INTERNSHIP REPORT
ON

Effects of training on Employee Performance: in the context of Panchbari College, Panchbari, Dinajpur

This Report is Submitted to the Faculty of Business Studies, Hajee Mohammad Danesh Science and Technology University as a Partial Requirement for the Fulfillment of Degree of Master of Business Administration (Evening) MBA (Evening) Program-2015

Prepared By

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Effects of training on Employee Performance: in the context of Panchbari College, Panchbari, Dinajpur

Dedicated
To
Parents & Teachers

To Whom It May Concern

This is to certify that, Mosammat Yeasmin Ara Begum, Student of Master of Business Administration in Human Resource Management (MBA in HRM) Student ID. E130502054 of Hajee Mohammad Danesh Science and Technology University, Dinajpur, has successfully completed internship Program from March 10, 2016 to April 24, 2016 at Panchbari College, Panchbari, Dinajpur.

During the period of internship she has maintained the Office discipline and a good relation with all the members of this college.

We wish her very success in life.

Md. Sultan Salahuddin
Principal
Panchbari College, Panchbari,
Dinajpur-5200

ABSTRACT

Skill teachers are major assets of any educational institute. The active role they play towards a college success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance. Also position them to take on the challenges of the today's competitive business climate. Although extensive research has been conducted in the area of Human Research Management, the same cannot be said on teachers training especially as it concerns developing countries. Students are the main assets of a college. They cannot be reached at the goal without the guideline of the teachers and the teachers must need training.

The purpose of training is to evaluate the effects of training on teachers' performance and qualitative improvement of education. In an institute the student's knowledge and eagerness depend on the teacher's knowledge, skill and methods. In Bangladesh, the main problem at the field of education is maximum institutions specially to higher secondary level the method is traditional and lecture based.

Keywords: Training and development, Training budgetary and provisions, Management appreciation and support, Training needs assessment, Training design and content, Training commitment, Trainers qualification and teachers' performance.

<u>Acknowledgement</u>

At the very beginning, I would like to express my sincere gratitude to Allah, who has given me the ability to complete my internship report in a very comfortable manner. This is an attempt to make an analysis of Effects of Training and Development on teacher's Performance (An Internship Work based on Panchbari College). However to make this I am indebted to many persons for their ideas and assistance.

First of all, I would like to express my indebtedness to my admirable supervisor Mr. Md. Saiful Islam, Assistant Professor, Department of Accounting, Hajee Mohammad Danesh Science and Technology University, Dinajpur, for helping me and giving assistance in preparing the report.

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**Author**

Student's Declaration

It is my pleasure and great privilege to submit my internship report titled **"Effects of training on Employee Performance: in the context of Panchbari College, Panchbari, Dinajpur"** as the presenter of this report. I have tried my level best to get together as much information as possible to enrich the internship report. I believe that it was a fascinating experience and it has enriched both my knowledge and experience.

I believe everyone is not beyond of limitation. There might have problems regarding lack and limitation in some aspects and also some minor mistake such as syntax error or typing mistake or lack of information. Please pardon me for that mistake and clarify these of my further information on those matters.

(   )

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Supervisor's Declaration

I hereby declare that the concerned report entitled **"Effects of training on Employee Performance: in the context of Panchbari College, Panchbari, Dinajpur"** is a work made by **Mosammat Yeasmin Ara Begum,** Student ID. E130502054, MBA, (Evening) Major in HRM Faculty of Business Studies, Hajee Mohammad Danesh Science and Technology University (HSTU), Dinajpur-5200, completed her internship under my supervision and submitted the internship report as a part of the fulfillment of the degree of Master of Business Administration (MBA) at Hajee Mohammad Danesh Science and Technology University (HSTU), Dinajpur.

I wish her the best success for the every step in her life.

_____

Md. Saiful Islam
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<u>Co-Supervisor's Declaration</u>

I hereby declare that the concerned report entitled **"Effects of training on Employee Performance: in the context of Panchbari College, Panchbari, Dinajpur"** is a work made by **Mosammat Yeasmin Ara Begum,** Student ID. E130502054, MBA, (Evening) Major in HRM Faculty of Business Studies, Hajee Mohammad Danesh Science and Technology University (HSTU), Dinajpur-5200, completed her internship under my supervision and submitted the internship report as a part of the fulfillment of the degree of Master of Business Administration (MBA) at Hajee Mohammad Danesh Science and Technology University (HSTU), Dinajpur.

I wish her the best success for the every step in her life.

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CHAPTER 1

INTRODUCTIONS

1.1 Preclude

Employees are the valuable asset of every company as they can make or break a organization's reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. With proper training, employees both new and current can get the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential.

Training is a necessity in the workplace, without it, employees don't know their responsibilities or duties with the organization. Employees training refer to programs that provide workers with information, new skills, or professional development opportunities.

