

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

Nwokeiwu Johnson
Department of Accountancy
Business Admin. & Banking and Finance
Federal University Ndufu-Alike,
Ikwo, Ebonyi State, Nigeria.

Ziska Fields
School of Management, IT & Governance
University of KwaZulu – Natal, Durban
South Africa

Chukwuoyims Kevin
Department of Accountancy, Business
Administration & Banking and Finance
Federal University Ndufu-Alike, Ikwo, Ebonyi State, Nigeria

Abstract

Economic development, the knowledge economy, globalisation and technological changes have created a huge skills and knowledge gap that poses an urgent need for employees to acquire additional capabilities. The primary aims of this study were firstly to ascertain whether training can effectively improve the competencies of employees for both men and women, also to ascertain whether training will directly or indirectly lead to increase in financial performance (profit) of the organisation, and finally to formulate a framework for future training initiatives. This study was carried out among the Nigeria Railway public servants in Lagos State, Nigeria. A survey questionnaire was personally administered to employees and interview was conducted for the directors working in this publicly owned organisation. A quantitative approach was adopted and the results were analysed using descriptive and inferential statistics. The findings of the study show that training can be effective in improving employees' skills and knowledge, irrespective of their gender. It also found that there is indirect relationship between training (via acquisition of employees' competencies) and financial performance of the organisation. This research contributes to knowledge by adding value to the ongoing debate on the effectiveness of training regarding employees' competencies. Most importantly, this study contributes to knowledge by presenting a possible framework for the future management of training and development programmes. The findings imply that in contemporary society, where the reward for skills is high, as are the negative effects of a lack of skills, individuals and organisations need to prioritise training in order to upgrade employees' skills.

Keywords: Competences, Management, Lagos, Nigeria, Training, Framework, Programmes, Development, Organisation.

INTRODUCTION

In order to remain competitive in an increasingly globalised world, organisations place high priority on continuous learning to upgrade employees' skills and knowledge (Subhani, Hasan, & Rahat, 2010). Companies with learning cultures will be able to adapt and succeed in today's changing business environment. Employees' skills and knowledge are considered a competitive advantage in contemporary knowledge-based society (Sarwar, Azhar, & Akhtar, 2011). Economic

development, the knowledge economy, globalisation and technological changes have created a huge skills and knowledge gap that poses an urgent need for employees and managers to acquire additional competences (Burgard & Gorlitz, 2011; Karthikeyan, Karthi, & Graf, 2010; Martin, 2010). Changing market demands and constant changes in work processes imply constant change in the skills requirement (Rowold, 2008; Saunders, 2006). These changes have increased the challenges and pressures experienced by organisations

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

(Sahinidis, & Bouris 2007). Therefore, many companies are turning to training and development (T&D) to solve their ever-increasing worker and organisational skills and knowledge gap in their companies (Morin & Renaud, 2004). In contemporary society, where the reward for skills is high, as are the negative effects of a lack of skills, individuals and organisations need to prioritise T&D in order to upgrade skills (Allen Consulting Group, 2011).

The fast transformation or changes in technology and the accompanying shifts in demand and the manner of doing business will determine the roles that are crucial for companies to thrive. This is a megatrend that is anticipated to impact future ways of working, skills development and needs, and labour market performance. These changes will require a range of new competencies within the business environment. Technology is impacting on everything, it impacts on job roles, it brings accelerating transformation in workplace and this leads to demand for new skills. Thus employees require technical skill sets to handle their daily tasks, to make sure that numerous device in the workplace function optimally. Thus companies should engage in competency-based training approach to meet the new emerging business environment (Gibbs, Slevitch and Washburn, 2017). What differentiates best job performers from the less job performers are competencies. Competencies are observable behaviors that relate to superior job performance. Thus employees' skills are a strategic part of this performance. Successful organizations do not only know the importance of the employees' skills but also the need to provide the right skills for the right employees. According to research done by Hewlett Foundation found that "analytic skills, interpersonal skills, ability to execute, information process and capacity for change/learning are very important competency areas for 21st century" (Finegold and Notabartolo, 2017, p1). However some managers clearly show a preference for developing people related skills such as communication and teamwork among HR professionals as against critical thinking and business knowledge (Ngo, 2011). Top

performing organizations understand human capital as a leading factor that will positively drive their business for some years to come. And many better performing companies are said to be offering more training and development to their employees compare to poor performing organizations (IBM, 2013). Organizations need to make best use of their employees' potentials through providing the needed skills at the appropriate time and for the right employees. Training helps companies and their stakeholders to achieve their aims and objectives, this is true for most organization. For many companies, the ability to adjust to a continuously changing environment is hindered by competence gaps in the area of innovation (IBM, 2013, p7).

It is becoming more and more difficult for organizations to find and retain talented employees because of ever changing modern workforce. The inability of the companies to have enough skills that they need and the inability to find and retain talented leaders with enough skills is now the greatest challenge facing modern companies. Furthermore many young graduates who are not employed are not skilled enough to fill the skills gap. Hence the importance of training and development has become of paramount importance for organisations. Another important problem facing modern companies' is the inability to keep their intellectual capital as result of knowledge leak brought about by workers leaving their organizations. Modern workforce are so dynamic such that workers have very little sense of loyalty to their companies especially for the young and newly employed workers. The best approach to stopping employees' turnover is fully training of all employees. The training must be efficient, consistent and continuous, this is to ensure ultimate organizational success. Moreover, for training programmes to be effective, managers must align their training initiatives with business objectives in order to build a business case and cost justification for the investment they make in skills development (IBM, 2013, p13).

PROBLEM STATEMENT

Despite the long history of training implementation in both the public and the

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

private sectors in Nigeria, it was observed that there were no systematic framework or model place for effective implementation of T&D programmes. While government has spent a considerable amount on training, only very few proactive models or frameworks for conducting training have been established. This study is ground-breaking, as there are no prior established T&D frameworks formulated in Africa in general and in Nigeria in particular. Furthermore governments spent huge sum in training but evidence has shown that many organisations are not able to transfer workers learning into changes in individual behaviour (Beer, Finnstrom and Schrader, 2016).

AIM OF THE STUDY

The aim of this study was to propose a holistic framework for essential practices for training for future use in institutions of higher learning as well as for the improvement of training programmes in private and public organisations in Nigeria. A further aim was to deliberate on the effectiveness of the training of all employees, both male and female, in terms of (i) employees' knowledge, (ii) and employees' skills.

WHAT IS COMPETENCE

Competencies can be regarded as skills, knowledge and ability put together. Thus competence is a cluster of interconnected abilities, behaviors, knowledge, and skills that enable an employee to act efficiently in his or her employment. In other words it enables workers to do their tasks effectively. There are two types of competencies, functional and behavioral. Behavioral competence are often defined as soft skill, it define ability to carry out a job and how it can be done. While functional competence can be defined as technical skill or ability to perform a technical task. Competence shows adequacy of knowledge and skills that helps employees to act in an extensive variety of situations; it demonstrate a skill or knowledge a worker must possess to be able to perform a certain task with a sufficient level of confidence in the workplace. It is employees' behavior that

are critical to accomplishment of their jobs. Competency can be explained as the capability to use a cluster of related knowledge, skills, and abilities crucial to successfully perform important tasks. For workers to do well in their daily tasks, they must exhibit the right mix of skill, knowledge and on-the-job ability (Delamare Le Deist & Winterton 2005, p.32).

FACTORS INFLUENCING T&D NEEDS IN ORGANISATIONS

Companies train for various reasons. For instance, the organisational developmental approach to training is based on the needs of departments, while the systematic needs-based training approach is based on the identification of the training needs of organisations. On the other hand, the political approach to training favours workers who are privileged and loyal to the authoritative figures in the organisation (Olaniyan & Ojo, 2008, p. 329).

Operating successfully in the global economy requires new knowledge and new skills (US Bureau of Labour Statistics, 2010). Hence, a concerted effort must be made to identify T&D needs (Adenigi, 2010). As companies evolve through various technological and environmental changes, employees and managers must keep up with these changes so as to adapt; this can be achieved through T&D. That is to say, as industry changes, management and skills need to function well in response to such changes (Australian Industry Group, 2011). Constant changes in production technology and working practices call for continuous T&D interventions; while some organisations operate in stable business environment, others operate in sectors that are experiencing rapidly changing technologies (Rainbird, 2000). It is particularly important for the latter to continuously train and retrain their employees. Changes in the production process of a highly complex product influence the rate of training offered by an organisation. These changes require not only highly trained employees, but constant learning in order to adapt to the processes.

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

“Things are changing so much quickly these days, and companies have adapted so much faster than before to remain competitive. The fact is that one of the most powerful tools we have at our disposal to change performance... can help people to adapt more readily to that change is learning”. (Blanchard and Thacker, 2010, p. 10)

Managers have taken on responsibilities previously reserved for experts; therefore, they also need training. Managers are becoming enablers, facilitators and coaches. Many managers need T&D in order to remain up-to-date in their fast changing positions (Capps & Capps, 2005). Training should partly focus on a long-term proactive strategy, which sees T&D as a remedy for the fast changing business environment. For instance General Electric (GE) has built a strong leadership base over the years, thanks partly to their sophisticated recruitment systems and T&D programmes (Knudson, 2011). General Electric and other organisations use training to prepare employees for future leadership positions and managers are trained to take up new roles. General Electric spends approximately \$1 billion on in-house T&D every year, as well as an additional \$38 million per year to reimburse staff enrolled for outside degree programmes for tuition fees (GE, 2005). As a result, GE “never experienced any dearth of good leaders to take over the reins as and when the need arose” (GE, 2005). Some organisations use training to maintain the talents of internal experts which they draw on when necessary. Unilever increased production through education and training and uses training to enhance employees' capabilities (Gorelick & Tantawy-Monsou, 2005).

