IMPACT OF TRAINING AND DEVELOPMENT ON REMEDYING RECRUITMENT FAILURES

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DECLARATION

I, Nzube Ruth Akpaniteaku, declare that this research is my original work, and that it has never been presented to any institution or university for the award of Degree or Diploma. Most importantly, I have referenced correctly all literature and sources used in this work and this work is fully compliant with the Dublin Business School’s academic honesty policy.
ACKNOWLEDGEMENTS

I would like to express my gratitude to God almighty for seeing me through my Masters degree and the great opportunity to successfully complete my thesis. Secondly, I would like to express my deepest appreciation to my supervisor Patrick Paul for his academic guidance and support in my research throughout the duration of study. I am also thankful to my parents, husband and grandparents who understand the importance of education and knowledge and therefore supported me by giving me this amazing opportunity to further my education and empower myself academically in the field that I love. Very importantly I would like to thank my good friend and colleagues for their encouragement, patience, love, kindness and support which was useful to me throughout the duration of my study.

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ABSTRACT

Employees constitute an organization’s most important resources as they determine the quality of products and services rendered to customers. Consequently, attracting and identifying individuals with the best skills and desired qualities is what every employer seeks to achieve; underscoring the need for a careful recruitment and selection process. Despite this, most employers continue to record an unacceptable recruitment failure rate leading to a reduction in business productivity. Employee training and development is a process aimed at providing recipients with new skills and development opportunities which impact performance. Since effective training is positively related to employee’s performance; will this positive effect of training and development be noted when the human capital is selected poorly. The study aims to investigate the level of training and development programs available to employees at Allied Irish Bank and whether these programs are effective towards remedying recruitment failure. This study utilized a cross sectional quantitative study design and convenient sampling to gather information from staff (employers and employees) of Allied Irish Bank, Dublin. Data was analyzed using descriptive statistics of frequencies, percentages and charts. A total number of 44 (12 employers and 32 employees) participated in this study. The organization makes use of recruitment agencies (100%) and employee referral (58.3%) as their major source of recruiting new employees. Recruitment failure is evident when the employees did not demonstrate expected attitudes (62.8%) and displays unethical behavior (54.3%) and intensive tailored training was recorded as the major response to it. Majority (78.1%) of the employees recorded being trained within the past one year with the objective of improving performance and acquiring skills using seminar and on job training. 93.8% of employers agreed that training has helped improve their performance and is the most effective response to remedying recruitment failure. Employees of AIB participate and have access to training and development opportunities with their objectives well laid down and clearly explained. They also strongly agree that these programs have improved their performance and also effective in remedying recruitment failure.
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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Human capital has become one of the most vital assets of an organization as they contribute significantly to the capacity the organization to succeed and achieve corporate goals. In other words, employees are among an organization’s most important resources and coined as most valuable assets as they can determine an organization’s reputation as well as adversely affect profitability (Elnaga & Imran, 2013). Its management involves maintaining a work environment that satisfies the needs of individual employees (Sequeira and Apoorva, 2015). Satisfied, highly-motivated and loyal employees represent the basis of a competitive company and form positive reference to the employer thus increasing its attractiveness for potential job seekers and strengthening its competitive position in the market (Gabčanová, 2011). Consequently, identifying and attracting people with the best skills and personal qualities in an organization is what every employer seeks to achieve in a valuable human resource practice of any organization. This can be achieved through a careful recruitment and selection process which is one of the most critical human resources decisions an organization can make (Sutherland & Jordaan, 2004). This is so because since employees are one of the most valuable assets of an organization, a wrong decision based on the choice of employees would result to not meeting up with expectation and organizational targets, a reduction in quality of services or products delivered to customers and well being of staff (Dale, 2003) which generally leads to an overall decreased performance and productivity.

