

Impact of Training and Development as a Tool for Achieving Organizational Objectives

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Abstract:-This study focuses on the Impact of Training and Developments as A Tool for Achieving Organizational Objectives, The objective of the study was to find out how training and development of employees contribute to the achievement of the goals, assess how reward system as a human resource management practice influences performance, established how job design as a component of human resource management practices influences performance, and to identify the roles of training and development in achieving organizational goals. Based on the literature, the study recommends Training and development should be seen not only as of the thread that ties together all human resource practices, but also as the instrument for establishing and signaling when and how work practices should change. In other words, employees should take on the role of organizational change agents.

Keywords: Training, Development, Organizations, Staff (Employees), Training Needs, On the Job Training, Off the Job Training, Banking Sector

I. INTRODUCTION

Personnel is the most valuable assets of any organization (Sunny, 2010). There could be state of the art, machines, materials and even money yet nothing gets done without manpower. Knowledge is the ability, the skill, the understanding, the information, which every employee is required to acquire to function effectively and for the organization to function efficiently. Therefore, training and development play a vital role in improving performance as well as increasing productivity and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not.

Training and development is a type of activity that is planned systematically and it results in an enhanced level of skills, knowledge, and competency that are necessary to perform work effectively and efficiently (Gordon, 2012). Organizational efficiency is concerned with how organizations can increase output with a minimum cost implication. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies, and behavior (Abel, D.E 2010).

Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training are a way of increasing organizational performance through an

increase in individual employee contribution (Cooke 2010). In every organization, there are some expectations from the employees concerning their performance. And when they perform up to the set standards and meet organizational expectations they are believed to be good performers. While much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. According to Sheri-Lynne (2017), organizational efficiency means the ability of an organization to meet goals, maintain its place in the industry amidst competition and also increase in profitability.

The human resources are the most dynamic of all the organization's resources. They need considerable attention from the organization's management; if they are to realize their full potential in their work. Thus motivation, leadership, communication work restructuring, payment systems, and training and development may be included in the issue which has to be faced by management today. Most of these issues will be considered in this research work, but now it is time to consider the role of training and development activities in the organization. Because of the changing nature of business environment due to modern technology, workers need to adapt themselves to this new technology so, the need for effective training and development ought to be seriously emphasized which will create an impartation of new skill, knowledge, etc. that an individual worker will need in other to lead to greater productivity and higher performance, where there are training and development in an organization. It helps the organization in achieving its goals and objectives.

Training and development, however, are matters for an individual organization to sort out the rest of this research look at how organizations set about meeting their training and development needs.

II. LITERATURE REVIEW

The Concept of training and development

Narrowly, training refers to how specific knowledge and skills necessary to perform a specific job are taught and learned (Crowford 2014). According to McFarland, (2003) training is the term used to describe the process through which organizations build the skills and abilities of non-managerial employees. It is from the aforementioned definitions that training is referred to as the process by which managers acquire knowledge and skills for a definite task or purpose

(Banjoko 2016) stated that training tends to be connected with non-managerial employees whilst development usually refers to management staff.

Thus, to straighten a distinction between the two terms, some scholars have referred to training as employee training and development as management development, or executive development while employee training refers to training given to employees in the areas of operations, technical and allied areas, management development refers to developing an employee in the areas of principles and techniques of management, administration, organization allied areas, (Scott, 2007). Other terms sometimes used instead of training and development include employee development, manpower development, or education and training (Ginsberg, 2012) argued that training and development activities are an integral and important aspect of human resource management. Such activities make it possible to adjust as well as enhance the skills of the workforce, ranging from the lowest to the highest set of employees.

The Principles of training and development

For training to be effective, several principles are usually applied. The principles are Positive Reinforcement, Learner Participation; Feedback Mechanism and Transferability of knowledge to job performance. These principles have been identified based on extensive research (Anastasi, 2009) and (Flippo, 2004). As observed by (Beach 1980) learning is the core of the training process.

Learning refers to the human process whereby skills, knowledge, habits, and attitudes are acquired in such a way that behavior is modified. The more highly motivated trainees are quicker and more effectively they learn. Training must, therefore, be related to trainees' desires and needs such as job recognition, prestige, and promotion. In effect, learning is most effective when the trainees realize that they can fulfill certain needs through training (Obisi, 2001).

Positive reinforcement involves the use of rewards as promotion, pay increase, praise, and better working conditions while negative reinforcement involves the use of punishment or penalties on employees. An example of negative reinforcement will be a demand for an employee to repeat a training course due to poor performance at initial training, (Mamoria, 2005)

Learner participation implies active participation of trainees in the learning process. 'Such participation is a prerequisite for effective learning 'since the greater the number of human senses involved the more complete the learning process. In essence, carefully designed practice methods are quite essential to effective learning, (Dixon, 2009).