The Peter Principle posits that employees are promoted until they reach their highest level of competence, after which any other future promotion raises the employee to a level of incompetence (Madden, 2010). The level of incompetence experienced by a newly promoted employee or manager may be caused by the employee being promoted to a position for which he/she has no prior experience or knowledge. Thus, the employee may require a different work skill. By way of example, a sales person who does very well may earn promotion

to the position of sales manager. The proficiency or skills which earned him/her the promotion may not be relevant in the new job. One approach that could be used to avoid the Peter Principle effect is retraining the employee before he/she takes on a new post (Madden, 2010). Training content can be designed such that it enhances creativity (Burroughs, Darren, Dahl, Moreau, Chattopadhyay & Gorn, 2011).

Projects meant to enhance an organisation should always be linked to both organisational and employees' needs. In some instances organisations experience a decline in sales and an increase in customer complaints. Such an organisation may plan and structure training to reduce these problems (Beardwell, 2004). By way of example, when Northwest Airlines was experiencing problems with employees and customers, which lead to a loss in revenue, the then CEO decided to shift the culture to a more customer-friendly and people-oriented one in order to build a new sense of pride, care and support for one another among and within groups. The CEO decided to conduct training to support these goals and eradicate behaviour that might prevent the desired change. A three-day training course stressed communication, basic leadership and behavioural change on the part of managers and employees alike. After the training the behaviour of different parties changed for the better (Jick & Peiperl, 2003, p.446).

Studies have revealed that organisations mainly engage in training because they believed that it increases employees' competence and performance (Edralin, 2011). For instance, profitability shows a positive and strongly significant association with the number of employees being trained among organisations in Europe (Hansson, 2007, p. 319). A study has also shown that organisations that experience high levels of employee mobility reduce their investment in training (Hansson, 2007, p. 317).

Furthermore, improved standard of living and advancement in health, older workers are likely to remain in the workforce for longer. This trend will entail re-skilling and re-training during their careers stages. Training and development can

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

also improve critical skills and knowledge to help employees remain employable and build the skills base of an organisation. This is important in the current business environment where jobs and work processes are constantly changing (Khammam, 2010). The average age of the workforce is increasing and the majority are unskilled labourers. This creates a need for the T&D of new and young employees to replace the older ones who will eventually retire (Blanchard & Thacker, 2010). The threat of redundancies also motivates organisations to engage in training initiatives in order to retain skilled and loyal employees and for the employees to remain relevant even after their retirement.

Training and development can also serve to unite employees from two different organisations with different cultures following mergers and acquisitions. A new company culture is formed from two formerly autonomous organisations (Boglarsky, 2005). Training and development can be used to communicate the new company's identity, structure and vision to employees and to eradicate fears of the unknown. For instance, in the case of the HP and Compaq merger, the new company put all employees through training programmes to explain the new company structure and to help them overcome anxiety (Khuntia & Pattnaik, 2011).

In some countries, organisations initiate T&D in order to meet statutory requirements (Okereke & Igboke, 2011). Common among such trainings are safety measures, sexual harassment, discrimination and diversity management. Countries like Nigeria and South Africa require that a percentage of an organisation's earnings be earmarked for T&D each year (Coetzee et al., 2009). In such cases, organisations embark on T&D to avoid sanctions. Some aspects of training are compulsory by law; for instance, in the US the Occupational Safety and Health Act requires organisations to provide training in handling dangerous materials and the importance of safety precautions (Blanchard and Thacker, 2010, p.15). Some organisations adopt T&D in order to comply with government policy; the attitude of a company towards T&D

is reflected in its policy (Gorelick & Tantawy-Monsou, 2005) and such policy stipulates the importance, standards and scope of T&D interventions. Other organisations take to T&D because it enables the human resource development unit to train future managers and develop employees' potential for their future and current career prospects (Meyer, 2007).

THEORETICAL BACKGROUND

The direct link between training programmes and improved employee competence and effectiveness is highlighted by human capital theory. The theory of human capital discusses the processes that relate to training initiatives to instil hard-to-imitate competencies in employees, which serve as a competitive advantage, enhance employee performance and promote organisational performance. Equally important is Becker's (1993) classic study, which explained how investment in a person's education and training is similar to business investment in equipment. He also considers education and training to be the most important investment in human capital. Becker (1993) indicated that human capital emphasises the knowledge, expertise and skills of an individual accumulated through education and training. The fundamental assumption of this theory lies in the belief that education and training bring about increased learning (Marimuthu, Arokiasamy, & Ismail, 2009). A part from the reasons mentioned above there are other reasons why T&D are undertaken in some organisations.

FRAMEWORK FOR THE STUDY

Training and development is believed to be very essential in contributing to acquisition new skills and knowledge through training that enable employees to be more efficient and effective in their daily work. In investing in workers training generates skill resources and knowledge that help firms to become more productive and effective, hence increase in profit growth. Also investment in training expenditure generally increase operational efficiency which results in fewer accidents and less wastage of time on administrative and production processes (Cosh, Hughes, Bullock & Potton, 2003), which in turn lead to increase in production efficiency and profit margin.

**TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS
PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES**



Through T&D employees acquire new skills and knowledge that will increase their contribution to the business and help them build self-esteem.

LITERATURE REVIEW

TRAINING AND EMPLOYEES' COMPETENCIES

Competence can be referred to as the ability to achieve something; skill or capability. The concept is thus concerned with the important objectives and content of learning that will prompt an employee's development and position him well within the area of knowledge that can stand him in good stead for the future to function effectively in his organization. The definition of competence could mean all of the mental resources of a person that are used to accomplish a good job performance. Competence can be regarded as capability to perform; to use knowledge, skills and attitudes that are integrated in the professional repertoire of the individual (Mulder, Weigel. & Collins, 2006).

The main aim of training is to impart knowledge, skills and behaviours that improve workers' performance and achieve the organisation's objectives (Indradevi, 2010). The work done by Profijt; Endedijk & Beverborg (2015) among the managers of cleaning agency shows that training can increase the knowledge the employees over time. When employees receive training, they acquire skills and knowledge that will stand them in good stead for the future. Knowledge, skills and ability are referred to here as performance competences; these are the characteristics that enable employees to accomplish their tasks. Training helps employees to become competent, flexible, dynamic and able to adapt to the needs of the organisation (Obisi, 2011). Nikandrou, Brinia and Bereri (2009) found that employees cited personal career growth and the need for new knowledge as reasons for

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

participating in training activities. Santos and Stuart's (2003) study indicated that individuals benefited from training through improved knowledge and skills, confidence, self-efficacy and organisational satisfaction. Costen and Salazar (2011) suggest that training directly influences workers' skills and impacts on their level of competence, while Taiwo (2007) found an association between effective training and the acquisition of the skills and knowledge required for workers to perform well on the job. Furthermore, Rosner (1999) observed that T&D enhances employee morale, improves their skills and performance and helps them excel in their jobs. However the work of Shaikhah, Sarmad, Wafi (2010) found that training initiatives are not always effective in developing employees' competency. This finding implies that education and training must be appropriately executed for there to be a positive impact on employees' competence. Furthermore Emad and Roth's (2008 cited in Shaikhad et al 2010) in his study about the effect of maritime education and training systems on employees' competency, shows that education and training did not help impact knowledge on the employees. The reason for the above result is that formal education is not obtained for competence at work but to pass through to the next grade. As a result, T&D has become an indispensable duty of human resource departments in any organisation, including those in the public sector.

One hypothesis was formulated to test the relationship between T&D and employees' competence, namely:

Hypothesis 1

H₁: The training intervention is effective in enhancing the employees' competences (knowledge).

H₀: The training intervention is not effective in enhancing employees' competences (knowledge).

Hypothesis 2

H₁: The training intervention is effective in enhancing the employees' competences (skill).

H₀: The training intervention is not effective in enhancing employees' competences (skill).

FINANCIAL PERFORMANCE (PROFITABILITY)

Training and development interventions can contribute to the general success and profitability of any organisation, by helping to improve employees' skills and abilities and contributing to the achievement of organisational objectives (Adeniyi, 1995 cited in Olaniyan, & Ojo, 2008; Liao et al., 2011). Smith (2011) reported that a study conducted by the ASTD in the US confirmed that organisations that engage in more training of employees, gain improved net sales for each worker, and make higher gross profits per employee.

The work by Sánchez, Aragón, and Valle (2003), in which they studies empirically the effects of training on performance (effectiveness and profitability) using a sample of 457 European SMEs (including Spanish companies) substantiates that there is a significant relationships between training and financial performance (profitability) of the organisations.

Also Kim and Ployhart (2014) researched on the effect of staffing and training on firm-level financial performance (profit) growth under different environmental (economic) conditions. Marking use of 359 firms with over 12 years of longitudinal firm-level profit data, they found that selective staffing and internal training directly and

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

interactively influence firm profit growth through their effects on firm labor productivity. Additional, internal training that creates specific human capital resources is more beneficial for prerecession profitability.

Nonetheless, training does not always lead to improved profitability or profit making. According to Blanchard and Thacker (2010), some organisations have reported receiving less worth from their training activities. These differences in the effect of T&D interventions on profit may be the result of some organisations using more effective training systems than others and having a culture or environment that allows for transfer of training on-the-job.

Hypothesis 3

H1: The training intervention is effective in enhancing organisational profit via increase in employees' competences (skill).

H0: The training intervention is not effective in enhancing organisational profit via increase in employees' competences (skill).