Recruitment is defined as the process of attracting and encouraging potential employees to apply for a position. On the other hand, selection is the process of making fair and relevant assessments of the strengths and weakness of the applicants with the intention to hire them (Boxall & Purcell 2008). A correct selection is always evident in the match created between the capabilities of prospective employees with the demands and reward inherent in that organization. In order to achieve this, some criteria and considerations are to be put in place. For example; just until recent times, organizations utilized a recruitment process which focused on attracting large number of applicants (Wanous, 1992) and job-centered technical skills. However, this approach has seemed less effective as it has been suggested that “post-recruitment” outcomes such as initial job performance and job satisfaction of new recruits should be more important for organizations (Breaugh & Starke, 2000). There are also cases of using intuition or some dispositional characteristics to make inferences in judging a candidate’s employability. This approach has also proven ineffective as the inferences are found to be invalid and unreliable. Recruitment failure and selection errors usually occur when there is a mismatch between expectations and reality for both parties i.e. employers and employees (Blenkinsopp & Zdunczyk, 2005). This has significant impact on both productivity and profitability of the organization. The true downside of wrong recruitment and selection decisions is coming to the limelight as it is observed through personal de-motivation, loss of team focus, missed potential, client dissatisfaction and other negative impacts on the business (Ekwoaba, Ikeije, & Ufoma 2015). It also leads to waste
of resources because huge amounts of time, effort and costs are allocated to recruitment and selection process and it still doesn’t stop the unacceptable failure rates that reduces business competitiveness and corporate profits noticed in many firms. These have left employers pondering on the best way of addressing this problem.

Factors such as transformations in the workplace as a result of increased international and economic competitiveness has given rise to the need for ensuring maximum employee output (skill and function) and profitability in order to successfully fit in and compete in the increasingly competitive global market (Kate, Sparks, Faragher & Cooper, 2001). Advancement in technology has also created the need for specific knowledge and skill required to accomplish a particular task. Therefore, there is no doubt that effective training and development programs are required as a way of combating these challenges. More so, an improvement in the knowledge and skill of an organization’s workforce has shown to be a major lead of competitive advantage in the global market (Beaujean, Davidson & Madge, 2006). In an environment that is precipitated by the need to secure competitive edge and acquiring people who match success criteria required by the business; training and development has become increasingly important in every organization (Tahsildari & Shahnaei 2015). Employee training can be referred to those programs that provide employees with new skills, information and professional development opportunities (Elanga & Imran, 2013). Employee development consists of the overall growth of the employee (Hameed & Waheed, 2011). It is the capacity building of an employee to meet the standard performance level (Elena, 2000) which is one of the multiple functions of Human Resource department. Human resource management (HRM, or simply put as HR) is a function in an organization which is specifically designed to maximize employee performance in the service of their employee’s specific and strategic objectives (Johnason, 2009). In other words, it is largely concerned with how people are managed within organizations with focus on policies and systems (Collings, Wood & Szamosi, 2018). Therefore, the human resource department of every organization has the role of overseeing our variables of interest which are employee recruitment, training and development. In addition, they are also responsible for performance appraisal, rewarding and industrial relations (Rihan, 1998).

It is suggested that upgrading employee’s skills, knowledge and competency through training and development, motivates them in addition to helping them grow within the organization and acquire what is needed to perform their job satisfactorily (Sutherland & Wocke, 2011). When employees recognize the organization’s interest in improving their skills through training programs, they reciprocate by showing high job performance and putting their best efforts in achieving organizational goals. Training which is seen as an important function of the Human Resource Management plays a critical role not only in the development of the employees but that of the organization as a whole (Valle, Perdro & Dolan, 1999). Most of the businesses are turning to training as it is viewed to have massive impact on organizational efficiency in a bid to remedy recruitment mistakes. Therefore, training being an important effort in an organization’s quest to improve employee’s qualities and skills to meet challenges in the business environment, it is important to explore how it can be used to address recruitment failure and selection errors.
1.2 Study Problem

