



**Training and development strategies and challenges influencing
Gordon KoangYiek, Dr. Duncan Irungu & Dorcas Mwamba
M.Phil**

Training and development strategies and challenges influencing Organizational Performance: A Case Study of Central Bank of South Sudan

^{1*}Gordon KoangYiek, ²Dr. Duncan Irungu and ³Dorcas Mwamba M.Phil

¹Post graduate student, Daystar University Nairobi
School of Business and Economics

²Lecturer
Daystar University Nairobi
School of Business and Economics

³Lecturer
Daystar University Nairobi
School of Business and Economics

*Corresponding email address: koangyiek11@gmail.com

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. Objectives of the Study were; to determine how training and development strategies that have been adopted by Central Bank of Southern Sudan affect its performance and to establish the challenges experienced by Central Bank of Southern Sudan when implementing training and development. 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 extent of strategy adoption was however different. The study found organizational culture, policies and leadership style influenced strategies adoption. The finding showed that training and development strategies increase staff motivation, increase employee satisfaction hence increasing productivity of employees. 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. Also, training is an investment to the employees by the organization, and should, therefore, bring returns to the organization. On the area for further study, an expanded study which covers not only the Central Bank of South Sudan but also related banks be carried out as this will help to assess whether the findings of the current study could have universal application.

Keywords: *Training, development strategies, challenges, Performance, Central Bank of South Sudan*

1.1 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 that employees 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 need to 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-job training 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 include: 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 Sudan which 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.centralbanksouthsudan.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 for performance 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 can be 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 has been done in South Sudan and if at all any literature exists then it is scanty hence this study.

1.3 Objectives of the Study

The objectives of the study were;

- i. To determine how training and development strategies that have been adopted by Central Bank of Southern Sudan affect its performance.
- ii. To establish the challenges experienced by Central Bank of Southern Sudan when implementing training and development.

2.0 Literature Review

2.1 Theoretical Framework

2.1.1 The 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 essential instaff 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.

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 (SPSS) 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 Training and Development Strategies Adoption

This section presents the descriptive results on statements on Training and Development Strategies Adoption. Descriptive statistics were obtained through running the statements using descriptive custom Table and presenting in percentages. The mean and the standard deviations were obtained through running the descriptive statistics. In this study, Training and Development Strategies Adoption was measured by nine questions. The respondents were asked to give their opinion regarding Training and Development Strategies Adoption, specifically, they were asked to rate on a scale of 1 to 5 1=strongly disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly agree. The analysis is on Table 4.9. The highest of the mean was 5 while the lowest was 1. Therefore, a mean of 1=strongly disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly agree.

Table 2: Training and Development Strategies Adoption

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std. Dev
	N	%	N	%	N	%	N	%	N	%		
I was taken through Role Playing as one of the required training and development strategy	2	5.6%	6	16.7%	4	11.1%	14	38.9%	10	27.8%	3.67	1.22
The Role-Playing process was educative and informative	3	8.3%	3	8.3%	10	27.8%	13	36.1%	7	19.4%	3.50	1.16
I was learned a lot on Self-instruction on my initial stage of working.	2	5.6%	6	16.7%	5	13.9%	18	50.0%	5	13.9%	3.50	1.11
Self-instruction program is elaborate and well understood	3	8.3%	2	5.6%	7	19.4%	17	47.2%	7	19.4%	3.64	1.13
The organization provide Audiovisual training program	6	16.7%	6	16.7%	4	11.1%	6	16.7%	14	38.9%	3.44	1.56
It is a requirement to go through the Audiovisual training program	3	8.3%	6	16.7%	7	19.4%	12	33.3%	8	22.2%	3.44	1.25
Job rotation is conducted regularly in the organization	3	8.3%	1	2.8%	4	11.1%	14	38.9%	14	38.9%	3.97	1.18
There is a clear follow up strategy on job rotation.	6	16.7%	3	8.3%	2	5.6%	15	41.7%	10	27.8%	3.56	1.42
The adopted training strategies are adequate for the organization	4	11.1%	4	11.1%	6	16.7%	15	41.7%	7	19.4%	3.47	1.25
Average											3.58	1.25

