

# The Impact of Training and Development on Employee Productivity in the 21<sup>st</sup> Century

Mohammed Nura Adamu, Danjuma Mohammed and John Gana

*Department of Business Administration and Management, Niger State Polytechnic, Zungeru, Bida Campus.*

*Corresponding author: [nuramajjamaa@gmail.com](mailto:nuramajjamaa@gmail.com)*

## Abstract

Employees are vital organizational asset that must be proactively or reactively empowered through training and development to bridge the knowledge and skills gap created by the current dynamic working environment. Training and development is a veritable tool used in providing employees with the requisite knowledge and skills to effectively and efficiently undertake job task. This paper aimed at assessing the impact of training and development on employees' productivity, the identification of the relationship therein and to suggest how business organizations can enhance the productivity of its workforce to meet challenges of the 21<sup>st</sup> century. The conceptual literature review approach was adopted in this project which involves critically reviewing articles, periodicals, books published in English language between the years 2000 to 2020 with the view of synthesizing information on 'training and development on employees' productivity' based on the analysis from existing studies. The study reveals that employees who are trained are likely to be more skilful, competent, and more proficient in performing their jobs than the employees' that are not trained. Training and development programs are aimed at upgrading both employee and organizational productivity. It is a process of continuous learning which provides conducive environment for employees to gain various knowledge, skills (personal, technical and professional) and keeping them on the right track towards the achievement of organizational mission, vision and goal. It was concluded that training and development has a positive impact on employee productivity and organizations should lay emphasis and embark on effective training and development of its employees to increase their productivity and gain competitive edge over competitors. Implication for future research may include moderating variables such as age, team work, life style and level of education.

**Keywords:** Human Capital, Training, Development, Employee, Productivity.

## Introduction

The business as well as the working environment in the 21<sup>st</sup> century is characterized by increasing instability and uncertainty (Masa'deh et al., 2015; Orozco et al., 2015), which is due to technological advancement, fierce competition, increased globalization (Shannak et al., 2010; Masa'deh, 2013), and the growing need for qualified and competent employees in order to enhance organisational productivity which form part of the challenges facing organizational operations (Masa'deh et al., 2016; Obeidat et al., 2016). Therefore, making business organizations in striving more towards utilizing its resources in attracting, retaining and maintaining a talented workforce (Singh and Mohanty, 2012). Organizations are hugely investing in effective training of their employees as an essential means of equipping and preparing them to effectively and efficiently work in the dynamic environment, building competitive advantage, enhancing productivity, fostering organizational success and continuous development (Al-Azmi et al., 2012; Alshurideh & Alkurdi, 2012; Almajali et al. 2016; Altamony et al., 2016).

Training and development are critical instruments for human capital improvement through increasing knowledge, capabilities, skills, productivity, enhancing organizational workforce and gaining competitive edge in the modern work environment (Barsh et al, 2008). Organizational workforce is an intellectual asset (Kaur, 2016) that continuously requires training through re-skilling or up-skilling or both that can be utilized by organizations for gaining competitive advantage and achieving success in this age of the Fourth Industrial Revolution (Hajir et al., 2015; Obeidat et al.; 2016; WEF, 2018). Effective training and development programmes are highly beneficial to organizations in numerous ways such as building individual and organizational capability, facilitates organizational change (Valle et al., 2000), enhances retention capacity of the talented workforce (Jones & Wright, 1992) which in turn leads to gaining competitive advantage (Youndt et al., 1996; McKinsey, 2006). Training and development are essentially significant to all levels of employees, since skills are eroded overtime, becoming obsolete and are required to be improved upon (Nishtha & Amit, 2010).

Therefore, for organizations to survive in this current dynamic business environment and attain competitive edge, employee training and development must be considered as an invaluable tool for building employee competences, enhancing productivity, gaining competitive advantage and sustainability.

### **Aim & Objective of the Study**

The main purpose of this project is to assess the impact of training and development on employees' productivity, and to examine further the relationship that exists therein. The co-objective is to examine how employees' knowledge and skills are influenced by training and development in the workplace.

### **Research Questions**

This project seeks to address the following questions:

- Does training & development have positive impact on employees' productivity?
- What are the objectives of training and development in the workplace, whether they are achieved and to what extent?
- How does training and development enhance employees' technical know-how (competencies) and professional skills in the workplace?

### **Literature Review**

#### **Human Capital and its Relation to Employee Productivity**

Human capital is conceived as the most active organizational resource which comprises of capable and intellectual workforce (employees) that enhance organizational growth, survival and sustainability (Philip & Ikechukwu, 2018). Human Capital encompasses knowledge, attitudes, skills, effort required (both physical & managerial) in manipulating other forms of capital, technology, materials and land towards production of goods or rendering of services (UNECA, 1991). Human Capital is conceived as the organizational resource that comprises of knowledge, education, skills, competences, motivation, personal relationships and work attitudes of employees (Jeffery, 2005). It is a combination of an employee's traits (energy, intelligence, commitment, positive behaviour and reliability), his/her ability to share knowledge, information (goal orientation and team work) and ability to learn and adapt to new ways of doing things (imagination, aptitude, creativity and innovation) (Fitz-enz, 2009), which can be further developed through the creation of a suitable

environment that will rapidly enhance learning and the application of new knowledge, ideas, skills, behaviours and work related attitudes (Philip & Ikechukwu, 2018). It can be deduced from the above that human capital is the sum of all employees' personal capital referring to level of education, working experience, knowledge, skills, competences, expertise, work commitment and intrinsic motivation that help in adding more value to performed work task and product or service provided. The success of an organization largely depends on its human capital which is composed of employees' knowledge, skills, expertise, work experience, intrinsic motivation, and level of education (Chen & Len, 2005; Sumual et al, 2017), which influence employee's productivity and determine organizational performance (Weatherly, 2003). However, employee's productivity is greater and fully optimized only when human capital is backed up by the presence of other environmental factors (reward system, equipment, conducive environment and work safety) that influence productivity as well as organizational capital (organizational intellectual knowledge such as operating procedures, data base, hardware, information, tacit knowledge and intellectual material) which are mainly made up of organizational culture, information and communication ability and organizational structure (Nezam et al, 2013). Employees' productivity tends to increase and become higher when human capital is augmented with organizational capital, since organizational support is a necessary requirement that enable employees to be more productive (Nezam et al, 2013). Furthermore, organizational capital can only be important and capable of influencing employee productivity in the presence of human capital (Kaur, 2016). This is because organizational capital is static and can only yield result when utilize by employees (Sumual et al, 2017). Thereby making human capital the most active determinant of employee productivity without which everything remains idle.

The quality of organizational workforce is shaped by the quality of its human capital which is influenced and can be improved through training and development (Lottum et al, 2014), resulting to higher organizational productivity and performance (Mahmood & Azhar, 2015). Improved organizational performance, flexibility, productivity and innovative capacity (the ability to come up with new ideas, products or services) which can be gained through the advancement of knowledge, skills and competences are the most common expected return on investment in human capital (Baron & Armstrong, 2007). Therefore, employees' knowledge, skills and competences can be advanced through training and development which is conceived as the most pertinent investment towards developing a sound and dynamic human capital (Becker, 1993), Which, in turn, is a major determinant of employee productivity (Remer, 1990). Training is considered as one of the major elements of developing human capital of an organization either through on the job or off the job towards gaining competitive advantage, continuous survival and enhanced organizational performance (Philip & Ikechukwu, 2018).

