The Effect of Training and Development Strategy on Organizational Performance: A Case Study of Central Bank of South Sudan

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Abstract

Training and development strategy is not given high priority in organizations. In public institutions, problem related to facility, participants, administration, lack of seriousness on the parts of the trainees, trainers, lack of communication with the superiors on training and different expectations from training are major obstacles which can create negative progress about training. Amidst the shortcomings there are numerous benefits that can be accrued through training and development and employee productivity, employee satisfaction, organizational efficiency and effectiveness. The purpose of this study was to assess the effect of training and development strategies on Organizational performance in Central Bank of South Sudan, Juba. Objective of the Study were; to establish training and development strategies that have been adopted by Central Bank of South Sudan. The research was conducted at Central Bank of South Sudan which is situated in Juba. The data was obtained from employees of the bank from both the management and Staff from different departments. The descriptive research design was used in the study. The target population was 111 employees while the sample population was 41 employees. The findings showed that several training and development strategies have been adopted by the Central Bank of South Sudan. The study recommends that evaluation of the training methods should be done before the training is given so that the impact of the training on performance is measured.

Keywords: *Training, development strategy, performance, Central Bank of South Sudan*

1.0 Introduction

Training and development is very vital to job productivity and organization performance since the formal educational system does not adequately provide specific job skills for a position in a particular organization (Dhamodharan, 2012). While, few individuals may have the requisite skills, knowledge, abilities and competencies needed to fit into a specific job function, some others may require extensive training to acquire the necessary skills to be able to fit in a specific job function and also make significant contribution to the organization's performance. Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, 2002). Currently, training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. The employee performance depends on various factors.However, the most important element of employee performance is training as asserted by (Dess & Picken, 2000). Training is necessary to enhance the capabilities of employees owing to the fact thatemployees who have more on the job experience have better performance because there is an increase in the both skills and competencies because of more on the job experience. There is needto first define what training and development is before delving deeper into the subject.

Goldstein (1999) defined training as the systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment. This implies that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematically tailored towards enhancing performance and productivity. Similarly, Stone (2002) sees training as consisting of planned programs designed to improve performance at the individual, group and/or organizational levels while development is concerned with specific programs designed to prepare and groom a worker with particular education and training for higher responsibilities. Authors like Lawrie (2000) define job development as a framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development. The focus of all aspects of training and development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. Organizations have many opportunities for employee development, both within and outside of the workplace. Development can be formal such as in classroom training, a college course, or an organizational planned change effort. It can also be informal as in employee coaching by a manager. Healthy organizations believe in development and cover all of these bases.

Training and development techniques are classified into behavioral or On-the-job which include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching and cognitive or Off-the-jobtraining which feature Lectures, computer-based training, games, and simulations, etc. These tend to influence employees' performance and organizational performance (Aguinis, 2009).

According to Richard, Devinney, Yip & Johnson (2009), organizational performance is a multi-dimensional concept driven by three influencers namely; the stakeholders for whom performance is relevant; the landscape over which performance is being determined; and the timeframe relevant for measuring performance. Organizational performance can, therefore, be viewed as encompassing three specific areas of outcomes that consist of financial results, product performance and shareholder return (Richard et al., 2009). Wanjohi (2013) noted that there exists an imperative for organizations to identify suitable measures to monitor performance against objectives continually.

Kaplan and Norton (1992) indicated that the performance of an organization should be measured based on both financial and non-financial indicators through the well-known concept of the balanced scorecard. The balanced scorecard proposes that traditional financial metrics should be supplemented with additional perspectives on customers, internal business processes, and learning and growth. Accordingly, an organization would be able to track financial results while simultaneously monitoring progress on metrics necessary to ensure sustainable growth in future (Kaplan & Norton, 1992).

Financial performance refers to the degree to which an organization's financial objectives have been met on monetary terms over a certain period. According to Wanjohi(2013), financial measures clarify where a company should focus its efforts, what businesses need improvement and further identify weaknesses within the organization. Notable financial performance measures used include profitability, liquidity, activity analysis, capital structure and stock market ratios. Financial measures remain widely accepted as a primary indicator of financial performance for both internal and external stakeholders of an organization. Drucker (1974) noted that the specific mission of the business is economic performance and every deliberation and decision are taken by management has economic performance as its first dimension (Drucker, 1974). Non-financial measures that may be employed by organizations include competitiveness through market share, position and sales growth rate. Others include resource utilization; service and product quality through customer satisfaction surveys; working life quality for staff via staff turnover and absenteeism; innovation; and corporate responsibility measures such as tax compliance and environmental impact.