TRAINING AND PERFORMANCE COMPETENCES OF MEN AND WOMEN

A study conducted by Cho, Davie, Mobarak and Orozco (2015) found better training outcomes for men compared to women. Improvements for general, practical and technical skills were similar for male and female participants. However, they found that male trainees demonstrated much greater improvement in subjective measures of well-being and confidence compared to women. Although, a study by Truitt (2011) found that women had significantly greater positive training attitudes than men. The difference in results may be contributed to the nature of the training, and because in Nigeria for instance women are more likely to miss training than men. This is as a result of women spending more time on household

and agricultural chores than men. Female trainees face the challenge of combining education and training with agricultural work, household chores and the tasks of bring up children (Cho et al., 2015; International Labour Organization [ILO], 2014). Training hours are not flexible enough to allow better integration of training with household or childrearing duties. In West Africa, women usually are not use to acquiring skills through informal apprenticeship as men do. Hence, the drop-out rates for women are higher, especially in certain occupational training programmes. That is to say, women participate in training in more constrained environments than men, which may lead to a better training experience for men than women (ILO, 2014).

One hypothesis was formulated to test the relationship between T&D and employees' competence of men and women, namely:

Hypothesis 4

H₁: The training intervention will be more effective in enhancing the performance competences of men than of women.

H₀: The training intervention will not be more effective in enhancing the performance competences of men than of women.

RESEARCH MYTHOLOGY FOR THE STUDY

RESEARCH PHILOSOPHY

Epistemology is concerned with how people arrive at their knowledge, and from where this knowledge originates (Plowright, 2012). Epistemology is concerned with justifying the truth of the beliefs that one holds. It highlights the conditions that allow the investigator to decide what valid knowledge is and what assumptions have been made. For the purposes of this study, sources of knowledge that represent valid knowledge from an epistemological perspective were the following:

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

- Seeking people's perceptions regarding the effectiveness of training in impacting the competences of trainees
- Interacting individually with people in an effort to generate and validate knowledge.

Pragmatists aim to facilitate human problem solving. They stress the importance of choosing explanations that produce the best possible outcomes. They maintain that truth is what works, and, according to Powell (2001, cited in Pansiri, 2005, p23), "a true proposition is one that facilitates paths of human discovering, and should be retained, deployed and improved only as long as it provide a profitable leading". With regard to the method of inquiry, pragmatism embraces both quantitative and qualitative methods. Pragmatists therefore support the use of mixed methods of quantitative and qualitative data in a solitary study where data are collected concurrently or sequentially and are integrated at some stages of the research process (Creswell, 2012). Pragmatism "endorses eclecticism and pluralism (e.g., different, even conflicting, theories and perspectives can be useful; observation, experience and experiments are all useful ways to gain an understanding of people and the world" This study adopted a pragmatic stance in the sense that it aimed to establish employees' perceptions using a questionnaire as well as interviews to collect data from the employees and directors of NRC, after which the data were analysed both qualitatively and quantitatively. The study sought information on what works in an effort to propose a framework for future management of training initiatives by examining the various known training factors that influence training practices. The hypotheses tested in this study were formulated by accessing and evaluating the

literature and the use of the questionnaires and interviews.

TIMEFRAME

This study was a cross-sectional research work. A cross-sectional research method enables the researcher to gather facts once, at a particular point in time (Chen & Hirschheim, 2004; Cohen, Manion, & Morrison, 2011). The distribution and collection of the questionnaire and the interviews took place from February to August 2014. Given the time constraints, a cross-sectional research design was chosen. One of the strengths of cross-sectional research is that there is a stronger likelihood that potential participants will complete the study because the exercise will take place during a particular period. This avoids the threat posed by the attrition commonly experienced in longitudinal research due to, for example, the death or withdrawal of participants (Axinn & Pearce, 2006).

The sampling frame was the list of all employees who had undergone training among the Nigeria Railway employees in Ebute Mater in Lagos State. The term 'target population' is commonly used to refer to the group of people or entities to which the findings of the sample are to be generalised. The target population for this study was Nigerian Railway civil servants in the Lagos zone. The target population totalled 1 328 employees and the sample comprised 297 employees in order to obtain a 95% confidence level for this study (cf. Sekaran & Bougie, 2009). The population was divided into mutually exclusive groups of male and female participants, respectively. A simple random sample was drawn disproportionately from the stratum. The participants were selected (based on their groups as noted above) for the sample by initially assigning each name a unique number. This provided a total of 297 participants who had attended training

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

programmes aimed at improving productivity.

DATA-COLLECTION INSTRUMENTS

Whether the research is valid or reliable is a function of how well the questions were designed, how they were structured and the thoroughness of trial testing (Saunders, Lewis, & Thornhill, 2007). According to Saunders (2006), qualitative research data obtained from interviews alone may limit the generalisability of the findings. Therefore, the questionnaire was administered to corroborate the findings of the interviews in order to enhance the validity of the findings. The employees were given a comprehensive questionnaire on their perceptions of the impact of training interventions on employees' competences. An information sheet was attached to the questionnaire to enable the participants to become familiar with the topics; this invariably enhances the reliability of the data collected and equally prevents bias. The design of the survey questionnaire was assisted by the literature review. In the first phase of data collection, the researcher personally administered the questionnaire with the help of contact persons. The questionnaires sought information in a number of areas, including the type of training and the impact of training on individual competences.

Interviews

The qualitative research questions for this study were open-ended, evolving and non-directional questions that sought to enable understanding of the effect of training on employees' competences. The questions were designed by reviewing the interview questions used in previous studies and adapting them for this study. The questions were reviewed by experienced researchers in the field, after which the final questions were formulated.

Both structured and semi-structured questions were used for the interviews; this allowed for in-depth insight into the nature of the management and effects of training interventions in the organisations. The data were transcribed and analysed qualitatively. For this study, the researcher developed a matrix to organise and arrange the qualitative data. A matrix is descriptive in nature and allows for the data to be arranged in themes (Sekaran & Bougie, 2010).

PRESENTATION OF THE FINDINGS

Methods of Data Analysis

The analysis started with the calculation of Cronbach's alphas to determine the reliability of the measuring instrument used for the study of performance competence. Questions with low values were eliminated and the Cronbach's values of the measuring instruments were above 0.7, indicating a high degree of inter-correlation among the items and confirming that the items related to a common construct. The mean score for the descriptive statistics for performance competence was 3.88, indicating that the training activities that took place enhanced the competence of the employees. The chi-square test showed that training enhances the competency of all employees in equivalent proportion for both male and female employees. Hand analysis was used for the analysis of the qualitative data for this study. Creswell (2012) observes that hand analysis may be preferred by the researcher when the database is less than 500 pages of transcripts; it allows for files to be tracked effortlessly and makes it easy to find text passages.

The chi-square test is used for normal data (categorical), as was the case for this study. The relationships between the dependent and independent variables, e.g. training competences, were described by conducting chi-square tests based on two-way tables of

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

counts. The table below indicates that 52.5% of the trainees who had received between one and two weeks of training were women. Thirty one per cent of the participants had received three to four weeks' training; the majority were men. A very low proportion of the trainees (8.4%) received five to six weeks of training, while only 2% and 5.7% of the employees trained for a period of seven to twelve and thirteen weeks, respectively. The table below indicates that 65% of the 297 participants who took part in the training were male and 35% female. This result concurs with previous studies that indicate that more men undergo training than women. Royalty (1996), in her preliminary analysis, on the effect of training on both men and women established that men were 25% more likely to undergo training.

TRAINING AWARENESS

To determine the extent to which the T&D programme objectives were communicated to employees prior to training. The Directors were also asked to state the main objectives of organising the training programmes. The Directors responses were summarized as follows training was organized to enhance employees' job performance competencies "we engaged in the training to improve employees' skills, increase their job knowledge, confidence, competence, improve efficiency, improve their personal growth and career prospect in the organization. Ninety per cent of the Directors cited improving the employees' knowledge and skills as one of the main reasons for organising T&D: "to enhance the employee's skills; we want to provide opportunity and broad structure for the development of human resources; both technical and behavioural skills in our organization". On the other hand, the results obtained from employees indicate that about 37% of this group of respondents were not

aware of the NRC's T&D objectives during this period. The Directors' and employees' differed considerably; an indication that the objectives were not effectively communicated to employees before the training programme took place. The result is consistent with a common problem often encountered by trainers: "running a training programme that is not relevant to strategic organisational goals" (Sun & Rose, 2009). The proper determination of training objectives is very important for the survival of the project and should be based on the results of the environmental scanning and T&D needs analysis (Erasmus, Leadolff, Mda, & Nel, 2006).

TRAINING NEED ANALYSIS

Training needs analysis is one the pre-training activities that can improve training effectiveness by creating positive perceptions about the training's value. One of the main objectives of this study was to analyse the nature of the T&D system in the public; employees were therefore asked to indicate whether TNA was carried out prior to T&D interventions. The results indicate that 32% of the employees stated that T&D needs analysis was not conducted, an indication that they did not participate in such an exercise. Approximately 68%% of the employees stated that T&D needs analysis was conducted. The responses of the employees did not corroborate the responses from the Directors. According to the Directors (Director 2) "the needs analysis included all the different levels of needs of the employees and the organisation" (Director 4). However, the results did not entirely corroborate past findings that the majority of the organisations in Nigeria do not normally conduct TNA at all levels before training takes place (Obisi, 2011; Akinfolarin & Alimi, 2011, p. 104). The findings of this study indicates that TNA did take place

**TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS
PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES**

prior to training. A Chi-square test for independence indicates that there is no significant difference in opinions of male and female employees on TNA; $X^2(1, n=296) = .00, p = .96, \phi = -.01$. This indicates that both male and female employees agreed that the NRC conducted TNA prior to T&D programmes. However, the results indicated that not all employees took part in this exercise. For the programmes to be effective in assisting the organisation its quest for competitiveness, growth and survival, all employees should be included in the TNA exercises.