### **Employee Training and Development**

Several authors have defined training and development in many ways and these two concepts have distinguishing attributes as identified by Noe (2008), which includes; goal, participation, work experience, and focus. In the concept of 'training', goal is to acquire skills for a present job, participation being mandatory once initiated, low work experience, and focuses on current job while in the concept of 'development', goal is to acquire skills for future jobs, voluntary participation, moderate or high work experience, and focuses on future jobs (Noe, 2008).

It can be deduced from literature that training highly focuses on capability enhancement of the workforce through learning and is directly linked to productivity and performance. Training is defined

as a way of building employee confidence in the workplace towards enhancing better performance (McClelland, 2002). According to Bramley (2003) training is conceived as a planned process of facilitating employee learning of the job for them to be effective in performing certain or all aspects of their work. In the same vein, Pilbeam & Corbridge (2002) view training as a process of identifying training needs, planning, designing, delivering and evaluating training outcomes. Training is also conceived as a systematic process of knowledge, skills and attitudes enhancement towards satisfactory employee job performance (Obisi, 2011). Similarly, Chiaburu & Takleab (2005) opines that training is a planned activity which is aimed at strengthening employee performance on the job. Furthermore, training is viewed as a process which involves series of activities set up by organizations to bridge and transform an existing gap in employees' knowledge, attitude and skills towards achieving better performance and attainment of organizational objectives (Abomeh & Peace, 2015). Additionally, Kaur (2016) asserts that training is an endless activity aimed at providing the employees with the requisite knowledge and skills to effectively perform their jobs, meeting current job requirement as well as preparing them for the imminent changes occurring in the modern workplace and their jobs.

Development on the other hand is an activity that is self-directed, requiring self-motivation and exploring various means of personal and career development (Noe, 2008). According to Amstrong (2009), Khawaja & Nadeem (2013) development is aiming the acquisition of modern knowledge and skills for the progress of a future job requirements. Employee development involves the act of building the capacity and capability of individual employee towards meeting standard level of performance in the future (Jelena, 2007). Similarly, Obisi (2011) asserts that development is broad in scope and emphasise on personal growth of employees on a long-term basis to address a job requirement in the future. Thus, it can be observed that development is also geared towards enhancing employee performance, personal employee growth and often related to address a future job requirement. However, training and development is considered as one in this project for the sake of simplicity, ease and clarity.

Training and Development is defined as a systematic process of developing knowledge related to work and employee's expertise towards the improvement of jobs performance (Swanson & Holton, 2001). In addition, Akdere (2003) conceived that training and development are practices that reflects parameters used for advancing the level of self-awareness & skills of employees towards effective job performance.

Hence, training and development is a logical and more organised means through which knowledge, skills and attitude of employees with respect to their jobs are improved. Both concepts are related to productivity while training focus on current jobs, development focuses on likely future jobs. Essentially, the sole objective of training and development is to enhance both employee and organizational productivity as well as the attainment of the organizational goals. Training and Development further depicts formal organizational effort in enhancing productivity through numerous educational programs and techniques.

### **Objectives and Importance of Training and Development**

Employees are defined as the bedrock and most valuable asset of any organization (Hammed & Waheed, 2011) and their performance to a large extent determines organizational efficiency, success and survival (Glaveli & Karassavidou, 2011; Kaur, 2016). The objectives of Training and Development arise from the situation analysis of the organization's current manpower that is obtainable through

a comprehensive manpower survey which reveals the existence of skill gap requiring attention (Ngu, 1994).

Modern organizations actively invest on employee training and development with the main objective of achieving increased productivity, profitability, competitive edge, sustainable growth (Garavan, 1997; Kaur, 2016) and organizational development (Nelson et al, 2012). This is only feasible through a well-properly trained and highly developed organizational workforce who directly or indirectly contributes towards attaining organizational efficiency, productivity, growth and reputation in the current work and business environment (Akbar & Matto, 2010). Moreover, trained employees are conceived as company intellectual assets that are highly correlated to success and are acquainted with the present trends in the modern workplace and market environment (Wheelen & Hunger, 2012) which tends to either reduce or avert operational losses likely to be incurred because of ignorance (poor knowledge) or inadequate employee skills (Zhou et al, 2011). Furthermore, having a skilled base employee, growth enhancement and guaranteed long-term business success is another objective aimed to be achieved by several companies (Salas et al, 2012). However, there are various specific Training and Development objectives depending on the type of organization and their training needs assessment for specific jobs which often emanates from the analysis of job requirement (examining job description), performance appraisal (measuring employee performance against standard performance), human resource survey (identifying areas of deficiencies) and organizational analysis (Infande, 2015). In view of the above, the major objectives of Training and Development to various organizations can be geared towards achieving some of the followings; Increased organizational productivity, building competitive advantage, profitability, cost effectiveness, organizational growth & development, reputation, survival and sustainability. All of which are only achievable through a well-trained organizational workforce.

Training and Development are significantly important as they are the catalyst for progress and growth for emerging and existing businesses and economies, and they are used as tools for responding to the dynamic trends of globalization, uncertainty, growing clients/customer expectation and technological exploitation (Hung, 2010) in this 4<sup>th</sup> Industrial Revolution working environment of today (WEF, 2018). Training & development is very important to both employees and organizations in numerous ways. Firstly, it improves employee morale, satisfaction, job security, productivity which in turn leads to an increase in organizational productivity (Onyango & Wanyoike, 2014). Secondly, employee self- efficacy is developed through training and development (Tahir et al, 2014) thereby resulting to the removal of weak traditional work practices and replacing them with modern practices in the workplace (Wajidi & Tabassum, 2016) and in turn leads to organizational effectiveness and efficiency. Thirdly, it helps in decreasing employee anxiety and frustration which may emanates from their inability to perform their jobs/work to the desired level and may also influence their decision to leave the organization, resulting to higher rate of employee turnover (Chen et al., 2005). It bridges the gap between the required necessary skill for the job and that which is possessed by the employee, the lower the gap the higher employee job satisfaction and vice-versa. Trained employees display a high level of satisfaction on their work and are capable of satisfying customers/clients satisfactorily (Rowden & Conine, 2005). Fourthly, it helps in improving employee morale (through increasing their confidence & motivations), reduces cost of production (through avoiding waste and reducing operational risks), reduces absenteeism and the rate of labour turnover, enhanced staff quality and achievement of organizational goal (Cole, 2002). Lastly, it is an important tool for managing organizational change through employee participation (involving them actively)

in the change process, educating and equipping them with the necessary skills required for new, changing and complex situations (Cole, 2002) modifying the work related behaviour of employees and encouraging them to actively partake towards achieving organizational success and yielding greater return (Mamoria, 1995) as well as improving its profitability base (Tahir et al, 2014). Therefore, it can be deduced that the imperative of training and development to both employees and organization is enormous and cannot be underestimated. A major objective of business organization is profitability, growth and sustainability which depends on revenue (Singh & Mohanty, 2012) and the revenue cycle is controlled by knowledge, creativity and innovation of which all emanates from organizational workforce (employees) (Kaur, 2016). Thus, training these work force for development leads to productivity which in turn generates this revenue. Training and development do not only improve productivity but inspire and motivate employees towards performing their task making it inevitable to all organizations in the modern business and work environment.