This study stems up from the acknowledgement of the need for an effective training and development of employees with the aim of improving their performance thus remedying recruitment failure. Recruitment and selection decisions are among the most critical decision an employer has to take because that is the point where mistakes usually occur leading to subsequent recruitment failure. Wrong decisions affect the quality of services and product delivered to customers as well as staff well being (Dale, 2003). This is buttressed by a study conducted by Huselid, 1995 which showed a relationship between successful hiring and financial performance. Despite this, it is no news that most employers have experienced recruitment failure and selection errors and often continue making them (Sutherland & Wocke, 2011) while other companies are so focused on proving that their hiring system is unerring that they fail to admit to hiring mistakes and also keep them around longer that they should with the hope that they may yet to work out (Butchen, 2007). Employers are also faced with the challenge of having to live with the consequences of a wrong selection decision. This has given rise to the need for identifying strategies which would help combat this problem. Training is a process which is aimed at providing recipients with information, new skills or professional development opportunities which impacts organizational competitiveness, revenue and performance. Previous studies have shown that effective training is positively related to employees’ performance through enhancement of employee’s competencies and behavior (Evans & Lindsay, 1999; Hameed & Waheed 2011; Elnaga & Imran, 2013). However, there is a dearth in the literature with regards to effectiveness of employee training and development towards using it as a means of remedying recruitment failure which poses lots of problems such as employee turnover and decreased productivity in most organizations. This problem has been heightened by the goal of the employers in ensuring that individuals who are good for a particular job are recruited successfully. With the above problem in mind, this study is designed to answer the questions below.

1.3 Aim of the Study

Recruiting is a key aspect of building a leadership team. But hiring the right personnel is not easy and can prove very costly when it goes wrong. This study aims to investigate the level of available employee training and development programs available to employees and whether these programs are effective towards remedying recruitment failure in an organization. This study will make use of the case study of Allied Irish Bank to explore whether training can help improve qualities of employees following poor selection processes.

1.3.1 Specific Objectives

The objectives of this study are to:

- To determine the level of training and development programs available to employees of Allied Irish Bank, (AIB) Dublin.
- To determine the organizational polices guiding employee training and development at AIB
- To determine the evidences of recruitment failure and the mostly utilized response to it.
• To determine the views of both employers and employees of Allied Irish Bank towards the effectiveness of training and development programs in remedying recruitment failure.

1.4 Research Question

• What level of training and development programs is available to employees of Allied Irish Bank, Dublin?
• Are the training and development programs guided by any organizational policy?
• What are the evidences of recruitment failure in the organization?
• What is the mostly utilized response to recruitment failure?
• Is training and development effective in remedying recruitment failure?

These questions will guide the research to investigate whether poor recruitment processes can be resolved by engaging the selected employees in training and development programs to improve their skills, knowledge and competency. Training and development has been found to have significant impact on improving employee’s quality and productivity. Therefore, would the same thing happen when an organization has selected its human capital poorly.

1.5 Significance of Study

This study will serve to redirect the minds of employers towards the need for a laid down guideline and policy which guides recruitment process. This will in turn encourage efficient recruitment and selection of employees leading to an increased organizational output and profitability. In addition, it is expected that the study will inform the management in AIB and other organizations in Ireland the importance of training and developing their employees. The research will also recommend ideal training process and types of training needed for employees with regards to their position and performance.

Finally, this study will also serve as a spring board upon which base line data can be used for further research evaluations. It will encourage organizational managers to train their minds towards adopting training and development programs an intervention for combating recruitment failure and aids the management of AIB to introduce modern schemes for training and development, to be able to meet the challenges of change in the future.

1.6 Delimitation of Study

This study was delimited to:

1. Participants

This includes both employers and employees of the below listed branches of Allied Irish Bank, Dublin.

• Allied Irish Bank Dame Street
• Allied Irish Bank Canal Central,
• Allied Irish Bank O’Connell Street and
• Allied Irish Bank Grafton Street.

2. Variables

i. Demographic variables: These include gender, age range, role designation and number of years in the organization

ii. Training and development programs

iii. Recruitment failure

3. Variables

This study was delimited to the adapted version of the questionnaire used by Sutherland and Wocke, 2011 to assess the symptoms of and consequences. It was then used for the employers to assess training and development policies, sources and criteria for selecting a new employee, evidence and responses to recruitment failure and their perception of the effectiveness of training and development towards remedying recruitment failure.

This study was also delimited to the adapted version of the questionnaire used by Laing, 2009 to assess the impact of training and development on worker performance and productivity in public sector organizations. It was then used for employees to assess the level of training and development programs available for them at AIB and their perception of the effectiveness of these programs.

