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## **Training Needs of Employees of John B. Lacson Colleges Foundation (Bacolod), Inc.: Basis for Design and Implementation of Training Program**

**Jun C Montano**

John B. Lacson Colleges Foundation (Bacolod), Inc. Alijis, Bacolod City, Negros Occidental, Philippines

Corresponding Author: **Jun C Montano**

### **Abstract**

This study was conducted to focus the training needs of employees of John B. Lacson Colleges Foundation (Bacolod), Inc., who are employed during the Second Semester of School Year 2020-2021 as a basis for the design and implementation of a training program. The result of the study revealed that there were equal number of employees for both Teaching and Non-teaching categories while on Tenure, the number of employees with Shorter number of years in service was higher compared to those with Longer number of years in service. The extent of training needs of Teaching and Non-teaching employees based on self-assessment was "Moderate Need". On the other hand, the extent of training needs of Teaching employees based on Immediate Supervisors' assessment was "Slight Need"

while the extent of training needs of Non-teaching employees based on Immediate Supervisors' assessment was "Moderate Need". A significant difference in the extent of training needs of the respondents was not manifested when they were grouped according to Nature of Employment while a significant difference existed in the respondents' training needs when they were grouped and compared according to Tenure. Findings further revealed that there was a significant difference in the Extent of Training Needs of Teaching Employees based on Self-assessment and Immediate Supervisors' Assessment while there was no significant difference in the Extent of Training Needs of Non-teaching Employees based on Self-assessment and Immediate Supervisors' Assessment.

**Keywords:** Needs Assessment, Non-teaching Employees, Training, Training Program, Teaching Employees, Tenure

### **1. Introduction**

In a world full of challenges and where competitiveness is the game, employees are expected to be more efficient and effective in the performance of their tasks. No organization is exempted, even educational institutions. To address this expectation, employees should be trained according to their work specifications (Waddoups, 2011) <sup>[56]</sup>.

In human resources management perspective, Griffin (2003) <sup>[21]</sup> describes training as the teaching of operational and technical aspects among employees as to how to do the job for which they were hired.

Training is an important ingredient to a successful performance of employees of their tasks. As stated by Karim *et al.* (2019) <sup>[28]</sup>, training is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization that helps to achieve objectives of the organization. V S Rama Rao (2010) as cited in Amin *et al.* (2013) <sup>[3]</sup> posited that training allows an employee to do his current job more efficiently and prepare himself for a higher level job. It also results to learning new behavior, refined skills and useful knowledge that helps him get better performance (Amin *et al.*, 2013) <sup>[3]</sup>.

As the educational system faced a tougher competition due to the challenge of the COVID-19 Pandemic, a major change had happened in the teaching learning process since schools had to go from offline mode to online mode of pedagogy (Dhawan, 2020) <sup>[14]</sup>.

To survive and continue its competitive advantage, educational organizations should invest in subjecting their employees to training since training improves the caliber of employees (Amin *et al.*, 2013) <sup>[3]</sup>. Further, Drucker (1999) <sup>[16]</sup> described that the most important asset of 21<sup>st</sup> century organizations are its knowledge workers. School employees, both teaching and non-teaching, are bound with specific tasks to perform, thus, each of them is expected to possess varied skills and competencies to perform their role effectively.

John B. Lacson Colleges Foundation (Bacolod) Inc. (JBLCF-B) is a premier maritime school in the country. With long years of operation and production of excellent human resources, the school has established a name in the maritime industry, being the an Accredited Level 4 institution under the Philippine Association of Colleges and Universities (PACU-COA), and Autonomous Status granted by the Commission on Higher Education (CHED). The courses that the school offers were

designed not only for local but international employment. Its maritime programs have been the trademark of the institution.

The school has a very big challenge today as it faces the pandemic. Just like other schools it diverted its conduct of classes from traditional to online classes. The current situation has made a big turn-around in the skills requirements of employees. For instance, Teaching employees should upgraded themselves in the utilization of technology as they are dealing with clients through remote modality while Teaching employees have to conduct classes using different learning platforms and online tools. As stated by Amin *et al.* (2013) <sup>[3]</sup>, as the technologies change the employee's skills should be changed as computerization has made more important than manual skills.

This undertaking gave attention to the skills needed by the employees to help the school maintain its position in the industry. These skills may have deviated and need to be upgraded. Moreover, it focused on the training needs of the employees of the locale of this study on improving their skills in communication, work performance, and technology utilization.

The researcher gave attention on determining the gap in the performance of tasks by the school employees through needs analysis (Kaufman and Valentine as cited in Denby, 2010) <sup>[13]</sup>. Needs analysis is the foundation of the entire instructional design process and establishes the content of subsequent training (Chahal, 2013) <sup>[11]</sup>. Further, as stated by Rothwell (2002) <sup>[46]</sup>, a complete analysis of job requirements and trainee compatibility results to effective training as systematically designed learning. Kozlowski & Sala (2003) <sup>[29]</sup> added that training needs assessment is traditionally regarded as a diagnostic process that occurs before training. The purpose of formal needs assessment is to identify the training targets.

At the end of this study, the researcher proposed a training program based on the training needs of employees. A training program is an effort by the employer to provide opportunities for the employees to acquire job interrelated skills, attitudes and information (Amin *et al.*, 2013) <sup>[3]</sup>. Further, Karim *et al* (2019) <sup>[28]</sup> stated that efficient and enhanced training programs are needed to manage the need of competencies and capabilities to perform a specific task.