### **Training and Development Techniques**

There are various techniques of training and development from which organizations may choose to adopt depending on the organization, nature of the industry and the training needs of its employees (Hazra et al, 2017). Employee training has been classified into two basic techniques; on the job training and development technique and off the job training and development technique (Ngu, 1994; Sabir et al, 2014).

On the job training: This is the type of training that occurs within the organization, to make better use of various equipment, documents and materials that are needed to enhance employee learning process (Sabir et al, 2014) and happens to be the most common technique for attaining employee development in various organizational levels (Meyer & Smith, 2000). It is the technique that allow employees to practically learn what to do in the workplace (Tom Baum et al., 2007). It is a time-saving, cost effective (Ruth & Doug 2004) and a useful method for developing as well as practising specific work-related skills required by the organization such as technical, managerial, administrative, manual and leadership towards enhancing organizational competitiveness (Armstrong, 1998). This is a step-by-step learning process through which an employee is shown how to perform certain tasks and he/she can undertake such task with close monitoring or supervision (Falola et al, 2014). Therefore, it can be deduced that on-the-job training is a technique that tends to be cheap, timesaving, involves repeated steps, and it does not require the employee to go elsewhere as it is conducted in-house (thereby making the employee to be involve in two activities; learning new skills and performing his job) and it is practice oriented. Furthermore, employees under this form of training engage in organizational productive activities.

Several scholars such as Dessler (2005), Dessler & Verkkey (2009), Kulkami (2013), Abomeh & Peace (2015) identified numerous on the job training programs which includes and not limited to:

- Job instruction: This is a systematic process of instructing and guiding an employee to perform certain job. It is a sequential form of training offered on each task.
- Job rotation: This is simply a means through which employees are moved from one job task or department to another in order to have a broad knowledge and experience on various section of the organization.
- Apprenticeship: This type of training is applicable to jobs that are technical in nature such as electricians, mechanics, carpenters, and is very common and desirable in building

constructions, metal and printing traders. It requires a steady employee flow, continual supervision and tends to be very expensive.

- Induction training: this is a training programme that is aimed at new employees as a way of welcoming and introducing them to the new environment to enable them settle and be aware of their expectations as quickly as possible in the organization.

Off the job training: As the name implies, it is a form of employee training that usually occur outside the organization and employees are not directly considered as productive workers, since they must leave the environment of their organization for a while to enable them focus on the training activity (Sabir et al, 2014). It involves engaging an external training expert, consultant, training establishments to train either new or old employees on the recent way to perform their work with ease (Abomeh & Peace, 2015) which is highly related to the theoretical knowledge and aspect of work, mostly undertaken in classrooms (Ngu, 1994). Employees tend to effectively acquire interpersonal and problem-solving skill (Noe, 2008). However, it can be effectively utilized in developing problem solving and certain technical skills such as effective communication. It is the type of training that employee receive at a separate location totally different from their working places, organized in the form of an abstracted knowledge which is expected to be practiced in the workplace. One of the advantages of this technique is that employees have full concentration and are trained by qualified external personnel. In adopting off the job training method, various programs are highlighted by Dessler & Verkkey (2009) and Abomeh & peace (2015) which includes;

- Programmed instructions: This is a more comprehensive way of training using books that are programmed and modern teaching equipment as well as filmstrips. Here, the trainer is responsible in guiding the process of learning.
- Classroom lectures: It is a formal arrangement where trainees are lectured by qualified personnel in an institution guided by a standard curriculum and syllabus.
- Workshop, seminars and conferences: This type of training involve the trainee (employee) attending an organized interactive session with a guest speaker who is an expert in certain field of discourse.
- Vestibule training: In this method an employee is trained on his regular job yet in a different work environment that resembles his workplace. The employee (trainee) can use those equipment, materials and instrument that he is conversant with to practice and display his skills.

## Employee Productivity

The term productivity is described as the capacity to deliver certain work-related task in accordance to a specified predetermined standard with accuracy of speed, cost, and completeness (Sultana, Irum, Ahmed, & Mehmood, 2012). Employee productivity has been defined by several scholars. For instance, Kaur (2016) asserts that employee productivity is concern with the ability of an employee to complete assigned task which is highly related to work output, timeliness and quality. Ferreira & Du Plessis (2009) construe employee productivity as the amount of time spent to execute a task based upon job description and the achievement of desired expected outcome by an employee. It is the economic means of measuring output in relation to the input per unit (Rohan & Madhumita, 2012) which can be examined either individually (individual employee) or collectively (the economy as a whole) (Singh & Mohanty, 2012). Furthermore, Mathis & Jackson (2008) opined that productivity of an employee can be evaluated on the basis of the quality and quantity of job done, considering the

cost of resources used to undertake such job. Therefore, it can be observed that enhancing employee productivity is very crucial towards enhancing organizational productivity and efficiency.

Employee productivity is one of the critical challenges that organizations recently face towards work force management (Hanaysha, 2016). This is because employee productivity is achieved through the utilization of various organizational inputs/ resources (money, machines, methods, materials) and it is influenced by several behavioural and environmental factors (Bhat, 2013). Major behavioural factors influencing employee productivity are employee training, employee empowerment and team work (Bhat, 2013). Environmental factors influencing employee productivity consist of enabling and conducive working environment (Hameed & Amjad, 2009), adequate office equipment, lightening, temperature, noise free environment, befitting physical office layout (Vasudevan, 2014), a well-developed sound culture of safety at work (Newstrom, 2002), healthy management-subordinate relationship and employees and industrial peace (Nilsen, 2002), befitting physical office layout, and the existence of a reasonable balance of power, control and authority in making decisions (Brown, 2008). Employee productivity is considered as one of the major determinants for organizational success (Najeeb, 2013) which emanates from competent management (Vrat et al, 2009) and through effective training and development programs (Nelson et al, 2012; Bhat, 2013). For this reason, organizations must strive in identifying significant factors that are responsible in influencing employee productivity as well as developing suitable training and development programs that will facilitate and leads towards organizational productivity.

Training and development is regarded as a very important tool that is effective and essential towards achieving organizational mission, objectives and goals which in turn result to increased productivity (Colombo & Stanca, 2008; Sepulveda, 2010;). In the same vein, Glaveli & Karassavidou (2011) asserts that adequate provision of appropriate training to employees often leads to reduction in cost of production, increased innovation and higher productivity. In addition, Rowden (2002) assert that training can be used to improve employee job satisfaction which may also lead to increased productivity. Thus, implying that training can lead to employee satisfaction which in turn will reflect on his level of productiveness.

However, Kawara (2014) opined that associating reward to productivity and performance through various incentive schemes either financial (cash bonuses) or non-financial (recognition, awards, vacation,) is a common approach that leads to employee satisfaction and can influence employee productivity. This indicates that a trained employee can still be less productive if there is absence of certain environmental factors such as good corporate culture, power & politics within the organization, group dynamics, job design and an effective appraisal system. For this reason, these environmental factors must be considered in the quest for achieving the effectiveness of training as well as ensuring its positive impact on employee productivity (Wright & Geroy, 2001).