EVALUATION OF TRAINING PROGRAMME

All the respondents acknowledged that T&D initiatives were not evaluated during and after the programmes. All the Directors interviewed agreed that evaluation of the T&D did not take place: “no, we did not conduct an evaluation” (Director 8). This finding is in line with what is obtainable in literature. It has been suggested that some organisations may have offered training for the wrong reasons because of a lack of evaluation and feedback on previous T&D interventions (Molina & Ortega, 2003).

EMPLOYEES' KNOWLEDGE

In order to ascertain the effectiveness of training regarding employees' skills, knowledge, confidence and customer service, hypotheses were formulated and tested, upon which the results were analysed and are discussed here. The result of the cross-tabulation indicated that 96% of all the employees, both male and female, felt that T&D had helped them to improve their knowledge on the job. A chi-square test for independence (with Yates continuity correction) indicated no significant association between skills acquisition during training based on gender, $X^2(1, n=297) = p = 1.000, \phi = -0.00$. The result indicates that T&D programmes impacted on the male and female employees' knowledge equally. The hypothesis that stated that there is a significant relationship between T&D and the acquisition of knowledge was validated; therefore, it was accepted. However, the hypothesis that stated that there is a significant difference between the acquisition of knowledge gained by men and women during training is not supported.

Table 2: Training and Employees' Knowledge (Gender Basis)

Cross-tabulation						
			T&D on knowledge		Total	
			Yes	No		
Gender	Male	Count	185	8	193	
		% within gender	95.0%	4.1%	100.0%	

**TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS
PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES**

	Female	Count	100	4	104
		% within gender	96.2%	3.8%	100.0%
Total		Count	285	12	297
		% within gender	96.0%	4.0%	100.0%
		% of total	96.0%	4.0%	100.0%

Table 3. T&D Knowledge for Men and Women

Chi-square Tests						
		V	D	Asy	Exac	Exac
		alue	f	mp.	t sig.	t sig.
				sig.	(2-	(1-
				(2-	sided	sided
)))
Pearson	chi-	0	1	0.90		
	square	.016		1		
Continuity		0	1	1.00		
correction ^b		.000		0		
Likelihood		0	1	0.90		
ratio		.000		0		

**TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS
PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES**

	1 6				
Fisher's exact test				1.00 0	0.58 4
Linear-by-linear association	0 .0 1 6	1	0.90 1		
N of valid cases	2 9 7				
a. (25.0%) have an expected count less than 5. The minimum expected count is 4.20.					
b. Computed only for a 2x2 table					

Symmetric Measures				
			Value	Approx. sig.
Nominal by nominal		Phi	- 0.0 07	0.901
		Cramer's V	0.0 07	0.901
N of valid cases			29 7	

Training AND EMPLOYEES' SKILLS

The majority of the employees (92%), both men and women, acknowledged that training has helped them to improve their skills. The majority of the directors also felt that training helped employees to improve their skills: "The exercise was a success; employees have spoken highly of the exercise and express their willingness to participate in the future training initiatives and claimed that the exercise has impacted

positively on their knowledge and skills" (Director 3). However, a chi-square test for independence (with Yates continuity correction) indicated no significant association between skills acquisition during training and gender $X^2 (1, n=297 = p = 1.000, \text{phi } -.00)$. The hypothesis which stated that there is a significant relationship between T&D and the acquisition of skills was supported. However, the hypothesis that stated that there is a significant difference between the acquisition of skills gained by men and women during; T&D was not validated therefore, it was not accepted.

**TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS
PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES**

Table 4. Training and Employees' Skills (Gender Basis)

Cross-tabulation					
			T&D on skills		Total
			Yes	No	
Gender	Male	Count	178	115	293
		% within gender	92.2%	7.8%	100%
	Female	Count	96	84	180
		% within gender	92.3%	7.7%	100%
Total		Count	274	199	473
		% within gender	92.3%	7.7%	100%
		% of total	92.3%	7.7%	100%

Table 5. Training and Employees' Skills

Chi-square Tests

**TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS
PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES**

	Value	Df	Asymp. sig. (2-sided)	Exact sig. (2-sided)	Exact sig. (1-sided)
Pearson chi-square	0.001a	1	0.980		
Continuity correction ^b	0.000	1	1.000		
Likelihood ratio	0.001	1	0.980		
Fisher's exact test				1.000	0.588
Linear-by-linear association	0.001	1	0.980		
N of valid cases	297				
a. have an expected count less than 5. The minimum expected count is 8.05.					
b. Computed only for a 2x2 table					

Symmetric Measures				
			Value	Approx. sig.
Nominal by nominal	Phi		0.001	0.980
	Cramer's V		0.001	0.980
N of valid cases			29	

**TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS
PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES**

FINANCIAL GROWTH OF THE ORGANISATION

However, to determine the effect of training on the organisational growth, we decided only to interview the directors only, we thought employees may be informed about the profit growth of the organisation. Therefore, the source of the data collection on this variable was done qualitatively. The directors were asked to compare the profit made at the current financial year and the previously years before the training was carried out. They all agreed that the financial standing of the organisation increased after the training and development exercise in the organisation. They also believed that training equally impacted new skills and knowledge to employees, hence increase in the financial performance of the organisation.

DISCUSSIONS AND RECOMMENDATION

We hypothesized that training is such strategically valuable factors because they influence the nature of human capital resources. Therefore, our objective in this research was to find out if internal training contribute to firm profit growth. It was found that training contribute to profit growth through acquisition more skills and knowledge through training that enable employees to be more efficient and effective in their daily work. Furthermore, the result of this research was possible because training builds generic human capital resources that enable firm flexibility and adaptation. These result also suggest that investing in workers training generates skill resources and knowledge that help firms to become more productive and effective, hence increase in profit growth. Indeed, the

general finding suggest ([Sánchez](#), [Aragón](#), and [Valle](#), 2003, Kim and Ployhart, 2014) that employees training (acquiring skills and knowledge) have positive effects on firm performance (hence profit growth). This study confirmed that training expenditure generally but slightly improves the profit margin. This is because T&D leads to an increase in operational efficiency which results in fewer accidents and less wastage of time on administrative and production processes (Cosh, Hughes, Bullock & Potton, 2003). No organisation can become profitable until their entire workforce becomes skilful, efficient and productive. Thus, the importance of T&D cannot be over-emphasised. Human assets are one of an organisation's most important assets; the more efficient human assets are; the better position the organisation will be in to maximise profit (Hasnat, 2011). Better performing organisations are always associated with reduced costs and increased profitability, among other factors. Superior performance can only be achieved through efficiently trained employees (Ow, 2007). For instance, GE has won many awards and much admiration because of its ability to sustain profitability consistently over the years. The source of GE's success was its ability to successfully train and develop its diverse workforce (Knudson, 2011). GE has its own corporate university to train and develop employees for future leadership positions. Senge (1999) argued that learning in an organisation (through T&D) leads to knowledge acquisition, which results in team knowledge sharing, greater motivation, social interaction, flexibility, and more creativity. Put together, this leads to an increase in quality products, greater work productivity, and profit.

However, may be too simplistic assumption because it is not always that training contributes to greater firm profit growth, and

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

even when they do, the scale of the effects may vary one organisation to another due to other mitigating effects in the organisation (Blanchard and Thacker (2010)).

The results of this study suggest that training initiatives were very successful in impacting the skills, knowledge and confidence of the entire workforce, irrespective of the gender of the employees that participated in the training exercise. This is an indication that generally speaking modern employees are largely adaptive, open to opportunities, and responsive to innovation and will like to learn or acquire skills. They have a tendency to value workplaces that offer learning opportunities. Furthermore, many employees do not believe that the current training offered in the higher institutions of learning will adequately prepares them for work, therefore, are delighted to see their organisations taking a more active role in re-training them. The determination for success and search for lifelong learning opportunities will turn into flexible and changeable careers. Modern employees are expected to have between 10 and 15 different jobs in their life long career.

Therefore, this finding proves that training is very important for organisations who want to impact the skills, knowledge and confidence of their employees. Training and development should be conducted in a systematic and organised manner that reflects business strategy. An ad hoc or haphazard approach should be discouraged. It is important that management understands that an organisation that has to update the skill and knowledge level of its employees need to organise continuous T&D programmes. Training is very important for an organisation to compete in this contemporary business world where knowledge and skills can quickly become obsolete due to continuous innovations and technological developments. Therefore any

organisation that want to remain competitive must implement T&D programme on a regular basis.

This study found that training generally benefits both men and women in most measures. However, it was found that male trainees demonstrate much greater improvement in subjective measures of well-being and confidence compared to women, despite the fact that women had significantly greater positive training attitudes than men. The result can be attributed to the condition of the training programme, as women are more likely to miss training in some training section than men, hence, the difference in confidence level. Furthermore, women tend to spend more time on household and agricultural chores than men in Africa. Therefore, female trainees face the challenge of combining education and training with agricultural work and the tasks of bring up children. In other words, women participate in training programmes in more constrained environments than men, which may lead to a better training experience for men than women. Therefore, management should formulate training hours to be flexible enough to allow women better integration of training with household or childrearing duties.

The information gathered for this study highlighted the strengths in the formulation and implementation of T&D initiatives in Nigerian organisations; the results will therefore enhance the planning, formulation and execution of future T&D programmes for the long-term sustainability of Nigerian organisations. The outcomes of this study may be of immense assistance to future researchers and academics alike who seek fresh knowledge in the field of human resource development in Africa in general and in Nigeria in particular.