### 1.1 Statement of the Problem

This undertaking was conducted to give attention to the training needs of employees of John B. Lacson Colleges Foundation (Bacolod), Inc., who are employed during the Second Semester of School Year 2020-2021 as a basis for the design and implementation of a training program. Specifically, this study was designed to provide answers to the following questions:

1. What is the demographic characteristics of the respondents in terms of:
  - a) Nature of Employment
  - b) Tenure
2. What is the extent of training needs of employees based on self-assessment and immediate supervisors' assessment as a whole and in terms of:
  - a) Communication Skills
  - b) Teamwork
  - c) Time management and Planning
  - d) Analytical and Problem-Solving Skills
  - e) Personal Effectiveness

f) Technical Skills

3. Is there a significant difference in the training needs of employees when they are grouped and compared according to:
  - a) Nature of Employment
  - b) Tenure
4. Is there a significant difference in the training needs of employees based on self-assessment and immediate supervisors' assessment?
5. What training program will be designed and implemented for the training needs of the respondents?

### 1.2 Hypotheses of the Study

The following are the hypotheses of the study:

1. There is no significant difference in the training needs of employees when they are grouped and compared according to:
  - a) Nature of Employment
  - b) Tenure
2. There is no significant difference in the training needs of employees as a whole based on self-assessment and as assessed by their immediate supervisor.

### 1.3 Framework of the Study

This undertaking was dedicated to identify training needs of the respondents as well as the activities and programs that would answer those needs.

One relevant theory associated to this study is the Social Learning Theory by Albert Bandura (Hammer TR., 2011) <sup>[22]</sup>. The theory illustrates the value of studying, modeling, and imitating others' activities, attitudes, and emotional reactions. It discusses how environmental and cognitive variables combine to impact human learning and behaviour. Albert Bandura agrees with the classical conditioning and operant conditioning behaviorist learning theories (McLeod, 2016) <sup>[34]</sup>. He conformed that "while the behavioral theories of learning suggested that all learning was the result of associations formed by conditioning, reinforcement, and punishment, Bandura's social learning theory proposed that learning can also occur simply by observing the actions of others" (Fryling *et al.*, 2011) <sup>[19]</sup>.

The influence of these models may be negative or positive and this is where reinforcement comes in to guide the employees as to the right actions to be taken in performing their duties.

Another theory which is relevant to this study is the Operant Theory by B.F. Skinner (McLeod, 2018) <sup>[35]</sup>. He believed that it was not really necessary to look at internal thoughts and motivations in order to explain behavior. Instead, he suggested, we should look only at the external, observable causes of human behavior. His theory was heavily influenced by the work of psychologist Edward Thorndike. Skinner introduced a new term into the Law of Effect - Reinforcement. behavior which is reinforced tends to be repeated (i.e., strengthened); behavior which is not reinforced tends to die out-or be extinguished (i.e., weakened).

He studied operant conditioning by conducting experiments using animals which he placed in a 'Skinner Box' which was similar to Thorndike's puzzle box.

Skinner identified three types of responses, or operant, that can follow behavior.

- Neutral operants: responses from the environment that neither increase nor decrease the probability of a

behavior being repeated.

- Reinforcers: Responses from the environment that increase the probability of a behavior being repeated. Reinforcers can be either positive or negative.
- Punishers: Responses from the environment that decrease the likelihood of a behavior being repeated.

#### Positive Reinforcement

Positive reinforcement is a term described by B. F. Skinner in his theory of operant conditioning. In positive reinforcement, a response or behavior is strengthened by rewards, leading to the repetition of desired behavior. The reward is a reinforcing stimulus.

Positive reinforcement strengthens a behavior by providing a consequence an individual finds rewarding. For example, if your teacher gives you £5 each time you complete your homework (i.e., a reward) you will be more likely to repeat this behavior in the future, thus strengthening the behavior of completing your homework.

#### Negative Reinforcement

Negative reinforcement is the termination of an unpleasant state following a response. This is known as negative reinforcement because it is the removal of an adverse stimulus which is 'rewarding' to the animal or person. Negative reinforcement strengthens behavior because it stops or removes an unpleasant experience.

In the case of the employees of John B. Lacson Colleges Foundation (Bacolod), Inc., positive and negative reinforcement may include the provision of different activities that may enhance the skills of employees and that may result in excellent performance and client satisfaction.

### 1.4 Related Literature

Training of employees is one of the areas with utmost concern of firms. Companies spend an ample amount of money to finance the training of their employees as it is integral to the improvement of their task performance and improvement of company performance as a whole. As stated by Muhamad (2012) <sup>[39]</sup>, training enhances the performance of the employees and helps them to motivate and develop undergoing relationships with the organization.

As Bakare (2012) <sup>[8]</sup> described, training is the systematic development of the knowledge, skills, and attitudes required by a person to effectively perform a given task or job. Further, he noted that training is a pervasive activity in society, taking place within industry and commerce, government agencies and departments, healthcare organizations, and all armed service branches. He also added that training occurs at all levels of personnel within every organization, and trainees may vary in terms of age, work experience, disability, educational background, ethnic origin, and skill level.

Baldwin and Johnson (1995) stated that companies conduct training to carry the company strategy, bringing innovation and advancement in technology. This is so because of the introduction of the latest technology and innovative techniques to help organizations upgrade their products and services to clients.