From the foregoing, it can be observed that employee productivity can be influenced by numerous factors either behavioural or environmental as disclosed by several scholars ranging from enhanced working environment, management-subordinate relationship, reward systems, safety and equipment. This imply that training alone without considering other factors may not be enough for the attainment of employee productivity. The productivity of an employee depends not only on training but the level of employee freedom (allowing him/her to put into practice whatever learnt during the training and development exercise, taking part in strategic decision making process and freely decides on the jobs they are responsible for) coupled with the availability of certain environmental factors such as conducive working environment. However, effective training can be considered as a major factor for enhanced employee productivity because employees can be



satisfied when they have the feeling of being competent and capable of handling their jobs effectively and efficiently. Therefore, employees who undergo effective training programs often display higher level of job satisfaction and tends to be more productive.

### **Relationship Between Employee Training, Development & Productivity**

Training and development programs are geared towards meeting certain specific needs which includes positively increasing productivity of employees as well as that of the organization and to further control or avert any potential loss resulting from either human or financial cost associated to employee's turnover (Owens, 2006). Employee training is highly related to productivity (Nelson et al, 2012) that helps in generating numerous benefits for both the employee and the organization ranging from enhancing employees' knowledge, skills, behaviour and competences that when properly translated into real life work situations will result to an increase in revenue and profitability (Khan et al, 2011). Asim (2013) opines that there is a linear relationship between employee training, development and productivity (which implies that the higher the level of training received by an employee, the higher is the level of his productivity and vice-versa). This linearity can be displayed through a significant positive change in trained employees work-related attributes such as knowledge and skills improvement, behavioural modification and higher productivity (Hung, 2010). One of the major crucial human resource practices that has great influence on the quality of employee's knowledge, capabilities and possessed skills resulting to higher employee productivity is identified as training and development (Guest, 1997). Thus, signifying the existence of a positive relationship between training and productivity. Satterfield & Hughes (2007) stated that the behaviour and work-related skills of employees are greatly influenced by training which to a large extent positively contributes to employee's productivity. Programs involved in training and development has positive impact on employee knowledge, development of advanced skill and enriching the job, thereby reducing the rate of attrition, increasing job retention and additional value to the workforce (Kaur, 2016). According to Bartel (2004) effective employee training and development and higher productivity are correlated positively but can only yield a desired result when other environmental factors are considered (Khan et al, 2011; Nelson et al, (2012) which to a large extent leads to organizational productivity. Similarly, Swart et al (2005) asserts that training is a tool used by various organizations to bridge the existing gap in required skills (skill deficit) which is related to employee productivity through enhancing his knowledge, skills and competences on the job. Therefore, lack of training will adversely affect the productivity of an employee, as trained employees are more competent and happier to perform their jobs with enthusiasm and great motivation, thereby making them highly productive while untrained employee feel depressed and demotivated which often makes them less productive which in turn affects organizational productivity, growth and development. Employee training is one of the keys that significantly increases productivity (employee & organizational) that results to putting the organization in a position that is more desirable in meeting and surpassing competition. This implies that organizations that offer training to their employees are more likely stand to be better than organizations that do not see it as important or necessary.

The relationship that exist between training and development on employee productivity has been evidently presented in the existing literature by several scholars. For instance, Riyaz (2004) in his study titled "Training effectiveness in public and private sector commercial banks" using two commercial banks as case study (State Bank of India & Jammu & Kashmir Bank Limited) focusing on

training inputs, attitude of management towards training, transfer of training skills on the job and quality of training embarked upon. Being a comparative study, the author concludes that transfer of objectives of training to the job can only be achievable resulting to higher employee productivity when the assessment of training needs is conducted prior to the implementation of training program. Thus, indicating the existence of a positive relationship between training and development and productivity. Another study by Dearden, Reed & Reenen (2006) on "The impact of training on productivity and wages" using varied techniques of estimation to find out the extent to which training influence productivity and wages, using British industries discovered that training (work-related) is significantly associated with higher productivity with an increase of 0.6% per hour of value addition and 0.3% increase per hour of wages associated to 1% increased training point. Similarly, Konings & Vanormelingen (2010) studied "The impact of training of firm provided training on both wages and productivity" using data from 170,000 active firms in Belgium. The study showed that the increase experienced in the employee marginal productivity is greater than that of its wages, signifying that on the average the premium productivity of a trained employee is about 23% and that of wages is 12%. Thus, implying that training has more impact on productivity than wages. Furthermore, a research by Shefali et al, (2011) on "Training as it affects insurance organization and its impact on employee productivity" the research focuses on employees' knowledge, skills and work-related attitude in relation to performing job task. The authors provide important guides on suitable methods of training to the management of the insurance organization and concludes that there is a positive relationship between training and employee productivity.

However, an extensive literature review conducted by Singh & Mohanty (2012) titled "Measuring the Impact of Training and Development on Employees' Productivity in various Sectors & Industries" found a varied result. The general findings from the study were that, training and development has a high impact on employee productivity of the agricultural & automobile industry and a very low impact on luxury products and service industry such as banks, insurance. They further concluded that the relationship between training and productivity exist even though its impact varies depending on sectors and industries and employee productivity is also influenced by market and macro-economic factors. Thus, indicating that the impact of training and development on employees' productivity varies from one sector / industry to another.

From the studies above, it can be observed that training and development are regarded as behavioural factors that aid employees' learning and have positive impact on employees' productivity. Employees' who partake in training and development programs are more likely to have greater knowledge of the job and well informed about modern work practices which in turn increase productivity than employees' who did not partake in training and development programs. Moreover, other factors such as organizational structure, work environment, wages and market forces also play a vital role towards enhancing employee productivity. Hence, training is a veritable tool used in enhancing employee's knowledge, skills and behaviour which in turn reflects on his ability to undertake his work effectively and efficiently and this also depends to large extent on the availability of equipment, conducive work environment, wages, and other environmental factors to achieve a desired result.

### Methodology

Methodology includes critical conceptual reviews (synthesis) of related literature on the impact of training and development on the employees' productivity. It is based on the analysis and insights drawn from the existing literature of numerous studies on training and employees' productivity

(articles, periodicals, books). The resources (articles) used in reviewing the literature are sourced using search engines and data bases such as Web of Science, Science Direct, Google scholar, and EBSCO to source for related articles. The entire search was limited to peer reviewed articles published in English language within the period of 2000 to 2018, which were reviewed critically and further analysed. The rationale behind the period restriction was to get broad and latest information from current related articles and latest findings on the topic. Key words utilized in search for useful and related information includes; Human Capital, Training, Development, Employee, and Productivity.

