MANPOWER TRAINING AND DEVELOPMENT: PATHWAY TO EFFICIENT ORGANIZATIONAL PERFORMANCE

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Abstract: Training and development are assumed to have a very positive effect on the workers in any growing organization. Organizations tend to be more productive whenever training and manpower development are undertaken as policy or strategy as this will eventually lead to increased productivity. Training and development of workers are so much important that they cannot be overlooked by any organization that really needs to stay in a competitive world and wants to effectively and efficiently maximize the productivity rate of its workforce as well as keeping pace with the modern techniques and changes in technology. Today, we indeed live in a world of accelerating change so employees who have not received adequate training before being assigned with responsibility lack the necessary confidence with which to carry out the job. In light of this, the need for every organization to adequately train and develop its manpower in order to meet the challenges of present day as well as equip its administrative and other personnel towards better realization of its aim and objectives. The importance of this paper is to identify the policies of public service if any regarding training and manpower development, inquire how this policy or training is being implemented and to suggest ways for effective training and manpower development. From the objective, hypothesis will be drawn that training and development programmes for staff tend to increase their efficiency and lead to increase in overall organizational performance and the poor and inadequate productivity of most workers is as a result of lack of training and development opportunity. So the success of any organization whether public or private depends largely on the continuous training of its staff as the human resources are the most dynamic of all. Therefore, human resources need considerable attention from the organization’s management if they are to realize their full potentials in their work.

I. INTRODUCTION

The 1988 civil service reforms emphasized the need for training and development of workers as this has become imperative that workers have day to day information of the job they are doing.

The need for training and development of workers has become so much important in the recent years as a result of rapid changes in technology and mode of production. An organization has to do all it can to improve and develop its workforce.

Ubeku A.K (1975) posited that money spent on training and development of employees is money well invested. An employee should be helped to grow into more responsibilities by systematic training and development. This gives a vivid picture that it is only when employees are well trained that they will feel more confident to carry out the responsibilities of the job because they believe they can do it as the enthusiasm on the job increases. It is a person in that position who can think and originate ideas as to how best to carry out the tasks of the job.

It is evidently clear that workers who are not trained tend to stick to what they were taught the first time they took over the job. They are always frightened of doing the job in a different way because something might go wrong and that risk they cannot take. The need for organizations or employers of labour to create training opportunities for their workers cannot be over emphasized as training is essential if increased productivity, efficiency and effectiveness are the set goals and objectives of the organization.

These goals and objectives are subject to change from time to time as a result of new procedure, equipment, knowledge and new jobs which constantly being developed. Manpower maybe seen as agents of change and management’s ability to harness them effectively would produce the desired goals and objectives as the organization keeps pace with changes in the environment in which it operates.

According to Chief Anthony Enahoro the then Federal Commissioner for labour at the 14th Annual General Meeting of the Nigeria Employers’ Consultative Association in December 1970, cited by Ubeku A.K (1975), stressed the significance of training and development as follows:
“The development of human resources cannot be entirely the concern of our nation’s educational institutions. It is also the responsibility of the institutions capable of performing training functions. Every enterprise, whether public or private, necessarily does considerable on the job training, some of which is organized and some haphazard and incidental. If employers display greater readiness than many of them do, to invest in training, we can hope more rapidly to supplement the work educational and other training institutions. The case of Japan is a relevant example. As you know, before adequate public educational institutions could be established in Japan, private enterprise there had their own programmes to train skilled workers and technicians.

You as employers, no less than national leaders, development planners and technical assistance agencies all over the world, must recognize the overriding importance of the human resources, without which we cannot overcome the continuing shortage of trained people as we strive to throw off the bonds of economic backwardness and seek to achieve the social and economic objectives of our development plan.”

It follows therefore that, any dynamic organization must have on its priority list, training and development programmes for its workers. An employee deployed to a position which he has not been trained for can hardly perform effectively and this can lead to a mental disturbance which would not in any way help the organization in achieving its set goals.

Training has become so important and one of the motivational factors to employees. Organizations also benefit through its training and development programmes which enhance efficiency, effectiveness and good image through the employees who introduce new and improved skills and attitude acquired into their work.

Today, many organizations have realized the need for training and through government legislation, some organizations are forced to contribute to and benefit from training policies. The establishment of the Industrial Training Fund (ITF) by the Federal Government of Nigeria is an attempt to ensure that there is adequate trained manpower from those already on the job and those to be employed later - potential labour.