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

Proposed Framework for Training and Development

Proposed Framework for Essential Strategic T&D Practices

The previous section of this article presented the theoretical and empirical connections between training, development and competence that are building blocks of the overall conceptual framework. Figure 1 provides an overview of the conceptual framework for new proposed training and development programme. The success of training programme is the result of the interplay between the proper blends of different stages and dimensions of T&D activities that affect its success. The fit between what the organisation want to achieve in T&D and the activities that are considered during the programme will determine if the T&D initiatives will serve its purpose or not.

There are various stages that need to be followed when conducting T&D for such initiative to be effective in impacting knowledge and skill on employees or trainees. This article succeeded in proposing a systematic processes that need to be considered for a T&D programmes to be

effective and achieve its intended aims and objectives. This framework is grounded on the concept that an effective T&D system is based on the systematic planning and administration of T&D programmes. It is appropriate to discuss each of these suggested essential factors in order to determine how they contribute to the success of T&D programmes.

Therefore, one of the main aims of this study was to propose a holistic framework for essential practices for training for future use in institutions of higher learning as well as for the improvement of training programmes in private and public organisations in Nigeria and beyond. Based on the result of this study and literature review, this framework was formulated. This proposed detailed framework for T&D essential practices was formulated by the researchers to eliminate lack of effective step by step guide for carrying out fruitful training and development programmes in organisations in Nigeria and beyond. This proposal contain some steps and analysis never found in other frameworks available in literature.

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

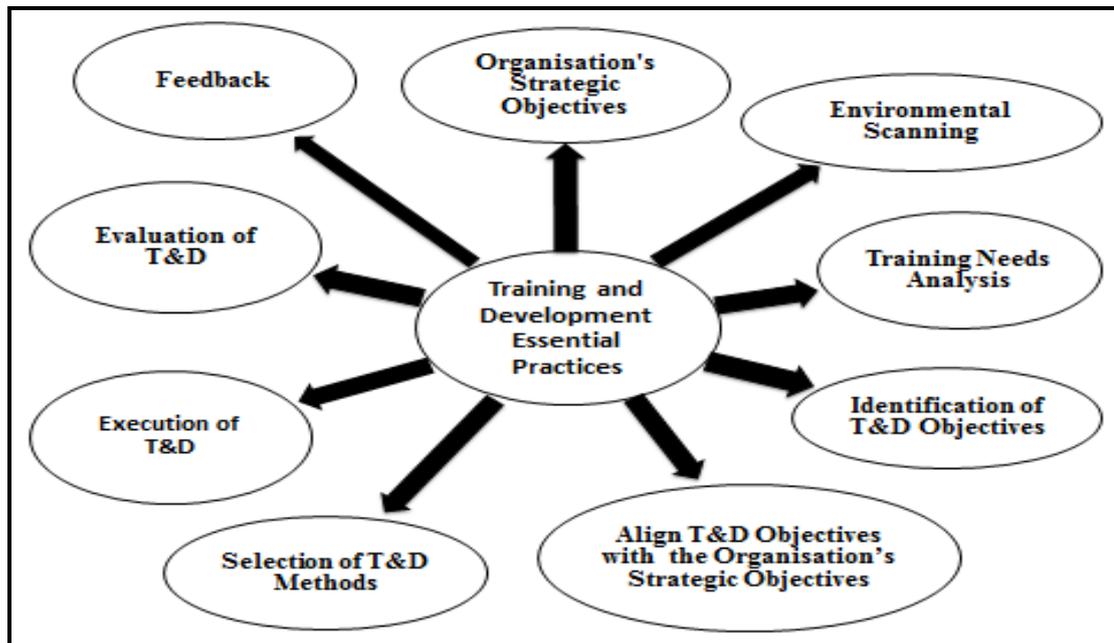


Figure 1 Proposed framework for T&D essential practices that was formulated by the Researchers after an extensive literature review.

Figure 1: (Formulated through secondary research findings by the researcher)

ORGANISATIONS' STRATEGIC OBJECTIVES

A common problem encountered by trainers during training, is conducting a training programme that trainees considered not related to or aligned with the organisations' objectives (Sun & Rose, 2009). It has been demonstrated that many organisations that make substantial investments in training end up fulfilling their objective of earning more financially per employee and have higher profits per employee (Smith, 2011). Therefore, understanding an organisation's strategic plan or objectives is very important, because it helps to develop the aims of T&D initiatives. The assumption is that for T&D initiatives to be effective in promoting organisational growth, the organisation's strategic business objectives must drive its efforts. For T&D to be truly meaningful and useful to the organisation, it should be conducted with the sole aim of achieving the organisation's strategic objectives. The main objectives of T&D are to equip employees with the skills and

experience they need to perform better in order to help their organisation achieve its strategic objectives. The consideration of strategic business objectives takes precedence in T&D programmes because they serve as a road map, which everything else follows. Successful T&D interventions should be linked to other key drivers of successful business growth. Once the strategic objectives have been considered, internal and external factors that may affect T&D programmes should be taken into account.

ENVIRONMENTAL SCANNING

A number of environmental factors may affect the content of T&D programmes. Organisations are complex and are influenced by many environmental factors; therefore, it is necessary to assess these factors before deciding on the T&D needs of the organisation and its employees (Mahmoud, Salah, & Abdalnaser, 2010). Organisational strategy is influenced by both internal and external environmental factors. In the same way, T&D policies and objectives can be influenced and shaped by such factors (Flanagan, 2010). Environmental scanning helps

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

to establish these factors so as to respond to their challenges and needs; such factors include the political, economic, social and technological environments; current tasks; skills of employees; etc. The political environment refers, for example, to government regulations on training, while economic factors may include, among other things, changes in customer demand and complaints. Social factors may include demographic changes (e.g. an increase in the number of women in the workplace). Technological factors include changes in technology that may affect work processes and service performance; for instance, the use of new technology calls for employees to be trained to use them (Rainbird, 2007). The rationale for conducting environmental scanning before training initiatives is best summarised in the following statement by the ILC (2008).

To understand the importance of T&D for an organisation and the need to engage in it, the sources of productivity change must be reviewed and the rapidly changing context, both inside and outside the enterprise, must be noted. The changing context has a profound impact on the strategies that are available to enterprises and on their training needs.

Furthermore, scanning the organisation's business environment will uncover important information that may positively influence T&D activities and their outcomes. A T&D programme's success depends partly on the availability of information on the business environment. Environmental scanning provides a deeper understanding of the organisational setting, the company's goals and T&D opportunities, (HR Magazine, 2008). Environmental scanning should be accompanied by a T&D needs analysis (TNA), as both influence the success of T&D.

TRAINING AND DEVELOPMENT NEEDS ANALYSIS

TNA is the first and most important step in any training process. The aim is to improve training and company effectiveness, as it makes no sense for an organisation to embark on a training programme that is not relevant to its needs (Obisi, 2011). TNA involves the proper diagnosis and prioritising of the training needs of the organisation (Akinfolarin & Alimi, 2011; Ching-Yah, Phyra, & Keomony, 2007; Opperman & Meyer, 2008). There are three different levels of needs: individual, task and organisational needs. A proper needs analysis at all three levels will guarantee the consideration of the overall needs of the organisation (National Council for Voluntary Organisations, 2011).

The inability to properly identify organisational needs may undermine the aim of the training exercise (Rycus & Hughes, 2000). TNA allows proper choices to be made (Clarke, 2003). An organisation examines what is lacking or the gaps between what it has and what it does not have or what it needs to have in terms of skills and knowledge in order to improve performance (Business Performance Pty Ltd, 2008; Edralin, 2011; Fowler, 2009; Stringfellow, 2011). It identifies the deficits in the skills and knowledge of individual employees that may hamper the achievement of a certain level of proficiency (Balogun, 2003; Brown, 2002; Erasmus, 1999; Husain, 2011). It helps to determine the gap between what an organisation is able to produce now and what it needs to produce to remain competitive (Onuka, 2006). Training can impact positively and effectively on organisational performance when it is properly guided by the results of TNA (Chi, Wu & Lin, 2008). TNA also provides a basis for evaluating training and helps the organisation to align T&D with its strategic plan (Blanchard & Thacker, 2010). In the absence of such analysis, T&D requirements will rest on mere speculation and the training offered may serve little or no purpose (Fowler, 2009). Furthermore, TNA helps human resource managers to obtain facts to solicit support from top management for the implementation of training programmes. An obvious means of

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

obtaining management's attention and support is to demonstrate that training will directly affect the activities in the organisation's various departments. Such information can only be obtained through conducting a TNA. The TNA report provides a point of reference for the performance levels, skills and knowledge of the organisation (Akinfolarin & Alimi, 2011). TNA provides answers to questions such as: Why is training needed in the organisation? What training do employees need to perform their tasks effectively? Which individuals or group of individuals need training? and What type of T&D method(s) should be used?

IDENTIFICATION OF T&D OBJECTIVES

T&D objectives set out what trainees should be able to achieve after undergoing training. Training objectives should be based on the findings of environmental scanning and a TNA exercise (Erasmus, Leadolff, Mda, & Nel, 2008). The T&D objectives serve as a road map for the selection of the training content, methods and implementation processes to be followed. Training objectives enable trainers and trainees to know precisely what they are expected to achieve or learn at the end of the whole exercise. They provide consistency in designing the training programme and facilitate the objective evaluation of the course. There is always a direct and indirect relationship between T&D and an organisation's business objectives (Whenua, 2009). The identification of T&D objectives calls for the alignment of T&D with the organisational strategic objectives.