Feedback means that learners are allowed to know how they are performing. Information necessary for feedback should include how trainees can avoid repeating the mistakes they made in the future. Research findings have shown that people

learn faster when they are informed of their accomplishments, (Leibowitz 2011)

The transferability of knowledge portends that employees should transfer the knowledge acquired from training to enhance their job performance. Hence, knowledge, skills, and attitudes acquired in training but not used in the job cannot contribute to organizational goals. When employees' jobs are not fashioned in line with the areas they have been trained it will not encourage employees to pursue further reading. This underscores the desirability of ensuring that, as much as possible, training tasks are similar to job tasks (Dixon, 2009)

It is very necessary for the organization to design the training very carefully (Michael Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 2007). Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Partlow, 2001). It seems that Training design plays a very vital role in the employee as well as organizational performance. bad training design is nothing but the loss of time and money (Tsauro & Lin, 2004).

On the job training helps employees to get knowledge of their job in a better way (Deming, 2002). Well trained employees are key 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 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.

Training has been defined differently by different authors. It is "a systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment" (Tharenou, 2012). Another concept opines that training primarily focuses on teaching organizational members on how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers (Jones, 2000).

Other scholars view training as, "a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities" (Beardwell, 2011). Its purpose is to develop the abilities of the individual and to satisfy the current and future needs of the organization. These definitions did not consider the dynamic and changing nature of the environment in which organizations operate (Okanya, 2008). It also implies that training automatically translates to organizational

performance. Skills needed by employees are continuously changing; besides, the ever-changing improvement in information and technology makes knowledge and skills obsolete in a short while. This implies that employees should align their needs to that of the organization's requirements and their long term development and the Human Resources Department should consider the current and future needs of the organization when planning for employee training (Holden, 2014).

These divergent views notwithstanding, all the scholars seem to point to one fact that the training aims at improving organizational performance.

Training and development techniques

According to (Obisi 2001) *Job Rotation method* of training is intended to provide the trainees with a variety of work experience by moving them from one job or one unit to the other thereby enabling them to acquire greater job knowledge and experience with which to handle greater responsibilities in the future. By rotating the trainees from one departmental job or assignment to the other, the method enables the trainers to have a better appreciation of interdepartmental problems either as they relate to the job or the employees in the various departments.

Internship training offers a good chance for the trainee to gain a deep and useful understanding of the relationship between theory and practice. Internships, however, involves a slow process of learning as the need to be able to capture the relevant experiences of a job may take some time. Besides, internship suffers a serious setback during the period of depression and layoffs which necessarily does not create room or vacancies to take in new terms, (Leibowitz 2010).

Using the Understudy Assignment method, the trainee is tutored by an experienced manager for the higher responsibilities to be taken by the trainee, this is aimed at enabling him to acquire skills and know-how to perform as much as the superior on the job. The efficiency of this approach hangs on how much time and interest the superior has in the subordinate to assume, (Steinmetz & Lawrence 2016).

Vestibule training method involves trainees learning in an environment that is virtually identical to what is to be encountered on the job. This method tries to stimulate, actual work situation so that trainees are equipped with preliminary learning experiences before any actual work practice. Thus, the problem of transferring learning from the learning environment to the work station is minimized since the trainees are already doing what they, would eventually end up doing in the actual job situation, (Kenny & Reid 2005).

The classroom method involves the transmission of fundamental knowledge, required ideas and factual information from the trainer to the group of trainees at ago, to achieve a low-cost training method. Apart from being a low-cost training method, it is unique in the sense that it provides a

direct medium of communication with the trainees in addition to providing an opportunity for an exchange of ideas between the trainees and the instructions (Mamoria 2012).

Programmed Instructional Method is a self-training method based on auto-instructional technologies. It is one of the more recent-inventions for learning theories, principles and concepts through- self- effort. Using this method, learning materials are organized and presented sequentially either in a cassette, films other types, (Hamblin 2017).

Simulation techniques according to (Griffin, 2000) are used largely in developing executive talents. The use of simulation techniques for developing executives' talent has become known recently, and this is traced to the fact that neither the conventional on-the-job nor the off-the-job methods are enough in developing the capabilities needed in managers (Lang 2012) observed that most of the managers do not undertake programmed or routine jobs like the lower-level employees. More specific skills are needed by managers to specialized, skilled analytical, diagnostic, problem-solving skills, human relations skill, interpersonal skills as well as sound decisions making skills. Hence, Situations involving the use of each of the skills might be simulated and managers put-through these situations as a process of developing these needed capacities in them.

Case Studies method of training has continued to record significant popularity as a method whose focus is geared towards challenges and problems that oppose executives in their day to day business. Cases are arranged to carry out the reality in the day to day business world by describing actual business situations. Sometimes, typical business situations can be simulated and presented in case form. Usually, the cases would contain background information about the company, its products, its finances as well as its organizational structure, (Robert and Benn 2009).

The trainees are presented with the cases and are requested to identify the major and minor problems of the case, to distinguish the salient facts from the case and suggest alternative solutions to the problems evaluate the alternative solutions and recommend the best course of action. The whole exercise is aimed at sharpening the participant's ability to correctly identify the key problem in any given problem situation to obtain and interpret fact and to be conscious of the many important variables upon which management decisions are based as well as improve their skills in diagnosing the relevant issues involved and in recommending the best solution possible for the given problem situation. (Imanyi 2002)

Purpose of Training

Several authors recognize the purpose of training as being to develop capacities of employees and by extension represents an investment in human resources (Ulrich, 2010). The quality of employees and their development through training and education are major factors in determining the 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, 2012) 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.