One of the best ways of supporting and influencing workers is by helping them to improve on their knowledge and skills.

Continuous learning and improvement on the job should be encouraged as the success of any organization or business lies on the caliber of people incorporated into it. These people must be made to be dynamic since global system is dynamic. The only way to make them adaptable to change is through adequate development programmes organized by the organization.

II. CONCEPTUAL CLARIFICATION

Workers are believed to be motivated to work harder if given opportunity to develop their potentials by training. The training, re-training and development of workers are seen to be imperative in every organization because of the challenges posed by modern technology. The world is faced with an era of technological advancement which has made old skills obsolete. Training employees, therefore, becomes important in order to update obsolete skills.

However, restriction is not placed on training for only old workers. New employees as well as management staff also require training. This is based on the fact that training gears up prowess of employees towards increased productivity which in turn pave way for the organization goals and objectives to be realized.

Ogunnuyi O.(1985:11), is of the view that, training equips workers with knowledge and skill to do their present jobs, including foreseeable development within the jobs while development equips staff by growth of their potentials for higher responsibilities in future.

Armstrong M. (1972) posited that training, manpower and development mean change in skill, Human Resources and Development respectively.

Okoh A.O (1998) asserted that training gives the employees more utility, more competitiveness, acquisition of new skills, less prone to redundancy and more versatile in many tasks, while to the organization, it increases efficiency and productivity. Thus any organization with a well organized and regular training programme is likely to motivate its workforce for superior performance.

Nnamdi H.S and Tonwe D.A (1995) made it clear that modern large and complex organizations are staffed with specialists in diverse fields who are required to perform highly specialized and limited tasks. Though new entrants into modern large and complex organizations may possess specialized formal education in specific fields, they may still be inadequately equipped to respond efficiently and effectively to organizational problems. Expert training is therefore required to effect quantitative and qualitative improvements in their performance. This would help employees to make better and quicker decisions and thus catalyze efficiency in all the units of the organization.

Ola R.F and Tonwe D.A (2009) posited that training is a very useful means for making Civil Servants more responsive. The duo went further to say that where unresponsiveness is detected; such a Civil Servant could be trained to become more responsive.
Imhanlahimhimb J.E (2000) defined Training and Development as an impetus that gives the civil servants executive capacity with which to cope with the intricacies of the form. He went further to affirm that lack of training and development impinges on effective reform implemented.

Ola R.F (1999:168) in the edited book by Mimiko N.M et al posited that training is done not only for the purpose of efficiency but also for preparing personnel for higher duties. A new graduate entering the service, for example, needs training to acquire special skills needed in the running of the organization in which he is employed. This is to say that whatever pre-appointment qualification one has, he needs training after getting appointed. Consequently, there should be well planned educational programme for members of staff from top to bottom as everyone is prone to developing oneself.

Cole G.A (1991), defines Training as the preparation for an occupation or for specific skills, it is narrower in conception than either education or development: it is job-oriented rather than personal. He further posited that Development suggests a broader view of knowledge and skills acquisition than training; it is less job-oriented than career-oriented; it is concerned more with employee potential than with immediate skill; it sees employees as adaptable resources.

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

The scope of training and development activities, as in most other activities in an organization, depends on the policy and strategies of the organization. There are many organizations in the commercial field that carry out the minimum of staff training and development, because, as a matter of policy, they prefer to recruit staff that are already trained or professionally qualified. These organizations are prepared to pay the top market-rates for skilled staff, and what they put into recruitment, selection and pay and benefits they do not put into training and development.

Although, the majority of organizations, however, do have a positive policy on training and development. In some cases, this may be no more than to state that, the company will provide resources to ensure that key skills are maintained within the organizations. In other cases, the policy may refer comprehensively to the various actions it will take to ensure not only a regular supply of skills, but also a high degree of personal motivation through development opportunities provided by the company. It is quite clear that organizations see an important role for training and development in the provision of skills and the improvement of employee motivation.

Cowling A.G and Maide J.B (1981) refers to training as systematic development of the attitude knowledge, skill and behaviour pattern required by an individual in order to perform adequately a given task or job, while development programmes seek to develop skills for future jobs.

Hacon R.J (1961) stressed that sound training courses, good as they may be, gained from being supported by other personnel practices like merit rating, internal staff promotion plan, regular safety and quality competitions and suggestion schemes, encourage employees to have a greater sense of participation in the everyday affairs of the organization.

