

## The Use of Questionnaire Method to Evaluate the Impact of Training and Development in Achieving Organizational Goals

Ede Titus Eguji (REV FR)

Faculty of Social Sciences Department of Sociology and Anthropology Enugu State University of Science and Technology, Enugu, Nigeria

### \*Corresponding author

Ede Titus Eguji

### Article History

Received: 12.09.2018

Accepted: 27.09.2018

Published: 30.10.2018



**Abstract:** The study was on the use of the questionnaire method to evaluate the impact of training and development in achieving organizational in an organization. Questionnaires method can be an effective means of measuring the behavior, attitudes, preferences, opinions and, intentions of relatively large numbers of subjects more cheaply and quickly than other methods. A significant distinction is between open-ended and closed questions. The specific objectives include to: Examine the use of questionnaire method in assessing training in an organization, ascertain the effect of questionnaire method in determining the level of assimilation of practice by participants in an organization, evaluate the impact of questionnaire method in assessing output in an organization. The theories used include Social learning theory, Constructivism learning theory, Training engagement theory. The success of any organization depends on its ability to get the right people, in the right place at the right time. Defining requirements for a certain job; attracting candidates, and selecting candidates and E-recruitment or online recruitment uses websites to recruit staff. It costs significantly less than traditional methods. I conclude that the questionnaire method can be used to reveal information, attitude, perception, experience and preparedness levels about training and development. I recommend that the questionnaire should be from time to time to educate the staff of the organization on how they could respond to organizational goals. Training should be from time to time to inform the management staff of the organization on how they could react to organizational goals and objectives.

**Keywords:** Questionnaire, training, and development.

### INTRODUCTION

Identifying training needs and impacts is a process of information gathering. Data collection is instrumental in understanding how each employee's knowledge, skills, and abilities can vary performances. The questionnaire is a popular and fundamental tool for acquiring information. Good questionnaire design is crucial to generate data conducive to the goals of an investigation. This will ensure that participants understand the aim and carefully answer questions of the survey [1]. The objective of a study is to get facts. Thus, an investigation is not something that should be done haphazardly or without a clear plan in mind. This deals with the collection of data for dealing with the individual's or the organization's current situation. More data broaden the minds of those who will use the data to solve organizational problems. New ideas come more easily if there are lots of facts to be used as bases [2]. Human capital can be regarded as the prime asset of an organization and businesses need to invest in that asset to ensure their survival and growth. The organization should ensure that it obtains and retains a skilled, committed and well-motivated workforce it needs. This means taking steps to assess and satisfy

future people requirements and to enhance and develop the inherent capacities of people- their contributions, potential, and employability- by providing learning and continuous development opportunities [3].

Training and Development improve the workforce competence to create a competitive advantage and contribute to organizational success. Training and development is also a means for employers to address the workers' needs. By offering the training and development, opportunities employers help employees develop their competitive advantage and ensure long-term employability. Impact measurement is never easy when it comes to training effectiveness. In the past, Donald Kirkpatrick's Four Levels of Training Evaluation has been the industry standard for measuring training success. At the first level one measures the participant's reaction to the training programme, and at the second level, one measures the learning that has occurred. For the teaching, we need to have pre-training and post-training assessments. At the third level, behavior changes are assessed. At the fourth level, we estimate the returns on investment [4].

The use of a questionnaire is relevant in information gathering to broaden the scope of knowledge of the organization, for the development of particular skills, to reduce the apprehension caused by the unknown for a higher level of understanding of special subjects and naturally, for solving problems. One of the most effective ways to collect data is through a questionnaire. Because they typically contain fixed-response queries about various features of an organization, these paper-and-pencil measures can be administered to a large number of people simultaneously. Also, they can be analyzed quickly, especially with the use of computers, thus permitting quantitative comparison and evaluation. As a result, data can easily be fed back to employees. The questionnaire can vary in scope, some measuring selected aspects of organizations and others assessing more general organizational characteristics. They also can change in the extent to which they are either standardized or tailored to a specific organization. Standardized instruments generally are based on an explicit model of organization group, or individual effectiveness and contain a predetermined set of questions that have been developed and refined over time [5].

