts, attention, creativity and general innovations as individual employees and as groups or teams of network, Asare-Bediako (2008). For this reason, organisations 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. Consequently, the main purpose of this research is to assess the impact of training and development on employee's performance.

### **Aim and Objectives**

The main aim of this study is to assess the impact of training and development on employee performance. The specific objectives are to:

- i. To identify training and development methods.
- ii. To examine the relationship between training and development on employee performance.
- iii. To determine the effect of training and development on employee performance.

- iv. To determine factors affecting employee performance.

### **Research Questions**

The following research questions served as guide in this study:

- i. What are the types of training and development methods used in organisations?
- ii. Is there any relationship between training and development on employee performance?
- iii. What are the effects of training and development on employee performance?
- iv. What are the factors affecting employee performance?

### **TRAINING**

As one of the major functions within Human Resource Management, training has for long been recognised and thus attracted great research attention by academic writers (see e.g. Gordon 1992, Beardwell, Holden and Claydon 2004). This has yielded into a variety of definitions of training. For example, Gordon (1992, 235) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. It is worth nothing that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organisations where investment in employee development is considerably emphasised (Beardwell et al. 2004). Related to the above, Beardwell et al. (2004) added that technological developments and organisational change have gradually led some employers to the realisation that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development

Training mainly focus on job or task to be performed (Appiah, 2010). Training is basically a learning experience, which seeks a relatively permanent change. Training is the acquisition of skill by an employee in a specific field to do a certain job while the development area works on increasing the general enhancement and exponential growth of the employee's skills and knowledge by observing the working environment and through indirect learning (Asfaw, Argaw and Bayissa, 2015). Training therefore is basically given by the organisation for the current or new employees to improve their knowledge and skills.

Training is mainly divided into four dimensions such as training need identification, know the objective of the training, Applicability of the job and training design to improve skills. The need to identify training as a necessity in an organisation is usually not performed, this includes the identification of the correct requirements for the trainings (Asfaw, Argaw and Bayissa, 2015). Employees are aware of the training objectives. The outcome of a successful training program would be considered as training objectives for the employees, the training program which benefits the employee is referred to as the objectives (Obisi, 2011). Training is design to improve skills of employee is designing a training program can be considered as one of the most important tasks in the whole of the training and development scenario (Obisi, 2011).

## **DEVELOPMENT**

Employee Development is a central tenet of maintaining and developing the skills, knowledge and abilities of both individual employees and the organisation as a whole. (Kuvaas and Dysvik, 2010). Development is mainly divided into three main dimensions such as development opportunities, Perception of the organisation long term and Continuous commitment to investment in employee development. Development opportunities for employees at organisations are in direct relation with training. When considering employee development programs, many factors must be considered. Certain trainings may be company focused but when looking from an employee's point of view the learning experience might not be of a great benefit to the employee. (Jacobs and Washington 2003).

Perception of the organisation long term is the commitment to the organisation and is best defined by an employee's focus on their work along with a long term view of their career at the organisation. To achieve this an employee has to maintain a consistent level of job performance, from the organisation's side it has to provide constant trainings along with other benefits to the employees to ensure long-term commitment. (D'Cruz, 2010). According to Lee and Bruvold (2003) the continuous commitment in investing in employee development is a long-term commitment, this if maintained properly will be beneficial to both the employee and the organisation (Kuvaas and Dysvik, 2010). According to the social exchange theory when an organisation invests in their employees it tends to reflect it a positive way. (Simon 1957; Setton et al; 1996; Cropanzano and Mitchell, 2005; Kuvaas and Dysvik, 2010).