1.7 Definition of Terms

Employee Training: It is defined as learning process in which employees acquire the knowledge, skills, experience and attitudes they need to better carry out their work in order to achieve their organizational objectives.

Development: It is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required (Armstrong, 2006).

Recruitment failure: For the purpose of this study, this can be otherwise called hiring error and closely related to selection error. It is used to describe a situation whereby an employee has demonstrated continuous failure in performing duties or performs poorly as a result of failure in attracting or selecting right candidates.
CHAPTER TWO

LITERATURE REVIEW

The literature review provides information about contextual reviews and empirical studies in the field of employees’ recruitment failures and remedies.

2.1 Contextual Review

Training and development depict a strategy intended increase employees’ abilities, performance capacity and skills in a bid to achieve organizational goals efficiently and establish satisfactory performance. Vinesh (2014) defines training and development as a strategy for changing employees’ beliefs, attitudes, values, and align them efficiently with the changing business environment. Similarly, Gilley (2007) asserts that training is the process providing the employee with the adequate skills and knowledge to help them achieve their daily goals effectively. On the other hand, development is defined as practice of imparting employees with competencies enough to adapt and deal with future business demands effectively. Therefore, training and development is intended provide growth and end results that improve the overall capacity of an employee by improving employees’ insufficiencies.

Allied Irish Bank is one of big four commercial banks in Ireland and it is renowned for its role in providing training and competency development programs to its employees. It is important to investigate how the training and development programs in the institution play a role in providing remedy for poor selection processes.

2.2 Key Concepts

2.2.1 Training as a Concept

The importance of training in human resource management cannot be overemphasized. It is also known that improved workforce skills, knowledge and skills have proven to be a major source of competitive advantage in any organization. Training is about bridging the gap between the current performance and the desired standard performance. Training increases an individual’s knowledge and ability to do a specific job. In the current state of training, it is increasingly seen as a means not only of helping the individual employee’s growth, but also as an integrated part of organizational growth (Ali, 2014).

Chiaburu and Tekleab (2005), defined training as a planned intervention to improve the job performance of employees in an organization. Ngitwa (2009) defined training as a learning process in which employees acquire the knowledge, skills, experience and attitudes they need to better carry out their work in order to achieve their organizational objectives.

It tides the gap between the requirements of the job and the specification of the employee. It simply means changing what the employee knows, their attitudes toward their jobs and organization, how they work (Ali, 2014).
Armstrong, (2008), defined training as planned and systematic behavioral modification through programs, learning events and instructions that enable individuals to achieve the level of knowledge, competency and skills needed to effectively perform their work. Training is not only about developing employees, but also about helping an organization make the best use of its human resources to gain competitive advantage. This means that training helps employees or trainees acquire new skills, technical know-how and the ability to solve problems, thus improving employee performance (Ali, 2014). Training also attempts to upgrade skills and knowledge so that the employee is better equipped to do the present job or equipping him / her to be fit for a higher job with higher responsibilities. To further reiterate this, Gordon (1992) defined employee training as the planned and systematic modification of behavior through learning events and programs that lead the participants to achieve the level of knowledge, skills, competencies, and ability to effectively perform their work.

Rowden (2002) explains that training can also be an effective tool for improving employee job satisfaction, as better performance of employees leads to top management appreciation, so employees feel more adjusted to their job. According to Rowden and Conine (2005), trained employees are more capable of satisfying customers and (Tsaielal 2007) suggests that employees who learn from the training program show a higher level of job satisfaction along with superior performance.

Sherman et al (1996), added that the success of a training program will depend more on the ability of the organization to identify its needs and care with which to prepare the program so that if the trainees do not learn what they are supposed to learn, the training was not successful. They also pointed out that training experts believe that if trainees do not learn, it is probably only because they have overlooked some important learning principle. This simply means that a training program's progress or failure often has to do with the recognition and practical application of some basic psychological learning principles. In other words, it means that organizations should do all the planning necessary for a successful training program so that the wrong employee would not be selected for the training program.