The survival of any organization in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage. Training and development is an aspect of human resource practices that help in enhancing employee's skills, knowledge, and competence capable of improving employee's ability to perform more efficiently. Training and development play a vital role in the effectiveness of an organization. It is one of the most pervasive techniques for improving employee's performance enhancing organization productivity in the work place.

The company who need to get the competitive advantages in the market realized the importance of training in improving the employee's performance. Effective training programs leads to superior return on investment also play positive role in attaining the supreme levels of employee retention.

Due to growing up global too quickly and new created technologies day by day, the firms are now facing new changes as well as challenges. Technologies advancements have molded the need of capabilities and competencies required to perform a particular tasks. Thus to facing with these challenges, more improved and effective training programs are required by all corporate.

Among the important function of human resource management, one of the crucial functions is employee development through proper training and development programs. Employee development refers to the capacity and capability building on an employee, and thus as of whole organization, to meet the standard performance level.

Generally the aim of this study to examine the effects of training on employee performance in the context of Panchbari College.

1.2 Background of the study

The college is established in 1988. It is an institution in which the locality can be benefited by achieving knowledge and learning their studies. There are many competitors in the locality. They are the employee's who have competencies, capabilities, skill and knowledge. Through this the learners develop their attitude & management increase their capabilities to indentify the challenges effects of employee's training on organizational performance. Where improvements through training can be down. It will also help the management in planning for the development and implementation of effective and efficient training needs that will lead to increase performance of the organization.

1.3 Statement of the problem

Training and development play vital role in any given organizations in the modern day. The motive behind this study is to understand the effects of training programs on the teacher's performance of Panchbari College. The training cannot measured directly but the change in attitude and behavior that occurs as a results of training. By studying and analyzing the response of employee's regarding training, we can make scientific conclusions, which is the core idea of the study.

1.4 Goals of the study

In light of the above background, the aim of the study is to examine the effects of training on employee performance within the organization. The sub goals included are as follows:

- ➢ What training programs exist in the college sector?
- ➢ What are the training objectives?
- ➢ What methods are used and do these methods meet the training objectives?
- ➢ How does training affect employee performance?

It is expected that the findings of this study will help highlight the ways in which human resource training can be beneficial not only to the organizations but also to the career development of its teacher's.

1.5 Definition of key concepts

Human resource management is the way organizations manage their staff and help them to develop (McCourt & Eldridge 2003, 2) in order to be able to execute organizations' missions and goals successfully.

Human resource development is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfillment of organizations members as they work to accomplish the goals of the organization (Pace, Smith & Mills 1991, 6).

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon 1992).

Development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara 2008).

Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2000) while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