Training activities come in different types. They can be linked to a project. They can be tailor-made to the requirements of specific organizations. Training and development are meant to build capacity in individuals and, through them, create a lasting effect on organizations and society as a whole. It is intended to enhance the knowledge, skills, and attitudes of the individual participants, and thus their performance once back in their jobs. The systematic evaluation of training activities is an essential component in achieving the goals and objectives of an organization. Therefore, one obvious way of improving the response rate to questionnaires in the organization is to conduct a face to face interview by rewarding a researcher to read out the survey to the respondent and writing down their responses on their behalf. Having an interviewer present can also reduce misinterpretation of questions as respondents can ask for clarification where necessary and an interviewer can also target specific groups if necessary, as with much market research.

### Statement of the Problem

Questionnaire method is used as a well-established tool for acquiring information on participants' social characteristics, present and past behavior, standard behavior or attitudes and their beliefs and reasons for action concerning the topic under investigation. The training programme is evaluated in various areas to determine its effectiveness, impact, and improvement for the future programme. However, it is realized that the questionnaire method has been relatively neglected in carrying out investigations on the effectiveness of training and development by the Human Resource. Training contributes significantly to

the organizational and personal success along with the large training efforts that have been invested in today's global organizations to substantial research attention devoted to understanding and improving organizational effectiveness.

Questionnaires method provides a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people in the organization. This is useful for large populations when interviews would be impractical. However, an issue with the questionnaire method is that respondents may lie due to social desirability. Most people want to present a positive reputation of them and so may lie or bend the truth to look good, e.g., pupils would exaggerate revision duration. The problem of questionnaire method include: dishonesty, lack of conscientious responses, differences in understanding and interpretation, hard to convey feelings and emotions, some questions are difficult to analyze, respondents may have a hidden agenda, lack of personalization, lack of customization, skipped to queries and accessibility issues that hinders the achievement of organizational goal.

As a result of these challenges, owners are left discouraged and searching for reasons and demanding better control; there are low productivity and quality of products. I become interested in finding out just how seriously the use of questionnaire method and the impact of training and development in achieving organizational goals.

### Research Questions

The following research questions guided the study

- How does the use of the questionnaire method assist in assessing training in an organization?
- What is the effect of the questionnaire method in determining the level of assimilation of practice by participants in an organization?
- What is the impact of the questionnaire method in evaluating output in an organization?

### Objectives of the Study

The following objectives guided the study. The general aim of the study is to evaluate the use of the questionnaire method and the impact of training and development in achieving organizational goals. The specific objectives include to:

- Examine the use of the questionnaire method assists in assessing training in an organization
- Ascertain the effect of questionnaire method in determining the level of assimilation of practice by participants in an organization.
- Evaluate the impact of the questionnaire method in evaluating output in an organization.

## **Significance of the Study**

### **Theoretical significance**

The study will help to establish how training has impacted on the performance of the organization and what improvements can be done to help equip further as well motivated them to work better for better performance. The use of training engagement theory and the Kirkpatrick Model will explain the results of training and educational programs. The study will help come up with the suggestion of what staff would like to be incorporated in the training and development programs to achieve organizational goals and objectives.

### **Practical Significance**

The study will be of use to management by informing them of the use of the questionnaire in extracting information on training and development evaluation and also embracing of training and development in achieving organizational goals and objectives. The study will go through the enormous information it will reveal provide a base for further research on the subject matter and also provide students with vast information and help managers and administrators in the use of questionnaire evaluation in training and development.

## **Definition of Terms**

### **Development**

Development involves teaching managers and professional employees' broader skills needed for their present and future jobs. It focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges. Development is the process or result of making a basic design gradually better and more advanced.