To manage an organization both large and small requires staffing them with competent employees. The formal educational system in Nigeria 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 a substantive contribution to the organization's growth. The effectiveness and success of an organization lie in 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, 2009). 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 to actualize the organizational vision and mission.

(Smith, 2010) opines that training motivates the employee and make them more productive and innovative. Smith asserts further that the reasons why training makes sense include, well-trained employees are more capable and willing to assume more control over their jobs; they need less supervision, with free management for other tasks; employees are more capable to answer questions from customers which enhances customer loyalty. Furthermore, employees who understand their job, complain less, are more satisfied and more motivated and thus improve management-employee relationships. (Heathfield, 2013) arguing in the same direction opines that the opportunity to continue to grow and develop through training and development is one of the most important factors in employee motivation.

Training and development are complementary parts of the same process. They are interlinked and interdependent, rather than sequential and hierarchical. Training and development are very crucial to the employees, the organization and their effectiveness (Devi, 2012). Staff training and development can occur simultaneously or complementary, but the two do not necessarily have direct relations to each other (Comma, 2008). Training and development activities are important

elements of the human resource management function of an organization.

Nature of Training and Development

Training and development refer to the practice of providing training, workshops, coaching, mentoring, or other learning opportunities to employees to inspire, challenge, and motivate them to perform the functions of their position to the best of their ability and within standards set by local, state, Federal and licensing organization guidelines. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes, and knowledge (McGhee, 2005).

Training makes employees feel that they are part of the organization's family. Training creates a sense of belonging in all employees. It creates professional development and enhances the employee's skills. It also makes a knowledgeable workforce with fewer mistakes (Adams, 2002). Increasing job satisfaction and employee morality, enhancing employee motivation, improving the efficiencies in processes and financial gain, raising the ability to obtain new technologies, developing the innovation in strategies and products and reducing employee turnover are other important benefits of training (McNamara, 2010).

Dimensions of Training and Development

There are various types of training that an organization may adapt depending on the main objectives of training and these are outlined below:

Orientation/Induction Training

This is given immediately after employment to introduce the new extension staff members to their position. This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants to familiarize themselves with the organization's goals, structure, culture, work standard and other conditions of employment.

Foundation Training

This is appropriate for newly recruited personnel; every staff member needs some professional knowledge about various rules and regulations of the government, financial transaction, administrative capability, communication skills, report writing, leadership ability, etc

Job Instruction Training

Job instruction training is received directly on the job, and so it is often called "on-the-job" training. It is used primarily to teach workers how to do their current jobs. A trainer, supervisor, or co-worker serves as the instructor. When it is properly planned and executed, this method includes each of the learning principles (Demetra et al, 2008).

Career Development Training

Career development is the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform one's job. Professional development skills are the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance.

Maintenance/ Refresher Training

This keeps specialists, administrators, accountants, supervisors, and frontline workers updated and enable them to add to the knowledge and skills they have already. (*European Journal of Business and Management* www.iiste.org ISSN 2222-1905 (Paper) ISSN

Impacts of Training and Development

The purpose of training and management development programs is to improve employee capabilities and organizational capabilities. A training need can be said to exist when there is a gap between the existing performance of an employee (or group of employees) and the desired performance to assess whether such a gap requires a skill analysis. Training is essential for leadership development success. Training plays a vital role in leadership development. Enhancing the skills of employees is the aim of training and development. Training and development are designed to have these benefits. These traditional or conventional training might be formal or informal.

Benefits of Training and Development to Employees

Training is transferring information to the organization's members to positively improve the effectiveness and productivity of organizations (Leard, 2010). Training enables organizations to act more effectively because of having valued employees. Training is also needed to develop new leaders (Noe, 2002). There are many benefits to both organizations and individuals to accomplish training activities. It also helps eliminate fear in attempting new tasks ((Nonso, 2013).

Training and Development in the Public Sector in Nigeria

The Nigerian public service "is a product of colonialism, established as an instrument of the British colonialist, from the late 19th century" (Inyang, 2008). Nigerians have too long been feeling short-changed by the quality of public service. Our public offices have too long been showcases for combined evils of inefficiency and corruption, whilst being impediments for effective implementation of government policies. Nigerians deserve better. And will ensure they get what is better (Obasanjo, 2003). (Agagu,2008) asserts that "the public service which was seen as the custodian of rules and regulations and the engine of the development had lost its prestige and confidence. The aftermath of this is the invention of a series of reforms which, have led to privatization, downsizing, and right-sizing of the public service and even minimizing the role of the public sector in the national life"

In a developing country like Nigeria, training and development of manpower resources are highly needed in virtually all business organizations for its effectiveness. Ideally, training and development are more effective when the training methods match the learning styles of the participants and the types of jobs needed by the organization (Femog, 2013). Training and development in the public sector of Nigeria and all over the world became necessary to ensure the effectiveness and efficiency of public service and institutions. Changing employees' work attitude/behavior is a necessity for organizational success. Specifically, the Nigerian Public service has been described as lazy and nonchalant (Odiaka, 2011); tardy; unwilling to put in a day's job for a day's pay; driven by a mindset that takes high work performance as unattainable and an unnecessary bother, among other traits, all of which are reducible to lack of work commitment (Akerle, 2006).