## **TRAINING AND DEVELOPMENT**

Training and development are a major function of Human Resource Management. Training and development are a formal process of changing employee behavior and motivation in the way that will enhance employee job performance and then organisational overall performance. (Opatha, 2009). The main benefit of training and development is to improve the employee's current skills and along with that improvement the organisation can also maximise the employee business utilisation, another point in describing training and development can be shown as in investing in employees so that they are fully equipped to perform the required tasks (Asfaw, Argaw and Bayissa, 2015) "Training and development basically deals with the acquisition of understanding knowhow, techniques and practices. In fact, training and development are one of the imperatives of human resource management as it can improve performance at individual, collective development."(Tahir, Yousafzai, Jan, and Hashim, 2014).

Training and development are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem (Kennedy, 2009). Training and development have become the most important factor in every organisation all over the world today, because training increases the efficiency and the effectiveness of both employees and the organisation (Raja, Furqan and Mohammed, 2011).

Training and Development basically deals with the acquisition of understanding, knowhow, techniques and practices. In fact, training and development are one of the imperatives of human resource management as it can improve performance at individual, collegial and organisational levels. As the process of increasing one's capacity to take action, organisations are now increasingly becoming particular with organisational learning and therefore collective development (Raja, Furqan and Mohammed, 2011).

Strategically, organisational learning, which makes use of training and development as one of the several responses, deals with the acquisition of understanding, know-how, techniques and practices. These intellectual intangibles can be translated into an organisational resource through the people that acquire, infer and utilise such towards the achievement of the organisation-wide training and development (Armstrong, 2006). Training and development are planned learning experiences which teach employees how to perform current and future jobs more effectively. Sims (2002) emphasises that training focuses on present jobs while development prepares employees for possible future jobs.

### **TRAINING AND DEVELOPMENT METHODS**

Nadler (1984:1.16) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organisation so as to be able to meet organisation's current and future objectives. There are broadly two different methods that organisations may choose from for training and developing skills of its employees. These are on-the-job training given to organisational employees while conducting their regular work at the same working venues and 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. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organisations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organisation's strategy, goals and resources available, (2) depending on the needs identified at the time, and (2) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organisation.

#### ***Job rotation and transfers***

Job rotation and transfers (McCourt and Eldridge 2003, 356) as a way of developing employee skills within organisation involves movements of employees from one official responsibility to another for example taking on higher rank position within the organisation, and one branch of the organisation to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees to acquire knowledge of the different operations within the organisation together with the differences existing in different countries where the organisation operates. The knowledge acquired by the selected

employees for this method is beneficial to the organisation as it may increase the competitive advantage of the organisation.

### ***Coaching and/or mentoring***

This involves having the more experienced employees coach the less experienced employees (Devanna, Fombrun and Tichy 1984; McCourt and Eldridge 2003, 256; Torrington et al. 2005, 394 - 395). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al. 2005, 394 – 395). The practice is often applied to newly recruited graduates in the organisation by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organisation.

### ***Orientation***

This is yet another training and development method. This involves getting new employees familiarised and trained on the new job within an organisation. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organisation. They are further given a general overview of the organisational working environment including for example working systems, technology, and office layout, briefed about the existing organisational culture, health and safety issues, working conditions, processes and procedures.

### ***Conferences***

A conference as a training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

### ***Role playing***

This involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organisation setting for discussion. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are there after required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees.

### ***Formal training courses and development programmes***

These are a number of methods which may be used to develop the skills required within an organisation. These course and programmes are usually a set of defined and known programmes where the contents, durations and all the details about the training are clear to both the organisation and the personnel to be trained. Unlike informal trainings and programmes, formal training and programmes can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programmes while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programmes can be held within the organisation (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed, organisation's structure and policies, the trainers too may be coming within the corporation or outside the organisation.

### **EMPLOYEE PERFORMANCE**

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong, 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organisation. 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) as briefly explained hereafter. *Profitability* is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood and Stangster 2002). *Efficiency and effectiveness* - 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* is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr., 1995). It is a measure of how the individual, organisation and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey, 1989). *Quality* is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler and Armstrong, 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner, 1996).