## Findings & Implications

Based on the above literature, it has been found that employees are the most active, unique and valued organizational resources that competitors cannot imitate. They must also be managed effectively and efficiently to enhance organizational productivity and performance. Training and development have also been identified to have a positive impact on employee productivity which is in line to previous research findings (Riyaz, 2004; Dearden et al, 2006; Konings & Vanormelingen, 2010; Verma & Goyal, 2011; Sultana et al, 2012; Bhat, 2013; Kaur, 2016). The objectives of training are basically found to be varied depending on the organizational needs, manpower survey, employee appraisal system, technical analysis, personal development plans and organizational desire to increase productivity. Business organizations in the 21<sup>st</sup> century engage in training and development programs to purposely increase productivity, profitability, meet & surpass competition, enhance organizational development, achieve growth and sustainability. It was also discovered that training and development is an important tool used by organizations to improve employee morale, self - efficacy, reduce labour turn over, increase job satisfaction, bridging skill gap, managing organizational change, increase job satisfaction and increase both employee and organizational productivity (Bhat, 2013; Cole 2002; Rowden & Conine, 2005). The above result is in tendon with the findings of Nelson et al, 2012 & Kaur, 2016 who found that training and development is highly related to employee productivity as well as being a significant contributor towards improving employee's morale, increase job satisfaction, reduces employee attrition and use in equipping employees to meet market competition which often leads to organizational productivity. Organizational productivity & performance to large extent depends on employee productivity which in turn depends on employee training and development. However, training and development is considered a behavioural factor and will only yield a desired level of productivity when coupled with other environmental factors such as reward system, equipment, conducive environment and work safety (Wright & Gerov, 2001; Nilsen, 2002; Brown, 2008; Kawara, 2014). Training and development help in improving employee's knowledge, skills, attitudes, job competences, new work practices and prepare them for future challenges which allows them to confront the modern business environment and are abreast with modern ways of performing job task leading to employee job satisfaction and productivity (Kaur, 2016). Moreover, trained and skilled employees have the ability and competence in discharging their responsibilities better and tends to be more productive than the employees who are not trained and unskilled (Kaur, 2016). One of the more significant findings to emerge from the literature reviewed is that training and development are instruments that aids the learning process and majorly concerned with advancing knowledge, skills, behaviour and competencies which is also a determinant of employee productivity. It is a critical tool used by several business organizations towards mission and vision realization (Imran & Tanveer, 2015).

### Implications

The above findings have the following significant implications for policy makers (organizations, government), future research, theory and practice:

- The work environment of the 21<sup>st</sup> century is more likely to be of tremendous advantage to organizations that learn fast through training and development and can quickly adapt to the dynamics of the environment than their competitors.
- Employees who are trained are more likely to be happier and satisfied with their jobs which influence their commitment and productivity than employees who are not trained and possibly gets frustrated and dissatisfied which may result to inefficiency, lack of confidence and being less productive.
- The findings reveal that organizations interested in achieving high level of productivity and profitability must have an effective and efficient workforce management that lay emphasis on imparting additional knowledge, skills, competencies and modern work practices that can be gained through training and development.
- It is important to note from the findings that organizations investing in employee training and development are likely to be more valued by its workforce and have better chance of benefiting from high employee commitment, morale and high level of productivity, which is much likely to have positive effect on employee productivity.
- Training and development from the above finding is a means of strengthening the strategic capacity of a business organization through reskilling and upskilling its workforce (employees) to meet up with the recent technological breakthroughs, and innovations in modern work environment, these practices are likely to have much effect in real situations.
- This project is a conceptual literature review and is limited to training and development aspect of behavioural factors influencing employee productivity. This means that the findings cannot be generalized which therefore lead to the need for further empirical or case study research on training and development or other behavioural factors such as team work and empowerment as well as environmental factors (conducive working environment, safety conditions, equipment and freedom).
- A major contribution of the findings of this project has been to confirm the relevance of training and development towards influencing employee productivity and the urgent need to address the skills gap created by technological breakthrough and globalization. This skills gap has much effect on both employee and organizational productivity and can be addressed reasonably through training and development.

### Conclusion & Recommendations

This project is basically aimed at assessing the impact of training and development on employees' productivity with a view to examine the relationship between them. Based on the findings of the project, it was concluded that training and development has positive impact on employee productivity and that training and development programmes significantly influence employee productivity. Therefore, to achieve the benefits of training and development, organizations should conduct manpower survey to identify the causes of less productiveness, where and how to address the problem, what type of training is required and for who in order to avoid unnecessary expenses and achieve desired training outcome. It is also recommended that business organizations should lay

emphasis on training and development of their workforce in order to meet up with the challenges, dynamic trends and market competition in this current era of the Fourth Industrial Revolution. The limitation of this project is that, it is a conceptual review and it mainly focused on the direct link between training and development and employee productivity. Further research could usefully explore and include moderating factors such as age, level of education, gender, or other behavioural factors such as team work and empowerment. Additionally, future empirical /case study research on this topic is needed to fully understand the impact of training and development on employee productivity and its implications in the 21<sup>st</sup> century.

## References

- Abomeh, O. S & Peace. N.N (2015). Effects of Training on Employees' Productivity in Nigeria Insurance Industry. *British Journal of Economics, Management & Trade*, Vol.7(3), pp. 227-235.
- Aguinis, H. & Kraiger, K. (2009). 'Benefits of Training and Development for Individuals and Teams, Organizations, and Society', *Annual Review of Psychology*, Vol. 60, pp. 451-474.
- Akbar, A., & Mattoo, A. R. (2010). Training Delivery and Methodology among Banks (An Empirical Study). *International Journal of Research in Commerce & Management*, Vol.1(7), pp. 28-36.
- Akdere, M. (2003). Action research paradigm in the field of training and development. *Journal of European Industrial Training*, Vol. 27 (8), pp. 413-422.
- Armstrong, M. (2009). *Armstrong's handbook of Human Resource Management Practice* (11th ed.). London (UK) and Philadelphia (USA): Kogan Page Limited.
- Armstrong, M. (1998); *Human Resource Management: Strategy and Action*, Irwin, Boston.
- Al-Azmi, N., Al-Lozi, M., Zu'bi, Z., & Dahiyat, S. (2012). Patients Attitudes toward Service Quality and its Impact on their Satisfaction in Physical Therapy in KSA hospitals. *European Journal of Social Sciences*, Vol. 34(2), pp. 300-314.
- Almajali, D. A., Masa'deh, R., & Tarhini, A. (2016). Antecedents of ERP Systems Implementation Success: A Study on Jordanian healthcare sector. *Journal of Enterprise Information Management*, Vol. 29(4), 549-565.
- Alshurideh, M., & Alkurdi, B. (2012). The Effect of Customer Satisfaction upon Customer Retention in the Jordanian mobile market: An Empirical Investigation. *European Journal of Economics, Finance and Administrative Sciences*, Vol. 47(12), pp. 69-78.
- Altamony, H., Tarhini, A., Al-Salti, Z., Gharaibeh, A. & Elyas, T. (2016). The Relationship Between Change Management Strategy and Successful Enterprise Resource Planning (ERP) Implementations: A Theoretical Perspective. *International Journal of Business Management and Economic Research*, Vol. 7(4), pp. 690-703.
- Asim, M. (2013). 'Impact of Motivation on Employee Performance with Effect of Training: Specific to Education Sector of Pakistan', *International Journal of Scientific and Research Publications*, Vol. 3(9), pp. 1-9.
- Baum, T. (2007) 'Skills, Training and Development within an Insular Labour Market: The Changing Role of Catering Managers in the Healthcare Environment', *Journal of Management Development*, Vol. 26(2), pp. 132-147.
- Baron, A. & Armsthong, M. (2007). *Human Capital Management: Achieving Added Value through People*. USA: Kogan Page Limited.
- Barrett, A. & O'Connell, P. J. (1999). Does Training Generally Work? The Returns to In-Company Training, IZA Discussion Papers, No. 51, Institute for the Study of Labor (IZA), Bonn. [online]. Available at: <http://hdl.handle.net/10419/20887>. [Accessed; 19 Sept., 2019].
- Barsh, J., Capozzi, M. M., & Davidson, J. (2008). "An Executive take on the top Business Trends", a McKinsey Global Survey. McKinsey Quarterly (2008), [online]. Available at: <https://www.immagic.com/eLibrary/ARCHIVES/GENERAL/MCKNSYUS/M080104B.pdf> [Accessed 18 may, 2019].
- Bartel, A. (2004). Human Resource Management and Organizational Performance: Evidence from Retail Banking. *Industrial and Labour Relations Review*, Vol. 57(2), pp.181- 203.