Training is necessary for the introduction of new processes, according to Barrington and Stimpson (2002, the Commission) and improves employees ‘ effectiveness, providing training for unqualified employees to increase their business value, reducing supervision required, improving interval promotion opportunities such as special skills, communication and behaviour. Training is an important instrument to restore organizational growth and stability performance of the employees. If an employee is well trained, he becomes effective, efficient and productive.

2.2.2 Development as a Concept

According to Armstrong (2006), the concept of development is evolving from a state of understanding and capacity to a future state in which skills, knowledge and skills are required at higher levels. It takes the form of learning activities that remedy people's responsibilities.

Harrison (2000) defined development as a whole kind of learning experience in which people or groups gain knowledge, skills, values and behavior. It is based more on career than on work and focuses on the long-term
development of an individual and his capability. Development does not only cover activities that enhance employment performance but also those that bring about personal growth; it helps the individual to develop to maturity and develop his potential abilities so that they not only become good employees, but better women and men in and out of the work environment. It refers therefore to future-oriented or motivated training and staff growth.

Ali (2014) asserts that the development of employees therefore helps the individual to improve their ability to handle various tasks; improves performance at all levels in their current jobs; helps employees to maintain good performance while exploring their full potential; respond to accessibility of the necessary number of staff with the skills needed to perform in full. Itika (2002) states that employees are an adequate resource of different skillsets, and that the goal is to provide the individual with the right mix of skills, experiences and contacts so that he or she can realize his or her full potential.

2.2.3 The Difference Between Training and Development

The difference between training and development is that training activities are aimed at gaining knowledge or special skills for current tasks that allow individuals to contribute to the organisation. In order for the training to be deemed a success, it should lead to a change in attitude to work, new skills, knowledge, exceptional job performance and ethic Ali (2014).

In development however, it is a continuous process wherein skills and knowledge are routinely given to employees for future needs and requirements and also aims at building the individual not only at work but in the society as well (Ali, 2014). In this context, it is essential to prepare staff to address future issues and needs, ensuring the survival of the organization.

Training in terms of scope and overall effect on the organization is more subjected and limited. The subject matter of training programs can easily lose importance early as it is usually a one-off event, but development is continuous and topical in the broadest perspective of acquisition of skills. Training is a short-term technical skills and knowledge acquisition process; for a certain purpose, while development is the long-term acquisition of educational and theoretical knowledge for possible future requirements (Ali 2014).

2.2.4 Fixing Employees Weaknesses

Training and development has a significant role in fixing employees weaknesses. A study by Gilley (2007) on role of training to fix employees weaknesses established that training and development provide experiences that strengthen those skills that employees need to improve. Similarly, a study by Nebo, Iloanya&Egole (2015) also revealed that training helps improve skill and knowledge thus creating a well-informed employee base with the ability to improve one another’s weaknesses, execute duties independently and as team with minimal supervision. Training and development also ensures that employees’ experience and knowledge is consistent with the company’s needs. Therefore, fixing employees weaknesses can play a vital role in fixing recruitment mistakes. However, it is suggested that people achieve their greatest improvement in performance when they focus on building on their
strengths rather than fixing their weaknesses. Ganesh and Indradevi (2015) noted that training to fix weaknesses can have a negative impact since it communicates that something must be wrong with employees hence employees deploy a negative or defensive attitude which impedes development process. Similarly, Punia & Kant (2013) noted that training to fix weaknesses inspires adequate performance rather than superior performance since it used as damage control mechanism to eliminate defects. However, the training and development programs can help a business to identify employee’s strengths, build on the strengths and manage the weaknesses.

2.2.5 Improving Performance and Productivity

Effective training does not only impact on employee’s skills, competency, knowledge and abilities but it also increases the level of motivation and commitment. Hamee and Waheed (2011) while studying on the impact of development on conceptual framework noted that advancing the employees with the assistance they need to do their duties promotes their performance through superior level of motivation and commitment. With effective training, employees acquire and develop set of skills, knowledge and capacity needed to achieve and perform their roles at highest potential and gain a firm grasp on their responsibilities and duties. A study by Tahsildari and Shahnaei (2015) established that training and development promotes employees capabilities thus creating a good working environment within the organization that promotes superior performance. However, Falola, Osibanjo, and Ojo (2014) observed that organizations must identify the needs for training, development and select techniques that match with the training needs to ensure successful outcomes. According to Elnaga and Imran (2013) identifying the relevant training for the employees helps in empowering employees abilities and improves performance. Training should be based on job related knowledge, skills, capability, competencies in order to promote organizational success.