### **Training**

Training as the formal and systematic modification of behavior through learning, which occurs as a result of education instructions, development and planned experience. Practice is the process of equipping the workforce with the necessary knowledge, skills, and attitude to tackle the job responsibilities. Staff development, on the other hand, is an improvement of the employees' competencies for future environmental demands and adaptability. Training is organized activity aimed at imparting information and instructions to improve the recipient's performance or to help him, or she attains a required level of knowledge or skill.

### **Questionnaire Method**

A questionnaire is a research instrument consisting of a series of questions to gather information from respondents. It is a series of written or verbal questions for which the respondent provides answers. A well-designed questionnaire motivates the respondent to provide complete and accurate information.

Questionnaire method is the list of research or survey questions asked to respondents and designed to extract specific information

## **LITERATURE REVIEW**

### **Thematic Review**

#### **The use of questionnaire method assists in assessing training in an organization**

Recruitment and selection methods have changed, and opinions have evolved over a period of time. It was once the policy to fill the position as quickly as possible but as time has progressed organizations have realized that the recruitment and selection methods the employee can have severe effects on how the organization operates, and thus the turnover the organization makes. Attracting and recruiting the best employees is critical to success in all sectors and all types of organizations, regardless of size. Froschheiser [6] has claimed that putting the wrong person into the wrong position to fill it can have dire consequences to your organization; it may cause low employee morale, low productivity, and lost opportunities- all of which will have a negative impact on your organization's bottom line. As a result of this there is increasing pressure on organizations to ensure that they implement the best recruitment and selection method applicable to their organization or industry otherwise they risk becoming uncompetitive. The success of any organization depends on its ability to get the right people, in the right place at the right time.

Competence and performance are landmarks in human resource management and are important in the activities of recruitment, selection, promotion, performance evaluation, and professional motivation. The stages of recruitment and selection include - defining requirements for a particular job; attracting candidates, and selecting candidates. E-recruitment or online recruitment use websites to recruit staff. It costs significantly less than traditional methods. In the activity of online recruitment, among other tools, most often use questionnaires.

Before a first interview, organizations can make an online pre-selection. A model of pre-selection can include different stages, such as the following: an online questionnaire concerning professional qualification (for example, inquiry confirms the knowledge level of the candidate; one or more surveys on candidate personality; after each test/questionnaire, evaluations are done. At the next step, only the candidates who satisfy job requirements considered. Using questionnaires, for example, the candidate personality and temperament is detected [7].

Better recruitment and selection strategies result in improved organizational outcomes. Successful recruitment and selection practices are critical components at the entry point of human resources in any organization. Pre-employment questionnaires are

screening tools companies use to identify candidates who most closely fit what they're looking for in an employee. These questionnaires save employers time and money by allowing them to quickly determine leading candidates even in a large pool of applicants. This aids them to fill a position in less time and enables them to focus on thoroughly vetting potential employees by singling out only the most qualified applicants; businesses can also minimize turnover and boost productivity.

Questionnaire method help companies whittle down the list of applicants to those who have the most potential to be a good fit for the job. Instead of scouring every resume or calling every applicant in for an interview, employers can browse applicants' pre-employment questionnaires in search of essential qualifications such as bilingualism, or red flags such as a felony conviction. By asking questions that can make or break a candidate's chances of being hired, employers don't waste time interviewing applicants who aren't qualified. Using the questionnaire method sometimes reveal more about a candidate's suitability than a resume or cover letter does, because companies create the questionnaires to identify qualifications necessary to the position. For example, if an organization wants only applicants with an MBA, that question can be included on the survey and used to screen applicants and identify everyone with that degree. Even the most detailed resume may omit the skills and qualifications necessary to the job, simply because applicants don't always know everything the employer is looking for. Through the pre-employment questionnaires, however, employers can ensure they identify every applicant with the skills and experience they seek.