1.6 Objectives of the study

1. To study the effects of training on employee performance in Panchbari College.

2. To discover the relationship between undertaken training and development programs and employee performance.

3. To determine the degree of effect on each dimension of training on the employee's performance.

4. To study the impact of training and development on overall productivity of the organization.

2.1 HUMAN RESOURCE MANAGEMENT

Human Resource Management involves the management of the human resources needed by an organization and also being certain that human resource is acquired and maintained for purposes of promoting the organization's vision, strategy and objectives. In other words, HRM focuses on securing, maintaining, and utilizing an effective work force, which organizations require for both their short and long term survival in the market. In order for HRM to achieve its organizational objectives, managers should perform a number of basic functions which represent what is often referred to as the management process. It is worth noting that in the existing management literature, HRM functions have been differently classified by different researchers despite the fact that they all serve the same purpose of making available effective human resources. The basic functions being referred to above are human resource planning, organizing, staffing, leading, and controlling. In relation to the above and a focus in this study are Briscoe's (1995, 19) core HRM functions namely staffing, training and development, performance appraisal, compensation and benefits, and finally union and employee relations and health and safety (see Figure 1 below).
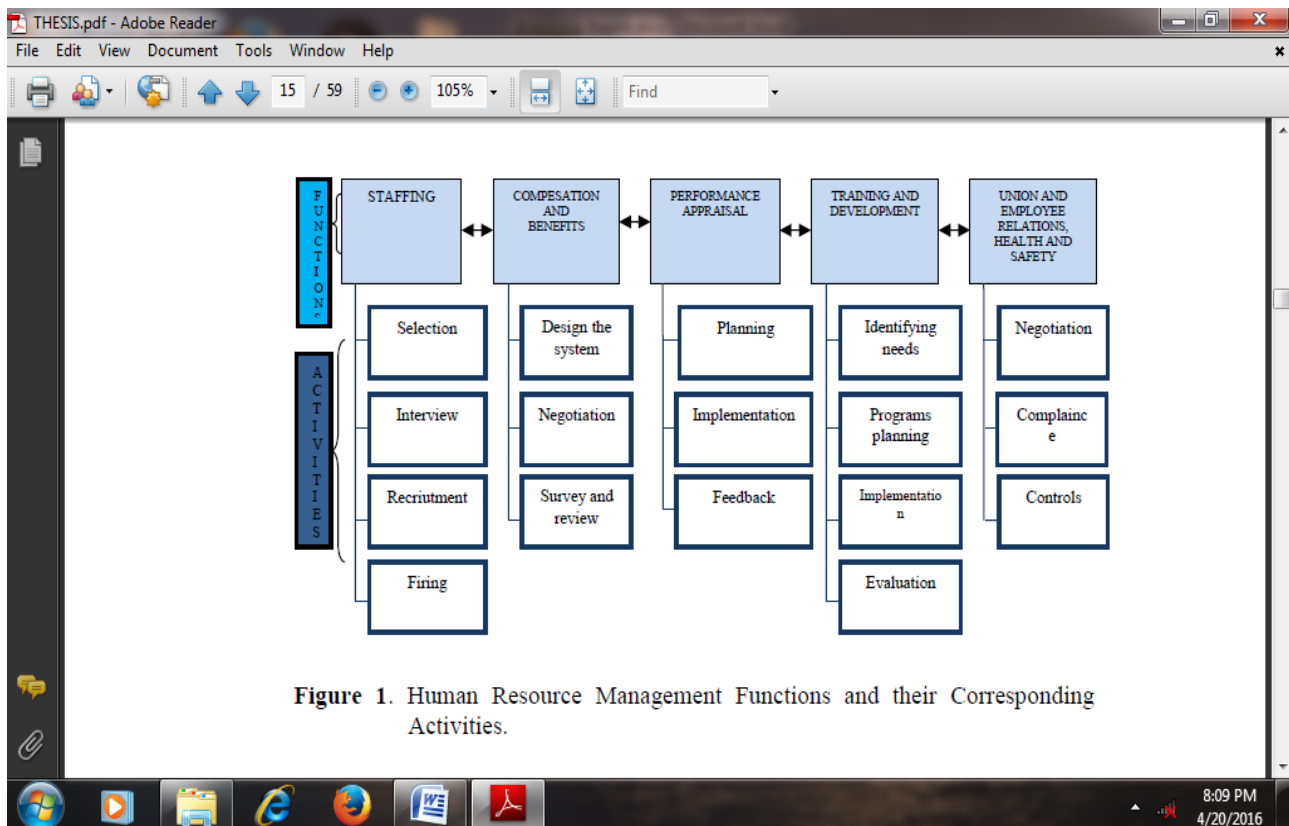

Figure 1. Human Resource Management Functions and their Corresponding Activities.

2.2 Staffing

Staffing ensures that the right people are available at the right time in the right place. This involves identifying the nature of the job and implementing a recruitment and selection process to ensure a correct match within the organization. In other words, the function of staffing involves hiring the required people, selection amongst the available pool the persons most suitable for the job in question, and sometimes retrenching or firing. When the people considered as fitting the required criteria are identified, HRM is required to arrange for and where needed conduct the interviews. Both selection and interviewing are performed in order to recruit the required personnel. One of the staffing objectives has always been and has been advocated for ensuring that people are recruited, they should be retained (Ghauri & Prasad 1995, 354 - 355) and this objective can be implemented with the right people in place.

The process of appraising becomes easy to implement if staffing function is well suited to the organization's strategies. This is so in such a way that the HRM knows exactly what is expected of the hired personnel and can evaluate their performance. Even still, the personnel can evaluate themselves depending on what they are expected to deliver and easily identify their potentials and which developments are required. The staffing function will affect almost all other HR functions because all functions will move towards the direction of staffing policies (Hendry 1994, 80 - 88).

2.3 Training and Development

This involves training and development of workforces and managers (Briscoe 1995: 83). Training and development are often used to close the gap between current performance and expected future performance. Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall 2005). Amongst the functions activities of this function is the Identification of the needs for training and development and selecting methods and programmes suitable for these needs, plan how to implement them and finally evaluating their outcome results (McCourt & Eldridge 2003, 237.

Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs.

2.4 Performance appraisal

Performance appraisal is a process that is carried out to enable both the individual and the organization to analyze, examine and evaluate the performance of specified objectives over a period of time. This process can take up formal and informal forms (McCourt & Eldridge 2003, 209). The purposes of performance appraisal have been classified into two groups that is the developmental and administrative purposes. The developmental purposes of performance appraisal include providing performance feedback, identifying individual strengths/weaknesses, recognizing individual performance, assisting in goal identification, evaluating goal achievement identifying individual training needs, determining organizational training needs, improving communication and allowing employees to discuss concerns. On the other hand, administrative Under the developmental purposes are purposes of performance appraisal include but are not limited to documenting personal decisions, determining promotion candidates, determining transfers and assignments, identifying poor performance, deciding layoffs, validating selection criteria, meeting legal requirements to mention a few.