The federal government of Nigeria currently desires to become one of the 20 largest economies in the world by the year 2020. There is no better and ready instrument available to the government to achieve this vision than an effective public service. It comes to reason then that the public service has a big role to play in its execution and attainment. This is so because the success of any government initiative is directly dependent on the ability and willingness of the public sector to execute. But it has been established that the public service is sick and barely performs its ordinary function of service delivery. The implication of this on the present public sector is that drastic measures must be taken to revitalize the human capital serving in this sector, re-engineer and reposition it for service delivery to be able to contain the challenges that go with Vision 20: 2020 (Wurim, 2012).

Types of Training

The importance of training and development to employees and managers cannot be quantified following the changing pattern in technology. Adequate provision of training needs for employees will go along way in reducing their intention to leave, absenteeism, industrial hazard, etc. Training needs are not only restricted to the confinement of new employees (Hartenstein, 2001; Hutchins, 2009). The effective training and development of the managers are equally important to employees' safety, efficiency, productivity, and fulfillment. It has been observed that continuous training for workers helps to alleviate boredom, fatigue, inefficient and even unsafe work habits. However, various kinds of training are often used by different organizations in acquiring and developing the skills and abilities of human resources. The method adopted is often a matter of convenience and organization policy. Among the option kinds of training are the most popular or often used type of training as identified by Frayne, (2010)

1. *On the job training:* This is also known as direct instruction. It is one of the oldest forms of training. It is the kind of interpersonal training where somebody who knows the job shows another person how best to perform it. The on the

job training requires direct instruction from the trainer and specialized knowledge from the trainee (Boxall, 2007). The worker learns as he produces or works. This type of training is conducted either by the worker's immediate supervision at the worksite or by an expert from another department. The advantages of this type of training method are:

- i. The workers use the same materials, requirements, and machines for training at the same time for production.
 - ii. The worker is subjected to the same environmental constraints under which he will have to operate.
 - iii. Only those skills needed are impacted by the worker to completely perform a particular job.
 - iv. Apprenticeship training: The method combines on-the-job and regular instructions by combining the practical and theoretical aspects of the job and the worker acquires both skills and knowledge.
2. *Off-the-job training:* These the worker (trainer) is not on the regular job environment but is taught a how to do the job in an identical situation using prototype that would be used act the job site. This type of training is more appropriate for impacting complex skills as it produces broad-based trainers who can apply their skills in a verity of work situations (Butler, 2008). This is another form of training that takes place outside the immediate workplace. It requires additional abilities and talents useful to perform a task efficiently (Chiaburu, 2009). This training is often offered by specialist trainers who may be outsourced to help with the training. The knowledge and abilities acquired form this training are often used across different areas of the organization. Examples of the off the job training includes group discussions, case studies, roleplaying, conferences, T-Group, programmed instructions, etc
3. *Classroom training:* this is interactive learning with a specialist or expert instructor. Classroom training has been the basis of an employee. Many employees learn best and have the greatest opportunity for retention (Kinicki& Williams,2003) most especially when they learn from a live instructor in a classroom setting. It allows integrating various learning principles and values in a dynamic environment. It includes lectures, conferences, demonstration, instruction, advanced information and training session similar to class discussion, workshop e.t.c.
4. *Coaching and Understanding:* Coaching is one of the training processes which allows an individual participant to acquire and obtain the strategic capabilities and core competencies needed to perform a task efficiently (Kehinde&Oladayo2007).Coaching is often seen as the most effective way of providing for the growth and productivity of workers in an organization through the conscious assessment of ordinates by their immediate boss.
5. *Job Rotation:* This method is used whereby a worker over a considerable period work in serious of works or job, therefore, earning a broad range of skills.

Post Training Effects on Workers' Productivity and Development

Employees are the essential strength and important element of gaining a distinct advantage in any establishment of organization and training directly becomes an indispensable tool for its actualization (Falola, 2006). The level of know-how of an employee goes a long way in determining organizational survival and prime over. In recent times, it was observed that employee's proficiency, abilities, and talents are directly proportional to the level at which the organization can compete with others. Organizations are often faced with an incessant level of competitive rivalry due to changes in cultural values, technology, business environments, globalization, etc. (Evans, 2002).

Increasingly, the survival of every organization is a dependent factor in employees' training and development (Armstrong, 2006). However, training and development have become the cornerstone for harnessing employees' competencies and also improving their performance towards the achievement of corporate goals. From this end, it becomes imperative to state that though employees' training could be expensive its significance cannot be overemphasized most especially when the organization aimed to attain competitive advantage.