ALIGNMENT OF T&D WITH STRATEGY

Aligning T&D objectives with a strategic plan has been judged by ASTD as one of the T&D best practices (Rivera, Paradise & Bjornberg, 2002, cited in Burke & Hutchins, 2008). Strategic alignment can be defined as a situation in which the objectives and activities of an organisation are in harmony with the system that supports it (Oni, 2003). It is important to note

that adopting effective strategy in any organisation depends mainly on the workforce that undertakes its execution (Papalexandris & Chalikias, 2002). When a T&D initiative is acknowledged as a strategic approach, it will be a powerful tool for achieving an organisation's objectives (Kalaiselvan & Naachimuthu, 2011). Research has shown that when T&D activities are directly aligned with an organisation's strategic objectives and goals, the possibility of employees utilising the skills they have learnt from the training exercise on the job is enhanced (D'Netto, Bakas, & Bordia, 2008). This is because when training is regarded as part of an organisation's strategic objectives, line managers have no other option but to support the training programme and the use of the skills acquired. Opposing the training programme implies a rejection of the strategic objectives of the employer and the consequences are usually dire. On the other hand, training programmes that are not aligned with an organisation's strategic direction will result in a low rate of learning transfer.

For T&D to be effective in terms of achieving its aims and objective, organisations need to know how and to what extent it is connected with the organisational strategy. To develop a more effective T&D plan, management should take into consideration the "strategic goals of the organisation, the business plan to achieve the goals, administrative mandates, employee performance improvement and training needs, and changes in the work environment, technology and innovation" (Bjornberg, 2002, p. 509). In more dynamic and successful organisations, training managers are part of the business strategy formulation planning team (Blanchard & Thacker, 2010; Meyer, 2002; Wexley & Latham, 1991). Montesino (2002) found a positive relationship between the perceived alignment of training with the strategic direction of the organisation and the general support of employees using the newly acquired knowledge. After an organisation has decided what its T&D objective is and how best to align it with its strategy, the next thing that will follow

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

is the selection of the most appropriate T&D method(s).

SELECTION OF T&D METHODS

A careful selection of the T&D method(s) is very important for the success of the programme (Halim & Ali, 2013), as the application of inappropriate training method(s) will lead to frustration and a waste of time and resources. This is crucial, as the method(s) to be adopted should be determined by what skill(s) need to be imparted and who will participate in the training and by what means (Huquea & Vyasb, 2008). While a specific training method sometimes needs to be employed for a particular project, at other times it becomes necessary to use multiple methods. Diverse learning methods are important when the organisation plans to provide learning opportunities to various categories of employees using different training methods. To achieve the best result, the trainer must choose the appropriate training method(s) that can be supported by the available technical infrastructure (Kilda Group, 2004). However, for some training initiatives the use of a blended system such as traditional and e-learning methods can help to reach out to more trainees at different locations. The selection of appropriate T&D is followed by the execution of the project.

EXECUTION OF THE T&D PROGRAMME

Training effectiveness can be increased through proper programme implementation. A well-planned and implemented training initiative will increase the level of trainees' participation and will further improve learning transfer in the workplace (Mohammed Saad & Binti Mat, 2014). At this stage, the trainer should be prepared and skilful and trainees should participate actively during the training (Nischithaa & Narasimha Rao, 2014). Whatever the intents and purposes of the T&D, execution must be carried out in a manner that will enable the organisation to maximise the results of the money, time and hard work put into it. The

survival of any project will depend largely on how proficiently it was executed and the extent of different groups of people in the organisation participated in the execution of the project. Management needs to ensure that T&D plans are transformed into actual T&D activities. The most important aspect of this stage is communication: The people concerned must be informed about the training arrangements (Halim & Ali, 2013). Constraints to the execution of the programme and learning must be removed by, for example, making resources and equipment available to enable learning. Put differently, at this stage management makes the necessary resources available and sets time aside for employees to attend the training. Equally important at this stage is psychological support from managers. The training and learning environment should encourage teamwork, collaboration, creativity and sharing. This will motivate trainees to participate in other T&D initiatives and transfer the skills learnt on the job at a later date. Like any other well-planned and managed project, daily exercises or activities should be evaluated and a report composed for future reference.

EVALUATION OF TRAINING AND DEVELOPMENT

Evaluation of performance of the initiative is an important role of a trainer (World Health Organization, 2012). According to Brown and Sitzmann (2011, cited in Saks & Burke, 2012), evaluation is an effective method of determining the effectiveness of a training programme and facilitates decisions regarding future training programmes. T&D interventions are not over until the programme's success or failure is evaluated and established, even where similar programmes have produced positive results in the past for other companies (Bernate & Heil, 2011). Companies may be unwilling to invest in the future T&D initiatives that have been evaluated in relation to their likelihood of contributing to the goals and objectives of the organisation. The evaluation of T&D has gained

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

much attention and the pressure to evaluate is increasing due to the need for accountability and to provide evidence of return on investment because of the huge expenses involved (Bjornberg, 2002; Dorji, 2005; Eseryel, 2002; Rahman & Shah, 2012; Wilson, 2005). Effective T&D requires knowing whether the results obtained met the planned objectives of the organisation as a whole. Training is a means by which an organisation achieves growth, success and effectiveness; it is not an end in itself, and consequently, it is important to understand how it has contributed to the growth of an individual employee and the organisation as a whole. It is important to note that T&D activities in Nigeria are hindered by the lack of an effective follow-up system of checking and evaluating trainees' performance (Balogun, 2011). According to Saks and Burke (2012), training evaluation has been found to influence training transfer in organisations.

Informing employees of progress is fundamental to the smooth running of T&D initiatives. Therefore, management and employees themselves should identify any achievements or setbacks during and after the exercise (Pollitt, 2007). The outcome of the evaluation of a T&D activity will be a key indicator of the effectiveness of the overall strategy and a determinant of the success of the programme. Evaluation is required to determine how best to conduct future T&D activities. It also enables an organisation to determine the strengths and weakness of its current programme (Opperman & Meyer, 2008) and offers opportunities for improvement (Girling 2011; Meyer, 2007; Wilson, 2005). Managers and those responsible for training should ensure that relevant data are collected for improved evaluation. Moreover, evaluation can be done qualitatively using variables such as skills, commitment and job satisfaction and the performance of those who took part in the T&D programme (Bernate & Heil, 2011).

FEEDBACK OF TRAINING AND DEVELOPMENT

Evaluation and feedback communicate whether T&D has been effective in helping an organisation meet its goals as well as employees' personal objectives. T&D is not complete until the outcomes of the evaluation are established and communicated to all stakeholders. Feedback is just as important to a trainee as it is to the organisation. It encourages individual employees and the organisation to congratulate themselves on their efforts and to pinpoint areas that need improvement. Feedback is best used when employees' performance is inhibited due to lack of knowledge about their efforts. When supervisors or managers fail to provide feedback, job performance undoubtedly suffers. In modern organisations, managers need to give employees information on how T&D has improved their performance and promoted the organisation's stated strategic business objectives. Performance problems can only be solved if management understands the role of feedback. The principle that feedback results in improved performance is one of the most reliable and tested relationships in contemporary T&D activities. Schroth's (1997) study found that employees who received 100% feedback outperformed those who received 50% feedback by approximately 75%. This is because feedback affects employee motivation. Formal feedback should be structured such that the outcomes will be useful to the organisation as well as to employees. It should be specific and must be given on time for more effective results.

FUTURE RESEARCH POSSIBILITIES

The primary objective of this study was to formulate framework for future studies in the area under study in this document. Therefore further research should be carried out to test the effectiveness of this proposed framework presented below.

The present study was carried out in Lagos State. Therefore, future research should be conducted

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

to include a survey of other public organisations in Nigeria that will provide more accurate data on the effects of T&D on individual and organisational performance outcomes.

REFERENCES

- Akinfolarin, A. O., & Alimi, S. O. (2011, September). *The training and development of housekeepers in Nigerian universities*. Retrieved from <http://www.academicjournals.org/ijpc/PDF/Pdf2011/Sept/Akinfolarin%20and%20Alim.pdf>
- Allen Consulting Group (2011). *Training to compete: The training needs of industry. Report to the Australian Industry Group*. Sydney: Australian Industry Group.
- Axinn, W. G., & Pearce, L. D. (2006). *Mixed method data collection strategies*. New York: Cambridge University Press.
- Balogun, A. (2011, February). Evaluation: The first step in the training cycle. *Journal of Economics and Behavioural Studies*, 2(2), 50–56. Retrieved from [http://www.ifrnd.org/JEBS/2%20\(2\)%20Feb%202011/Evaluation_The%20First%20Step%20in%20Training%20Cycle.pdf](http://www.ifrnd.org/JEBS/2%20(2)%20Feb%202011/Evaluation_The%20First%20Step%20in%20Training%20Cycle.pdf)
- Balogun, J. M. (2003). *Nigeria's public service reform process: Human resource issues*. Retrieved from <http://unpan1.un.org/intradoc/groups/public/documents/CAFRAD/UNPAN011072.pdf>
- Bernate, B. T., & Heil, K. (2011). *Evaluating training programme*, Retrieved from <http://www.referenceforbusiness.com/encyclopedia/Thir-Val/Training-and-Development.html>
- Bjornberg, L. (2002). Training and development best practices. *Public Personnel Management*, 31(4), pp507-516: Retrieved from http://goliath.ecnext.com/coms2/gi_0198-389657/Training-and-development-best-practices.html
- Blanchard, P. N., & Thacker, J. W. (2010). *Effective training: Systematic, strategic, and practices* (4th ed.). India: Pearson.
- Brown, J. (2002). Training needs assessment: A must for developing an effective training programme. *Public Personnel Management*, 31(4), pp569-578: Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Burgard, C., & Gorlitz, K. (2011, July). *Continued training, job satisfaction and gender: An empirical analysis using German panel data*. SOEP — The German Socio-Economic Panel Study at DIW Berlin. Retrieved from https://www.econstor.eu/bitstream/10419/150939/1/diw_sp0394.pdf
- Burke, L. A., & Hutchins, H. M. (2008, Summer). A study of best practices in training transfer and proposed model of transfer. *Human Resource Development Quarterly*, 19(2), 107-128. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Business Performance Pty Ltd. (2008). *Training needs analysis purpose*. Retrieved from http://www.businessperformance.co/html/training_needs_analysis.html
- Chen, W., & Hirschheim, R. (2004). A paradigmatic and methodological examination of information systems research from 1991 to 2001. *Information Systems Journal*, 14, 197–237. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Chi, N., Wu, C., & Lin, Y. C. (2008, October). *Does training facilitate SME's performance? The International Journal of Human Resource Management*, 19(10), 1962–1975. Retrieved from <http://nccur.lib.nccu.edu.tw/bitstream/140.119/29449/1/11.pdf>