Performance appraisal can be conducted once, twice or even several times a year. The frequency will be determined by the organizations depending on the resource capability and what is to be evaluated with regard to organization's objectives and strategies. There are a number of alternative sources of appraisal and these include;

1. Manager and/or supervisor
   - Appraisal done by an employee's manager and reviewed by a manager one level higher.
2. Self-appraisal performance
   - By the employee being evaluated, generally on an appraisal form completed by the employee prior to the performance interview.
3. Subordinate appraisal
   - Appraisal of a superior by an employee, which is more appropriate for developmental than for administrative purposes.
4. Peer appraisal
   - Appraisal by fellow employees, complied into a single profile for use in an interview conducted by the employee's manager.
5. Team appraisal
   - Appraisal based on total quality management concepts, recognizing team accomplishments rather than individual performance.
6. Customer appraisal
   - Appraisal that seeks evaluation from both external and internal Customers.

It is however important to note that, if there are no proper systems and plans to deal with the findings of the performance appraisal, the expected benefits of this process for the organization may not be realized. Further still, although good performance appraisal may be good for an organization, it may be bad if not professionally handled. Depending on the appraisal feedback; negative or positive, its impact to the employee may damage the organization if not taken well by the employee (McCourt & Eldridge 2003, 211 – 212). It can demoralize the employee and sometimes may lead to loosing the key employees just because they could not take the appraisal feedback and feel that they will be better off somewhere else. HRM needs to note some of the reasons as to why performance appraisals fail. Some of these reasons are shown in the figure below:

Figure 2. Reasons why performance appraisals fail (*Source: Bohlander and Snell (2004).*)
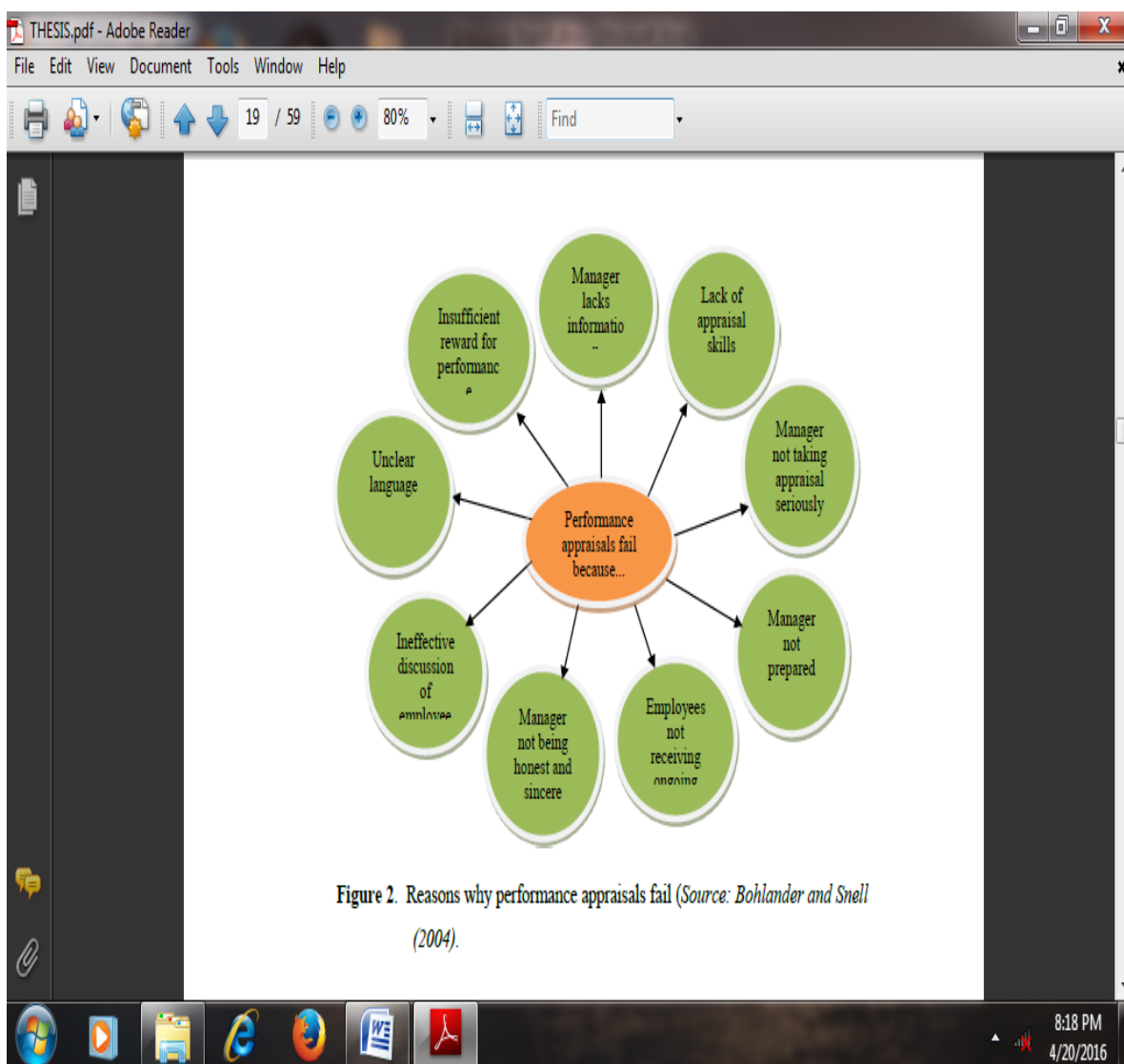
2.5 Compensation and benefit