- Becker, G.S. (1993). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education* (3rd Ed.). Chicago: University of Chicago Press.
- Bhat, Z. H. (2013). Impact of Training on Employee Performance: A Study of Retail Banking Sector in India. *Indian Journal of Applied Research*, Vol. 3(6), pp. 292-293.
- Bramley, P. (2003). *Evaluating Training* (2nd ed.). CIPD UK.
- Brown, M. (2008). Assessment Methods in Recruitment, Selection and Performance: A Manager's Guide to Psychometric Testing, Interviews and Assessment Centres. *Library Review*, Vol. 57(2), pp.158-160.
- Chen, H. C., Holton, E. F., & Bates, R. (2005). Development and Validation of the Learning Transfer System Inventory in Taiwan. *Human Resource Development Quarterly*, Vol. 16 (1), pp. 55-84.
- Chen, H. M. & Lin, K.J. (2005). The Role of Human Capital Cost in Accounting. *Journal of Intellectual Capital*, Vol. 5 (1), pp. 116 – 130.
- Cole, G.A. (2002). *Personnel and Human Resource Management*, 5th Ed. Continuum London: York Publishers.
- Chiaburu, D.S. & Tekleab, A.G. (2005) Individual and Contextual Influences on Multiple Dimensions of Training Effectiveness. *Journal of European Industrial Training*, Vol. 29(8), pp. 604-626.
- Colombo, E., & Stanca, L. (2008): "The Impact of Training on Productivity: Evidence from a Large Panel of Firms," Working papers 134, University of Milano-Bicoca. [Online]. Available at: <https://EconPapers.repec.org/RePEc:mib:wpaper:134> [Accessed on 29 June, 2019].
- Dearden, L., Reed, H., & Reenan, J.V. (2006). "The Impact of Training and Productivity and Wages: Evidence from British Panel Data," *Oxford Bulletin of Economics and Statistics*, Vol. 68(4), pp. 397- 421.
- Dessler, G. (2005). *Human Resource Management* (10th Ed.). London: Prentice Hall. 14.
- Dessler, G., & Varkkey, B. (2009). *Human Resource Management* (11th Ed). Amazon Paperback Publishers: Pearson Education.
- Elnaga A. & Imran, A. (2013). "The Effect of Training on Employee Performance". *European Journal of Business and Management*, Vol. 5(4), pp. 137-147.
- Falola, H. O., Osibanjo, A. O. & Ojo, S. I. (2014). Effectiveness of Training and Development on Employees' Performance and Organisation Competitiveness in the Nigerian Banking Industry. *Bulletin of the Transilvania University of Braşov Series V: Economic Sciences*, Vol. 7 (56) No. 1. Pp. 161-170.
- Ferreira, A., & Du Plessis, T. (2009). Effect of Online Social Networking on Employee Productivity. *South African Journal of Information Management*, Vol. 11(1), pp. 1-11.
- Fitz-enz, J. (2009). *The Return on Investment of Human Capital*. Second edition. USA: JamacomAmerican Management Association
- Garavan, T.N. (1997). Training, Development, Education and Learning: Different or the Same? *Journal of European Industrial Training*, Vol. 21(2), pp. 39–50.
- Glaveli, N. & Karassavidou, E. (2011) Exploring a Possible Route through which Training affects Organizational Performance: The Case of a Greek Bank. *The International Journal of Human Resource Management*, Vol. 22 (14), pp. 2892-2923
- Guest, D. E. (1997). *Human Resource Management and Industrial Relations*. *Journal of Management Studies*, Vol. 24 (5), pp. 503–521.
- Hajir, J. A., Obeidat, B. Y., & Al-dalahmeh, M. A. (2015). The Role of Knowledge Management Infrastructure in Enhancing Innovation at Mobile Telecommunication Companies in Jordan. *European Journal of Social Sciences*, Vol. 50(3), pp. 313-330.
- Hameed, A., & Waheed, A. (2011). Employee development and its effect on employee performance: A Conceptual Framework. *International Journal of Business and Social Science*, Vol. 2 (13), pp. 224-229.
- Hameed, A., & Amjad, S. (2009). Impact of Office Design on Employee's Productivity: A Case Study of Banking Organizations of Abbottabad, Pakistan. *Journal of Public Affairs, Administration and Management*, Vol. 3(1), pp.1-13.
- Hanaysha, J. (2016). Testing the Effects of Employee Empowerment, Teamwork, and Employee Training on Employee Productivity in Higher Education Sector. *International Journal of Learning & Development*, Vol. 6 (1), pp. 164-178.