Training and development are in most times taken to mean one and the same thing yet they are different both in meaning and functionality when it comes to organization performance. Training means learning skills and knowledge for doing a particular job hence in an organization setting it increases job skill. According to Mahapatro (2010), training is concerned with maintaining and improving current job performances. Thus, it has a short-term perspective and is job-centered in nature. Development, on the other hand, means the growth of an employee in all respects, and it shapes attitudes. Development seeks to develop competencies and skills for future performances. Thus, it has a long-term perspective and tends to be more careers centered in nature. Banjoko (2006) opines that every organization provides training and development (T&D) for their employees for some reasons which includes: To remove performance deficiencies in the event that the management feels its personnel is short of skills. Also, to match the employees' abilities with the job requirements and organizational needs this, in turn, enhances organizational viability and the transformation process. T & D is also provided so as for the staff to cope with new technological advancement e.g. the demands of automation, mechanization, and computerization.

Quality and quantity of work are also improved through T & D and this increases productivity and efficiency.

With the changing business dynamics, Mathis (2006) adds that T & D helps to cope with increasing organizational complexity. Also, it enhances employees' self-esteem, morale, induce certain behavioral changes in the employees and thereby improve organizational climate. With such factors working in concert then there are reduction incosts of production and minimizing of waste. Other texts underline that the objectives of training and development are the same. Both enhance the individual's capacity to contribute optimally to the development of the organization (Oguntimehin, 2001). Continuous development of employees can maintain the quality of service. One of the way to develop employees is giving them ongoing training in their respective fields as according to Armstrong, (2000) employees can perform better and maximize their natural abilities after following a successful training session. Enhance employee's ability to adopt new technologies. Build a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale hence employee satisfaction.

The Bank of South Sudan is the central bank of the Republic of South Sudan. Established in July 2011, by an Act of Parliament (The Bank of South Sudan Act, 2011), it replaced the now defunct Bank of Southern Sudan, a branch of the Bank of Sudanwhich had served as the central bank of Southern Sudan, during the period between February 2005 until July 2011. The bank is fully owned by the Government of South Sudan. The Bank maintains its headquarters in the city of Juba, the capital of South Sudan, with branches in the towns of Wau, Yei and Malakal (www.afdb.org).The Bank of South Sudan is the central bank of the Republic of South Sudan. It is headed by the Governor of the Bank of South Sudan. The Bank is the only institution that is constitutionally mandated to issue the South Sudanese pound(www.centralbankfsouthsudan.org).

The bank is mandated to function as the central bank of South Sudan, to establish and supervise conventional banking services in South Sudan including licenses to financial institutions according to rules and regulations issued by the Board of Directors. Also, the management of the bank is under the Governor of the Bank of South Sudan, who is supposed to manage the conventional banking system in South Sudan according to prevailing rules, regulation and policies. The bank acts as the bank to the Government of South Sudan, as an adviser and agent thereof in monetary and financial affairs. In the discharge of the duties, responsibilities and mandates thereby required and imposed upon it, to exercise the power and supervisory authority so conferred, in a manner consistent with the ordinances and regulations stipulated in the laws that govern the bank. The Bank of South Sudan is also in charge of supervising and regulating commercial banks in South Sudan (www.centralbankofsouthsudan.org).

Owing to the fact that it is such a young national organ and one that is very vital in the nation of South Sudan it becomes a good case study for this research. Also by having a huge mandate to execute in a country that is deemed unstable by neighboring countries, questions around training and development arise in the debate forperformance of the Central bank to its nationalities hence a good case study.

1.2 Statement of the Problem

According to global perspective studies, training and development strategy is not given high priority in organizations (Srinivasan, 1980; Dhamodharan, 2012). In public institutions, problem related to facility, participants, administration, lack of seriousness on the parts of the trainees, trainers, lack of communication with the superiors on training and different expectations from training are major obstacles which can create negative progress about training (Srinvasani, 1997). Amidst the shortcomings there are numerous benefits that canbe accrued through training and development and employee productivity, employee satisfaction, organizational efficiency and effectiveness are just a few but to mention.