This involves the designing and implementation of individuals and organizations pay and benefits schemes. Employee compensation and benefit practices differ across employment units (e.g., organizations, business units, and facilities) on several dimensions (see e.g. Gerhart, Milkovich & Murray 1992) and organizations. Barry, Harvey & Ray (1994) state that employee compensation and benefit can be considered of crucial importance to both the employers and employees in such a way that it plays a key role of being one of the essential hearts of employment relationships. They continue by explaining that this is so in such a way that while employees typically depend on wages, salaries, and so forth to provide a large share of their income and on benefits to provide income and health security. For employers, compensation decisions influence their cost of doing business and thus, their ability to sell at a competitive price in the product market. In addition, compensation decisions influence the employer's ability to compete for employees in the labor market (attract and retain), as well as their attitudes and behaviors while with the employer.

2.6 Union, employee relations, health and safety

Trade Unions are organization of workers, acting collectively, seeking to protect and promote their mutual interests through collective bargaining. The role of trade unions is mainly to protect employees' interests and they tend to be the link between the organization management and employees. Therefore, there are a lot of negotiations between management and unions in either resolving dispute between employees and management or try to fight for the best interest to its members (employees). It is important to note that, in the absence of the trade unions representing employees, most organizations would be more inclined to setting and thereby focusing on HRM policies promoting efficiency. Because of this representation however, organizations are forced into focusing on those policies that not only reflect organizational benefits but also putting consideration for the preferences of workers being represented by the union as a whole.

Health and safety is important since the well-being of employees is important. Depending on the country's labour policy, there may be some rules set with regards to safety and health of employees. These rules and controls over organizations against employees may be such as; compulsory workman compensation schemes where all organizations are required to insure employees at work. Another control may be regular inspection of working environment by the government and union officials. The inspection may be aiming at ensuring that the company is following the set policies and has a safe working environment for its employees.

CHAPTER 3

HUMAN RESOURCE TRAINING AND DEVELOPMENT

3.1 HUMAN RESOURCE TRAINING AND DEVELOPMENT

Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall 2005).

3.2 Training

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers (see e.g. Gordon 1992, Beardwell, Holden & Claydon 2004). This has yielded into a variety of definitions of training. For example, Gordon (1992, 235) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

It is worth nothing that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Beardwell et al. 2004). Related to the above, Beardwell et al. (2004) add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development.

3.3 Benefits of training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2001) summarizes these benefits as below:

1) High morale – employees who receive training have increased confidence and motivations;

2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;

3) Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;

4) Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;

6) Help to improve the availability and quality of staff.

3.4 HR training needs

According to Wognum (2001, 408), training and development needs may occur at three organizational levels namely; (1) strategic level where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed (2) tactical level where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and (3) operational level where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject. In order to enable an organization formulate human resource training and development goals that will enable both formal and informal human resource training and development methods and programmes create a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels.

The first issue is to identify the needs relevant to the organizations objectives. According to Wognum (2001) and Torrington et al. (2005), there are three categories of identifying training and development needs. These include: resolving problems, this focuses on workers' performance, improving certain working practices, this focuses on improvement regardless of the performance problems and changing or renewing the organization situation, which may arise because of innovations or changes in strategy. The above are summarized in Table 1 below. It is worth putting in mind that during the identification of training needs, there is need to create, develop, maintain and improve any systems relevant in contributing to the availability of people with required skills.

Moreover, training programmes should be designed to carter for the different needs. Further still, the training programme, content and the trainees' chosen depend on the objectives of the training programme (Milkovic & Bordereau 2003).

A number of approaches have been highlighted in previous literature for identifying needs (Edmond & Noon 2001; Torrington et al. 2005). These are the problem-centred (performance gap) and profile comparison (changes and skills) approaches. Similarly, a number of approaches for analyzing training needs depending or either new or current employees have been pointed out by earlier studies (see e.g. Torrington et al. 2005, 390 – 392). The two most traditional approaches being the problem centered approach and the profile comparison approach. The problem centred approach focuses on any performance difficulties and the corporation analyses if the problems are due to insufficient skills, which then need to be developed if the problem is to be solved. Profile comparison approach on the other hand focuses on matching the competencies with the job filled, whether new position or existing position. Some changes in strategy and technology may also bring the need for new or additional skills.

Table 1. The training and development needs' types.