III. LITERATURE REVIEW

As aptly stressed by Evans David (1981), we indeed live in a world of accelerating change. Hardly has one marvel passed into everyday use, before two other ones (both new and improved versions) arrive to challenge it.

Evans puts it more rightly that in our grandfather’s time a machine might last fifty years. But the expected life of a new world-processor was ‘about seven years’. Therefore, employees must be trained to acquire new skills to cope with new technology, and probably even more important to cope with change itself.

The need to train and develop manpower is an issue of paramount importance to any organization whether private or public sector. This need has been identified because the manpower resources of any organization form the bedrock which the organizational objectives revolve.

According to Linkert, R. (1969), all activities of any enterprise are initiated and determined by the person who make up that institution, plants, offices, computer automated equipment and all those that a modern firm uses are unproductive except for human efforts and directions.

Stoner A. and Wankel C. (1988) asserted that training programmes are directed toward maintaining and improving current job performance while development programmes seek to develop skill for future jobs. The need to train new or recently promoted employees is self evident; such employees need to learn new skills and since their motivation is likely to be high they can be acquainted relatively easy with the skills and behavior expected in their new position. On the other hand training experienced employees to make their performance more effective can be problematic. The training needs of such employees are not always easy to determine and when they are determined the individuals involved may resent being asked to change their established ways of doing their jobs.

Stoner A. and Wankel C. went as far to expatiate on four procedures that managers can use to determine the training needs of individuals in their organizations. These are:
Performance appraisal: each employee’s work is measured against the performance standard or objectives established for his or her job.

Analysis of job requirement: the skills or knowledge specified in the appropriate job description are examined. Those employees without necessary skills or knowledge become candidates for training programme.

Organizational analysis: the effectiveness of the organization and its success in meeting its goals are analysed to determine where differences exist. For example, members of a department with a high turnover rate or a low performance record might require additional training.

Survey of human resources: managers as well as non-managers are asked to describe what problems they are experiencing in their work and what actions they believe need to be taken to solve them.

One, the organization’s training needs have been identified; managers must initiate the appropriate training effort. There are a variety of training approaches that managers can use. The most common of these approaches are on-the-job training methods. These include job rotation in which the employees, over a period of time, work on a series of jobs, thereby learning a broad variety of skills internships, in which job training is combined with related classroom instructions; and apprenticeship in which the employee is trained under the guidance of a highly skilled co-worker.

Off-the-job training may focus on the classroom, with seminars, lectures and films on it may be undertaken by means of computer assisted institution (CAI), which can both reduce the time needed for training and provide more help for individual trainees.

It is a fact that no employee is a perfect fit at the time of employment and as a result, some measures of training and development have to follow. Planned training and development programmes are valuable to all the individuals and the organizations because they increase productivity, reduce cost, improve stability and flexibility. It is therefore necessary to have every category of staff in an organization trained and developed if the goals and objectives of such an organization are to be met and in order to meet the challenges of the days.

Training and development can be wasteful if not properly planned and supervised, and that without a logical systematic approach to training, some training may be unnecessary because the content may be too small or too elaborate.

Arbitrary or random selection of course contents will only serve to waste the time of trainees and the money of their sponsors because a well designed training programme may be ruined by the inappropriateness of specific course contents. It is therefore important to pay attention to the appropriateness of both the overall programme and the specific course content when planning a training programme. Contents of training programme should be tailored to meet three basic situations in which training is useful and needed. The three basic situations are:

i. When a person joins an organization
ii. When an employee is assigned to a different position or given a new task to perform
iii. When appraisal reveals that a person lacks certain required skill to perform effectively on his job.

Manpower training and development is very vital and serves as one of the motivating factors in organization. The efficiency of an organization may be linked to the training undergone by its members. Training motivates employees to work harder and employees who understand their jobs are likely to possess higher morale.

Manpower development is a modern management tool which any organization cannot do away with if such organization has to live in a situation of social awareness, economic aspiration and technological changes.

Training and development programmes are organized to prepare an employee for a greater future risk taking into consideration that he may perform his present task well and may need to be equipped against future occurrences.

However, training and development of personnel are considered alike in the sense that both concepts help employees to attain a higher performance with respect to their jobs.

Development starts when recruitment ends and when an employee has been recruited and inducted, the next thing is that he must be developed to fit the job and the organization.