There are three essential functions of training within an organization as identified by Sajuyigbe & Amusat (2012) <sup>[47]</sup>:

1. Maintaining employees' existing performance as required by the organization;
2. Improving employee motivation by strengthening employees' beliefs in their abilities to perform their jobs;

and

3. Assisting with employee socialization and understanding organizational priorities, norms, and values. Training methodology, structure, delivery, and content reflect these organizational issues.

In identifying the strategies to implement training, Serrano (2016) <sup>[51]</sup> presented the following guidelines:

1. Understanding skill requirements;
2. Determine skill commonalities;
3. Apply a career progression strategy;
4. Create formal training opportunities;
5. Reward and recognize participant success;
6. Provide informal training opportunities;
7. Train internal trainers, mentors, and coaches;
8. Formalize employee mentoring;
9. Create a dual career track; and
10. Integrate performance management and career development.

She also presented the following types of employee training programs:

1. Technical or technology training;
2. Quality training;
3. Skills training;
4. Soft skills training;
5. Professional and legal training; and
6. Team training.

The inability of organizations to identify training needs is one of the major tragedies in organizations' training practice. Employee performance appraisal outcomes should reveal strengths and weaknesses. The weakness revealed should form training needs. There is a training need whenever there is a gap or vacuum between what the employee is doing and what he should do.

Armstrong & Taylor, 2014 <sup>[5]</sup> presents a clearer understanding of what is meant by training needs. He writes that the gap between what people know and can do and what people should know and be able to do is called training need. Therefore, when an organization observes a gap between what is happening and what should happen, there is a training need.

Analysis of Training needs: There are four significant ways of analyzing training needs.

- Analysis of jobs
- Performance appraisal
- Conducting training surveys
- Business and human resource analysis

Dixit & Bhargava (2016) <sup>[15]</sup> conducted a study on the Training Needs Analysis of Faculty Members of Business Schools. The study aimed to understand the conceptual framework of Training Need Analysis, identify the emerging training needs of faculty members of b-schools, and study the impact of changing business environment on management education and the training needs of b-school teachers.

The result of the study includes the following:

1. The changing nature of the business environment directly affects management education and forces b-schools to think about the emerging and innovative training needs of business school teachers.
2. Considering the changing nature of management education and business, it is essential for the b-school teacher to know cross-domain and the ability to

- organize various co-curricular activities for the branding of the institute.
3. It is essential to involve the concerned employee and his immediate superior in the process of TNA.
  4. Implementing ICT in teaching and learning has become one of the essential training requirements for b-school teachers.
  5. Traditional indicators such as student feedback and students' result analysis are not sufficient to identify the training needs of the b-school teachers.
  6. Parameters such as industry expectations from b-schools, research ability and quality of research of b-school teachers, consultancy, and management development programs are also to be considered for identifying training needs of the faculty members.
  7. The ability to integrate IT in the teaching-learning process is another parameter to analyze the training needs of business school teachers.

The researchers concluded that training need analysis is the systematic process of identifying the performance gap between the required and actual performance of the employee. Training Need Assessment is a crucial and critical step in the changing business scenario in the entire training and development activity. Today's Business schools are adopting the corporate culture, and management education is no more traditional classroom teaching and learning. Training needs of today's b-school faculty members are changing because of changed expectations from today's managers. Though critical, training needs analysis is often ignored or neglected. Moreover, training needs are undoubtedly different from the training wants.

In a study conducted by Al-Momany & Mefleh (2015) <sup>[1]</sup> aimed at investigating the attitudes of administrative leaders and administrative employees towards the components of training programs and the impact of training on the performance of employees at Yarmouk University, they found out that positive attitudes towards the identification of training needs through the developers of training programs, the selection of employees and the design of training programs. Results also showed positive attitudes towards the impact of training on the performance of employees at the universities despite some reservations concerning some of the effects of the training programs which are achieved at the university.

In a study conducted by Karim *et al.* (2019) <sup>[28]</sup>, the researchers recognized that training is one of the most potent motivators that can lead to many possible benefits for both individuals and the organization that helps achieve the organization's objectives. The study examined the impact of training and development on employees' performance. The objective is to evaluate and analyze the impact of training and development on employee performance. The study revealed some findings like average employee strongly believed that training improves skills, knowledge, and abilities and it helps to create their job satisfaction of employees. Further, the findings revealed that better productivity depends on proper training for the employees. Mahmud, Wahid, & Arif (2019) <sup>[31]</sup> conducted a study on the "Impact of training needs assessment on the performance of employees: Evidence from Bangladesh." The study focuses on assessing the impact of TNA on the employee's performance. This study confirms that conducting TNA in the organization played a significant role in improving the performance of the employees as expected. Moreover,

providing financial incentives and training had appeared as two key factors that positively impacted the employee's performance. The study also showed that excessive workload on the employees negatively impacted their performance. The policy-makers should focus on the following aspects to improve the employees' performance: Regular emphasis should be given to conducting TNA in the organization. It needs to be carried out by a team of experienced Human Resource (HR) personnel who have vast knowledge about the culture and the policies relating to the telecommunication sector in Bangladesh. Prior to conducting TNA, it is also essential to make the employees aware of the importance of TNA so that necessary information can be collected from them with a high level of accuracy. Steps should be taken to conduct TNA that will not create any excessive pressure on the employees. Adequate time needs to be provided to the employees to obtain judicious or meaningful answers to the required questions in the TNA. Emphasis should also be given to continuing the fund flow for conducting TNA.