	RESEARCHERS		
NEEDS' CATEGORIES, APPROACHES AND LEVELS	Wognum et al. 1999 (Categories)	Wognum 2001 (Levels)	Torrington et al. 2005 (Approaches)
	➤ Resolve problems (workers' performance) ➤ Improve practices ➤ Change or renew (company situation)	➤ Strategic level (top management) ➤ Tactical level (middle management) ➤ Operational level (lower executive management & other employees)	➤ Problem centred (performance) ➤ Profile comparison (changes & skills)

3.5 Training and development methods

Nadler (1984:1.16) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the-job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail. Armstrong (1995) 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. Different organizations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (2) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

3.5.1 Job rotation and transfers

Job rotation and transfers (McCourt & Eldridge 2003, 356) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

3.5.2 Coaching and/or mentoring

This involves having the more experienced employees coach the less experienced employees (Devanna, Fombrun & Tichy 1984; McCourt & Eldridge 2003, 256; Torrington et al. 2005, 394 - 395). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al. 2005, 394 – 395). The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

3.5.3 Orientation

This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures.

3.5.4 Conferences

A as a training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading tot under training other individuals.

3.5.5 Role playing

Involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organization setting for discussion.

Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are there after required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees.

3.5.6 Formal training courses and development programmes

These are a number of methods which may be used to develop the skills required within an organization. These course and programmes are usually a set of defined and known programmes where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained. Unlike informal trainings and programmes, formal training and programmes can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programmes while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programmes can be held within the organization (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed, organization's structure and policies, the trainers too may be coming within the corporation or outside the organization.

3.6 Employee performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992) as 28

briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). Efficiency and effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is

produced per unit of resources employed (Lipsey 1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996). As noted by Draft (1988), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy 1985). Further still, Kinicki & Kreitner (2007) document that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

CHAPTER 4

NON GOVERNMENT COLLEGE TEACHER'S TRAINING

4.1 Preclude

There are many training course for the teachers in a college. Such as subject base training, creative question base training, master trainer training, computer training, ICT training, NAEM training, CLT training etc.

4.2 Objectives

1. Disciplined and renewal knowledge of the subject of teacher according to the curriculum and syllabus.

2. Encouragement for modern pedagogy and education method.

3. Changing of traditional & modernization.

4. Materials of modern studies.

5. Acknowledgement of teacher's profession and problems of institution.

6. Providing concept for extra curriculum activities.

7. Encouraging for reality & personality.

8. Encouraging for computer & modern technology.

Including Methods

The training includes pedagogy, which is engaged with principles of education and management, methods of education, technology of education, Psychology of education and evaluation of education, extra curriculum, action research, Microteaching, simulation, computer and others.

4.3 Training: Subject base training-

Subject based training is co-ordinated by Secondary and higher secondary board for 40 day's this training is co-ordinated by Secondary and higher Secondary education board. In higher Secondary teacher's training institute. This training is assembled by the Resource Book- Psychology, education-psychology, education rules & management, education method, education evaluation.

4.3.1 Educational psychology:

Educational psychology is the branch of applied Psychology, which is concerned with the application to education of psychological principles and findings, together with the psychological study of problems of education.

Goals-

➢ To discuss with learning and teaching method psychologically.
➢ Eagerness, intention and acceptance of students about their lessons.
➢ Pleasant & effective teaching of the story.

Objectives:

➢ To be acceptable the teaching pleasantly.
➢ How the environment effect on mental and physical base.
➢ to recall the retention
➢ To motivate the regulation of need satisfying and goal seeking behavior etc.

4.3.2 Education rules & management:

Goals:
➢ Rules of education shows the definition of education & rules.
➢ To identify the role of higher secondary education.
➢ To able to discuss the importance of higher secondary education.

Objectives:
➢ To make the students able to work & to get higher education.
➢ To make students perfect and personality as the demand of age.
➢ Civilized & scientific thoughts.
➢ Cultural improvement.

4.3.3 Education Method:

Method is the process of establishing and maintaining contact between the pupils and the subject matter.

Goals:
- To discuss method and teaching
- To apply the teaching
- To explain the techniques

Objects:
- Modular Method
- Symposium
- Team teaching
- Unit Method

4.3.4 Education evaluation:

The process of ascertaining or judging the value or amount of something by careful appraisal.

Goals:
- Evaluation measurement & test description.
- Difference between evaluation & measurement.

Objects:
- To increase and change of students personality.
- To make intention, ideal, outlook of the students.
- Results of qualitative & quantities evaluation.

4.3.5 Communicative English & Bengla:

Listening skills, speaking skills, reading skills, writing skills are the main elements of the subject.

Objectives:

- ➢ To increase listening skills of the students.
- ➢ To improved speaking skills.
- ➢ To able reading skills.
- ➢ To capable writing skills.