2.2.6 Organizational efficiency

Organizational effectiveness depicts attainment of overall organizational goals. Khan et al. (2011) suggest that through training and development, employees attain skill growth, self-direction, change in attitude and behaviors and competency that contribute significantly in organizational efficiency. Investment in training makes employees feel valued leading to increased morale and satisfaction. Mpofu and Hlatwayo (2015) found that training also help employees to adhere to quality standards and encourage increased innovation as employees use the gained ideas and skills creatively.

2.2.7 Approaches to recruitment and selection

Recruitment Sources: Various sources by which an organization recruits employees include leads from current staff (employee referrals), getting human resource department to handle the recruitment process, via recruitment agencies and internal promotions (Sutherland & Wocke, 2011). These several recruitment sources have unique advantages and disadvantages and can result to the observed differences in the success of recruitment efforts. For instance, in a study conducted by Moser, 2005; outcomes of staff employed from internal sources were compared with those of external sources and results yielded different levels of unmet expectations (job satisfaction, job
performance, organizational commitment and employment survival) with those of internal sources yielding more positive outcomes than the later.

Selection Techniques: Selection processes come in different forms but the major concern is how to ensure its reliability, define performance appropriately and how to use selection techniques that improve the firm’s ability to predict individuals which would perform well in their jobs (Boxall & Purcell, 2008). Ryan & Tippins, 2004 showed that techniques which have a good tendency of predicting employees who will perform are seldom adopted by human resource practioners and managers. Factors such as budget, time constraints, legal requirement and employee demographic demands play a role in the likelihood of adopting best practices.

2.2.8 Consequences of poor selection

The consequences of poor selection can be divided into three aspects: attribution of the error, cost of selection error and remedial actions to correct the selection error.

2.2.8.1 Attribution of the error

Attribution theory has to do with the explanation or account given for causality as being either internal or external to oneself (Moerdyk & Mastinini, 2002). Failure is often attributed to external factors e.g. behavior of others rather than oneself. Manzoni & Barsoux 1998 like wisely argued that when an employee fails or performs poorly, employers typically assume the problem to be the employee’s fault without considering that the cause might be from their own behavior. However, it is important that employers take time to learn from hiring errors to prevent those errors from reoccurring (Bossidy, 2001). Capelli, 2002 discusses the need for process improvement such as evaluating every step, pinpointing weakness, seeking their root causes and identifying opportunities for improvement.

2.2.8.2 Cost of Selection error

It is usually very difficult to put an exact value on all the potentially important positive consequences of making a good recruitment decision and negative consequences of making a poor one. A poor hiring decision can cost as much as five times the employee’s salary (Jackson & Schuler, 2008). According to the US department of labor estimates that a bad hiring decision equals 30 percent of the employee’s first years earning (Hacker, 1997) with costs increasing as the person becomes more specialized in a position. Some of the negative outcomes of selection error include lost of productivity, absenteeism, loss of self esteem by the employees, poor morale amongst peer workers as they suffer consequences of the colleagues’ poor performance, customers’ expectations not being met, possible law suit and subsequent labor turnover leading to future recruitment costs (Jackson & Schuler, 2003; Hacker 1997)

2.2.8.3 Remedial actions to correct selection error

Once a selection error is identified, employers need to decide on the best way to respond to it. This is so because if underperformance is not addressed, there will be continued underperformance and resultant tensions leading to long
term impact for both parties. Dale, 2003 suggests that methods to rectify a hiring error include job redesign, development feedback, redeployment, dismissal or termination. Each of these corrective strategies requires time investment, with associated opportunity costs, resources and other associated costs such as legal suits or severance payments.

