

Training and Development: An Inevitable Tool of Shaping Workers Behaviour and Attainment of Increase in Organisational Productivity

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Abstract

This article intends to shed light on the basic concept of Training and development which ought to be planned and deliberate. Organizations encourage training scheme aimed at remolding the behaviour of its members in the direction of increasing organizational goals. This explains why companies make conscientious effort to train their workforce to acquire relevant skills and improve behaviour patterns. Human resource training and development would have as its focal point the enhancement of organizational efficiency and effectiveness, which leads to the achievement of corporate goals and objectives.

Keywords: Training, Development, Workers behaviour and organisational productivity

TRAINING AND DEVELOPMENT OVERVIEW

A looked at training as the systematic development and improvement of an industrial ability to perform specific task or job. In consonance to his postulation, John Hinrichs (1976) sees training as “where organization and individual development can merge, where personal and corporate growth can occur simultaneously”. He however stated further that effective training programmes must demonstrably contribute to the satisfaction of both the trainee’s personal goals as well as the organizations goals.

According to Obisi (1996), training is a process or procedure through which the skills, talent and knowledge of an employee is enhanced and increased. In other words, a successful training programme must contribute to the growth and development of the competencies and activation of employees at all levels Training affects attitude formation in a way that the employees’ attitude is shaped with a view to getting their support and partnership in the enterprise. A staff trained appreciates the fact that the organization values his contribution to the sustenance of the enterprise. He feels proud and he is committed to the goals of the organization.

Yesufu (1982) further believes that no matter how automated enterprise may be, optimum productivity depends on the effectiveness of the workforce. Nwachukwu (1988) puts it that training is an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of functions he was employed for. He explained that employees’ productivity is a function of ability, will and determination. In his own assertion, Armstrong Michael (1984) defines training as the systematic development of the knowledge; skill and attitude required by an individual to adequately perform a given task or job. Beach (1980) sees training as the organized procedure by which people learn knowledge and procedure for a definite purpose. The purpose of training is to achieve a change in the behaviour of the trainee. Bite and Ramsey equally defined training as a programme designed to provide the knowledge, attitude or job skills that will help employees perform their present jobs. They claim that training has immediate application on the job.

Ubeku (1980) has defined management training as the process of development of management skills, knowledge and attitude through instructions, demonstrations, practice and planned experience to meet the present and future needs of the business. Hackett (1979) viewed the definition of development as a course of action designed to enable the individual realize his potential for growth in the organization. In her opinion, it refers to the future rather than the present job. According to Menace (1980), development is a long time process and it is mostly informal while training is formal and a short time process. Development is mostly used on managers and management staff for their improvement and advancement, which prepares them for the task of accepting greater responsibilities.

Koontz and Wehrich (1985) asserts that training pertains to the programmes that facilitates the learning process while development is viewed as a systematic, integrated and planned approach to improving the effectiveness of groups of people in an organization. However, training and development is a combination of many things aimed at increasing the ability of the individuals and groups to contribute to the achievement of organizational goals. An important key to be taken note of in these definitions is the emphasis on the element of planning.

CONCEPT OF TRAINING AND DEVELOPMENT

The word training and the twin brother development has been defined by many eminent authors (Arrel) and Kozmits (1975) see training as the systematic process by which employees learn skills, information or attitudes to further organizational goal. As pointed out by Gannon (1979) continues to note that training supplies specific