According to results in Table 2, majority of the respondents who represented 38.9% of the respondents agreed they were taken through role playing as one of the required training and development strategy. 27.8% strongly agreed, 16.7% disagreed, 11.1% were neutral while only 5.6% strongly disagreed. In general, 66.7% agreed with the that they were taken through role playing as one of the required training and development strategy. Results also indicated that

55.5% agreed that Role-Playing process is educative and informative, 63.9% agreed that they learned a lot on Self-instruction on their initial stage of working, 66.6% of the respondents agreed that Self-instruction program is elaborate and well understood, 55.6% of the respondents agreed that the organization provide Audiovisual training program, 55.5% of the respondents agreed that It is a requirement to go through the Audiovisual training program, 77.8% of the respondents agreed that Job rotation is conducted regularly in the organization, 69.5% of the respondents agreed that There is a clear follow up strategy on job rotation, while 61.1% of the respondents agreed that The adopted training strategies are adequate for the organization.

On a five-point scale, the average mean of the responses was 3.58 which mean that majority of the respondents agreed with most of the statements; however, the answers were varied as shown by a standard deviation of 1.25.

4.3 Challenges when Implementing Training and Development Strategies

Table 3 presents the descriptive results on statements on challenges when implementing training and development strategies. According to results in Table 3, 75.0% agreed that there were no sufficient funds for the implementation of training and development strategies. Results also indicated that 77.8% agreed that funds allocation for the implementation of strategies were always limited, 83.3% agreed that training and development implementation funds budgetary preparation was not given as a priority, 61.1% of the respondents disagreed that the strategies implementation was time consuming and hence limitation of time was a challenge, 72.2% of the respondents disagreed that the mentors time was limited given other procedural work they do, 75.0% of the respondents agreed that there was lack of management support in the implementation process, 69.5% of the respondents agreed that lack of goodwill by the managers in the implementation process was a big challenge, 61.1% of the respondents also disagreed that there was lack of employee to support the implementation process, while 66.7% of the respondents agreed that the lack of implementation rewards caused the lack of goodwill of the employees.

Table 3: Challenges when Implementing Training and Development Strategies

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std. Dev
	N	%	N	%	N	%	N	%	N	%		
There are no sufficient funds for the implementation of training and development strategies	2	5.6%	6	16.7%	1	2.8%	11	30.6%	16	44.4%	3.92	1.30
Funds allocation for the implementation is always limited	2	5.6%	3	8.3%	3	8.3%	11	30.6%	17	47.2%	4.06	1.19
Training and development implementation funds budgetary preparation is not given as a priority	1	2.8%	1	2.8%	4	11.1%	14	38.9%	16	44.4%	4.19	0.95
The strategies implementation is time consuming hence limitation of time is a challenge	1	2.8%	9	25.0%	4	11.1%	13	36.1%	9	25.0%	3.56	1.21
The mentors time is limited given other procedural work they do	2	5.6%	6	16.7%	2	5.6%	17	47.2%	9	25.0%	3.69	1.19
There is lack of management support in the implementation process	1	2.8%	5	13.9%	3	8.3%	11	30.6%	16	44.4%	4.00	1.17
Lack of goodwill by the managers in the implementation process is a big challenge	4	11.1%	2	5.6%	5	13.9%	15	41.7%	10	27.8%	3.69	1.26
There is lack of employee to support in the implementation process	4	11.1%	7	19.4%	3	8.3%	15	41.7%	7	19.4%	3.39	1.32
The lack of implementation rewards causes the lack of goodwill of the employees	2	5.6%	7	19.4%	3	8.3%	9	25.0%	15	41.7%	3.78	1.33
Average											3.81	1.21

On a five-point scale, the average mean of the responses was 3.81 which mean that majority of the respondents agreed with most of the statements; however, the answers were varied as shown by a standard deviation of 1.21.

4.4 Policies in Favor of Training and Development

Table 4 presents the descriptive results on policies in favor of training and development strategies that have been adopted by Central Bank of South Sudan.