(Morris, 2003) submits that a school of thought expresses the opinion that if one holds that education and training are expensive, one should try ignorance. It is a fact of life that education and training are continuous processes relevant for the solution to problems, answers to question and resolutions to conflicts in all human endeavors. Management is a group of persons responsible for bringing together the human actors and physical factors to provide goods and services to humanities. The development of management will encourage the proper motivation of employees, assurance of consistency in top quality products and services and total satisfaction to all levels of customers in the society. Though, despite all the role straining plays, a lot of organizations have failed to analyze the benefits of training their workers due to the same barriers militating against the efficiency of training (Cornelius, 2005). The major barriers to the effective discharge of the training responsibility have been identified by (Amao, 2013) as a lack of commitment to top management and inadequate budgetary allocation of funding for training. (Akosile, 2001)also, highlight some problems or barriers to effective training as difficult in determining the need for learning, motivational problem: what do we do to make workers perform at a required level right speed and learner standard, using of inappropriate training method and evaluating attainment of training objective.

Concept of Human Resource Management Practices

Human resource management practices refer to organizational activities directed at managing the pool of human resources and ensuring that the resources are employed towards the fulfillment of organizational goals. An increasing body of work contains the argument that there exists a positive

relationship between so-called "high-performance work practices" and different measures of company performance (Bjorkmon 2001). Such "high-performance work practices" include comprehensive employee recruitment and selection procedures, Incentives, compensation, and performance arrangement systems and extensive employee involvement and training.

Several studies have found a positive relationship between human resource management practices and different measures of company performance (Bjorkman, 2001). For example, a significant relationship was found between the organization's use of human resource staffing practices and both annual profit and profit growth among the cross-section of industries (Rozeli, 2013). Likewise, a link has been shown between systems of high performance work practices and firm performance, as well as between recruitment training and firm performance, using a survey instrument for traditional human resource management activities (recruitment, selection, performance management, training, compensation, and employee relations) and using independently collected organizational performance data focusing on human resource management practices.

Human resource practices are the levers or mechanisms through which employee skills can be developed" (Park et al, 2003). Human resource practices are the primary means by which firms can influence and shape the skills, attitudes, and behavior of individuals to do their work and thus achieve organizational goals. Human resource practices are designed to improve the knowledge, skills, and abilities of employees; boost their motivation, minimize or eliminate loitering on the job and enhance the retention of valuable employees; boost their motivation, minimize or eliminate loitering on the job; and enhance the retentions of valuable employees. Those practices consist of employee recruitment and selection procedures: incentive compensation and performance management policies and extensive employee training, participation and involvement in decision-making.

According to Havel, (2006) human resource management activities can influence an organization's performance through improvement of employees' skills and quality-selection and training and the increase of employee motivation-incentive compensation. Human resource practices enhance organizational effectiveness and performance by attracting, identifying and retaining employees with knowledge, skills, and abilities and getting them to behave in a manner that will support the mission and objectives of the organization. Thus the effectiveness of human resource management practices depends on how it creates the appropriate attitudes and behaviors in employees, in addition to its implementation. Human resource management practices influence employee skills through the acquisition and development of a firm's human capital. "Human capital corresponds to any stock of knowledge or that contributes to his or her productivity." Garibaldi P, (2006). Recruitment procedures that provide a large pool of qualified applicants will have a substantial

influence over the quality and type of skills that new employees possess. Providing formal and informal training experiences, such as basic skill training, on the job experience, coaching, mentoring and management development, can further influence employees' development. Human resource management practices can influence employee through the use of valid selection methods to hire appropriately skilled employees and through comprehensive training to develop current employees. Even highly skilled will not perform effectively if they are not motivated. Managers can use human resource management practices for the motivation of employees to work both harder and smarter.

Manpower development is also important that knowledge, skill, and attitude are the things acquired in training programs and if none of those is acquired then the training programs have not been effective. (Kehinde, 2007) also defined human resource development as an organized procedure by which people learned knowledge and skill for a defined purpose. It equips the workers especially the non-managerial staff with a specific skill. He further gave examples of the skill learned as plumbing skills, artistic, typing skills clerical skills, etc. It should be noted that all training programs organized by an organization have and objectives and the major aims of any training programs are an improvement in job performance or productivity (Nason, 2001). The improvement in performance and complexity increase in the organization have sharply increased the demand for more and better management talents (Hartenstein,2009). This came along with changes in workers' demand as workers demand better opportunities more advantages, which led many organizations to respond by broadening the range of educational opportunities. According to (paid, 2007), worker productivity or development is essentially about making learning happen any form of leaning, although usually in the services of some work goals or goals.

Human Resource Management Practices and organizational performance

The study outlines an empirical review on human resource management practices that influence organizational performance namely; recruitment and selection, rewards system, job design, training and development, and performance management. In the globalization era, the changing global market competitiveness has created new challenges for organizations as well as individuals (Pfeiffer, 2004). For firms to maintain or create competitiveness, it is necessary that they build and retain their skilled and talented human resources. Many previous empirical studies have established a linkage between human resource management practices and firm performance (Delary& Doty 2006). These linkages enhance organizational success in the rapidly changing business environment. Consequently, the role of human resource management becomes strategic and proactive (Chris Brewster 2004) to create more dynamic work environments.