In the case of Central Bank of South Sudan, there is need for T & D going by what literature reviewed has revealed that there are many training gaps in the bank. For instance, many of the current employees have difficulties in English communications, while others have found difficulties in customer service management among other related issues (ICOSS, 2006). Again, it becomes an ideal case study as according to UNDP (2012) the bank remains fragile in capacity building, most of the employees in the Bank subscribe to the Arabic language as the official language in the organization, yet the official language of South Sudanese is English. When Sudan was still under one Country before 2005, Arabic Language was an official Language in public offices in public institutions. Reports by international NGOS as cited by Hulme and Edwards (2013) also show reluctance in capacity building by the government of South Sudan hence most of the non-profit organizations have taken upon themselves to partner with government agencies and have ensured the government has put in place strategies to enhance capacity. In the strategy, they have come up with the aim of the contribution of South Sudanese in Diaspora to come home and help in thenation-building (MTCDS, 2012). With such measures in place, this research becomes timely to investigate the effect of training and development on organizational performance focusing on the Central Bank of South Sudan. The researcher also acknowledges there is no such study that hasbeen done in South Sudan and if at all any literature exists then it is scanty hence this study.

1.3 Objectives of the Study

To establish training and development strategies that have been adopted by Central Bank of South Sudan.

2.0 Literature Review

2.1 Theoretical Framework

2.1.1The Human Resource-Based Theory

The human resource based theory according to Purcell et al. (2003), originates from the literature of strategic and economic management that helps evaluate the firm's competitive advantage and increased performance resulting from having well skilled human resource (employees). The key emphasis of the theory is the critical role that the human resource play in ensuring the organizational success resulting from having a competitive team of employees. Kamoche (2004) therefore argues that the theory advocate for the establishment of schemes and strategies

essentialinstaff retention, job satisfaction, and increased productivity. The author further states that for this to happen, the organization should invest in the human resource who are the greatest organizational asset, this can be done through training and development.

Further, The Human Resource Based Theory focuses on the capacity of the organization to utilize both the physical and non-physical resources in gaining competitive advantage from increased performance and performance efficiency (Yin, 2003). Kraak (2005) therefore argues that employers should invest in employees who are a unique product of an organization whose competencies are hard to copy but are essential in the fulfillment of the organizational goals. According to Aguinis (2009), traditionally employees were seen as liability or expense to the organization and the management always emphasized on reducing this cost by looking for strategies that the organization can have fewer employees. However, the author further argues that employees are valuable and the only way that the organization can cut cost is not by reducing the number of employees but by investing in them so that the performance efficiency can be increased.

Thus, this theory is necessary for the study as it places the human resource as a very important resource of an organization who can be developed to increase the performance of the organization. The theory, therefore, can be seen as an advocate for continuous training and development of employees, to boost their skills and capabilities essential for improved performance efficiency, as a result of employee motivation and satisfaction which increases their productivity (Banjoko, 2006). Further, the theory views employees as source of competitive advantage. However, the human resource can only be a source of competitive advantage if they have unique competencies acquired through training and development as well as work experience. Hence, the aspect of human resource training and development cannot be ignored in growing competitive advantage of the firm from improved performance.

2.1.2 Sociotechnical Systems Theory

Sociotechnical systems theory describes work systems as composed of social and technical subsystems and suggests that performance improvement can only follow from the joint optimization of both subsystems. In more detail, sociotechnical systems theory suggests a number of job design principles such as the compatibility between the design process and its objectives, a minimal specification of tasks, methods, and task allocations, and the control of problems and unforeseen events as near as to their origins as possible (Clegg, 2000).

As Parker and Turner (2005) pointed out, sociotechnical systems theory is more concerned with group performance than with individual performance. However, one can assume that work situations designed on the basis of this approach have also positive effects on individual performance. Approaches in the second category focus on factors that have a detrimental effect on performance. Within role theory (Clegg, 2000), role ambiguity and role conflict are conceptualized as stressors that impede performance. However, empirical support for the assumed negative effects of role ambiguity and role conflict is weak (Jackson & Schuler, 2005).

Tubbs and Collins (2000) found a negative relationship between role ambiguity and performance in professional, technical, and managerial jobs. Additionally, they found a negative relationship between role ambiguity and self-ratings of performance. However, the 90% credibility interval of

all other effect sizes included zero. Similarly, neither Jackson and Schuler (2005) nor Tubbs and Collins (2000) found a significant relationship between role conflict and job performance. Situational constraints include stressors such as lack of necessary information, problems with machines and supplies as well as stressors within the work environment. Situational constraints are assumed to impair job performance directly.