Table: 4 Policies in Favor of Training and Development

	Yes		No		Mean	Std. Dev
	Count	Row N %	Count	Row N %		
External environment	14	38.9%	22	61.1%	1.61	0.49
Organizational policies	32	88.9%	4	11.1%	1.11	0.32
Organizational culture	28	77.8%	8	22.2%	1.22	0.42
Average					1.31	0.41

According to results in Table 4, majority of the respondents who represented 61.1% of the respondents disagreed that external environment policy favor adoption of training and development strategy while 38.9% agreed that external environment favored. 88.9% agreed that organizational policies favored the adoption. Results also indicated that 77.8% agreed that Organizational culture favored the adoption. On a two-point scale, the average mean of the responses was 1.31 which mean that majority of the respondents agreed with most of the statements that most of the policies favored the adoption of training development strategies; however, the answers were varied as shown by a standard deviation of 0.41.

4.5 Influence of Organizational Culture in Adoption and Implementation of Strategies

Table 5 presents the descriptive results on statements on the influence of organizational culture in adoption and implementation of training and development strategies in Central Bank of South Sudan. According to results in Table 5, 61.1% agreed that the management attitude in the organization had improved adoption and implementation of training and development strategies. Results also indicated that 54.4% agreed that the organizational norms encourage adoption and implementation of training and development strategies, 63.3% agreed that the ability to plan and prioritize the organization activities has helped improve adoption and implementation of training and development strategies, 66.7% of the respondents disagreed that the strategies implementation was time consuming and hence limitation of time was a challenge, while 54.4% of the respondents agreed that the vision and future dreams of the organization have improved adoption and implementation of training and development strategies.

Table: 5 Influence of Organizational Culture on Strategies

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std. Dev
	N	%	N	%	N	%	N	%	N	%		
The management attitude in our organization has improved adoption and implementation of training and development strategies	6	16.7%	8	22.2%	0	0.0%	14	38.9%	8	22.2%	3.28	1.47
The organizational norms encourage adoption and implementation of training and development strategies	12	33.3%	4	11.1%	4	11.1%	8	22.2%	8	22.2%	2.89	1.62
The ability to plan and prioritize the organization activities has helped improve adoption and implementation of training and development strategies	4	11.1%	12	33.3%	8	22.2%	4	11.1%	8	22.2%	3.00	1.35
The vision and future dreams the organization have improved adoption and implementation of training and development strategies	12	33.3%	0	0.0%	8	22.2%	8	22.2%	8	22.2%	3.00	1.59
Average											3.04	1.51

On a five-point scale, the average mean of the responses was 3.75 which mean that majority of the respondents agreed with most of the statements; however, the answers were varied as shown by a standard deviation of 1.51. This finding implies that organizational culture in a great way influence the adoption and implementation of training and development strategies in Central Bank of South Sudan.

4.6 Influence of Training and development strategies on Performance

Table 6 presents the descriptive results on statements on the influence of training and development strategies on performance of Central Bank of South Sudan.

Table 6: Influence of Strategies on performance

Statements	Very Little extent	Little extent	Neutral	Great Extent	Very Great extent	Mean	Std. Dev
Training and development strategies increase staff motivation	5.6%	10.0%	14.4%	31.1%	38.9%	4.04	1.15
Training and development strategies increase employee satisfaction	5.6%	0.0%	5.6%	22.2%	66.7%	4.44	1.03
Training and development strategies increase productivity	33.3%	5.6%	0.0%	27.8%	33.3%	3.22	1.74
Average						3.90	1.31

According to results in Table 6, 70.0% agreed that Training and development strategies increase staff motivation to great extent. Results also indicated that 88.9% agreed that Training and development strategies increase employee satisfaction to a great extent, while 61.1% of the respondents agreed that Training and development strategies increase productivity to a great extent.

On a five-point scale, the average mean of the responses was 3.90 which mean that majority of the respondents agreed with most of the statements influence to a great extent; however, the answers were varied as shown by a standard deviation of 1.31. This finding implies that training and development strategies influence performance of Central Bank of South Sudan to great extent.

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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