Necessary steps should be taken to provide adequate training to the employees as per the need and nature of the job. Training programs should be linked with the employees' promotions so that the training will help the employees be motivated, which results in high performance. It is essential to provide updated training materials to the employees free of cost or a nominal charge. It is also essential to select a training center so that the employees can have easy and frequent access to the center. Necessary steps need to be taken to ensure that the training center is equipped with modern technologies. Several critical monitoring systems need to be developed to select suitable employees to participate in the training as per the requirement of the specific training program without any nepotism, corruption, and discrimination in terms of gender, race, or locality. Flexible timing should be offered to impart the training programs so that employees can participate in the training programs without hampering their assigned work. Steps should also be taken to follow up on the employees who received training through a structured format. An adequate amount of training allowances should be given to the employees to motivate them to participate in future training programs. Training programs should have a mechanism to calculate Return on Investment (ROI). Necessary steps should also be taken to ensure that the employees provide both intrinsic and extrinsic rewards for their outstanding performance to motivate them to keep up their higher performance. Salary, bonuses, and other financial allowances need to be raised regularly in time after the critical analysis of the performance of each employee. Ensuring that the employees are not over-burdened with the excessive workload is vital. Suitable part-time employees can be hired to reduce the excessive workloads of full-time employees. Encouraging the employees to use modern technologies and equipment would help reduce the excessive workload on the employees. Moreover, work needs to be distributed explicitly among the employees as per the organization's Human Resource Management (HRM) policies. Strengthening the spirit of teamwork (developing trust, interpersonal communication) should be one of the profitable strategies to reduce the workload pressure of the employees.

Another study was conducted by Amin *et al.* (2013) <sup>[3]</sup> on "The Impact of Employees Training On the Job



Performance in Education Sector of Pakistan." The researchers believed that training leads to substantial benefits for individuals and teams, organizations, and society. The review suggested that these benefits range from individual and team performance to economic prosperity. To understand these benefits of training, the researchers adopted a multilevel, multidisciplinary and global perspective. Further, they included a discussion of how to maximize the benefits of training. These factors include paying attention to needs assessment and pertaining states of trainees (e.g., trainee motivation), training design and delivery (e.g., advantages of using error training), training evaluation (e.g., documenting training success differently depending on the stakeholder in question) and transfer of training (i.e., the importance of interpersonal factors).

Their study realized that research is needed to understand the factors that facilitate a smooth cross-level transfer of benefits. Of particular interest is the question of vertical transfer: how effects of training on individuals (increased knowledge and skills) translate directly into better functioning at the team and organizational level. Although good conceptual models of this process exist (e.g., Kozlowski and Salas 1997), Effect sizes for performance quality may not be the same as those for the speed at which individuals, teams, and organizations identify and implement solutions to new problems.

Given the competition and market-related pressures, organizations need to realize the benefits of training faster and faster.

Bakare (2012) <sup>[8]</sup> also stressed that training methods are either on-the-job, implemented outside the organization, or a combination of apprenticeships, coaching, distance learning, internships, job assignment, job rotations, lectures, mentoring, and online training.

Alo (1999) <sup>[2]</sup> described On-the-job training as a normally handled by colleagues, supervisors, managers, mentors' help employees adjust to their work and equip them with relevant job-related skills. Armstrong (2014) <sup>[5]</sup> argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. It may also consist of individual or group assignments and projects and team leaders and managers.

According to Armstrong (2014) <sup>[5]</sup>, the disadvantages of on-the-job training are that the effectiveness of the learning is strongly influenced by the quality of the guidance and coaching provided on the job. Many managers and team leaders are unskilled at training and disinclined to carry it out or encourage it. Furthermore, relying on fellow employees in "sit by me" training has apparent disadvantages as instruction may be inadequate, and the training may perpetuate bad habits. Again, the learner may be distracted by the same environment and find it difficult to acquire basic skills quickly. Trainers programs should be regularly embarked upon to sharpen the skills of supervisors and in-house trainers to resolve these disadvantages.

According to Ejiogu (2000) <sup>[17]</sup>, off-the-job training would include lecture, vestibule training, role-playing, case study, discussion, and simulation. Armstrong (1995) listed group exercises, team building, distance learning, outdoor and workshops as part of off-the-job training. He further explains that members of the training department may provide off-the-job training, external education and training establishments, training providers-training consultants, or guest speakers. He encourages line managers to be closely

involved in bringing reality into the classroom, ease the transfer of learning, and make sure that those involved in off-the-job training are carefully selected, briefed, and monitored to ensure that they make the proper changes contribution.

According to Armstrong (2014) <sup>[5]</sup>, the following issues are relevant to Training and development effectiveness.

- Organization training and development philosophy
- Strategic focus in training
- Relevance of training
- Training process
- Identifying Training Needs and Training Needs analysis
- Identifying Training Objectives
- Evaluation of Training

*Organization Training and Development Philosophy.*

Philosophy is the starting point to wisdom. Any organization that does not have a training philosophy is bound to fail, for it invariably means that it does not have a severe approach for training. It may also mean that the organization pays lip service to training. If an organization does not have a training philosophy, it means that the organization does not believe in training. If an organization does not believe in training, it also means that there is no deliberate effort on the part of the organization to encourage training. For example, Some Nigerian organizations may temporarily stop their training activities and divert money for training to other activities. Nevertheless, if the organization has a strong training philosophy, it would attach great importance to training.