2.1.3 The Action Theory

The action theory describes the performance process as any other action from both a process and a structural point of view. The process point of view focuses on the sequential aspects of an action, while the structural point of view refers to its hierarchical organization. From the process point of view, goal development, information search, planning, execution of the action and its monitoring, and feedback processing can be distinguished. Performance depends on high goals, a good mental model, detailed planning, and good feedback processes.

Frese and Sonnentag (2000) derived propositions about the relationship between these various action process phases and performance. For example, with respect to information search they hypothesized that processing of action relevant, important but parsimonious and realistic information is crucial for high performance. A study in the domain of software design showed that excellent and moderate performers differed with respect to problem comprehension, planning, feedback processing, and task focus.

Roe (2009) suggested a very broad approach to performance regulation, in which he incorporated the action theory approach as one of five perspectives. The other four components of performance regulation are: energetic regulation, emotional regulation, vitality regulation, and self-image regulation. Roe assumes that all these five types of regulation are involved in performance regulation. The process regulation perspective is closely linked to specific performance improvement interventions. The most prominent interventions are goal setting and feedback interventions. The basic idea of goal setting as a performance improvement intervention is that setting specific and difficult goals results in better performance than no or 'do-your-best' goals. Goal-setting theory assumes that goals affect performance via four mediating mechanisms: effort, persistence, direction, and task strategies.

2.2 General Literature

2.2.1 Training and development strategies

There are two major Training and development strategies discussed in this study; theyare classified into off-job training and On-the-job;

On-The-Job Training Strategies

The on-the-job training (OJT) as viewed by Weil and Woodall (2005) is the process of teaching the knowledge, competencies, and skills that employees need to perform specific tasks within the work environment. OJT uses existing or regular machines, tools, equipment, documents, expertise and knowledge essential for employees to learn to perform their tasks effectively. According to Yin (2003), on-the-job training occurs within the regular working environment that an employee's experience on the job. The author further states that this may occur in different platforms of actual work or elsewhere but within the workplace using training equipment,

training workstation or training rooms. The major strategies of OJT include the orientation, mentorship, internship and job rotation.

Role Playing: Kamoche et al. (2004) states that in role playing new staff assume a role outside of themselves and play out that role within a group. A facilitator creates a scenario that is to be acted out by the participants under the guidance of the facilitator. While the situation might be contrived, the interpersonal relations are genuine. Furthermore, participants receive immediate feedback from the facilitator and the scenario itself, allowing better understanding of their own behavior. This training strategy is cost effective and is often applied to marketing and management training.

Job Rotation: Job rotation is a training strategy used to train employees by rotating them through series of jobs that are related (Kenney et al., 1992). The author further states that this technique not only make the trainee to be well acquainted with different jobs, but it also removes the boredom of doing the same job all the time. This further allows rapport development among employees rotating jobs, making rotation very logical in helping employee gain experience in areas related to their daily tasks.

Self-instruction: Self-instruction describes a training strategy in which the new staff assume primary responsibility for their own learning. Unlike instructor- or facilitator-led instruction, new staff retain a greater degree of control regarding topics, the sequence of learning, and the pace of learning. Depending on the structure of the instructional materials, they can achieve a higher degree of customized learning. Forms of self-instruction include programmed learning, individualized instruction, personalized systems of instruction, learner-controlled instruction, and correspondence study. Benefits include a strong support system, immediate feedback, and systematization. (Godstein, 1999)

Audiovisual Training strategy: Audiovisual training strategy include television, films, and videotapes. Like case studies, role playing, and simulations, they can be used to expose employees to "real world" situations in a time- and cost-effective manner. The main drawback of audiovisual training strategy is that they cannot be customized for a particular audience, and they do not allow participants to ask questions or interact during the presentation of material. (Lawrie, 2000)

Off-Job Training Strategies

Mahapatro (2010) defines off-the-job training strategy as a method where employees or workers learn their job/task roles away from the actual work environment or floor. Stone (2002) further gives a definition of off the job training as training that comprises of a place allocated for the purposes of training, which may be close to the normal working place, where the employees learn new skills and get equipped with the techniques and tools used in the actual work floor. When the off-the-job training is offered, the employees at this time get trained without doing their normal work or visiting to their places of work. Some of the off-the-job training techniques are lectures and simulations.