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

- Ching-Yah, Phyra & Keomony, (2007). Exploring potential factors leading to effective training: An exclusive study on commercial banks in Cambodia. *Journal of Management Development*, 26(9), 843–856. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Cho, Y., Davie, K., Mobarak, A. M., & Orozco, V. (2015). *Gender differences in the effects of vocational training: Constraints on women and drop-out behaviour*. Malawi: International Labour Office.
- Clarke, N. (2003). The politics of training needs analysis. *Journal of Workplace Learning*, 15(4), pp141–153. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). London: Routledge.
- Cosh, A.; Hughes, A.; Bullock, A. & Potton, M. (July 2003). The Relationship between Training and Business Performance. ESRC Centre for Business Research University of Cambridge, (Online) Available from: www.cbr.cam.ac.uk/pdf/RR454.pdf (Accessed 2/11/2011).
- Costen, W. M., & Salazar, J. (2011, June). The impact of training and development on employee job satisfaction, loyalty, and intent to stay in the lodging industry. *Journal of Human Resources in Hospitality & Tourism*, 10(3), 273–284. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Florida, Boston.
- Delamare Le Deist, F. & Winterton, J. (2005). *What Is Competence?* Human Resource Development International, 8(1), pp 27–46. Retrieved from https://www.bvekenis.nl/Bibliotheek/09-0688_CompWintertonEN.pdf
- D'Netto, B., Bakas, F., & Bordia, P. (2008). Predictors of management development effectiveness: An Australian perspective. *International Journal of Training and Development*, 12(1), pp1-23, Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1097178
- Dorji, T. (2005, June). *Transfer of learning from the out-country training programs* (Ministry of Education, Bhutan) Royal Government of Bhutan. Retrieved from www.international.ac.uk/resources/02whole.pdf
- Edralin, D. M. (2011, April). Training and development practices of large Philippines companies. *Asia Pacific Business Review*, 17(2), 225–239. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Erasmus, B (1999). *Training management in South Africa* (2nd ed.). England: Oxford University Press.
- Erasmus, B. J., Leadolff, P. V. Z., Mda, T., & Nel, P. S. (2008). *Managing training and development in South Africa* (4th ed.). London, Oxford University Press.
- Eseryel, D. (2002). *Approaches to evaluation of training: Theory and Practice*. Retrieved from http://www.ifets.info/journals/5_2/eseryel.html
- Flanagan, M. J. (2010, December). *Measuring the effectiveness of L&D*. Retrieved from: <http://www.trainingjournal.com/feature/2010-12-01-measuring-the-effectiveness-of-ld/>
- Forsyth, P. (2001). *Developing your staff*. London: Kogan Page.
- Fowler, J. (2009). *PeoplePulse training needs analysis online survey tool*. Retrieved from http://www.peoplepulse.com.au/tna_info.htm
- Girling, N. (2011). *Investors in people: The Business Improvement Network*, Book 4. Retrieved from <http://www.bin.co.uk>
- Halim, A., & Ali, M. M. (2013). *Training and professional development*. Retrieved from <http://www.fao.org/docrep/W5830E/w5830e0h.htm>
- Hasnat, A. M. (February 2011). Competitiveness through Training. (Online) Available from: <http://www.scribd.com/doc/50010894/Competitiveness-through-training> (Accessed 13/7/2011).

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

- Huquea, S. A., & Vyasb, L. (2008, January). Expectations and performance: Assessment of public service training in Hong Kong. *The International Journal of Human Resource Management*, 19(1), 188–204. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Husain, A. (2011, January). *Steps for conducting a needs assessment*. Retrieved from <http://www.articlesbase.com/career-management-articles/steps-for-conducting-a-needs-assessment-3994693.html>
- International Labour Conference, ILC (2008). *Skills for improved productivity, employment growth and development*. International Labour Conference, 97th session, Retrieved from http://www.ilo.org/wcmsp5/groups/public/@ed_norm/@relconf/documents/meetingdocument/wcms_092054.pdf
- Indradevi, R. (2010). *Training for the most capable workforce*. *Advances in Management*, 3(12), 49–54. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- International Labour Organization (2014). *The gender divide in skills development: Progress, challenges and policy options for empowering women*. Skills for Employment Policy Brief. Retrieved from http://www.ilo.org/wcmsp5/groups/public/---ed_emp/-ifp_skills/documents/publication/wcms_244380.pdf
- Kalaiselvan, K., & Naachimuthu, K. P. (2011, October). A synergetic model to training & development. *The Indian Journal of Industrial Relations*, 47(2), pp366-379. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Karthikeyan, K., Karthi, R. K., & Graf, D. S. (2010, July). Impact of training in Indian banking sector: An empirical investigation. *International Journal of Business and Management*, 5(7), 77–83. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Kilda Group. (2004). *Planning and Executing a Training Program: Common Pitfalls and Helpful Hints*. Retrieved from http://Kildagroup.Com/Assets/Pdf/White_Paper_Erptraining_Kg.Pdf
- Kim, Y and Ployhart, E. R. (20014). The Effects of Staffing and Training on Firm Productivity and Profit Growth Before, During, and After the Great Recession, *Journal of Applied*, 99(3), p. 361–389, (Online) Available from: <https://www.apa.org/pubs/journals/features/apl-a0035408.pdf>
- Knudson, L. (2011). *Generating Leaders GE Style*. (Online) Available from: <http://www.hrmreport.com/article/Generating-leaders-GE-style/> (Accessed 17/8/2011).
- Liao, T., Rice, J. & Martin, N. (January 2011). The Role of the Market in Transforming Training and Knowledge to Superior Performance: Evidence from the Australian Manufacturing Sector. *The International Journal of Human Resource Management*, 22(2), p. 376-394, (Online) Available from: <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx> (Accessed 10/10/2011).
- Leberman, S., McDonald, L., & Doyle, S. (2006). *The transfer of learning: Participants' perspectives of adult education and training*. Grower.
- Mahmoud, M. A., Sala, M. H. A., & Abdalnaser, A. J. (2010). Methods of evaluation: Training techniques. *International Research Journal of Finance and Economics*, 37, 54–65. Retrieved from <http://mbahrd2010.files.wordpress.com/2010/09/7-methods-of-evaluation-training-techniques.pdf>
- Marimuthu, M., Arokiasamy, L., & Ismail, M. (2009). Human capital development and its impact on firm performance: Evidence from developmental economics, *the Journal of International Social Research*, 2(8), pp262-272. Retrieved from http://www.sosyalarastirmalar.com/cilt2/sayi8pdf/marimuthu_arokiasamy_ismail.pdf
- Martin, H. J. (2010). Improving training impact through effective follow-up: Techniques and

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

- their application. *Journal of Management Development*, 29(6), 520–534. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Meyer, M. (Ed.). (2002). *Managing human resource development: An outcomes-based approach* (2nd ed.). Durban: LexisNexis Butterworths.
- Meyer, M. (Ed.). (2007). *Managing human resource development: An outcomes-based approach* (3rd ed.). Pietermaritzburg: LexisNexis Butterworths.
- Mohammed Saad, A., & Binti Mat, N. (2014). Evaluation of effectiveness of training and development: The Kirkpatrick Model. *Asian Journal of Business and Management Sciences*, 2(11), 14–24. Retrieved from <http://www.ajbms.org/articlepdf/2ajbms20132112743.pdf>
- Montesino, M. (2002). Strategic alignment of training, transfer-enhancing behaviours, and training usage: A post training study. *Human Resource Development Quarterly*, 13(1), 89–108. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Morin, L., & Renaud, S. (2004). Participation in corporate university training: Its effect on individual job performance. *Canadian Journal of Administrative Sciences*, 21(4), 295–306. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- National Council for Voluntary Organisations. (2011). *Training needs analysis*. Retrieved from http://www.skills-thirdsector.org.uk/documents/Training_Needs_Analysis_full_doc_for_sts.pdf
- Nikandrou, I., Brinia, V., & Bereri, E. (2009, January). Perspective on practice trainee perceptions of Training Transfer: An Empirical Analysis, Retrieved from http://www.uc.edu/evaluationservices/MWC/resources/Training_transfer.pdf
- Nischithaa, P., & Narasimha Rao, M. (2014). The importance of training and development programmes in the hotel industry. *International Journal of Business and Administration Research Review*, 1(5), pp50-56. Retrieved from <http://www.ijbarr.com/downloads/310520147.pdf>
- Olaniyan, A. D. & Ojo, B. L. (2008). Staff Training and Development: A Vital Tool for Organisational Effectiveness. *European Journal of Scientific Research*, 24 (3), pp. 326-331. (Online) Available from: <http://www.eurojournals.com/ejsr.htm> (Accessed 8/7/2011).
- Obisi, C. (2011, December). Employee training and development in Nigerian organisations: Some observations and agenda for research. *Australian Journal of Business and Management Research*, 1(9), 82–91. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Okotoni, O., & Erero, J. (2005, January). *Manpower training and development in the Nigerian public service*. *African Journal of Public Administration and Management*, XVI(1), pp1-13. Retrieved from <http://unpan1.un.org/intradoc/groups/public/documents/AAPAM/UNPAN026993.pdf>
- Oni, B. (2003, April). *Situating emerging best practices in human resource management within the Nigeria context*. Retrieved from <http://www.docstoc.com/docs/12687608/SITUATING-EMERGING-BEST-PRACTICES-IN-HUMAN-RESOURCE-MANAGEMENT>
- Onuka, U. O. A. (2006, January). Nigerian management manpower development in the context of globalization: An evaluation. *International Journal of African & African American Studies*, 5(1), pp1-23 retrieved from <https://ojcs.siue.edu/ojs/index.php/ijaaas/article/view/74>
- Opperman, C., & Meyer, M. (2008). *Integrating training needs analysis and evaluation: Aligning learning with business results*. Randburg: Knowres.
- Ow, P. P. C. (March 2007). *Aligning Accountants Today to Strategy*. (Online) Available from: <http://www.scribd.com/doc/29736768/Aligning-Training-to-Strategy> (Accessed 3/8/2011).