*Strategic Focus in Training.* Training activities in an organization should be a continuous process, not a once and for all activity. It is an ongoing process for new, old, transferred, and promoted employees. According to Armstrong (2014) <sup>[5]</sup>, training strategy takes a long-term view of what skills, knowledge, and levels of competence employees need. Training should be an integral part of the management process, requiring managers to regularly review their teams and the individuals reporting performance concerning agreed objectives.

*Relevance of Training.* Relevance of training is a fundamental issue that organizations should look critically at if they want to improve the effectiveness of their employees. Any training program that is not relevant should not be undertaken. Training should be designed to solve problems and fill gaps in employee performance. Training should make things happen and bring about changes to enhance the organization's effectiveness. It is not proper for an organization to embark on any training program which is not relevant to it and its people.

Armstrong (2014) <sup>[5]</sup> agrees that for any training program to be relevant, it must satisfy identified and appropriate needs.

*Planned Training.* According to Kenney and Reid, as cited in Joseph (2015) <sup>[26]</sup>, planned training is the deliberate intervention to achieve the learning necessary for improved job performance. Planned training, according to Kenney and Reid, consists of the following steps:

- Identify and define training needs
- Define the learning required in terms of what skills and knowledge must be learned and what attitudes need to be changed.
- Define the objectives of the training
- Plan training programs to meet the needs and objectives using the right combination of training techniques and locations.

- Decide who provides the training.
- Evaluate training.
- Amend and extend training as necessary

Objectives of training are what employees would achieve and gain after undergoing the training program. The benefits of a training program refer to the objectives. Before employees embark on any training program, it is assumed that there are handicaps. If the handicaps are overcome after undergoing the training program, objectives have been achieved. Objectives mean what we can learn and do after a training program. Some organizations send their employees on a training program without identifying objectives, and without knowing what the trainees would achieve by the time they come back from the training program, they will be able to achieve certain things. For example, employees could not conduct bank reconciliation statements or were not able to operate windows '98 and windows 2000. If they can do so at the end of a training program, one could say that the objectives have been realized.

Employee training is not cheap. It is a costly affair as care should be taken in drafting training proposals. The following steps should be taken into consideration while drafting a training proposal.

- Identifying Training needs
- Developing a theme for the training program
- Introducing the theme
- Objectives of the training program have to be identified
- Content of the training
- Benefits to participants
- Benefits to the organization
- Resource persons
- Duration
- Cost
- Training method
- Venue
- Time Target group
- Feedback, Monitoring, and follow-up

Training faculty consists of those who are in charge of training the participants. According to Fajana (1997) <sup>[18]</sup>, training faculty should be made up of competent instructors. The instructor should be competent in his or her areas of specialization and should have the personality to convey competence and ability. Atiomo (2000) <sup>[7]</sup> explains that the training faculty should be aware of planned changes in policy, structure, or process regarding training. They should work more from within than from outside and be conscious of the continuity of training plans and activities. The growing complexity of the industry and its problems makes increasing demands on the training faculty members to improve the quality of the workforce at all levels.

The training faculty should also have credibility with the trainees and should be able to use the chosen learning methods to meet learning objectives, and they should be available whenever needed.

In the final analysis training, faculty members should not only come from within the organization but external consultants should also be encouraged to be faculty members so that they can bring independence, experience, expertise and as Armstrong (2014) <sup>[5]</sup> says that the external faculty members can bring a proper 'extra pair of hands to the training activities.

For training programs to be effective, information should be readily available to the trainees. Extensive discussion with the trainees would go a long way to prepare them on various

issues like reasons for the training and the benefit of the training to the trainees and the organization. The inability to provide timely information and poor logistics can ruin training programs. At times it is heard from participants in a training program coming late or even not coming on the first day, which may not be unconnected with lack of logistics. Good transport, accommodation, and releasing money for the trainees on time.

In some cases, the final approval for the training may be done on the day the training program starts. The location for the training should be conducive to help the participants relax and concentrate on the training activities. Training Aids and Support Materials According to Mamoria (1995) <sup>[32]</sup>, training materials have to be prepared with care and distributed among the trainees to come well-prepared to a session and understand the operations and demonstrations quickly and correctly. Mamoria argues that various tools and equipment are utilized to impart practical training.

- Lectures
- Roleplaying
- Case studies
- Use of pamphlets, charts, brochures, booklets, handbooks, etc.
- Graphics, pictures, books, slides, movie projector, film strips, tape records.
- Reading room and libraries
- Teaching machines

The evaluation process enables us to know whether a training program has been worthwhile or a waste of time. If the training has not been worthwhile, then it can be amended. Employees come back from a training program, and it is business as usual. This kind of approach may render training programs impotent. As cited in Asfaw, Argaw, & Bayissa (2015) <sup>[6]</sup>, Hamblin writes that evaluation of a training program is an attempt to obtain information (feedback) on the effects of a training program and assess the value of the training in the light of the information obtained.