2.3 Empirical studies on Recruitment

Watanabe et al. 2011 conducted a study on Population decline off the Japanese sardine Sardinops melanostictus owing to recruitment failures. They stated that the Japanese sardine Sardinops melanostictus started to decline after 1989. Recruitment to age 1 population was small in four year-classes from 1988 to 1991. The population decline after 1989 resulted from recruitment failures in 4 consecutive years. Egg production was high in the years of poor recruitment. The recruitment failures were caused not by a reduction in reproductive output but by low survival between egg stage and age 1 recruitment. Abundance of post first-feeding larvae positively correlated with egg and yolk sac larval abundance. Mortality at the first-feeding stage was not so variable as to destroy correlations between the abundance of early life stages. The population of age 1 recruits did not correlate with the abundance of post first-feeding larvae. Recruitment of the sardine was not fixed by the end of the first-feeding stage. Cumulative mortality through the early life stages, rather than relatively instantaneous mortality at the first-feeding stage, is thought to be responsible for the recruitment success or failure and eventual population fluctuations of the sardine.

Carlson et al. (2002) conducted a study on Recruitment evaluation: The case for assessing the quality of applicants attracted. They argued that assessing attraction outcomes is critical to systematic improvements of recruitment effectiveness and offers a new assessment framework that can be adapted by all organizations for any new positions in any staffing scheme. These methods: 1. permit outcomes of different recruitment processes - attraction, status maintenance, and gaining job acceptance - to be evaluated independently, 2. support concurrent evaluations of attraction outcomes, 3. enable cost-benefit analyses of alternative recruitment processes, 4. allow meaningful comparisons of applications form different recruitment events, and 5. support more aggressive management of the recruitment function than is otherwise possible. An illustrative example demonstrated these methods using attraction outcome data for 5 organizations' recruitment of associate engineers and shows that not only do attraction outcomes differ, the value of those differences can be substantial.

Bowen et al. (1991) wrote an article on Hiring for the Organization, Not the Job. In the article they stated that, diverse firms are hiring employees to fit the characteristics of the organization, not just the requirements of a position. This approach is building cultures that rely heavily on self-motivated, committed people for corporate success. New, often expensive, hiring practices are being utilized. An organizational analysis supplements a job analysis, and personality attributes are screened in addition to skills, knowledge, and abilities. The new selection model is most effective when used by organizations that allow employees enough freedom to use their unique attributes to influence job performance. Steps for hiring in order to produce a fit between personality and climate-culture include assessing the work environment, inferring the type of person required, designing rites of passage that allow the organization and the individual to assess fit, and reinforcing person-organization fit at work.
Marsden (1994) conducted a study on The Hiring Process: Recruitment Methods. The study states that the NOS survey data show that U.S. establishments use a variety of methods for publicizing the availability of job opportunities to potential workers. Newspaper advertisements and informal referrals from employees are used most frequently. Referrals are more often used together with other approaches than as a sole recruitment strategy; those establishments that rely exclusively on “network hiring” tend to be small, less formalized, and in the private sector. Organizations display strong proclivities to rely on the same approaches to recruitment for different types of employees, but there are occupationally related variations in recruiting techniques. Professional referrals and advertisements are more typical approaches for high-prestige occupations than for low ones, and some variations in recruitment practices are associated with occupational gender composition.

Wilk and Cappelli (2006) did a study on Understanding the determinants of employer use of selection methods. This study uses national probability data from over 3,000 employers to examine why employers differ in their use of employee selection methods. Although the research on employee selection is voluminous, there have been only a handful of studies that look at the employers' selection decisions. In contrast to those other studies, they focused on characteristics of work as predictors of firms' decisions regarding selection practices. Beyond the relationship to the overall extent of selection methods used, this study argue that specific work characteristics will affect the use of specific types of selection methods. This study discovered that the greater the skill requirements of a position, the more likely that the establishment will use those types of selection methods that tap into the ability and skills of the applicants, namely, academic achievement and test performance.