knowledge skills or attitudes needed by organization provides a set of general and specific guides to be followed by its employees in order to carry out the job successfully. Warren (1979) continues to note that training supplies specific knowledge skills or attitudes needed by organization to meet its goals. It is oriented to the completion of specific tasks within standards of productivity. Management development also supplies individual skills prepared to meet company goals in specific positions or functions in other words, it prepares individual to reform the whole group of tasks. Example training industrial engineers in technical skills and application of master standard Pata (MSD) provides a manufacturing organization with the performance required for this training of work measurement. Individuals are trained to complete the task of work measurement consistently and competently. Developing a manager of an industrial engineering function would include training in (MSD) technology along with other systems of work measurement, stress placed on the evaluation and administration of work sampling techniques, so that the manager can more effectively design and administer worker measurement programme. Drudeer (1974), have this to say about management development, it can not aim at altering personalities or values and believe but rather, it can help people develop effectively in various situations and apply sound management practices consciously According to Waston (1979), very few people become first rate managers, simply because of experience in one or a variety of positions rather for most, the development of managerial ability is carefully guided process. It involves more than simply attending training classes, although they are helpful for opening new horizons and broadening perspectives management development involves more than manpower and promotion training or a process of measuring, and evaluating employee performance. Although these are all aspects of it. Without proper follows upon development, training and positive action, all can be frustrating.

Onuoha (1993) opines concerning management training and development. Those three terms are often interchangeable used when formulating training and development programmes for employee it is important to distinguish them because differences between these term are somehow subtle. These terms are management education, management training and management development.

MANAGEMENT EDUCATION

This is acquired through formal courses of study and is concerns with the theoretical aspects of management. The duration of management education be short term and it usually leads to the award of certificates diploma or degree in management education real life management problems are stimulated and tackled as it they are taking place in life situation. While studying the theoretical aspects of management students are also given the opportunity to familiarize themselves with the happening in the industrial set up the industrial training fund (ITF) programmes make it compulsory for every polytechnic student to do one year industrial attachment after his or are national diploma (ND) Universities and college of education student also take part in industrial attachment. Many higher distance education and other courses for working candidates with the aim of bridging the gap between theory and practice.

MANAGEMENT TRAINING

This is essentially concern with the practical aspects of management. It involves the application of knowledge and a training is the ability to learn and apply management techniques in achieving organization goals. Changes in technology or job assignments may necessitate management training. Training can contribute to fewer mistakes, greater job satisfaction, lower turnover, higher production and the ability to cope with environmental changes, political economic and technological it's scope is narrower than both management education and management development. Within standards of productivity management.

MANAGEMENT DEVELOPMENT

This is the process of developing the workers and managers to their fullest capabilities. To realize the benefit of management education and management training are meshed. By so doing, the organization obtain the best from the managers while the managers feel satisfied and self actualize. Some managements of developments programmes includes job includes job rotation understanding task forces and working parties in company courses etc. Nwachukwu (1984) have this to say on management development and staff training that no one is a perfect for at the time he is employed in a job. it is thus a necessary that after the employee has been recruited, and inducted, he must be developed to fit into the job and organization.

This development is aimed at increasing skill performing as specific and education to increase general knowledge and understanding of the total environment. Continuing the said that in training programme, the organization and the individual benefit. The organization gains in terms of increased productivity, heightened morals, reduced costs, flexibility towards changes, greater organization stability, while on the other hand the individual gains by securing a job that ensures his security and welfare and also enhances his chances of self actualization.

Pigors and Myers (1982) claims that no organization can choose whether to train its employees. To them, all new

employees regardless of their new employers work environment have to shown how to perform specific task. Furthermore, they asset that in any organization, the quality and depth of the management are its greatest assets. Managers therefore develop themselves through their experiences on and off the job and also by the way in which their precious and present supervisors deal with them.

Seth (1990) views training as learning to use background knowledge in a specific work situation. To him, training deals with job performance and application of knowledge on work. The coincides with the opinion of Nalder (1980) who argues that training focuses on the job, the employee now has concern with the actual job performance output for positions that are measurable and clearly identifiable while it becomes difficult to measure the exact performance for positions from supervisors and other management centres above. Thus it is expected that the trainee would use the training immediately or the job making his own contribution.

According to Robbin (1984) training behaviour emphasizes the learning of routine and programme behaviour that can be applied immediately. While in the words of Sukula (1976), training is the process of developing organization staff to their full potentials in order to attain the required or established performance. It involves planning and preparation of programmes for implementing them.