Team-Building Exercises: Team building is the active creation and maintenance of effective work groups with similar goals and objectives. Not to be confused with the informal, ad-hoc formation and use of teams in the workplace, team building is a formal process of building work

teams and formulating their objectives and goals, usually facilitated by a third-party consultant. Team building is commonly initiated to combat poor group dynamics, labor-management relations, quality, or productivity. By recognizing the problems and difficulties associated with the creation and development of work teams, team building provides a structured, guided process whose benefits include a greater ability to manage complex projects and processes, flexibility to respond to changing situations, and greater motivation among team members. Team building may include a broad range of different training methods, from outdoor immersion exercises to brainstorming sessions. The main drawback to formal team building is the cost of using outside experts and taking a group of people away from their work during the training program. (Lawrie, 2004).

Case Study: The case method is a non-directed method of study whereby students are provided with practical case reports to analyze. The case report includes a thorough description of a simulated or real-life situation. By analyzing the problems presented in the case report and developing possible solutions, students can be encouraged to think independently as opposed to relying upon the direction of an instructor. Independent case analysis can be supplemented with open discussion with a group. The main benefit of the case method is its use of real-life situations. The multiplicity of problems and possible solutions provide the student with a practical learning experience rather than a collection of abstract knowledge and theories that may be difficult to apply to practical situations (Dhamodharan, 2010).

According to Aguinis(2009), the management games are critical when it comes to facilitating employees with skills applicable to the subject. Second, case study includes complex examples that provide an insight into the problem context and also provide the main ideas of the case. These are training centered activities which present the theoretical concept of the real situation to link theory with practice (Kamoche et al., 2004).

Third, In-basket training also viewed as the in-tray training have a set of business papers which may consist of reports, email SMSs, memos or other items where the trainees are asked to prioritize on the decisions, showing which can and which cannot be delayed (Kinicki&Kreitner, 2007).Finally, role-playing allows each trainee to take a role of a person who has been affected by an issue; the individual is required to study the issue and provide the alternative solutions to the situation that the individual is faced with.

2.2.2 Organizational Performance

Several authors illustrate the concept of organizational performance in different ways. For instance, Kraak (2005) views organizational performance as a set of non-financial and financial indicators that provides information on what degree the organization has achieved results and their goals. Further, Banjoko (2006) views the concept of organizational performance as a way of quantifying the organizational results over a given period. The author further states that to understand this concept, an organization must understand the element characteristics of each responsibility area, which a casual model can illustrate to show how the current actions have affected the achievement of the set goals of an organization and the implications of this to the future results. Again, Aguinis (2009) notes that performance is dynamic and therefore needs interpretation and judgment to enable an organization toquantify results.

In addition, organizations play a vital role in our daily living, implying that successful firms are key ingredients for development. Thus, Kinicki and Kreitner (2007) notes that the institutions are engine in determining the social, economic and political progress. For this reason, it is important that the key indicators to regularly evaluate the key indicators to organizational performance. Kaplan and Norton (1992) indicated that the performance of an organization should be measured based on both financial and non-financial indicators through the well-known concept of the balanced scorecard. Non-financial measures that may be employed by organizations include competitiveness through market share, position and sales growth rate. Others include resource utilization; service and product quality through customer satisfaction surveys; working life quality for staff via staff turnover and absenteeism; innovation; and corporate responsibility measures such as tax compliance and environmental impact.

2.2.3 How Training and development Affects Organizational Performance

Training plays a very critical role in achieving the goals of a firm. Kotler and Armstrong (2002) states that training plays a major role in increasing the effectiveness and efficiency of workers which adds value to the performance of an organization. Different factors determines the performance of employees, but the major one is the training because it helps enhance the staff competencies, skills, and capabilities. These skills are essential in helping the employees efficiently complete their assigned tasks individually or as a group. Kreaak (2005) argues that employees' performance is a function of the performance of an organization since the performance of employees has adirect impact on the overall organizational performance. Therefore, the competencies of employees change through the effectiveness of the training offered to the employees.

According to Wood and Sangster (2002), training plays a major role in increasing employees' job satisfaction, as a result of the benefits generated tp the employees through the training programs of an organization. When employees are trained, the knowledge, ability, competencies, skills and behaviors are positively changed, resulting in the positive influence in the performance of the employees. Moreover, Wood and Sangster (2002) argues that training programs offered by an organization entail creating employees' confidence and satisfaction by eliminating the performance gap and skills deficit as a strategy for improving their performance. Bridging the performance gap is done by implementing the relevant training interventions that help develop particular skills to the employees which enhance their productivity in the organization.