As noted by Draft (1988), it is the responsibility of the company managers to ensure that the organisations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Organisations ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance management includes activities that ensure that organisational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their job will have higher job performance, and thus supreme

job retention, than those who are not happy with their jobs (Landy, 1985). Further still, Kinicki and Kreitner (2007) documented that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

### **RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE**

Training and development have to do with the process of enhancing the employee capacity, ability and skills within an organisation. Training and development has contributed to the achievement of organisational goals, objectives and target and has also helped to achieve the individual goals and objectives of the employee. Training and development of workforces and managers (Briscoe, 1995: 83). Training and development are often used to close the gap between current performance and expected future performance. Training and development falls under HRD function which has been argued to be an important function of HRM (Weil and Woodall 2005). Amongst the functions activities of this function is the Identification of the needs for training and development and selecting methods and programmes suitable for these needs, plan how to implement them and finally evaluating their outcome results (McCourt and Eldridge 2003, 237. Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organisation can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs.

### **EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE**

Employee training and development plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organisations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organisations that train their employees and organisations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie and Hutchinson 2003; Harrison, 2000) while others have extended to a general outlook of organisational performance (Guest 1997; Swart et al. 2005). In one way or another, the two are related in the sense that employee performance is a function of organisational performance since employee performance influences general organisational performance. In relation to the above, Wright and Geroy (2001) note that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organisational performance.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organisation by positively influencing employee performance through the development of employee knowledge, skills,



ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. 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 employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organisation to recognise that its workers are not performing well and thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough as employees need to constantly adapt to new requirements of job performance. In other words, organisations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

According to Wright and Geroy (2001), employee competencies change through effective training programmes. 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 organisational 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 well trained that that they can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors and Myers, 1989).

## **FACTORS AFFECTING EMPLOYEE PERFORMANCE**

### ***Management – Subordinate Relationship***

As organisations strive for flexibility, speed and constant innovation, planning with the people and not for the people ensures a positive relationship to performance improvement. When employees are given freedom to participate in organisational decision making for example, there is are high chances of having mutual trust between management and employees. Mutual trust and cooperation help to break the barriers between the two parties. The employees will not resort to strikes and work stoppages without exhausting all the available channels of resolving the dispute. Employees will be motivated because management considers them as partners in contributing to organisational success instead of being seen as mere subordinates and therefore will avoid engaging into counterproductive behaviors hence improved performance through timely achievement of organisational goals and objectives (Carrel, Kuzmits and Elbert 1989). Additionally, (Ichnniowski 1997) argues that innovative human resource management practices improve performance like use of systems related to enhance worker participation and flexibility in the design of work and decentralisation of managerial tasks and responsibilities.

### ***Working conditions***

Although working conditions do not have a direct impact on production or output, they indeed have an indirect performance for example if the manual or mental work involved in certain jobs

in a factory is tiresome, it will result into endangering not only the company property but also result into accidents which may further involve such incidents like loss of life. This might have adverse effects on the morale of the entire work force. Therefore organisations should establish working conditions that do not affect the work force negatively by providing among other things noise free environments, adequate lighting systems, and adequate temperatures (Hogber 2005). Organisations can prevent accidents and maintain good safety records through development of a positive safety culture to ensure good working condition hence performance improvement (Newstrom 2002).

### ***Reward system***

The overall aim of reward systems is to attract and retain quality human resources. When the pay conditions are perceived by the employee as equitable and in relation to their performance improvement. Organisations can use non-financial rewards like transport fee, incentive schemes to increase performance (Armstrong 2006). Additionally, organisations should adopt reward systems that are similar to the industry in which they operate or organisations can develop performance based pay systems in order to reward employees according to the set performance standards and profitability goals. Therefore for performance to improve, organisations need to create and maintain a sense of fairness equity and consistence in their pay structures (Davar 2006). Employees expect that the employers will purchase their labor at a certain price.