IV. BENEFITS OF TRAINING AND DEVELOPMENT PROGRAMMES

Different authors have offered many reasons why staff training and development are so much important in organizations. The significance of training lies with the fact that it develops skills and raises the productivity of individuals as well as that of the organization concerned.

It is crystal clear that training and staff development are significant responsibilities of the organization. New employees, regardless of their academic qualifications, should as a matter of necessity, be introduced to their new working environment and be taught their specific tasks. Also, older employees need training to keep them abreast with development in their present jobs in terms of new techniques and equipment as well as preparing them for more responsibilities.
As far back as 1971, government has recognized the importance of training by promulgating the Industrial Training Fund Decree. This was an attempt by the Federal Government to ensure adequate provision of trained manpower to run the affairs of the various commercial and industrial establishments.

Under this, a huge amount of money is provided by the Government from time to time and other employers of labour expected to contribute to this fund training programmes.

However, A.O Okoh (1998) enumerated the benefits of training and development programmes as follows:

i. Equal career opportunity: Training gives equal opportunity to every employee to identify his or her career paths and eliminate barriers to upward movement in the organization. This is why the Federal Government through the Industrial Training Fund (ITF) insists that every organization must provide training opportunities for their employees.

ii. Quality of working life: Training enables employees, particularly the younger ones, opportunity to have control over their future career. It gives them greater job satisfaction and more career options. This, in turn reduces the incidence of labour turnover.

iii. Competition for high talents personnel: highly educated professionals and managers prefer to work in organizations with well developed training and development programmes which will give them added chance to develop their talents better and further against future exigencies.

iv. Avoidance of obsolescence in skill: training and development prevent employees from becoming redundant as a result of development in technology, economic recession and changes in consumer demands. It also enables them to acquire new skills for which there are demands in the organization or in the labour market.

v. Retention of personnel: a well developed and career development enables organization to retain their core employees and thereby reduce the incident of labour turn-over.

vi. Better utilization of employees: training allows management to place employees best. This will enhance job satisfaction and motivation.

vii. Less need for close supervision: training and development ensure greater productivity and better quality of goods and services. Workers properly trained will perform their duties very well and therefore need less supervising.

viii. Fewer accidents: for employees that handle equipment, proper training in the handling and use of these equipments will reduce incidents of accidents during their operations.

ix. Less scrap or spoiled work: training will enhance efficiency and effectiveness and therefore there will be less waste in the use of materials.

x. Greater versatility and adaptability: a well trained and developed employee will be more pliable, versatile and can easily adapt to new jobs for which he has been trained.

R.C. Graiz (1976) emphasized on training design which is similar to that of Okoh. These are as follows:

(a) Increase productivity

(b) Improve the quality of work and raise morale

(c) Develop new skills, knowledge, understanding and attitudes

(d) Use correctly new tools, machine

(e) Reduce waste, accidents, turnover and other overhead cost

(f) Fight obsolescence in skill, technologies, methods, products, markets and capital management

(g) Bring incumbents to that level of performance for the job

(h) Development prepares people for advancement, improve manpower development and ensure continuity of leadership; and

(i) Ensure the survival and growth of organization.

Training therefore becomes so important that employees who have not had enough experience as at the time of employment should be developed by effective training for improved efficiency, effectiveness and high productivity.

The importance of training was also stressed by P.R Demsey (1973) that government as well as private individuals and organizations recognize today the value of training. Informal leaders acknowledge the fact that it increases skills and makes it available to the nation, that where it is available, recruitment presents less difficulty; that it achieves the target on an experience and performance, that it increases a learner’s confidence, guarantees better safety earning and productivity, provides greater ease and contentment at work and facilitates the understanding and acceptance of change.

To an organization, Demsey stressed that staff development is very important for the following reasons;

i. It guarantees the availability of qualified personnel for higher-level jobs in organizations especially when such organizations grow in size, when turnover is anticipated or when new tasks are required.

ii. It assists in the realization of goals, programmes and objectives by ensuring that the organization has qualified people for higher-level position in the organization.
It helps in meeting manpower planning objectives, and reducing the need for crash recruitments. An organization that plans well always pays serious attention to personnel requirement.

iv. It improves organizational effectiveness and efficiency. This is a prime justification for staff development.

V. TRAINING AND DEVELOPMENT NEED

According to A.O. Okoh (1988), training need is the first major step in the whole process of organizing training programmes for employees. He stressed further that the training needs to the organization have to be assessed if an organization is to work out a training programme. It is done by analyzing jobs – (Job Description and Job Specification) and the setting of performance standard. This performance standard is usually measured through the process of performance appraisal, which usually will reveal every worker’s deficiency and the need for training.