Further, Kamoche et al. (2004) cites that staff motivation is critical in improving the performance of an organization. One way of motivating employees is an enhancement of their skills and abilities that enable them to perform the tasks assigned to them efficiently. The competencies of employees increase based on the levels of training and effectiveness of the training programs offered to them. Competent employees according to Kamoche et al. (2004) are always motivated to take in new challenges in the organization, given that they have already been equipped with the skills that can enable them to take on new related tasks efficiently in a competent manner. Further, still, employees' dissatisfaction, the turnover rates, and absenteeism can be reduced by helping employees gain the relevant experience which is associated with developing capabilities that enable them to perform the tasks efficiently (Yin, 2003).

Finally, planned training helps improve the benefits of training programs which include employees' motivation, decreased turnover, decreased absenteeism rates and increased employees' satisfaction. This implies that the management and the trainers need to prepare the trainees in advance to identify the main skill gaps that if eliminated may improve the productivity of employees (Wognum, 2001). Therefore, the training needs must be identified, the training requirement as well as the training objectives so that the impacts of these training programs can be realized in a positive way. As Swart et al. (2005) notes, the organizational managers have a critical responsibility of ensuring that it achieves high-performance goals. Therefore, this implies that managers have a role of setting the performance levels desired by the organization and measure such with the capabilities of employees to identify the performance gaps that exists so that employees can be trained to eliminate these deficiencies.

2.3 Empirical Literature

Khan, Khan, and Khan, (2011) examined the impact of training and development on organizational performance. The focus of the study was to understand the effect of Training and Development, On the Job Training, Training Design and Delivery style on Organizational performance. The back bone of the study was the secondary data comprised of comprehensive literature review. Four Hypotheses were developed to see the Impact of all the independent variables on the overall Organizational Performance. The Hypotheses showed that all had significant effect on Organizational Performance. The Hypotheses came from the literature review and were proved with the help of literature review. Results showed that Training and Development, On the Job Training, Training Design and Delivery style have significant effect on Organizational Performance and all have positively effect on Organizational Performance.

Milhem, Abushamsieh, and Pérez Aróstegui (2014) did a study on Training strategies, theories and types. They considered training and development as continuous improving process that should be up to date to face the dynamic changes in workplace and to adopt training as a competitive advantage of the organization. Theories were important in choosing and implementation of training process approach on professional way. They focused on training kinds and development of the kinds which included E-learning and learning management system (LMS) as a methods of training delivery.

Wright and Geroy (2001) investigated the types of training methods identified that the on-the-job and off-the-job training methods are the commonly applied methods of training. The study further elaborated the requirements for each training methods and its relevance. In the study, it is evident that it advocated for the application of the best training method that best suits the present needs and requirements of an organization and should appropriately be applied. Employee's motivation in their study was stated as the key determining factor to the application of the appropriate training method. However, the study noted that whichever training method was applied, the training needs and the performance objectives of the employees should be aligned with the organizational purpose for training.
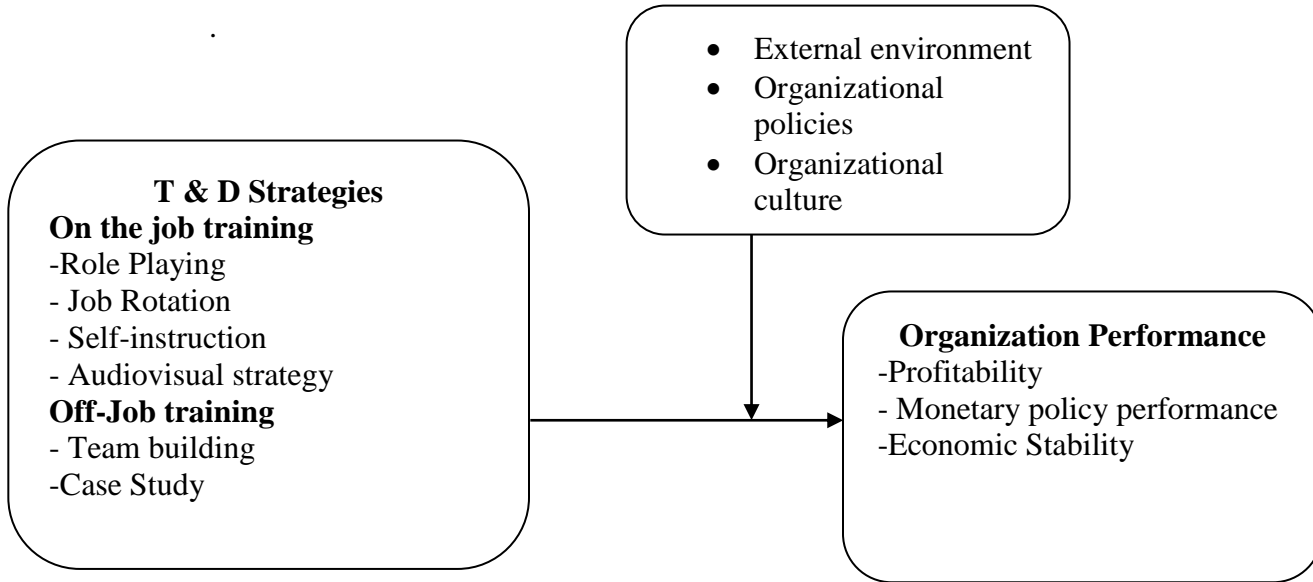
2.4 Conceptual Framework