- Hazra, K., Ghosh, P., & Sengupta, P.P (2017). Importance of Training and Development and its Impact on Employees' of Hotels in Kolkata, India: An empirical study. *Journal of Tourism and Hospitality Management*, Vol. 5 (2), pp. 23-33.
- Hung, T. K. (2010). An Empirical Study of the Training Evaluation Decision-making Model to Measure Training Outcome. *Journal of Social Behaviour and Personality*, Vol. 38(1), pp. 87-102.
- Hutchings, K., Zhu, C. J., Cooper, B. K., Zhang, Y. & Shao, S. (2009). "Perceptions of the Effectiveness of Training and Development of 'Grey collar' Workers in the People's Republic of China". *Human Resource Development International*, Vol.12 (3), pp. 279-296.
- Imran, M. & Tanveer, A (2015). Impact of Training & Development on Employees' Performance in Banks of Pakistan. *European Journal of Training and Development Studies*, Vol. 3 (1), pp.22-44.
- Infande, A. (2015). The Four Basic steps in the Training Process, Kindle Edition
- Jeffrey, M. A. (2005). Strategic Human Resource Management. Second Edition. South-Western College Pub.
- Jelena, V. (2007): "Employee Training and Development and The Learning Organization". *Facta Universitatis Series; Economics and Organization*, Vol. 4 (2), pp. 209 – 216.
- Jones, G.R. & Wright, P.M. (1992), "An Economic Approach to Conceptualizing the Utility of Human Resource Management Practices", in Rowland, K. and Ferris, G. (Eds), *Research in Personnel and HRM*, Vol. 10, pp. 31-72. Greenwich, CT: JAI Press.
- Kaur, J. (2016). Impact of Training and Development Programmes on the Productivity of Employees in the Banks. *Journal of Strategic Human Resource Management*. Vol. 5 (1), pp. 48-53.
- Kawara, P. (2014). Effects of Reward Systems on Employee Productivity in Catholic University of Eastern Africa. *International Journal of Recent Research in Commerce Economics and Management*, Vol. 1(2), pp. 1-4.
- Khan, T., Jam, F., Akbar, A., Khan, M., & Hijazzi, S. (2011). Job Involvement as Predictor of Employee Commitment: Evidence from Pakistan. *International Journal of Business and Management*, Vol. 6(4), pp. 252-262.
- Khan, A. G., Khan, F. A., & Khan, M. A. (2011). Impact of Training and Development on Organizational Performance. *Global Journal of Management and Business Research*, Vol.11(7), pp. 63-68.
- Jehanzeb, K. & Bashir, N.A. (2013). Training and Development Program and its Benefits to Employee and Organization. (A Conceptual Study). *European Journal of Business and Management*, Vol. 5(2), pp. 243-252.
- Kien, B. T. (2012). Factors affecting the Fluctuation of Labour Productivity in the Construction Projects. (Master Thesis, University of Economics), Ho Chi Minh, Vietnam.
- Konings, J., & Vanormelingen, S. (2010). "The Impact of Training on Productivity and Wages: Firm Level Evidence," IZA Discussion Paper 4731, Institute for the study of Labour (IZA), Bonn, [Online]. Available at: <http://ftp.iza.org/dp4731.pdf> [Accessed on 20 June 2019].
- Kulkarni, P.P. (2013). A Literature Review on Training & Development and Quality of Work Life. *Journal of Arts, Science & Commerce*, Vol. 4 (2), pp. 136-143.
- Lottum, J. V. Z., & Jan L.V. (2014). Labour Productivity and Human Capital in the European Maritime Sector of the Eighteenth Century. *Explorations in Economic History*, Vol 53. pp. 83-100,
- Mahmood, K & Azhar, S M. (2015). Impact of Human Capital on Organizational Performance: A case of Security Forces. *Pakistan Journal of Science*. Vol. 67 (1), pp. 102-108.
- Mamoria, C.B. (1995). Personnel Management, Himalaya Publishing House New Delhi.
- Masa'deh, R. (2013). The Impact of Information Technology Infrastructure Flexibility on Firm Performance: An Empirical Study of Jordanian Public Shareholding Firms. *Jordan Journal of Business Administration*, Vol. 9 (1), pp. 204-224.
- Masa'deh, R., Tarhini, A., Al-Dmour, R. H., & Obeidat, B. Y. (2015). Strategic IT-Business Alignment as Managers' Explorative and Exploitative Strategies. *European Scientific Journal*, Vol. 11(7), pp. 437-457.
- Masa'deh, R., Obeidat, B., & Tarhini, A. (2016). A Jordanian empirical study of the Associations among Transformational leadership, Transactional leadership, Knowledge sharing, Job performance, and Firm performance: A structural equation modelling approach. *Journal of Management Development*, Vol. 35(5), pp. 681-705.

- McClelland, S. D. (2002). "A Training Needs Assessment for the United Way of Dunn County Wisconsin". The Graduate School, University of Wisconsin-Stout, Menomonie, USA, Retrieved from <http://www2.uwstout.edu/content/lib/thesis/2002/2002mcclellands.pdf>. [Accessed on 17 June 2019].
- McKinsey Quarterly (2006). An Executive take on the top Business Trends. A McKinsey Global Survey. [Online]. Available at: <https://www.coursehero.com/file/13243249/Business-Trend/> [accessed June 28, 2019].
- Mathis, R.L., & Jackson, J.H. (2008). Human Resource Management. (12th ed.). Cengage Learning.
- Meyer, P.J. & Smith, A.C. (2000), "HRM Practices and Organisational Commitment: Test of a Mediation Model", *Canadian Journal of Administrative Sciences*, Vol. 17 (4), pp. 319-331.
- Najeeb, A. (2013). The Impact of Training and Information and Communication Technology on Employees Performance: An Empirical Study on Pharmaceutical Manufacturing Companies in Amman, Master's Dissertation, Middle East University, Amman, Jordan. [Online]. Available at: [https://www.meu.edu.jo/uploads/1/58734c8ae5797\\_1.pdf](https://www.meu.edu.jo/uploads/1/58734c8ae5797_1.pdf) [Accessed on 10 June 2019].
- Nelson, J., Hilary, V. & Michael, N. (2012). Relationship between on the Job Training and Employee's Performance in Courier Companies in Dar es Salaam, Tanzania, *International Journal of Humanities and Social Science*, Vol. 2 (22), pp. 114-120.
- Newstrom, J. (2002) Making Work Fun: An Important Role for Managers. *Advanced Management Journal*, Vol. 67 (1), pp. 4-8.
- Nezan, H. K; Ataffar, A; Isfani, A. N; & Shahin, A. (2013). The Impact of Structural Capital on New Product Development Performance Effectiveness: The Mediating Role of New Product Vision and Competitive Advantage. *International Journal of Human Resource Studies*, Vol. 3 (4), pp. 281-301.
- Nilsen, J. H. (2002). "Trade Credit and the Bank Lending Channel", *Journal of Money, Credit and Banking*, Blackwell Publishing, Vol. 34(1), pp. 226-253.
- Nishtha, L. & Amit M. (2010), "How Training Jump-Starts Employee Performance", *Indian Management*, Vol. 49 (6), pp. 14-18.
- Ngu, S.M. (1994). Personnel Management in Nigeria, Principles and Practice; Zaria:
- Noe, R. A. (2008). Employee Training & Development. New York: MacGraw-Hill, Inc.
- Onyango, J. & Wanyoike, D. (2014). "Effects of Training on Employee Performance: A Survey of Health Workers in Siaya County, Kenya", *European Journal of Material Sciences*, Vol. 1(1), pp. 11-15.
- Owens, P. L. (2006). One more reason not to cut your training budget: The Relationship Between Training and Organisational Outcomes. *Public Personnel Management*, Vol. 35(2), pp. 163-171.
- Orozco, J., Tarhini, A., Masa'deh, R., & Tarhini, T. (2015). A framework of IS/Business Alignment Management Practices to Improve the Design of IT Governance Architectures. *International Journal of Business and Management*, Vol. 10(4), pp. 1-12.
- Obeidat, B. Y., Al-Suradi, M., & Tarhini, A. (2016). The Impact of Knowledge Management on Innovation: An Empirical Study on Jordanian Consultancy Firms. *Management Research Review*, Vol. 39(10), pp. 1214-1238.
- Obeidat, B. Y., Al-Sarayrah, S., Tarhini, A., Al-Dmour, R. H., Al-Salti, Z., & Sweis, R. (2016). Cultural Influence on Strategic Human Resource Management Practices: A Jordanian Case Study. *International Business Research*, Vol. 9(10), pp. 94-114.
- Obeidat, B. Y., Hashem, L., Alansari, I, Tarhini, A., & Al-Salti, Z. (2016). The Effect of knowledge Management uses on Total Quality Management Practices: A Theoretical Perspective. *Journal of Management and Strategy*, Vol. 7(4), pp. 18-29.
- Obisi, C. (2011). Employee Training and Development in Nigerian Organisations: Some observations and agenda for research. *Australian Journal of Business and Management Research*, Vol. 1 (9), pp. 82-91.
- Philip, O. O., & Ikechukwu, D. (2018). Impact of Human Capital Development on Employee Performance: A study of Selected Oil Service Firms in Rivers State, Nigeria. *International Journal of Social Sciences and Management Research*, Vol. 4 (3), pp 56-69.
- Pilbeam, S., & Corbridge M. (2002). People Resourcing: HRM in practice (2nd ed.). UK: Financial times, prentice hall.