Evaluation of training program would enable organization finds out whether or not the training has achieved its purpose and objectives. One of the ways of evaluating training programs is by getting reactions from the trainees, by asking those who attended the training to write a report, or by designing a comprehensive questionnaire which should be distributed to those who attended the training program. Information obtained from the questionnaire should be analyzed for the success or failure of the training. Training could also be evaluated through job performance. It can be done by measuring the extent to which trainees have applied what they have learned from the training on their job. Evaluation of training can also be done by measuring the impact of a training program on the working of the unit or department where the trainees' background. The truth is that every training program should affect the employees who went for the training and the department or the unit where the trainees come from Armstrong, (2014) <sup>[5]</sup>. Finally, evaluation of training program can also be done by looking at the training program's impact on the entire organization.

The assumption is that the organization pays for the employee training program, and the organization should feel the training program's impact or effect. Therefore, training program should be evaluated starting from the effects of the training on the employees who participated in the training program to the department or unit they work with and the

ultimate effect on the organization.

Everybody in the organization is responsible for training. It is not true that only management is responsible for training. Employees should take their destinies into their own hands and train and develop themselves in their organizations, but many are not ready to do that, genuinely speaking, four major groups should be responsible for training in an organization. These groups should include the top management who sees to the framing of training policy, the human resource department that organizes designs and audits training programs, the supervisor and officers who carry out the training programs, and lastly, the employees who help provide feedback.

**2. Materials and Method**

This study used the Descriptive type of research to identify and describe the training needs of employees of John B. Lacson Colleges Foundation (Bacolod), Inc. The descriptive-Comparative research design was used to describe the significant difference that may exist in the respondents' training needs when grouped and compared according to selected variables. The respondents of the study were the employees of John B. Lacson Colleges Foundation (Bacolod), Inc., who are employed during the Second Semester of School Year 2020-2021. The respondents included rank-and-file employees and their immediate supervisors. There were 138 teaching and non-teaching employees in the said school. Further, there were 22 immediate supervisors who evaluated the training needs of their subordinates. Since all employees were involved in this undertaking, the researcher employed Purposive Sampling. Data needed in this study was gathered using an instrument that the researcher himself developed. The statistical tools used include Frequency and Percentage, Mean, and z-test.

**3. Results and Discussion**

**Table 1:** Demographic Profile of the Respondents

Variables	Categories	N	Percentage
Nature of Employment	Teaching	69	50%
	Non-teaching	69	50%
Total		138	100%
Tenure	Longer	58	42%
	Shorter	80	58%
Total		138	100%

As shown in the table, there are 138 respondents in this undertaking. Both teaching and non-teaching employees have equal number of respondents. On the other hand, 42% of the respondents have longer number of years of employment while 58% have shorter number of years of employment at John B. Lacson Colleges Foundation (Bacolod), Inc.

Worker's tenure, which describes how long a worker has been with the organization, has specific implications on the work activities undertaken within an organizational group (Crawford, Leonard, & Jones, 2013) [12]. For example, research has shown that member turnover within a group often has a negative impact on learning processes, which directly hinders team effectiveness (Van der Vegt, Bunderson, & Kuipers, 2010) [55].

Employment heterogeneity (different employment functions) has specific implications for exploration activities. At the group level, diversity has been shown as an

important factor that shapes overall idea creation and quality (Cady & Valentine, 1999) [10]. Research has demonstrated that cognitive differentiation within a group directly impacts creative or innovative behavior (Horwitz & Horwitz, 2007) [23]; (Janssen & Huang, 2008) [24]. Work diversity afforded by a heterogeneous workgroup allows the group to recombine old knowledge into new, innovative knowledge (Wiersma, 2007) [58].

**Table 2:** Extent of Training Needs of Teaching and Non-Teaching Employees as a Whole based on Self-assessment

Areas	Teaching (N=69)		Non-Teaching (N=69)	
	Means	Interpretation	Means	Interpretation
Communication	2.78	Moderate Extent	2.85	Moderate Extent
Teamwork	3.03	Moderate Extent	2.79	Moderate Extent
Time Management and Planning	3.10	Moderate Extent	2.96	Moderate Extent
Analytical and Problem Solving Skills	3.14	Moderate Extent	2.96	Moderate Extent
Personal Effectiveness	3.06	Moderate Extent	2.92	Moderate Extent
Technical Skills	3.30	Moderate Extent	3.57	High Extent
Overall Mean	3.07	Moderate Extent	3.01	Moderate Extent

As presented in the preceding table, the area where the teaching employees based on self-assessment had the highest Mean was Technical Skills with a score of 3.30 interpreted as "Moderate Extent." The result indicates that the respondents had a Moderate need for training in doing lay-out using lay-outing programs and internet applications, utilizing search engines, social media, other internet sites, and office applications, troubleshooting, operating meeting applications, and using digital equipment. This need may be attributed to some sources of basic information that could help the respondents enhance their skills, such as online learning platforms.

The area with the lowest Mean based on respondents' self-assessment was Communication, with a score of 2.78, interpreted as "Moderate Extent." This indicates that the respondents had a Moderate training need in understanding sentences and paragraphs, attention, composing business letters, asking insightful questions, conveying messages, understanding points of view, and non-verbal cues. This need may have been influenced by environmental factors observed by the respondents, some coaching by their peers and supervisors, and previous training.

Overall, the training needs of teaching employees based on self-assessment had Mean score of 3.07, interpreted as "Moderate Extent." The result means that the Teaching employees' skills may have been influenced by several factors that helped improve or enhance their skills and brought them to have moderate need for training.