4.3.6 CLT (Communicative Language Teaching):

Course co-ordinated by: NAEM

Objectives:

1. How to teach communicative language.

2. To know the basic elements of language teaching.

3. To know about inclusive and exclusive education.

4. To design an effective method of teaching.

5. To cope up with the progressive forces of the world.

Development:

1. Teaching English in an effective way.

2. Design content chart in a systematic way to make it easy.

3. Master over the four skills of English namely listening, speaking, reading and writing.

4. Create an English environment in the classroom.

4.5 Setup a creative questions and evaluation of scripts.

This training is co-ordinated by Secondary & Higher secondary education sector in Rangpur.

Objectives:

1. To creative questions.

2. Modification of question.

3. Evaluation of scripts.

Training content:

1. Evaluation of Imagination.

2. Structure of alternative question.

3. Application of skill and knowledge.

4.6 Training on Information & Communication Technology (ICT)

Objectives:

1. Digital Material Develop.

2. Operate Multimedia classroom.

3. Participatory classroom.

Computer literacy, achieved as the core of schooling is the passport that equip an individual with the required skills to compete in the social and economic environment of the contemporary world. Bangladesh Government sees computer literacy as a preeminent requirement and it is a central priority in Ministry of Education's development programme.

Ministry of education has been implementing extensive training programmes on ICT for secondary and higher secondary level teachers so that they can train the young learners at their disposal in this wonderful technology. In conjunction with the training programme Government has also undertaken a massive programme of distribution of computers to the secondary and higher secondary level institutions for spreading ICT literacy.

The ICT training manual has been complied by a team of experts as a teaching tool for higher secondary level education institution teachers. This manual includes the present HSC level ICT curriculum as well as some additional lessons to strengthen the student's capability. This manual can also be used for teaching ICT in the classroom.

CHAPTER 5

SUMMARY, RECOMMENDATION AND CONCLUTION

5.1 Major Findings

From my questionnaire analysis I have found that all of the respondents as teacher of Panchbari College have got training and thus the teacher performance show great potentiality and skill. The analysis also shows the respondents have got variety of experience which is taking colleges performance upward.

In Panchbari College the respondents as teacher's got both on the job training and off the job training from the college but unfortunately the teacher's did not get any international training from the abroad. It was also found that training budgetary and provisions, management appreciation and support, trainer's qualifications have significance relationship with teacher performance. We also found the same results in that training budgetary and provisions, management appreciation and support, trainers qualifications have significant relationship with teacher performance. It can be also state that training needs assessment, training design and contents have significance relationship with teacher's performance. It also considered that training and development programs are directed and controlled by skillful trainer and these programs are based on colleges working activities.

Respondent as teachers of Panchbari College agreed that training provided by the college is beneficial for their working performance.

5.2 Recommendations

Main objectives of the study are to find out the effects of training on teacher's performance of Panchbari College. Some suggestions are given which may help to increase more efficiency of training in Panchbari College.

➢ Training needs assessment is essential for very college to carry out the institutional activities and to reach its goal. We know that training needs assessment is the difference between standard performance and the actual performance. The college should measure training needs assessment before sending a teacher to training. Here higher authority will take appropriate decisions for each teacher to measure training needs assessment and must be fair in their work.

- Though the trainers are very much skillful and knowledgeable persons sometimes they are not understand the trainee's needs or their lacking. So they must make know the need of trainees.

- In our research we can state that training commitment has insignificance relationship with teacher performance. So the HRD of the Panchbari College should take some initiative step so the training commitment meet with the related job.

- The training and development department of Panchbari College needs to provide effective training programs to their teacher's and also maintain the international standard quality which helps the bank to reach its mission and vision.

5.3 Conclusion

Training is essential to very college to enlarge the teacher's skill and efficiency. Any type of training increases the performance of the teachers as a results college get advantages such as the teachers do their job perfectly and college gets their goal easily. So training is the very important part of the college.

For the economic, moral, social and educational development of a country, college sector plays a vital role. Panchbari College is one of the markets leading college in the college sector and it has already proved its presence and contribution in the socio economic prospect. So to compete with other college Panchbari College needs skillful teachers this is achieved by the effective training program. So the college arranges effective training program which will increase teacher's skill, knowledge and ability, develop better student's service and increase confidents of teachers to do better work. As a result, the college will earn more profit and to reach its mission and vision within short time.

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QUESTIONNAIRE SURVEY

My name is Mosammat Yeasmin Ara Begum. I am a student of MBA from faculty of Business Studies in Hajee Mohammad Danesh Science & Technology University, Dinajpur-5200. I am carrying out an internship report on **"Effects of Training on Employee Performance"** which is part of my MBA program. I would be happy if you could help me answer the following questions. Your response will be treated confidentially and this will be only used for academic purpose.

Thank you for your kind support.