- PwC, (2018). *Will robots really steal our jobs? An international analysis of the potential long-term impact of automation*. [Online]. Available at: <https://www.pwc.co.uk/economic-services/assets/international-impact-of-automation-feb-2018.pdf> .[Accessed on 18 June 2019].
- Rama, V. D. & Nagurvali, S. (2012): "Training & Development – A Jump Starter for Employee Performance and Organizational Effectiveness". *International Journal of Social Science & Interdisciplinary Research*, Vol.1(7), pp. 202-207.
- Riyaz, R. (2004). Training Effectiveness in Public Sector and Private Sector Commercial Banks: A Micro-Level Comparative Study. *Management and Change*, Vol.8(1 & 2), pp. 49-67.
- Ruth, T. & Doug, D. (2004). "Aspects of Training and Remuneration in the Accommodation Industry: A comparison between Australian and Singaporean providers". *Journal of European Industrial Training*, Vol. 28 (6), pp. 466-473,
- Romer, P.M. (1990). Capital, Labour and Productivity Brookings papers on Economic Activity micro- economics, Vol. 21(1990), pp. 337- 367.
- Rowden, R.W. & Conine Jr., C.T. (2005) The Impact of Workplace Learning on Job Satisfaction in Small US Commercial Banks. *Journal of Workplace Learning*, Vol. 17 (4), pp. 215-230.
- Sabir, R. I., Akhtar, N., Bukhari, F. A. S., Nasir, J., & Ahmed, W. (2014). Impact of Training on Productivity of Employees: A Case study of Electricity Supply Company in Pakistan. *International Review of Management and Business Research*, Vol. 3(2), pp. 595-606.
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K.A. (2012). The Science of Training and Development in Organizations: What matters in practice. *Psychological Science in the Public Interest*, Vol. 13(2), pp. 74-101.
- Satterfield, J. M. & Hughes, E. (2007). Emotion Skills Training for Medical Students: A Systematic Review. *Medical Education*, Vol. 41(10), pp. 935–941.
- Sepúlveda, F. (2010). Training and productivity: evidence for US manufacturing industries. *Oxford Economic Papers*, Vol. 62(3), pp. 504-528.
- Shannak, R., & Almajali, D. (2010). Information Technology Investments: A literature review. *Proceedings of the 14th IBIMA Conference on Global Business Transformation through Innovation and Knowledge Management: An Academic Perspective*, Istanbul-Turkey, 23rd-24th June, pp.1356-1368.
- Sheeba, H. (2011), "A Study of Effectiveness of Training and Development Programmes of UPSTDC, India – An analysis". *South Asian Journal of Tourism and Heritage*, Vol. 4 (1), pp. 72-82.
- Singh, R., & Mohanty, M. (2012). Impact of training practices on employee productivity: A comparative study. *Inter-science Management Review (IMR)*, Vol. 2(2), pp. 87-92.
- Sultana, A., Irum, S., Ahmed, K., & Mehmood, M. (2012). Impact of training on employee performance: A Study of telecommunication sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, Vol. 4(6), pp. 646-661.
- Sumual, T., Kawulur, A. F., & Manaroinsong, J. (2017). "Increasing Employee Productivity through Human Capital and Organizational Capital." *International Journal of Business and Management Invention (IJBMI)*, Vol. 6 (9), pp. 16–21.
- Swanson, R.A., & Holton, E.F., (2001). *Foundations of Human Resource Development*. Berrett-Koehler, San Francisco, CA.
- Swart, J., Mann, C., Brown, S. & Price, A. (2005). *Human Resource Development: Strategy and Tactics*, Elsevier Butterworth-Heinemann Publications, Oxford.
- Tahir, N., Yousafzai, I. K., Jan, S., & Hashim, M. (2014). The Impact of Training and Development on Employees Performance and Productivity: A case study of United Bank Limited Peshawar City, KPK, Pakistan. *International Journal of Academic Research in Business and Social Sciences*, Vol. 4 (4), pp. 86-98.
- Training Industry, (2012). Top 20 Training Outsourcing Companies, Available at: <http://www.trainingindustry.com/training-outsourcing/top-companies-listings/2012/2012-top-20-training-outsourcing-companies.aspx> .[Accessed on 20 June, 2019].
- United Nations Economic Commission for Africa (1991). *Africa's Human Resource Agenda for 1990s and beyond*. Report of the Fourth Meeting of the ECA conference of Ministers Responsible for Human

- Resources planning Development and utilization. [Online]. Available at: <http://repository.uneca.org/bitstream/handle/10855/1803/Bib-13323.pdf?sequence=1> [accessed 6 July 2019].
- Valle, R., Martin, F., Romero, P.M. & Dolan, S. (2000), "Business strategy, work processes and human resource training: are they congruent?". *Journal of Organizational Behaviour*, Vol. 21(3), pp. 283-297.
- Vasudevan, H. (2014). Examining the Relationship of Training on Job Satisfaction and Organizational Effectiveness. *International Journal of Management and Business Research*, Vol. 4(3), 185-202.
- Verma, S. & Goyal, R. (2011). A Study of Training in Insurance and their Impact on Employees Productivity". *International Journal of Research in Economics and Social Sciences*, Vol. 1(1), pp. 31-45.
- Vrat, P., Sardana, G. D., & Sahay, B. S. (2009). Productivity Measurement for Business Excellence. Alpha Science International, Oxford, U. K.
- Wajidi, A. & Tabassum, S. (2016). Dynamics of Training & its Vital Role for Organizational Development. *International Journal of Managerial Studies & Research (IJMSR)*, Vol. 4 (3), pp. 18-24.
- Weatherly, A.L (2003). The Value of People: The Challenges and Opportunities of Human Capital Measurement and Reporting, *Research Quarterly*, Society for Human Resources Management. [Online]. Available at: [https://www.academia.edu/2654597/The\\_Value\\_of\\_People\\_The\\_Challenges\\_and\\_Opportunities\\_of\\_Human\\_Capital\\_Measurement\\_and\\_Reporting](https://www.academia.edu/2654597/The_Value_of_People_The_Challenges_and_Opportunities_of_Human_Capital_Measurement_and_Reporting) [Accessed: 28 June 2019].
- Wheelen, T. L. & Hunger, J. D. (2012). Strategic Management and Business Policy: Toward Global Sustainability. Pearson/Prentice Hall, NJ: USA.
- World Economic Forum, (2018). *Towards a Reskilling Revolution: A Future of Jobs for All*. [online]. Available at: [http://www3.weforum.org/docs/WEF\\_FOW\\_Reskilling\\_Revolution.pdf](http://www3.weforum.org/docs/WEF_FOW_Reskilling_Revolution.pdf) [Accessed 18 May, 2019].
- Wright, P. & Geroy, D.G. (2001), "Changing the Mindset: The training myth and the need for word-class-performance". *International Journal of Human Resource Management*, Vol. 12 (4), pp. 586-600.
- Youndt, M.A., Snell, S.A., Dean, J.W. & Lepak, D.P. (1996), "Human Resource Management, Manufacturing Strategy and Firm Performance". *Academy of Management Journal*, Vol. 39(4), pp. 836-66.
- Zhou, Y., Zhang, Y., & Montoro-Sánchez, Á. (2011). Utilitarianism or Romanticism: The Effect of Rewards on Employees' Innovative Behaviour. *International Journal of Manpower*, Vol. 32(1), pp. 81-98.