On the other hand, the area where the non-teaching employees based on self-assessment had the highest Mean was Technical Skills, with a score of 3.57 interpreted as "High Extent." The result revealed that the respondents had a High need for training in lay-outing and using internet applications, utilizing search engines, social media, other internet sites, and office applications, troubleshooting, operating meeting applications, and using digital equipment.

The nature of their job may have influenced the respondents' need for high extent of training. Due to the impact of the pandemic, situations may have required Non-teaching employees to increase their technical skills since movements are limited and access to suppliers and resources was affected.

On the other hand, the area with the lowest Mean based on respondents' self-assessment was Teamwork with a score of 2.79, interpreted as "Moderate Extent." The result means that the respondents need some training to help strengthen the teamwork among their co-employees, including working and collaborating with others, understanding the importance of teamwork, sharing information, giving constructive feedback, considering opinions, and recognizing group effort. This result may be attributed to the need of the employees to refresh themselves on activities that could strengthen their teamwork. Although it has the lowest mean, it cannot be neglected that teamwork is still an essential aspect of employees' work environment.

Overall, the training needs of non-teaching employees based on self-assessment had a Mean score of 3.01, interpreted as "Moderate Extent." The result implies that non-teaching employees need some refresher activities to augment their skills. Although they manifested a moderate extent of training need, the result pointed out that the respondents need training.

**Table 3:** Extent of Training Needs of Teaching and Non-Teaching Employees as a Whole based on Immediate Supervisors' assessment

Areas	Teaching (N=69)		Non-Teaching (N=69)	
	Means	Interpretation	Means	Interpretation
Communication	2.07	Low Extent	2.56	Low Extent
Teamwork	2.03	Low Extent	2.53	Low Extent
Time Management and Planning	2.32	Low Extent	2.61	Moderate Extent
Analytical and Problem Solving Skills	2.10	Low Extent	2.67	Moderate Extent
Personal Effectiveness	2.17	Low Extent	2.61	Moderate Extent
Technical Skills	2.30	Low Extent	3.22	Moderate Extent
Overall Mean	2.17	Low Extent	2.71	Moderate Extent

The table shows that the area where the teaching employees had the highest Mean was Time Management and Planning, with a score of 2.33 interpreted as "Low Extent." The result revealed that the teaching employees have low training needs in using calendars and to-do lists, preparing contingencies, dealing with distractions, efficiency, simplifying processes and procedures, and preparing plans. This result implies that the current time management and planning practices of the teaching employees are deemed to be effective. This may be attributed to updates that they get from different sources of information, coaching of peers and superiors, and previous experiences.

On the other hand, the area with the lowest Mean was Teamwork, with a score of 2.03, interpreted as "Low Extent." The result revealed that the respondents need some training to help strengthen the teamwork among their co-employees, including working and collaborating with others, understanding the importance of teamwork, sharing

information, giving constructive feedback, considering opinions, and recognizing group effort. This is an implication that Teaching employees have a good working relationship with each other, resulting in their low extent of training need. However, activities such as team building are still necessary to maintain strong camaraderie among employees.

Overall, the training needs of teaching employees based on immediate supervisors' assessment had Mean score of 2.17, interpreted as "Low Extent." As evaluated by their superiors, the result implies that the teaching employees are equipped with the skills necessary to perform their work. Further, this implies that even indicated to a low extent, employees still need to undergo activities that will help their skills enhanced, updated, and upgraded, which may maintain their efficiency and effectiveness in doing their tasks.

For non-teaching employees, the area with the highest Mean was Technical Skills, with a score of 3.22 interpreted as "Moderate Extent." The result revealed that the respondents had a High need for training in lay-outing and using internet applications, utilizing search engines, social media, other internet sites, and office applications, troubleshooting, operating meeting applications, and using digital equipment. This implies that the immediate supervisors have observed the need of the non-teaching employees for upgrading of their technical skills. This may be brought by the observation and evaluation of the performance of their tasks and work outputs, respectively.

On the other hand, the area with the lowest Mean was Teamwork, with a score of 2.53, interpreted as "Moderate Extent." The result revealed that the respondents need some training to help strengthen the teamwork among their co-employees, including working and collaborating with others, understanding the importance of teamwork, sharing information, giving constructive feedback, considering opinions, and recognizing group effort. The result implies that the immediate supervisors have recognized the good relationship among Non-teaching employees. It may have been manifested by the very good performance of their respective offices brought by the collaborative effort of the employees.

Overall, the training needs of non-teaching employees based on immediate supervisors' assessment had Mean score of 2.71, interpreted as "Moderate Extent." This implies that immediate supervisors have observed the need for some trainings of the employees under them. The immediate supervisors may want to upgrade the skills and performance of their respective employees due to the adjustment in the demand of their work outputs brought by the transitions in work procedures.

**Table 4:** Difference in the Extent of Training Needs according to Nature of Employment

Variables	Mean	Variance	N	p	Interpretation
Teaching	3.01	1.385212	69	0.76	Not significant at 0.05 level
Non-teaching	3.07	1.497197	69		

The data presented in the preceding table revealed that teaching employees had a mean score of 3.01 while Non-teaching employees had 3.07. The variances were 1.385212 and 1.497197 for Teaching and Non-teaching employees, respectively. The computed p-value was 0.76. Since  $p > 0.05$ , the hypothesis which states that "there is no significant



difference in the extent of training needs of employees when they are grouped and compared according to Nature of Employment" is "Not Rejected." The result implies that whether the respondents are teaching or non-teaching, the extent of their training needs did not differ. This indicates that the nature of employment of the respondents did not influence the extent of their training needs. Further, it indicates the similarities of training that will be conducted for both employee groups.