Cole G.A. (1991) defined training need as any shortfall in terms of employee’s knowledge, understanding, skill and attitudes against what is required by the job. All jobs require specific skills, attitude and knowledge and the more complex the job, the higher the requirement in terms of skill, knowledge, attitude etc.

Training need attempts to establish who needs training, what these training needs are and the possible ways, to ensure the achievement of these needs.

Training need exists when there is an expressed deficiency in the performance of staff on the job, which presupposes that there is a set standard by which such worker’s performance is measured. Each employee must have a job description with pre-determined standard of performance before training needs can be assessed. The reduction in performance is traceable to lack of a given knowledge or skill or the desired work attitude towards job performance.

The essence of evaluating training needs in an organization is to provide an objective analysis of the organization’s training requirement for effective utilization of its human resources. In doing this, two basic questions are to be measured;

(a) Who, if any, needs training?
(b) What training do they need?

Training should not be seen merely as a means of satisfying workers only, but must take into cognizance the needs of the organization.

Training and development need varies from one organization to another. It is not only directed at positions at different levels in the organizational hierarchy but also at individual since their requirements, aspirations, background and potential are peculiar to each of them. So training and development should be geared to these specific and individual needs as well as towards achieving organizational goals and objectives.

A. O. Okoh posited that conduct of training need should reveal data on;

a. organizational structure, markets, products or services and manpower needs etc.
b. job analysis (Job description and Job specification) leadership style and communication.
c. Appraisal records, training records, test results, records of appraisal interviews and attitude surveys etc.

With such data, the trainer will be in a position to know the shortfall in current and potential needs of the organization and the employees. The collection of information on training needs can be done by several methods such as the analysis of recorded data, use of questionnaires, and attitude surveys, interviewing of employees, direct observation of job performance of employees group, discussion of current work problems and the analysis of work diaries kept by managers.

Ubeku A.K. (1975), stressed that training needs of any organization is basically divided into two categories both of which are inter-dependent. They are;

a. Organizational training needs; and
b. Individual training needs.

VI. TRAINING NEEDS OF AN ORGANIZATION

When proposing training, it must be made towards the objectives of the organizations. A first step, the financial resources must be taken into consideration. How much fund is available or where to source for funds.

The goals of the organization must always be in mind. Therefore the following questions must be answered.

• What does the organization aim to achieve?
• What manpower does it have?
• What training have they had?
• What skills are lacking?
• Who needs to be trained?
• How many of each category needs to be trained?
• How much time is available for the training or how long?
• Can the employee be spared on his or out of his job?
Training Needs of An Individual
At the same time, the organization must bear in mind what job the workers have to do, what particular
skill does the individual need in order to do the job and what skill he is to acquire. If an individual does not meet
the standard required of a job, he should be given an opportunity to develop the necessary skill required to be
able to do the job.

Location of Training
Evans David (1981) stressed that there are three possibilities if one is to look at location of training.
These are:
i. All training done within the organization
ii. Some training internal, some external
iii. All training external (to include courses run by outside bodies, even if on company’s premises.

If any training at all is done by the organization, decisions will have to be made about location and equipping of
classrooms, training workshops, training record system and the selection and training officers and instructors.

Method of Training
At this point, it will be necessary to define the difference between on-the-job and off-the-job training. Training
methods chosen in any particular instance do partly depend upon training location.
On-the-job training takes place in the normal work place of job holder, using the equipment, tools etc. which
the employee would normally use. Where a job consists of a variety of tasks, then as this is mastered,
increasingly challenging assignments until he is capable of carrying out his job on his own.
On-the-job training method includes job rotation, in which the employee, over a period of time works on a series
of jobs, thereby earning a broad variety of skills; internship, in which job training is combined with related
classroom instruction; and apprenticeship, in which the employee is trained under the guidance of highly skilled
co-workers.
Off- the-job training is one that takes place away from the normal work place. Typical locations on the firm’s
premises are: special training areas for operatives equipped with basic workshop equipment: an office, training
department, classroom or boardroom. Sometimes such training takes place away from the company in hotels,
colleges, or a residential training establishment. But Stoner A.F. and Wankel C. are of the opinion that off-the-
job training takes place outside the actual work place but attempts to stimulate actual working conditions. This

type of training includes vestibule training, in which employees work on the actual equipment and in a realistic
job setting but in a different room from the one in which they will be working. The objective is to avoid the on-
the-job pressure that might interfere with the learning process. Off-the-job training may focus on the classroom,
with seminar, lectures and films, or it may be undertaken by means of Computer-Assisted-Instruction (CAI)
which can both reduce the time needed for training and provide more help for individual trainees.