Many organizations post their pre-employment questionnaires online and require applicants to submit them along with a company job application, resume or other materials. This is convenient for applicants because they can complete the questionnaires on their own time from home. Employers often opt for online surveys because they can use automated keyword scanning programs to detect qualifications they're looking for, such as experience working with a specific computer program.

Questionnaire method serves as a form of pre-employment testing to evaluate applicants' skills or to anticipate how well they will fulfill specific job duties. For example, if a position requires handling cash, employers can ask applicants how they would make a change if someone gave them \$5 for a bill totaling \$4.37. To assess how well applicants interact with customers or co-workers, employers can ask a question like "An irate customer demands a refund for a defective product. How do you handle her complaint? Companies save time and cost in the selection process, decrease turnover, improving productivity, and improve morale" [8].

### **Questionnaire method for assessing the level of assimilation of training by participants in an organization**

Quality does not appear by chance or if it does it may not be repeated. One has to design excellence in the products and services. It has often been said that one cannot inspect quality into a product. A product remains the same after inspection as it did before, so no amount of control will change the quality of the product. However, what investigation does is measure quality in a way that allows us to make decisions on whether to release a piece of work. Work that passes inspection should be quality work, but the investigation, unfortunately, is not 100% reliable. Most investigation relies on the human judgment of the inspector and human perception can be affected by many factors some of which are outside our control such as the private life, health or mood of the inspector. We may fail to predict the effect that our decisions have on others. Sometimes we go to great lengths in preparing organization changes and find to our surprise that we neglected something or underestimated the impact of something. So we need other means than inspection to deliver quality products. It is costly anyway to rely only on the check to detect failures - we have to adopt practices that enable us to prevent crashes from occurring. This can be achieved by using the questionnaire method to extract necessary information about a product. This can be administered to clients or customers to appraise.

One of the major goals of any quality management system is to improve the quality of products or services the organization provides. Class in such a system has three components. High quality means high accuracy, compliance with applicable standards, and high customer satisfaction. The objective of the system is to measure each element and achieve improvements. Product testing can measure accuracy and compliance with standards while functional testing can show whether the products meet customer expectations. Test scores yield information about problems and indicate areas where there is room for improvement [9].

Through the questionnaire method, specific skills, training, and qualifications that are prerequisites for carrying out particular tasks are discovered. When problems arise despite the ability of employees, additional training may be required. When employees don't achieve the quality goals the company sets for them, the test results often shows the sources of problems and the kind of training that will improve performance. If an organization can measure the quality of its products and cultivate a quality-centered culture, employees are motivated to take the appropriate training so they can achieve the organizations quality goals and objectives.



### **Questionnaire method in evaluating output in an organization**

The simple, classic view of productivity is concerned with measuring inputs about outputs. It can be estimated as the amount of product generated in a given amount of time. Others have defined productivity as how well a system uses its resources to achieve a goal. From this stance, other factors are incorporated into the overall picture of how productive an organization is. For instance, an organization that uses employee training and development to improve the knowledge, skills, and abilities of their workforce. This approach focuses less on 'hard' outcomes of productivity and more on the aims an individual is working towards. For all conceptualizations of productivity, higher productivity is better than lower productivity. Therefore, organizations should identify how productivity can best be measured. If productivity is not measured accurately, there is increased the risk of adverse economic impact at the organizational level, and it will be unclear how factors such as poor psychological well-being and employee resilience are impacting organizational performance [10].

The effective quality questionnaire contains questionnaire items that measure dimensions of satisfaction and performance. These dimensions fall into three broad categories: "the Job," "the Person," and "the Company" It was stated by r [11] that any performance appraisal system that did not consistently measure work performance accurately could not be considered an effective one. The conduct of performance appraisals in the organizations necessitates a need for review to ensure added effectiveness. An effective system ensures that feedback is provided regularly and an understanding by managers that all employees need to know how effectively they have been performing. Information is gathered through the use of a structured questionnaire. Check-list method of appraisal is used to ease the evaluation burden through a series of statements, i.e., questions with their answers in 'yes' or 'no' are prepared by the HR department. The check-list is, then, presented to the rater to tick appropriate answers relevant to the appraisee. Each question carries a weight-age in relationship to their importance.