**Table 5:** Difference in the Extent of Training Needs according to Tenure

Variables	Mean	Variance	N	p	Interpretation
Longer (>=10 years)	2.78	1.567717	58	0.03	Significant at 0.05 level
Shorter (<10 years)	3.22	1.268367	80		

As presented in the table, Employees with longer years of service had a mean score of 2.78 while those with shorter years of service had 3.22. On the other hand, the variances for both employees with longer and shorter years of service were 1.567717 and 1.268367, respectively. The computed p-value was 0.03. Since  $p < 0.05$ , the hypothesis which states that "there is no significant difference in the extent of training needs of employees when they are grouped and compared according to Tenure" is "Rejected." The result revealed that the number of years in service of employees created a difference in the extent of their training needs. This is an indication of the differences of trainings and its extent that are needed by the respondents. In this case, the respondents with shorter tenure need more trainings than those with longer tenure.

**Table 6:** Difference in the Extent of Training Needs of Teaching Employees based on Self-assessment and Immediate Supervisors' Assessment

Variables	Mean	Variance	N	p	Interpretation
Self-Assessment	3.07	1.385212	69	0.00	Significant at 0.05 level
Immediate Supervisors' Assessment	2.18	0.835007	69		

The preceding table shows that the mean scores for self-assessment and immediate supervisors' assessment were 3.07 and 2.18, respectively. Meanwhile, the result of self-assessment had a variance of 1.385212 while immediate supervisors' assessment had 0.835007. The computed p-value was 0.00. Since  $p < 0.05$ , the hypothesis which states that "there is no significant difference in the extent of training needs of the respondents based on Self-assessment and immediate supervisors' assessment" is "Rejected." The result revealed that the self-assessment of teaching employees on the extent of their training needs differed from the evaluation of their immediate supervisor. This implies that, although the immediate supervisors have appreciated the effectiveness of the current skills of the Teaching employees, the employees themselves have recognized that they need trainings to upgrade and enhance their skills. The difference in the results may have also been influenced by the absence of direct interaction between the immediate supervisors and the Teaching employees since, most of the time, the Teaching employees are in a Work-from-Home status due to the pandemic.

**Table 7:** Difference in the Extent of Training Needs of Non-teaching Employees based on Self-assessment and Immediate Supervisors' Assessment

Variables	Mean	Variance	N	p	Interpretation
Self-Assessment	3.00	1.497197	69	0.15	Not significant at 0.05 level
Immediate Supervisors' Assessment	2.70	1.667334	69		

Data presented in Table 7 revealed that the mean scores for self-assessment and immediate supervisors' assessment were 3.00 and 2.70, respectively. Meanwhile, the result of self-assessment had a variance of 1.497197 while immediate supervisors' assessment had 1.667334. The computed p-value was 0.15. Since  $p > 0.05$ , the hypothesis which states that "there is no significant difference in the extent of training needs of the respondents based on self-assessment and immediate supervisors' assessment" is "Not Rejected." The result revealed that the self-assessment of non-teaching employees on the extent of their training needs did not differ from the evaluation of their immediate supervisor. This is an implication of the similarities of the assessment of current skills of the employees by themselves and their immediate supervisors. The result may have been influenced by the direct interaction between the non-teaching employees and their immediate supervisor since they work together in the office.

**4. Conclusions**

Based on the findings, the respondents were divided into different groups, such as teaching and non-teaching, with longer and shorter years of employment in the institution. The training needs of teaching and non-teaching employees based on self-assessment were moderate. In the meantime, the training needs of teaching employees based on immediate supervisors' assessment were low, while non-teaching employees had a moderate extent. The training needs of employees when grouped and compared according to nature of employment did not differ significantly, while the employees' training needs differ significantly when grouped and compared according to tenure. The training needs of teaching employees differ significantly when grouped and compared according to self-assessment and immediate supervisors' assessment, while non-teaching employees' training needs did not differ significantly. The proposed training program was significantly designed to suit the training needs of teaching and non-teaching employees. Included in the program were the type of training, time frame, and budget.

**5. Recommendations**

Training may be conducted to John B. Lacson Colleges Foundation – Bacolod employees in response to their identified needs. Regardless of the nature of the employment and tenure, the school administration may give attention to these training needs as they are essential to the performance of the employees' duties. The employees of John B. Lacson Colleges Foundation (Bacolod), Inc. may participate in the training to be conducted by the school to enhance or upgrade their skills and knowledge relative to their jobs. Further, the employees may coordinate with the Human Resource Head for additional training that they want to

include in the program of the HR Department relative to the enhancement of their knowledge and skills. A training schedule may be created by the Office of the Human Resource Head to implement training to cater to the varying training needs of the employees. Immediate Supervisors may look into constant monitoring and evaluation of employees' current skills under them. It may help avoid the differences in the assessment of the training needs of the employees. The institution may utilize the proposed training program to help meet the training needs of employees. The contents of the training program are specific activities designed to the specific training needs of the employees.

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