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Fig 1: Conceptual Framework

3.0 Research Methodology

The research used the descriptive research design in the study. The target population was 111 employees. Therefore, the study used random sampling to sample 41 employees. The researcher used the questionnaire as the data collection instrument. After which the data was entered in the Statistical Package for Social Science (SPPS) for data analysis. SPSS is a computer package that is utilized by a researcher to obtain raw data from the questionnaires and providing different analysis as instructed by the researcher based on the research questions. SPSS provided descriptive data that were presented in charts, graphs, and tables. The relationship between variables were also be established.

4.0 Data Analysis and Interpretation of Findings

4.1 Response Rate

The number of questionnaires that were administered was 41. A total of 36 questionnaires were properly filled and returned. This represented an overall successful response rate of 87.8% as shown on Table 1. According to Mugenda and Mugenda (2003) and also Kothari (2004) a response rate of 50% is adequate for a descriptive survey study. Babbie (2004) also asserted that return rates of 50% are acceptable to analyze and publish, 60% is good and 70% is very good. Based on these assertions from renowned scholars 87.8% response rate is adequate for the study.

Table 1: Response Rate

Response	Frequency	Percent
Returned	36	87.8%
Unreturned	5	12.2%
Total	**41**	**100%**

4.2 Strategies Adopted at Central Bank of South Sudan

This section presents the descriptive results on statements on training and development strategies that have been adopted by Central Bank of South Sudan. Descriptive statistics were obtained through running the statements of the strategy using descriptive custom Table and presenting in percentages. The respondents were asked to give their opinion regarding training and development strategies that has been adopted by Central Bank of South Sudan.

Table: 2 Strategies Adopted at Central Bank of South Sudan

	Yes		No			
	N	%	N	%	Mean	Std. Dev
Role Playing	26	72.2%	10	27.8%	1.28	0.45
Job Rotation	28	77.8%	8	22.2%	1.22	0.42
Self-instruction	20	55.6%	16	44.4%	1.44	0.50
Audiovisual strategy	8	22.2%	28	77.8%	1.78	0.42
Team building	18	50.0%	18	50.0%	1.50	0.51
Case Study	10	27.8%	26	72.2%	1.72	0.45
Average					**1.49**	**0.46**

According to results in Table 2, majority of the respondents who represented 72.2% of the respondents agreed that role playing had been adopted while 27.8 disagreed that role playing was present in the organization. 77.8% agreed that job rotation had been adopted. Results also indicated that 55.6% agreed that self-instruction had been adopted by the organization, 77.8% disagreed that audiovisual strategy had been adopted, 50.0% agreed that team building strategy was present in the organization, while 72.2% disagreed that case study had been adopted by the Central Bank of South Sudan.

On a two-point scale, the average mean of the responses was 1.49 which mean that majority of the respondents agreed with most of the statements that most of the strategies were present; however, the answers were varied as shown by a standard deviation of 0.46. According to Wright and Geroy (2001) to investigate the types of training methods identified that the on-the-job and off-the-job training methods are the commonly applied methods of training. In the study, it is evident that it advocated for the application of the best training method that best suits the present needs and requirements of an organization and should appropriately be applied. Employee's motivation in their study was stated as the key determining factor to the application of the appropriate training method. However, the study noted that whichever training method is applied, the training needs and the performance objectives of the employees should be aligned with the organizational purpose for training.