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

- Papalexandris, N., & Chalikias, J. (2002). Changes in training, performance management and communication issues among Greek firms in the 1990s: Intercountry and intracountry comparisons. *Journal of European Industrial Training*, 26(7), 342–352. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Plowright, D. (2012). *Using mixed methods: Framework for an integrated methodology*. Cambridge: Sage.
- Pollitt, D. (2007). Training helps to mop up inefficiencies at SCA hygiene products. *Human Resource Management International Digest*, 15(7), 21–23. Retrieved from <http://www.emeraldinsight.com/journals.htm?issn=0967-0734&volume=15&issue=4>
- Pansiri, J. (2005, December). Pragmatism: A methodological approach to researching strategic alliances in tourism. *Tourism and Hospitality Planning & Development*, 2(3), 191–206. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Profijt, G. J.; Endedijk, D. M. & Beverborg, O. A. (2015). *The influence of the work environment on training transfer*, retrieved from <http://essay.utwente.nl/68757/1/Profijt%20J.%20-%20S1132326%20-%20masterscriptie.pdf>
- Rainbird, H. (Ed.). (2000). *Training in the workplace: Critical perspectives on learning at work*. Warrington: Macmillan Press.
- Rahman, W. & Shah, B. (March, 2012). *The Mediating Effects of Perceived Employee Development on the Relationships between Performance Appraisal and Job Performance in Public Universities of Khyber Pakhtunkhwa, Pakistan*, *Business and Management Review*, 2(1), pp. 11 – 26
- Robertson, M. M., & Huang, Y. (2006). *Effect of a workplace design and training intervention on individual performance, group effectiveness and collaboration: The role of environmental Control*, pp3–12, (Online) Available from: Retrieved from <http://www.deepdyve.com/lp/ios-press/effect-of-a-workplace-design-and-training-intervention-on-individual-0002vXD962>
- Rosner J. L. (1999). *Impact of training and development on employees' performance: A study of general employees*. Retrieved from <http://www.scribd.com/doc/38516457/impact-of-training-and-development-on-employee%e2%80%99s-performance-a-study-of-general-employees>
- Rowold, R. (2008). *Multiple effects of human resource development interventions*. *Journal of European Industrial Training Outcomes*, 32(1), 32–44.
- Ryan, R. (2009). *Improving workforce development and organisational performance: Benefits gained by embedding workplace based training in the New Zealand health and disability sector*. Retrieved from <http://www.careerforce.org.nz/assets/files/Careerforce%20Report%20Final%20web.pdf>
- Rycus, R. S., & Hughes, R. C. (2000). *What is competency-based in-service training?* Institute for Human Services. Retrieved from <http://www.ocwtp.net/PDFs/WhatIsCompetencyBasedTraining.pdf>
- Sahinidis, A. G., & Bouris, J. (2007, October). *Employee perceived training effectiveness Relationship to employee attitudes*, research hand book on employees' turnover. Cheltenham, Edward Elgar, 63-76. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Saks, M. A., & Burke, L. A. (2012). An investigation into the relationship between training evaluation and the transfer of training. *International Journal of Training and Development*, 16(2), 118–127.
- Sánchez, A. A. Aragón, B. I. M. and Valle, S. R. (2003). Effects of training on business results. *The International Journal of Human Resource Management* 14(6), (Online), Available from: *The International Journal of Human Resource Management* 14(6), https://www.researchgate.net/publication/247521855_Effect_of_training_on_business_results
- Santos, A., & Stuart, M. (2003). Employee perceptions and their influence on training

TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A FRAMEWORK FOR TRAINING PROGRAMMES

- effectiveness. *Human Resource Management Journal*, 13(1), 27–45. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Sarwar, S., Azhar, A. S., & Akhtar, N. (2011, April). *Impact of training patterns upon the social relations of employees (a meta-analysis)*. *Journal of Management Research*, 3(2), 1–20. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research methods for business students* (4th ed.). England: Prentice Hall.
- Saunders, R. (2006, November). *Moving forward on workplace learning: Report from the Forum on Employer Investment in Workplace Learning*. Retrieved from http://www.cprn.org/documents/46861_en.pdf
- Schroth, M. L. (1997, April). The effects of different training conditions on transfer in concept formation. *The Journal of General Psychology*, 124(2), 157–165. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Senge, P. M. (1999). *The Fifth Discipline: The Art & Practice of Learning Organisation*. Random House, UK.
- Sekaran, U., & Bougie, R. (2009). *Research methods for business: A skill building approach* (5th ed.). Hoboken: John Wiley and Sons Inc.
- Smith, G. P. (2011). *Training and Development Leads to Higher Productivity and Retention*. (Online) Available from: <http://www.businessknowhow.com/manage/higherprod.htm> (Accessed 3/10/2011).
- Stringfellow, A. (2011). *About employee training methods*. Retrieved from http://www.ehow.com/about_4795653_employee-training-methods.html
- Subhani, I. M., Hasan, A. S., & Rahat, O. (2010, November). *Effects of business embedded & traditional training models on employees' job motivation*. Retrieved from http://mpr.aub.uni-muenchen.de/26695/1/MPRA_paper_26695.pdf
- Sun, X. & Ross, C. (February 2009). *The Training of Chinese Managers: a Critical Analysis of using Overseas Training for Management Development*. *Journal of Chinese Economic and Business Studies*, 7/1, P. 95–113 (Online) Available from: www.ceauk.org.uk/.../sun-xiao-training-managers.pdf (Accessed 23/2/2011).
- Taiwo, A. S. (2007, November). The impact of Nigerian training programmes on employees' performance. *Research Journal of Business Management*, 1(1), 11–19. Retrieved from <http://library.ukzn.ac.za/TopNav/ElectronicResources/databasesbysubject927.aspx>
- Truitt, L. D. (2011). *The effect of training and development on employee attitude as it relates to training and work proficiency*. Retrieved from <http://sgo.sagepub.com/content/1/3/2158244011433338>
- Wexley, N. K., & Latham, G. P. (1991). *Developing and training human resources in organisations* (2nd ed.). USA: HarperCollins.
- Whenua, M. (2009). *Strategic training: Employees & development*. USA: McGraw-Hill.
- Wilson, J. P. (Ed.). (2005). *Human resources development: Learning and training for individuals and organisations* (2nd ed.). London: Kogan Page.
- World Health Organization. (2012). *Designing and implementing training programs: Management science for health*. Retrieved from <http://apps.who.int/medicinedocs/documents/s19629en/s19629en.pdf>
- IBM (2014). *Training building skills for a smarter planet: The Value of Training*, [file:///C:/Users/Br%20Johnson/Documents/Training%20and%20competence/IBMTraining-TheValueofTraining%20\(1\)%20good%20one.pdf](file:///C:/Users/Br%20Johnson/Documents/Training%20and%20competence/IBMTraining-TheValueofTraining%20(1)%20good%20one.pdf)
- Ngo Thi Vo Ha (2011). *The impact of e-hrm on the roles and competencies of hr*. [file:///C:/Users/Br%20Johnson/Downloads/NgoThiVoHa-2011-The impact of E-HR on the roles and competencies of HR.pdf](file:///C:/Users/Br%20Johnson/Downloads/NgoThiVoHa-2011-The%20impact%20of%20E-HR%20on%20the%20roles%20and%20competencies%20of%20HR.pdf)
- Mulder, M., Weigel, T. & Collins, L (2006). *The concept of competence concept in the development of vocational education and training in selected EU member states. A critical*

**TRAINING, WORKERS' COMPETENCE AND FINANCIAL PERFORMANCE: TOWARDS PROPOSING A
FRAMEWORK FOR TRAINING PROGRAMMES**

analysis. Journal of Vocational Education and Training, 59(1), pp65-85.

Gibbs, L., Slevitch, L. & Washburn, I. (2017). *Competency-Based Training in Aviation: The Impact on Flight Attendant Performance and Passenger Satisfaction*, Journal of Aviation/Aerospace Education & Research, 26(2).

[file:///C:/Users/Br%20Johnson/Documents/Training
g%20and%20competence/Competency-
Based%20Training%20in%20Aviation.pdf](file:///C:/Users/Br%20Johnson/Documents/Training%20and%20competence/Competency-Based%20Training%20in%20Aviation.pdf)

Shaikhah, A., Sarmad, N. A. Wafi, A. (2010). The effect of education and training on competency. European and Mediterranean Conference on Information Systems 2010, Abu Dhabi, UAE