### **Questionnaire method and promotion activities in the organization**

The main idea is to analyze the effects of training and determine whether the set goals have been achieved. Reactions such as the participant's feedback, trainer's feedback, learning behavior and the results of the training are being measured. To measure the impact of training, Kirkpatrick [12] outlined four levels of evaluation and each of which is a prerequisite for the next level: Reaction and planned action. These are measured reaction or assessment of how the employees felt concerning the learning experience, Learning and confidence evaluation: Here is the measurement of the

increase in knowledge -before and after training, Behavioral impact[20]. This is the degree of applied learning back at work – are the members doing anything diverse after the training program than before?

It is essential to know what results were achieved; a quality drafted questionnaire is issued to the staff that has undergone training to evaluate its impact on their performance. Concerning the previous training objectives that were being set. For instance, has there being any decrease in the number of customer's complaints? Reactions, behavior, and learning are of great importance, but if the training program cannot produce measurable performance – related outcome, then it has not achieved its goals accordingly. If the employee is working hard, addressing all tasks expected and performing beyond expectations, the employer may give the employee a promotion as a sign of excellence. An employee can be rated excellence through a structured questionnaire administered to supervisors or superiors. The development may indicate that the employee is ready for more responsibility in the company and is mature enough to play a more significant role in the business. A promotion may be the result of a positive employee performance review.

### **Empirical Review**

Falola, Osibanjo, and Ojo [13] examined the Effectiveness of training and Development on employees' Performance and organization competitiveness in the Nigerian banking industry, Training and development is an indispensable strategic tool for enhancing employee performance and organizations keep enhancing training budget on a yearly basis with believing that it will earn them competitive edge. The main objective of the study is to examine the effectiveness of training and development on employees' performance and organization competitive advantage in the Nigerian banking industry. The descriptive research method was adopted for this study using two hundred and twenty-three valid questionnaires which were completed by selected banks in Lagos State, South-West Nigeria using simple random sampling technique. The data collected were carefully analyzed using descriptive statistics to represent the raw data in a meaningful manner. The results show that a strong relationship exists between training and development, employees' performance and competitive advantage. Summary of the findings reveals that there is a strong relationship between the tested dependent variable and an independent construct. However, bank management should not relent in their effort to train their staff to develop new ideas that will keep improving and retaining employee performance.

Ndibe [3] carried out an empirical review on the effect of employees training on organizational performance in soft drinks bottling companies in Enugu State, Nigeria. The study focused on the effect of employee training on organizational performance. The