Schuler and Jackson (2006) and other social scientists assert that human resource management is the main pathway to satisfy shareholders, investors, customers, society and organizational members, (Huselid, 2005) has identified the link between human resource management practices and turnover productivity and financial performance when he found a negative relationship between employee skills and organizational structure on turnover, and where employee skills and organizational structure and employee motivation have a positive impact on firm performance. Indeed, high-performance work practices are likely to affect firm performance. In his study, all human resource management variables except training and development are reported to have a significant association with firm performance. (Huselid, 2006) contended human resource management practices, particularly selection and training, are associated with perceived firm performance in profit and non-profit organization. Also, (Wright & Dyer, 2005) asserted that firm competitiveness can be enhanced by a high-performance work system and that it has a positive relationship with organizational effectiveness. Research focusing on the firm-level impact of human resource management practices has become popular among researchers (Wagner, 2014). During the past decade, how human resource management practices affect organizational performance has become a crucial issue. The literature includes studies that focus on the performance effects of specific human resource management practices, such as training (Bartel, 2004).

Researchers impacting the relationship between human resource practices and firm performance, however, they have operationalized human resource practices in several different ways. For example, some researchers have examined only one human resource practices in several different ways. For example, some researchers have examined only one human resource practice namely; staffing practices, compensation practices, Training practices, while other researchers have

viewed human resource practices and control systems and have therefore focused on compensation incentive and reward systems. is the most intensively studied human resource practice. However, the best human resource practices may be independent. Social science literature provides some theoretical and empirical support for this expectation. (McMhan, 2012) argued that researchers should examine “bundles” of human resource practices and their collective effect, rather than the effect of isolated and their collective effect, rather than the effect of isolated human resource practices, on firm performance.

Human resource activities are interdependent and are a whole they generate certain outcomes for the firm. Further studies provide support for such arguments as they found that bundles of human resource practices were significantly related to workers' productivity and firm financial performance. Although some studies have established positive associations between consistent bundles of human resource management practices and organizational performance, they have found that not all bundles have an equal impact on a firms' performance. Similar results are reported by (Goodernham, 2006). Who found a positive impact of human resource management practices on firm performance of 3,281 firms in Europe.

The results provide modest evidence for the positive, significant relationship that exists between firm performance and human resource management practices. The existing literature on human resource management practices the recent theoretical work on the resource-based view of the firm (Barney, 2008) supports the notion that human resource management may be an important source of competitive advantage. He further argued that resources lead to sustainable competitive advantages when they are valuable, rare inimitable and well organized.

The appraisal process

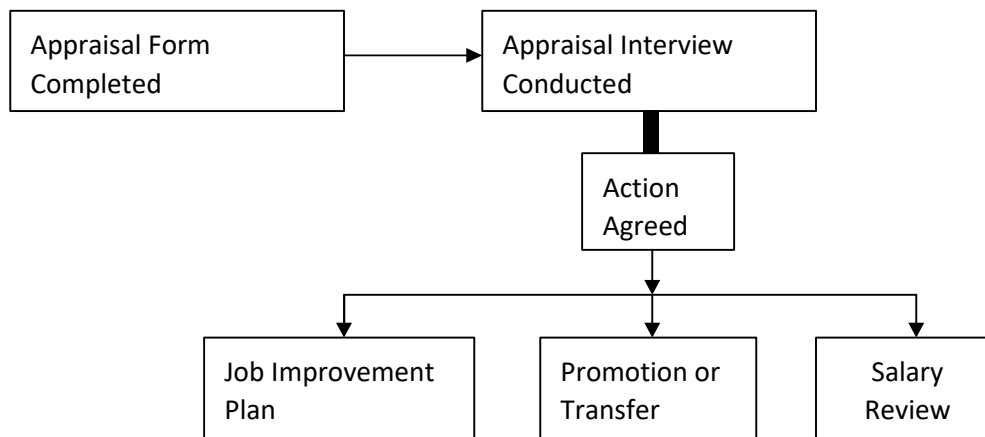


Fig 1: The appraisal process

Most appraisals are conducted by superiors on the staff who report to them, and so on the element of formal authority is

invariably present in the appraisal interview. However, in recent years so-called 360⁰ appraisals have been introducing

by organizations that are keen to improve the appraisal of managerial staff. This form of an appraisal requires that the manager's staff is formally encouraged to comment on their leader's performance, peer group managers are also consulted so that, appraisal, in this case, becomes all-round rather than just top-down. The success of such an appraisal depends on the dominant culture in the organization. In a mature culture, where collaboration is accepted as the norm, and where the mistakes are seen as opportunities rather than threats, 360 appraisals are more likely to produce authentic results, rather than threats, appraisals are more likely to produce authentic results than in a culture still dominated by the hierarchy.