### ***Health unionisation***

In creating a healthy work climate, both management and workers unions should have a united hand and in the well-being of the organisational employees. Unionisations improve the industrial relations in instances where the management allows free participation of employees in trade unions. Management and trade unions will negotiate through collective bargaining processes the conditions of workers employment. Nilsen (2002) argued that industrial peace is a very important aspect for performance and growth of organisations. If the organisation is plagued by industrial disputes and strikes, performance is bound to decrease. In other words, for overall productivity to improve health unionisation should be considered and industrial disputes prevented through negotiations, conciliation rather than confrontation (Daft 1997).

### ***Team work***

This is when two or more people interact and coordinate to accomplish a specific goal and objective. When organisational members work together in teams, coordination of organisational goals and objectives becomes easier. This will lead to the teams sharing performance goals and thus lead to improving the morale of the employees which will later lead to improvements in productivity. Team works encourages open communication between employees and have compliment skills which enable them to achieve more in a specified period of time as compared to when the individual is working alone hence creating synergy (Daft 1997). Additionally, Stoner (1996) argues that employees in teams often unleash enormous energy and creativity reduces boredom because teams create a sense of belonging and affiliation hence increase in employee's feeling of dignity and self-work. However, teams have the potential to be productive but the degree of performance depends on the relationship between management and the working team.

Therefore support from management enhances performance of teams and performance improved in general.

### **Research Method**

This work on the impact of training and development on employee performance draws from practical experience and archival materials hence, its approach is content analysis by way of review of data derived from extant secondary sources. The data were collected through the review of relevant published works including books, journals, web sources, structured interviews, commentaries, official documents/publication, professional publications, and such other scholarly writings that are relevant to the study.

### **Conclusion and Recommendations**

The reason for investigating the impact of training and development on employee performance was motivated by the observation that some organisations do not seem to care about improving the capacity of their workers; they instead frown at and punish any weaknesses of workers. It is pertinent to note that training and development involves improving the effectiveness of organisations and the individuals and teams within them. Training may be viewed as related to immediate changes in organisational effectiveness via organised instruction, while development is related to the progress of longer-term organisational and employee goals. While training and development technically have differing definitions, the two are oftentimes used interchangeably and/or together. Training and development has historically been a topic within applied psychology but has within the last two decades become closely associated with human resources management, talent management, human resources development, instructional design, human factors, and knowledge management. According to (Maund, 2001) if employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organisation they work for, then they need to see visible signs of management's commitment to their training and career needs.

Evans, Pucik and Barsoux (2002) argue that organisations are facing increased competition as a result of influence of globalisation as well as changes in the technology, political as well as environments. These influences prompt organisations to embrace training to their employees so as to prepare them in adjusting with the scenarios, thus enhancing their performance. Internationally, most developed countries have recognised the importance of training and development. With the new technology progression making certain jobs and skills redundant, there is an increased emphasis for the need of skilled and highly trained employees. (Blain, 2009). Cardy (2010) stated that training normally focuses on providing specific skills and correcting deficiency in the performance of employees. On the other hand, development refers to the effort of providing employees with the organisations' needed future abilities. Training and development results to increased profitability, improves knowledge and skills of the job at all levels of the organisation. Similarly, it improves the employees' morale as well as helps them to identify with the organisational goals.

Both on-the-job and off-the-job training methods have a positive and significant relationship with employee performance. Training affects organisational competitiveness, revenue and

performance. Unfortunately, the majority of governments, private and even international organisations are not realising the importance of training culture in their organisations to increase productivity. It is very essential on part of organisations to continuously develop the employee skills in order to maximise employee performance. This is possible only by way of continuous training and development practices. It is a well-known fact that untrained employees would not be able to perform up to expectation and this will certainly affect the overall performance of the organisation. Organisations that wants to enhance employee performance should therefore prioritise employee training and development. On-the-Job methods of employee training and development are highly recommended by the study to the organisations that wants to enhance performance, survive and remain competitive as these methods ensure that there is no loss of man hours as a result of off-the-job trainings where employees travel out of the country or out of station to tour around.

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