Methods Available
A wide variety of training methods is in current use, but of these the ones the superior or manager is likely to
encounter most as given by Evans David (1981) are;

Demonstration
Here the demonstrators/trainers lift the veil on the ‘mysteries’ of some skill. Shows exactly how to tie a knot,
use a tool, and kick a football. This is very suitable for helping to teach manual skills, and sports coaches have
successfully used this method for teaching game skills for well over 100 years, drill instruction in the armed
services for much longer.

Skill Practice
Under the supervision of the trainer, the employee attempts to perform a skill which has been described or
shown to him. The footballer attempts the kick he has been shown and the recruit tries to perform the drill
movement just demonstrated.

Lectures and talks
The trainer delivers a prepared address on a given topic e.g. the health safety at work etc. where a group of
trainees need precise information on a new topic, which is capable of a reasonably simple presentation, the
lecture or talk is very suitable.

Discussion
To be effective, discussion needs an informal chairman or leader, and as well as meetings called to discuss a
topic many lectures provide either for discussion periods a pre-set times, or even in some cases lectures are
prepared to discuss any point made, at any time. Discussion helps people to feel involved, and motivates people
to learn and work.

Tutorials
This is a method used frequently in colleges and other institutions of further and higher education. The
student/trainee produces work which is discussed, often on a one-to-one basis with the tutor or trainer.

Audio Visual Aids
This covers a wide variety of aids-films, film strips, audio cassettes, video recordings (of TV programmes), and
live TV programmes.
Case Studies

The aim of this method is to provide trainees with a varying amount of background information (financial, organizational, personal etc.) and to ask trainees to evaluate the general situation and or decide hour they would tackle the problems outlined. It is an ideal training method for teaching trainees the skills of analyzing, and decision making.

Role playing exercise

There are both extensions of the case study method, and skill practice. Besides analyzing a situation, participants at a solution-interviewing for selection negotiating with union representatives etc. the problem here is that setting up exercises, can be administratively time consuming, and not all trainees may have a chance to participate as actors.

In-Tray Exercise

As well as background information about the organization and the supposed personality that the trainees assume, a large number of letters, memos, documents have to be assimilated and evaluated in a short time. Trainees may also have to make decisions, reply to letters or draw up reports. Very useful for teaching skills such as delegating or assessing priorities.

Business Games

Probably the most ambitious training method. An attempt is made to stimulate a whole business, and trainees given large amount of information on financial, production, marketing, industrial relations and legal aspects of the organization.

Both broad policy decisions and detailed decisions on particular problems are required from trainees. Who can play parts such as Managing Director, Purchasing Manager, Sales Director, etc. If a game could be computer based and details of decisions fed into a pre-programmed computer, the implications of the decisions can be reported quickly to the participants. Different groups operating simultaneously can lead a competitive flavour to the proceedings, and two years’ trading decisions in a few hours.

Projects

Projects involve investigation, evaluation and problem solving. For a supervisory or management course, projects can be seen as a back up to training, providing trainees with a challenge, the need to use newly acquired skills, facts, attitude or concepts and the motivation to consolidate learning.

VII. CONCLUSION

By way of emphasis, for any organization to achieve its set objectives, there is need for it to have a virile workforce that is trained and developed. Therefore, to establish a result oriented workforce, the role played by training and manpower development in improving managerial and non-managerial skills and thereby raising the level of job performance, productivity, effectiveness and efficiency in every organization is appreciated.

Training and development programmes are very essential ingredients of survival for organizations. Any organization that does not give training and development of workers a recognition, lacks purpose in job performance. Training should not be seen as a waste of resources rather a sine qua non in the attainment of the highest potential of an employee.

It has become a universally accepted input that improves the output of an organization both quantitatively and qualitatively. To the employees, staff development involves those activities which aim at improvement, updating and maintenance of their skills and ability. There is great need for the adequate and effective training of the bulk of the labour force of any organization to enable it achieve a set objective with maximum efficiency and effectiveness.

REFERENCES