Reasons for appraisal are as follows; to identify an individual's current level of job performance, to identify employee strengths and weaknesses, to enable employees to improve their performance, to provide basis for rewarding employees in relation to their contribution to organization goals, to motivate individuals, to identify training and development needs, to identify potential performance, and to provide information for succession planning. The most likely reason for the adoption of staff appraisal is to draw attention to present performance on the job order is to reward people fairly and to identify those with potential for promotion or transfer.

According to (Ducker, 2014), are enthusiastic about appraisal: "To appraise a subordinate and his performance is not part of the manager's job. Indeed, unless he does the appraisal himself he cannot adequately discharge his responsibility for assisting and teaching his subordinates. Ducker's view as a whole is that managers are responsible for achieving results. These results are obtained from the management of human, material and financial resources all of which should be monitored. Monitoring means setting standards, measuring performance, and taking appropriate action.

In respect of people, this entails taking action to improve performance employing training and help for example management development. Where appraisal focuses on the job, the appraisal form is more likely to ask the appraiser to look for success in achieving job targets or objectives than to comment on the job holder's attributes. Where the focus is on the person rather than on the job, the reverse is true, for example, the appraiser is expected to give an account of the jobholder's qualities rather than of his or her relative success on achieving results. Thus the focus of the appraisal will determine the nature of the criteria as against which individual performance will be judged, as well as of the ratings or measures to be used.

III. THEORETICAL FRAMEWORK

There are two main theoretical approaches towards employee training, namely, the human capital approach and the technology-based approach. According to (Luo,2000), the

humancapital approach regards training as an investment in human capital. Thus, training is provided only when the benefit from productivity gains is greater than the cost of training. On the other hand, the technology-based approach regards training as a skill formation process. According to this approach, the expanded training in the contemporary period is driven by rapidly changing technologies and work reorganization. Thus, training is provided because it satisfies the functional needs of an organization and equally contributes to human capital accumulation or skill formation. These approaches, however, to a large extent overlooked the content of employee training, which could be a resultant effect of training design and training delivery style. (Luo, 2010) opined that the confusion about employee training comes in the following four ways. First, it is not inherently or immediately related to the technical aspects of specific job tasks. Second, prior need analysis is rarely conducted for such training, despite suggestions to do so in many training handbooks. Third, organizations and trainers seldom conduct evaluations of behavior or outcome changes brought out by such training. Evaluation, when there is one, is often about how one feels about the training or what one has learned. The evaluation questionnaire is often called a "smile sheet," as trainees often respond happily to the questions. But the impact of the training remains uncertain. Fourth, the rapid expansion of personal development training has taken place in the absence of scientific evidence of any link between such training and improvement in organizational bottom lines.

Human Resource Management Practices has been significantly found to have a positive influence on performance and thus enable the organizations to be at the competitive edge. The study adopted motivational theory due to Abram Maslow (1954) that human resources need to be motivated at every level of the organizational hierarchy as this will ensure the organizational performance is enhanced hence achieving its objectives.

Human beings are motivated by many needs and these depend on many factors as they vary from one person to the other and in every situation. Basic needs are; food, clothing, and shelter but the workplace needs acceptance and self-esteem. Each will experience these factors in different offering awards when his job is done as expected. According to Maslow, it is important to be part of a social group that will motivate him (Wren, 2005).

According to (Maslow, 2014), portend five basic constructs from the human hierarchy of needs. There are physiological needs, security needs, belonging needs, esteem needs and self-actualization needs. Maslow's conceptualization of needs is represented by a triangle with five levels which he called the Hierarchy of Needs. Maslow stated that lower-level needs must be satisfied before the next level.

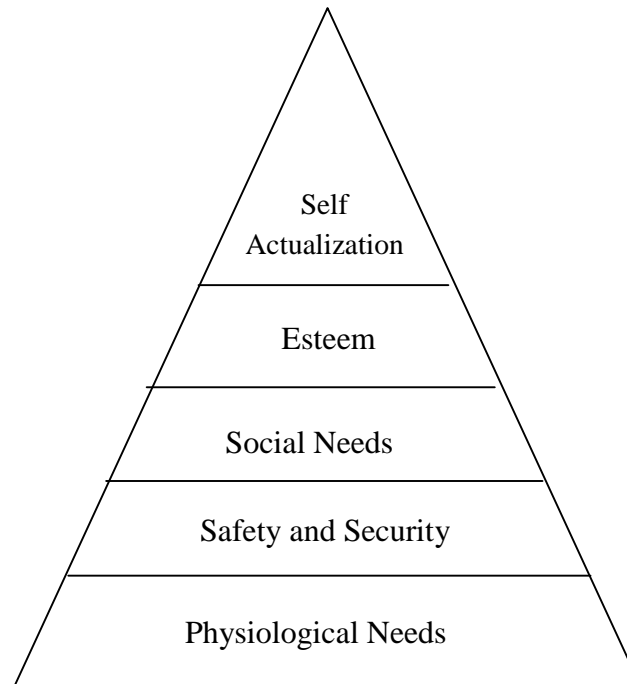


Fig 2 Abraham Maslow (1954)

Maslow said that higher-level needs like those for self-esteem or self-actualization would not become salient (even when unfulfilled) until lower needs were satisfied. If Maslow's theory is true, those are some very important leadership implications to enhance workplace motivation. These are staff motivation opportunities by motivating each employee through their style of management, compensation plans, role definition, and company activities.