4.3 Extend of Strategy Adoption

The descriptive results on statements on the extent to which training and development strategies have been adopted by Central Bank of South Sudan is represented in table.

Table 3: Extend of Strategy Adoption

	High extent		Moderate extent		Low extent		Mean	Std. Dev
	N	%	N	%	N	%		
Role Playing	12	33.3%	18	50.0%	6	16.7%	1.83	0.70
Job Rotation	8	22.2%	24	66.7%	4	11.1%	1.89	0.58
Self-instruction	8	22.2%	12	33.3%	16	44.4%	2.22	0.80
Audiovisual strategy	4	11.1%	16	44.4%	16	44.4%	2.33	0.68
Team building	4	11.1%	20	55.6%	12	33.3%	2.22	0.64
Case Study	0	0.0%	8	22.2%	28	77.8%	2.78	0.42
Average							**2.21**	**0.63**

According to results in Table 3, majority of the respondents who represented 50.0% of the respondents agreed that role playing had been adopted to a moderate extent, 33.3% indicated that it had been adopted to a great extend while 16.7% indicated that role playing in the organization had been adopted at a low extent. 66.7% indicated that job rotation had been adopted to a moderate extent. Results also indicated that 44.4% agreed that self-instruction had been adopted to a low extent by the organization, 55.6% indicated that audiovisual strategy had been adopted to a moderate extent, 55.6% agreed that team building strategy had been adopted to a moderate extend in the organization, while 77.8% indicated that case study had been adopted to a low extent by the Central Bank of South Sudan. On a three-point scale, the average mean of the responses was 2.21 which mean that majority of the respondents indicated a moderate adoption extent to most of the strategies; however, the answers were varied as shown by a standard deviation of 0.63.

4.4 Frequency of Strategies Application

Table 4 presents the descriptive results on statements on the frequency at which training and development strategies have been adopted by Central Bank of South Sudan.

Table 4: Frequency of Strategies Application

	High extent		Moderate extent		Low extent		Mean	Std. Dev
	N	%	N	%	Count	Row N %		
Role Playing	16	44.4%	14	38.9%	6	16.7%	1.72	0.74
Job Rotation	8	22.2%	28	77.8%	0	0.0%	1.78	0.42
Self-instruction	8	22.2%	19	52.8%	9	25.0%	2.03	0.70
Audiovisual strategy	4	11.1%	7	19.4%	25	69.4%	2.58	0.69
Team building	8	22.2%	16	44.4%	12	33.3%	2.11	0.75
Case Study	0	0.0%	13	36.1%	23	63.9%	2.64	0.49
Average							**2.14**	**0.63**

According to results in Table 4, majority of the respondents who represented 44.4% of the respondents indicated that role playing had been frequently applied at a high extent, 38.9% indicated that it had been applied frequently at a moderate extend while 16.7% indicated that role playing in the organization had been applied frequently at a low extent. 77.8% indicated that job rotation had been applied frequently at a moderate extent. Results also indicated that 52.8% indicated that self-instruction had been applied frequently at a moderate extent by the organization, 69.4% indicated that audiovisual strategy had been applied frequently at low extent, 44.4% indicated that team building strategy had been applied frequently at a moderate extend in the organization, while 63.9% indicated that case study had been applied frequently at a low extent by the Central Bank of South Sudan. On a three-point scale, the average mean of the responses was 2.14 which mean that majority of the respondents indicated application frequency of a moderate extent to most of the strategies; however, the answers were varied as shown by a standard deviation of 0.63.

5.0 Conclusions

This study concludes that there is a need for continuous training and development in Central bank of South Sudan. It should design training programs based on the needs of employees in order to always get good results from these training programs. This study found out that implementation of the appropriate training design has a direct relation enhancing the performance of the employees and that of the organization. The wrong training design or irrelevant training programs have no impact on the performance and are just viewed as just a waste of money and time. The relationship between the employees training and development and the performance of an organizational create a general belief that training plans in an organization help motivate employees, increase their job satisfaction and contribute to productivity and organizational performance. These results from employees' development that helps employees give more importance to the present and future needs of the organization after their competence needs have been met.

6.0 Recommendations

The study recommends that evaluation of the training methods should be done; this should be done before the training is given so that the impact of the training on performance is measured. Training is an investment to the employees by the organization, and should, therefore, bring returns to the organization. Therefore, any training program offered should polish the skills and competence of employees. This way, the employee's motivation and confidence is built, and with this, their productivity and overall organizational productivity is enhanced.

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