process and procedure of identifying employee skill gap in most organizations pose a big challenge to the Human Resource Department (HRD). Employee training is based on various reasons which could be detrimental to the overall objective of the organization. The HRD ensure that sending an employee on training will translate to increase in productivity. Thus, adequate consideration should be taken by the HRD when selecting a candidate for training. The ability to manage and work around the challenges faced when carrying out this HR function will ensure a better training aim that will affect the productivity of the employee and the organization. Since the effect of these factors brings with it some negative implications and consequences of low productivity, high rate of employee turnover and high cost; this study, therefore, was aimed at identifying the effects of employee training on organizational performance with special emphasis on the process and procedure of selecting an employee for training. Pursuant to this, some objectives were formulated by the researcher and these were to determine the extent to which unsystematic approach of employee training affects organizational productivity; to determine the extent of effect of training design on employee productivity; to ascertain the extent to which training delivery style affects employee productivity; to determine the relationship between employee ideas of training and organizational productivity; and to determine the length to which employee training affects organizational performance. In pursuit of the objectives, survey research was carried out in Enugu State, Nigeria. The population used for the study was 694 staff of Nigerian Bottling Company and 7UP Bottling Company. The sample size was determined using Yamane [14] formula. A sample size of 254 was drawn. The study made use of data from primary and secondary sources which were collected using a questionnaire administered to the 254 staff of the selected organizations. Personnel records and annual reports of the selected organizations were used for secondary data. The data analyses were carried out using the Statistical Package for the Social Sciences (SPSS), while the Pearson product moment correlation coefficient and the one-sample test were used to test the hypotheses formulated in the study. Findings from the study reveal that the extent to which unsystematic approach of employee training affected organizational productivity was great. This was statistically supported by the one-sample test at 0.05 ( $Z_c = 8.246 < Z_t = 0.000$ ). Again, the extent of the effect of training design on employee productivity was high. The one-sample test ( $Z_c = 0.679 < Z_t = 0.730$ ;  $\alpha = 0.05$ ) confirms this assertion. The extent to which training delivery style affected employee productivity was high as attested to by the result of the one-sample test ( $Z_c = 0.681 < Z_t = 0.762$ ;  $\alpha = 0.05$ ). Similarly, there was a solid positive relationship between workers perception of training and organizational performance. This is confirmed with the Pearson Correlation coefficient value of 0.948 at 0.05 level of significance. The extent to which employee

exclusive training affected organizational performance was low, however, when other variables like training design, training delivery style were considered, its effect became significant. This is confirmed by the one-sample test at 0.05 ( $Z_c = 0.705 > Z_t = 0.665$ ). Finally, it is recommended that a mechanism should be created for proper assessment and evaluation of employee performance after training as this will ensure that only employees who require training are sent on training.

Manzini and Shumba [15] carried out an investigation into the impact of training and development on the performance of public servants at the passport office in Bulawayo, In the 21st Century the extent to which an organization mitigates operational challenges may depend upon the area to which organizations and employees develop requisite skills, knowledge, and attitudes. Several researchers have agreed that the human resource is the only differentiating factor in organizations which brings about competitive advantage, hence the need to continuously train and develop it. This study sought to investigate the extent to which training and development have impacted on the performance of employees at the Registrar General department through a case study of Matabeleland North and Bulawayo Metropolitan Provinces. Using a sample of eight district offices and two Provincial offices the results led to the conclusion that financial constraints in the public sector have negatively impacted on the Training and Development of Employees in this sector. The 56 public service training centers were adversely affected by the brain drain which occurred during the economic meltdown at the turn of the millennium. The fundamentals of the principle of aim setting theory are that a government department sets goals and objectives and these are aligned to direct performance of the organization. The agency theory proponents that the responsibility and authority for the production of public goods and public services are delegated to general managers.

Bird [1] conducted a study on the use of questionnaires for acquiring information on public perception of natural hazards and risk mitigation – a review of current knowledge and practice. This article reviewed the current experience and practiced for developing and implementing questionnaires. Key features include questionnaire design, delivery mode, sampling techniques, and data analysis. To illustrate these aspects, a case study examines methods chosen for the development and implementation of questionnaires used to obtain information on knowledge and perception of volcanic hazards in a tourist region in southern Iceland. Face-to-face interviews highlighted specific issues concerning question structure and sequence. Recommendations are made to overcome these issues before the questionnaires are applied in future research projects. In conclusion, the necessary steps that should be disclosed in the literature were

provided as a checklist to ensure that reliable, replicable and valid results are produced from questionnaire-based hazard knowledge and risk perception research. Questionnaires are favorite and fundamental tools for acquiring information on public knowledge and perception of natural hazards. Surveys can provide valuable information to emergency management agencies for developing risk management procedures. Although many natural hazards researchers describe outcome generated from studies, few explain the techniques used for their development and implementation. Methodological detail should include, as a minimum, response format (open/closed questions), and mode of delivery, sampling technique, response rate and access to the questionnaire to allow reproduction of or comparison with similar studies.