Training programmes are designed for junior members who lack the skills required for the job. While managers and developed to a higher skill. He goes further to comment on development of employees. He stated that development refers to the process of establishing performance standards for key position held mainly by staff (senior). He maintained that certain skills in different areas of specialization need to be improved upon for better performance.

Hinrichs (1976) opined that training is a systematic process altering the behaviour knowledge and motivation of employees in a direction to increase organizational goal achievement.

Buttressing further on this point Nwachukwu (1993) defined training as iii organizational effort aimed at helping an employee to acquire for the efficient execution of the functions for which he was hired. He still emphasized that development deals with the activities under taken to expose an employee to perform additional duties and assurance position of importance in the organization hierarchy. Heinemann and Schwab (1983) attempts to distinguish training and development by meant of who participate in the process that is, non managers are trained while managers development is designed to provided new ideas and concepts that may be useful for present and development serve as a motivational tool in an organization a Elippo (1980) suggested that development would include both training to increase general knowledge and understanding of our total environment. He observed that manpower development is a process of intellectual and emotional growth achieved through providing the means by which people can grow on their jobs while training is part of manpower development. These agree with Ibekwe (1984) view on the same point.

Ejiofor (1989) in his process of teaching skills and imparting knowledge to people for a definite purpose. He continued by saying training is usually job oriented and utilization in nature. The purpose of training may be to change or to enable them to undertake problem solving and other activities so as to help achieve predetermined organizational goals. [raining is usually reserved for employees in Lower position to motivate them into higher position in organization.

Contributing further beach (1980) sees training as the formal programme or procedure which company used to facilitate. Employees earning so that their resultant behaviour contribute to the attainment of the company's goals and objectives. Consequently no organization can choose whether or not to train its employees. All new employees regardless of their precious training, education and experience need to be shown how to perform specific tasks. Hence the efficient of any Organization depends; directly on how well its members are trained.

He stressed that specific occasions for retraining will arise when employees are transfer or promoted, and when job changes introduced by skills must be learned perhaps, because of changes introduced by advancing technology change and automation. He still agreed that training is not an end in itself but a means to an end. Having dealt exhaustively with the concept of training and development, the work will now proceed to ask questions bordering on the needs for training and development.

NEED FOR TRAINING AND DEVELOPMENT

The need for training and development lies in the training function itself. In this context, two variables occurs (1) the individual (2) the organization. A central denomination of these variables is the GOAL which participation in the training and development activity will achieve for both. According to Gilbert (1976), the cost of training and development has been estimated at \$100 billion per year in USA but in Nigeria, the data is unreliable the cost aw equally very high. According to Byham and Robbonson (1977) if organizations are to get maximum benefit for this staggering expenditure their efforts must concentrate on people and situation that can benefit most. To decide what approach to use, the organization assess the needs for training and development. Need assessment and diagnosis of present problems and environmental challenges to be met through long term development. Warren (1979) states that the mission of a training function is to bring about behaviour change. The behaviour change must be measurable in terms of Organization requirements.

From the organizational level, Werther and P Davies (1981) identify three reasons for training and development which are:

- Changes in external environment
- Solving organizational problems and
- Changes organizational strategy.

They said training needs arise from two perspectives.

- From the view of the organization as a system and
- From the employees.

They subscribe also to this view when they note that need assessment also considers each individual in organization seeking to check the weakness and training needs of the employees.

They further emphasize that the training and development programme must meet the needs of not only the organization but those of its participants (re-employees) stressing that employees themselves must view the contents as relevant to their needs or their motivation to learn may be low. This is itself strikes on important chord in the training and development process. The application of motivation and learning theories to manpower training and development. The attainment of the objectives defined above and the basis of training and development programmes rest upon various theories of learning and developed by psychologists over the years. A critical review of these learning and motivation basis for the examination of training and development in this work.

Exposure according to these ideas, training programmes will expose people to the materials to be learned and build as stimulus response connection through repetitive and active involvement. Reinforcement:- This pre-suppose that it positive reinforcement become associates with learning and negative ones with its absence, the effectiveness of training and development programme can be enhanced. Equilibrium which is a central focus in the gestalt.