Physiological Needs; Provide ample breaks for lunch and recuperation and pay salaries that allow workers to buy life's essentials, Safety needs; provide a working environment which is safe, relate job security and freedom from threats, Social needs; Generate a feeling of acceptance, belonging and community by reinforcing team dynamics, Esteem needs; Recognize achievements, assign important projects, and provide status to make employees feel valued and appreciated and Self-Actualization; which offers challenging and meaningful assignment which enable innovations, creativity and progress according to long term goals.

Everyone is not motivated by the same needs. At various points in their lives and careers, various employees will be motivated by completely different needs. It is imperative that each employee's needs currently being pursued are being recognized. To motivate employees, leadership must understand, the current level of needs at which the employee find themselves, and leverage needs for workplace motivation.

IV. THEORETICAL MODELS LINKING TRAINING TO ORGANIZATIONAL PERFORMANCE

The knowledge and skills of workers acquired through training have become important in the face of the increasingly

rapid changes in technology, products, and systems (Thang, 2010). Most organizations invest in training because they believe that higher performance will result (Alliger, 2000). Devanna, Formbrun, and Tichy (1984) proposed the Michigan School model also known as the 'soft' Human Resource Management (HRM). This model's emphasis is on treating employees as a means of achieving the organization's strategy. It assumes that 'what is good for the organization is equally good for the employee'. According to Devanna, (2004), training and other HRM activities aim to increase individual performance, which is believed to lead to higher organizational performance. Although the Michigan School model acknowledges the importance of motivating and rewarding people, it concentrates most on managing human assets to achieve strategic goals (Pinnington & Edwards, 2010).

A second 'soft' HRM theoretical model to show how Human Resource Management (HRM) policies can affect employees and organizational outcomes were developed by Guest. The central hypothesis of Guest's model is that if an integrated set of HRM practices is applied to achieve the established goals, employees' performance will improve. It also assumes that this will translate to an increase in organizational performance. The strength of Guest's model is that it is a useful analytical framework for studying the relationship between HRM policies and organizational performance. This is because it expresses pathways for more careful, clear and ease of empirical testing. Guest also saw the goals of linking employees with organizational performance as important to ensure the high quality of products and services. He thus opines that training policy plays an important role in HRM and contributes to improved strategic integration, employee

commitment, flexibility, and quality. He further asserts that HRM outcomes can lead to high job performance, high problem-solving activity, high cost-effectiveness, and low turnover reduced absences and fewer grievances.

Similarly, (Kozlowski & Klein, 2010) offered an excellent analytical framework, which uses a multi-level approach to training. This model bridges the gap between theoretical models of training needs assessment, design, and evaluation, and the higher levels at which training must have an impact if it is to contribute to organizational effectiveness (Kozlowski & Salas 2007). The model focuses on training transfer. There are two types of training transfer namely horizontal and vertical transfer. Horizontal transfer concentrates on traditional models of training effectiveness, while the vertical transfer examines the link between individual training outcomes and organizational outcomes. The vertical transfer processes are composition and compilation. Composition concentrates on individual contribution at the same content, while compilation focuses on individual contribution at the different or diverse content.

V. CONCLUSIONS

The study established that organizations operate under very similar aspects based on human resource management practices. More so, the major operations of the organization are expected to meet the needs and demands of their clients as this will enable the organization to maintain its' clients and have in them so that they can be able to operate in the business environment. These practices are fundamental in any of the organization that is focused to achieve its objectives as they will lead to better and efficient service delivery to its clients.

Organizations maintain their workforce by providing a better reward system as this will motivate them to toil for the organization hence better work performance. It is therefore significant for the organization to focus on the best human resource management practices if at all they are to achieve their goals and objectives and also to survive in the competitive business environment. This study revealed that previous studies have confirmed that, these best human resource management practices have a positive sign on organizational performance.

VI. RECOMMENDATIONS

- i. Training and development should be seen not only as of the thread that ties together all human resource practices but also as the instrument for establishing and signaling when and how work practices should change. In other words, employees of Zenith Bank Plc Yola Main should take on the role of organizational change agents.
- ii. Consequently, more of the Off-the-Job Training Programme should be initiated. This could help in meeting up with some training needs that could arise

- as a result of technological change, school expansion, educational reforms, National manpower needs, etc.
- iii. The Institution should ensure that Staff training is regular and continuous and should not be sporadic. Training should not be seen as one of the routine activities of the university.
- iv. Recruitment and selection as a component of human resource practices will enable the organization to acquire the right people with relevant skills and professions that will enhance efficiency in work performance that will enable the organization to achieve its objectives as expected.

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