### **Theoretical Review**

#### **Training engagement theory**

Training engagement theory provides a multilevel depiction of the antecedents of training effectiveness. By multilevel, both the hierarchical nature of constructs is being referred such that employees are embedded in organizations and workgroups and the temporal nature of processes emphasizing that macro and within-person processes are not static phenomena. The hierarchical view of training engagement theory provides a broad account of how processes at various levels in the organizational hierarchy influence one another and contribute to the success or failure of training programs. The temporal nature of the theory advocates for examining the processes that occur from before training is conceptualized until the completion of training when examining the antecedents of training effectiveness. Thus, training engagement theory proposes a sequence model of the independent and joint effects of establishing training goals, prioritizing those goals, and persisting during goal striving on training effectiveness.

#### **The constructivism learning theory**

The constructivism learning theory states that employees actively participate in their learning and development. Organizations need to recognize that their employees bring the past work experience, cultural background, and personality to their current roles. When people take responsibility for their career development, their morale typically improves and their job satisfaction increases [16]. Constructivism is a learning theory that attempts to explain how learners learn by constructing understanding for everybody. Constructivism got its start in the late 1980s. But many people did not know how to label what they were doing. In the 1990s, constructivist books abounded. Many people became interested in it. The principles of Constructivism are widely adopted in many areas of education today. The notions of authentic activities, social negotiation, the juxtaposition of instructional content, nurturance of reflexivity, and student-centered instruction inspired many instructors to examine and

think about the significant of interactions between teachers and students, students and students, and students and learning materials as well. Therefore, both instructors and students may have opportunities to enhance the effectiveness of their training and learning.

Constructivism gives teachers another perspective to rethink how students learn and to focus on process and provide ways of documenting change and transformation. It also reminds teachers to search for different ways to engage the individual student, develop rich environments for exploration, prepare coherent issues sets and difficulties that focus the model building effort, elicit and communicate student perceptions and interpretations [17].

Constructivism is a synthesis of multiple theories diffused into one form. It is the assimilation of both behaviorist and cognitive ideals. The "constructivist stance maintains that learning is a process of constructing meaning; it is how people make sense of their experience." This is a combined effect of using a person's cognitive abilities and insight to understand their environment. This coincides exceptionally well with current adult learning theory. This concept is easily translated into a self-directed learning style, where the individual can take in all the information and the environment of a problem and learn. Constructivism reflects the organismic worldview. Compared with behaviorism which is emanated from the mechanistic worldview, constructivism concerns how change occurs in development. For behaviorists, change comes about when an external force acts upon an object that is inherently at rest. For organismic theorists, behavioral change is inherent in the living organism itself rather than extremely driven [18].

#### **Social learning theory**

A psychologist named Albert Bandura proposed a social learning theory which suggests that observation, imitation, and modeling play a basic role in this process. Bandura's theory combines elements from behavioral approaches, which suggest that all behaviors are learned through conditioning, and cognitive strategies, which take into account psychological influences such as attention and memory. In social learning theory, Albert Bandura [19] agrees with the behaviorist learning theories of classical conditioning and operant conditioning. However, he adds two essential ideas: Mediating processes occur between stimuli and responses. Behaviour is learned from the environment through the process of observational education. It states that education is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or immediate reinforcement. In addition to the view of behavior, learning also occurs through the perspective of rewards and punishments, a process known as vicarious

reinforcement. When a particular action is rewarded regularly, it will most likely persist; conversely, if a specific behavior is punished continuously, it will most likely resist. The theory expands on traditional behavioral methods, in which action is governed solely by reinforcements, by emphasizing the important roles of various internal processes in the learning individual.