REASONS FOR TRAINING AND DEVELOPMENT

Most leaders agree that training and development is a necessary requirement for long term success in the organization. Yet the underlying reasons for training and development have not been widely understood. According to Anoruo (1992) certain reasons stand out from the importance of training and development. First is the manager's hanging environment. Manager should keep themselves up lated on major changes in the environment; they should understand the significance of the changes and alter their methods and practices accordingly. The second is the need for developing technical specialists to become general manager. When an individual begins a professional career with an organization, his or her first assignments are usually specialized as employment, is based generally or some technical ability. However, as he ascent organizational hierarchy, the scope of responsibility widens. He now becomes less concerned with the technical aspect of the job and more concerned with managing the efforts of other now occupying positions held previously.

Thirdly, is that professional managers are needed in all sections of economy, for many years, management training and development was almost exclusively confined to private organizations. Today, this is no longer so. The need for professional managers and administrators is recognized by most large organizations such as government agencies, hospitals; libraries, museums and Universities. Moreover, the number of people employed in the service industry and by federal, state and local governments has drowned enormously. Problems of technology increase have also affected the economy. The factors have led to substantive effort non-business management; it is believed will lead to effective utilization of manpower.

Lastly, it is aimed at warding off obsolescence, it has been said that when people begin their employment, they also begin a footrace between. Obsolescence and retirement with the hope that they will be also reach retirement before becoming obsolete.

Training and development can perform a number of functions for the managers. It can communicate to manager's corporate philosophy, policies, procedures, rules and standards; it can teach managers how to determine the consequences of various specific managerial actions and behaviour.

To some extent, training and development has been successful in changing the managers' altitudes towards new management practices. Such as Management By Objectives (MBO) or participative management discipline. Motivation and so on. Training and development can help people choose to change their behaviours and become better managers.

Graham (1987) also identified the following gains of training and development of personnel.

- (1) Greater productivity and quality.
- (2) Less scrap or spoiled work
- (3) Greater acceptability and versatility to new methods.
- (4) Less need for close supervision
- (5) Fewer accidental
- (6) Greater job satisfaction showing itself in labour turnover and less absence.

Having given some of the reasons from training and development, he researcher will now go over to highlight some approaches/ techniques/methods to training and development.

CONCLUSION

In conclusion, we can see that the efficiency of any organization depends directly on how well her workers are well trained. To keep abreast of the changing demands of this job and to prepare for transfer and promotion it presupposes that training and development motivate employees to work harder and breeds high morale to attain enhance productivity which organization strike to achieve. Training and development of employees are important to develop and update their skills to enable them face the challenges of the professional world. Employee's constraint to performance should be established so as to know the ways to remove these obstacles through human capital development to enhance productivity.

Training and staff development benefits both the organization and workers by improving performance as well as giving added satisfaction to the employee. If human resources are adequately services will attract workers to organization.

It is recognized that training should not just be embraced on for the sake of it, rather something that should be examined carefully before embarking on. At times, it may not be the individual worker that needs training but a change in the looks which the employee is working with to enhance his or her performance for instance one would not expect a worker to produce maximum output when he is working with an obsolete tools.

Public sector organization, realized these assertions and this determine staff training needs mainly through the nomination of staff based on their field of work. Training and development need exist when there is a difference between desire performance and actual performance. It is expected that any training and development performance should be a response to an identified need and as such widely accepted device for solving organizational problems.

More so training is considered as of great important to all the levels as it improves job commitment, encourages specialization of employees, address poor attitude to work and promotes positive and significant performance with multiplier effect increases competition and productivity. Training has contributed immensely to employee's boldness and confidence, this ascertain agrees with Nwachukwu (1988) who posited that training is an organizational effort aimed basic skill required for the efficient execution of the functions for which he was lined. On the job performance, staffs are also assessed few months after completion of a course to determine the relevance to the trainee's needs and it impact on trainee's performance on the job.

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