This questionnaire is in two parts

Part 1: The profile: Please indicate your information

      Name   Designation:

Please tick (✓) the answer and fill in the blanks when necessary

1. Gender   :   □ Male   □ Female

2. Age   :   □ 21-25   □ 26-35

                                   □ 36-45   □ 46-51

3. Marital Status   :   □ Single   □ Married

4. Education Level   :   □ Graduate   □ Masters   □ Ph.D/M.Phil

5. Years of Working :   □ Less than 2 years   □ 2 to 5 years
                                  □ 6 to 10 years   □ More than 10 years

6. Have you got any training from your college?   □ Yes   □ No
            (If yes then answer the below question)

7. Which type of training have you got?   □ Entry level   □ Mid level
                                     □ Advanced level   □ Other

8. Which type of training is provided by the college?
            □ On the job training   □ Off the job training   □ International

Part 2: Please tick the appropriate box to indicate your theory of satisfaction

Where   Strongly disagree = 1;   Disagree = 2;   Neutral = 3

Agree = 4   Strongly agree = 5

Section A: Training budgetary and provisions

1. Training budget is sufficient for maintaining training program.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

2. Our training budget has highly supported our training programs.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

3. Our training budget has highly determined our college performance.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

4. Our training budget highly drives the training implementation.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

Section B: Management appreciation and support

1. The management of the college has often supported training programs.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

2. The process of approval training is difficult.

       ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

       ☐ Agree   ☐ Strongly agree

3. Training can't be successful if the top management does not appreciate it.

       ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

       ☐ Agree   ☐ Strongly agree

4. It may be difficult to organize and implement training without management support.

       ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

       ☐ Agree   ☐ Strongly agree

Section C: Training Needs Assessment

1. Training need assessment (TNA) measurement of my college is well evaluated.

       ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

       ☐ Agree   ☐ Strongly agree

2. Training programs or content are relevant with the training needs.

       ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

       ☐ Agree   ☐ Strongly agree

3. Training and development programs providing by your college are consistent with the organizational activities.

       ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

       ☐ Agree   ☐ Strongly agree

Section D: Training design and contents

1. Training design is well established regarding with the organization activities.

    ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

    ☐ Agree   ☐ Strongly agree

2. Training provided by the college is well organized.

    ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

    ☐ Agree   ☐ Strongly agree

3. Training providing by the college is easy and practical.

    ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

    ☐ Agree   ☐ Strongly agree

4. Training contents help me to increase my skills to approach the new technology.

    ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

    ☐ Agree   ☐ Strongly agree

5. Training contents help me to improve the problem-solving skill.

    ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

    ☐ Agree   ☐ Strongly agree

6. I can instruct other colleagues about the training contents after training course.

    ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

    ☐ Agree   ☐ Strongly agree

7. Training contents help me to make the schedule working in better.

    ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

    ☐ Agree   ☐ Strongly agree

Section E: Training commitment

1. The training programs are able to fulfill my expectations.

   □ Strongly disagree □ Disagree □ Neutral

   □ Agree □ Strongly agree

2. The training programs match with my actual work.

   □ Strongly disagree □ Disagree □ Neutral

   □ Agree □ Strongly agree

3. Training and development program of the college helps to enrich your potential skills and knowledge.

   □ Strongly disagree □ Disagree □ Neutral

   □ Agree □ Strongly agree

4. Training and development programs improving your technical skill.

   □ Strongly disagree □ Disagree □ Neutral

   □ Agree □ Strongly agree

5. Training provided by the college increasing my performance.

   □ Strongly disagree □ Disagree □ Neutral

   □ Agree □ Strongly agree

Section F: Trainers qualifications

1. Training is operating by skillful and experienced trainers.

   □ Strongly disagree □ Disagree □ Neutral

   □ Agree □ Strongly agree

2. Out trainers are highly knowledgeable in their respective fields.

□ Strongly disagree   □ Disagree   □ Neutral

□ Agree   □ Strongly agree

Section G: Service delivery; How would you assess the following after training programs.

1. Composure of staff towards student is excellent.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

2. Duration of rendering service is considerably small.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

3. students waiting time is reduced.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

4. Queues are rarely formed.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

5. Service failure is highly reduced.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

6. There is an effective student handling.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

Dependent Variable: Employee Performance

Section A: Job competencies

1. I seldom commit errors in my service delivery to both my internal and external staffs.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

2. My skills align with the needs of my job description.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

3. Supervising my subordinate has not been cumbersome.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

Section B: Job Motivation

1. I often have internal drive towards accomplishing my duties.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

2. I have been greatly driven by the accumulation of skills since completed my training.

   □ Strongly disagree   □ Disagree   □ Neutral

   □ Agree   □ Strongly agree

3. I am driven by the quality of supervision I receive from my supervisors.

☐ Strongly disagree   ☐ Disagree   ☐ Neutral

☐ Agree   ☐ Strongly agree

4. I have been driven by the quality of internal processes and system of training

    ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

    ☐ Agree   ☐ Strongly agree

Section C: Job enrichment

1. My job has been enhanced in details in the last one year.

    ☐ Strongly disagree   ☐ Disagree   ☐ Neutral

    ☐ Agree   ☐ Strongly agree

2. My job details have been more challenging and engaging

    ☐ Strongly disagree   ☐ D isagree   ☐ Neutral

    ☐ Agree   ☐ Strongly agree