## CONCLUSION

Despite widespread use of questionnaires for acquiring data about training and development, the techniques employed for their development and implementation have been relatively neglected. Surveys can be used to reveal information, attitude, perception, experience and preparedness levels about training and development. Investigating the impact of training and development can be viewed as serving three purposes: decision-making, feedback, and marketing. It provides information regarding the usefulness and appropriateness of a program, as well as identifying the strengths and weaknesses of the program so that improvements can be made. Furthermore, evaluation results can be utilized in marketing to sell the program to potential trainees or other organizations. As such, training and development investigation can be seen as primarily focused upon the learning outcomes and how their measurement can be used to benefit the organization, providing more of a micro view for the results of training.

## RECOMMENDATIONS

Based on the findings of the study, the following suggestions were made: Training should be from time to time to educate the management staff of the organization on how they could respond to organizational goals and objectives; evaluations should be carried out at the end of each training program to ensure its effectiveness and impact.

Furthermore, researchers can also present the method for its empirical study, explore factors that could account for differences between the subject and other areas like innovation management and then show the strategy that can be expanded in these other areas.

## REFERENCES

1. Bird DK. The use of questionnaires for acquiring information on public perception of natural hazards and risk mitigation—a review of current knowledge and practice. *Natural Hazards and Earth System Sciences*. 2009; 9(4):1307-25.
2. Ashok KK. *Methods for conducting training need analysis*. 2018. Part 5 retrieved from <https://blog.commlabindia.com/elearning-design/training-need-analysis-part5>
3. Amadi EJ. The effect of training and development on Employees' performance; at Safaricom limited Call centre. Unpublished (MBA) project, University of Nairobi. 2014.

4. Jackson I. *Structured on the job training*, San Francisco. 2015. Berret- Khoehler Publishers 1995.
5. John T. *How to conduct an adequate investigation*. 2017. retrieved from <https://www.cio.com/article/2438806/risk-management/how-to-conduct-an-effective-investigation.html>
6. Froschheiser L. Reliable plant. *Recruitment fundamentals: Get more 'A' players on board*, 2013; 27 February.
7. Cullen J & Farrelly M. *Best practice HR in Ireland*. Cork: Oak Tree Press. 2015.
8. Ellie W. What are the benefits of pre-employment questionnaires? 2017. retrieved from <http://work.chron.com/benefits-pre-employment-questionnaires-3386.html>
9. Bert M. Quality management system goals & objectives. 2018. retrieved from <http://smallbusiness.chron.com/quality-management-system-goals-objectives-58994.html>
10. Dunnette MD & Hough LM. *Handbook of industrial and organizational psychology* Consulting Psychologists Press. 2013.
11. Kirkpatrick DL. *Evaluating training programs: the four levels*. San Francisco: Berrett-Koehler. 1994.
12. McDowall A, Saunders MN. UK managers' conceptions of employee training and development. *Journal of European Industrial Training*. 2010 Aug 31;34(7):609-30.
13. Falola HO, Osibanjo AO and Ojo SI. The effectiveness of teaching and development on employees' performance and organization competitiveness in the Nigerian banking industry, *Bulletin of the Transilvania University of Braşov Series V: Economic Sciences*. 2014; 7(1).
14. Yamane T. *Statistics: An Introductory Analysis*. Hauptbd. Harper & Row; 1964.
15. Manzini S, Shumba V. An investigation into the impact of training and development on the performance of public servants at the passport office in bulawayo, ZIMBABWE.
16. Tara D. *Theories of learning human resource development*. 2017 retrieved from <http://smallbusiness.chron.com/theories-learning-human-resource-development-64655.html>
17. Abdal-Haqq I. *Professional development schools: Weighing the evidence*. Corwin Press, Inc. A Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA 91320-2218.; 1998.
18. Jonassen David H. Thinking technology: Toward a constructivist design model. *Educational Technology*. 1994; 34(4), 34-37.
19. Bandura A. Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*. 1977 Mar;84(2):191.



20. Kirkpatrick D. *Revisiting Kirkpatrick's four-level-model. Training & Development.* 1996; 1, 54-57.