Ryneset al. (1997) conducted a study on Experienced hiring versus college recruiting: practices and emerging trends. The study states that, although much professional and managerial hiring involves experienced workers, previous recruitment research has focused almost exclusively on new college graduates, to remedy this imbalance, 251 staffing professionals were surveyed concerning experienced-versus college hiring practices in their organizations. Results suggest that many positions requiring a college degree are filled with experienced workers. Experienced hires are evaluated more highly than new graduates on most characteristics (understanding business, knowledge of competition, realistic expectations, technical skills, interpersonal skills, writing skills, work ethic, likelihood of success, personal ethics), although new graduates are evaluated more highly on open-mindedness and willingness and ability to learn new things. Higher proportions of experienced hiring are associated with organizational growth, short-term staffing strategies, older workforces, and less dynamic business environments. Perceived success of experienced hiring is associated with greater use of effective recruitment resources and more competitive salary offers.

2.4. The Relationship Between Employee Training and Improving Performance

According to Olaniyan and Lukas (2008), performance simply means how staff can effectively handle and present their tasks to show their organization's quality and good service. Employee training, development and employee
performance are directly connected in this respect. If employees were better or more trained even after poor recruitment processes/failures, they would eventually be satisfied with their jobs, more dedicated and committed to their work and improve the performance of their employees. If the performance of employees improves, it would also improve the efficiency of the organization. Nonetheless, employees sometimes see that training does not give them the necessary knowledge and skills. Bad training can lead to conflicts and dissatisfaction among workers and their organizations which would eventually affect the performance and efficiency of the organization. The performance of employees can be linked to several factors within a company, such as management, knowledge and satisfaction in their jobs (Cole, 2002). Training is one of the most important motivators for promoting employees and for benefiting the individuals and the organization as a whole on both short and long terms (Ali, 2014).

2.5 Purpose and Benefits of Employee Training and Development

In this era of globalization and new technology, organizations seek to grow, survive and operate in an ever-changing and dynamic environment. They must position themselves in order to be abreast with new technologies globally. Employees have to be regularly trained and developed to deliver even if changes in the external environment result in the obsolescence of the current organization technology (Nadler, 1984). To succeed, companies need to respond to changing environments quickly and effectively. They must meet changing consumer requirements and requirements for quality, diversity, customization, convenience and timeliness quickly. It must be ensured that the way things are carried out in organizations is synchronised and standardized.

Human Resource Management principles from Beardwell and Holden (1997) has become a set of guidelines for workforce management. The central claim is that organizations can make substantial improvements to their performance by matching employee size, skills and productive needs of the organization and by increasing the quality of the individual employees' contribution to production. Training and development are mainly aimed at eliminating existing or anticipated performance discrepancies.

Adams (2002) stipulates that training provides the impression that employees are part of the culture or family of the organisation. Training gives the employees a sense of belonging. It creates the development of professionals and improves the skills of the employee and makes skilled employees with minor errors.

McNamara (2010) has also indicated that the further advantages of training are increased work satisfaction and morality, improved employee motivation, improved process efficiency and financial benefits, enhanced technological security capabilities, innovation development of strategies and products, and reduced workforce turnover.

Noe (2002) added that other benefits include a better-equipped worker to meet organizational objectives; more productive employees who are able to meet challenges of organizational change during learning; and the
development of new programs. He considers that the organization has already established a pool of employees with training activities, which in turn makes the organization more successful in attracting and retaining employees.

Training and development also improves an organization's competitive advantage. They both cover skills, resources, relationships and decisions that allow an organization to take advantage of market opportunities and avoid threats to its desired position: Gellage (1996). Armstrong (2005) explains that many organizations have come to realize that training and development are not a tactical response but a strategic priority. Hence, training and development gives an organization a competitive edge over others.

Seligman (1978) suggests that training and development leads to increased employee motivation and increased productivity. Armstrong (2003) also explains that the goal is to create motivation processes through training and a working environment to ensure that people deliver results in line with management expectations.

Employee training and development has also been empirically proven to improve relationships with customers. Myles (2000) says that a company which wants to train, develop and reward its employees for its performance is in turn motivated by its employees and, therefore, they are more likely to work to improve the performance and customer satisfaction. As the point of contact for customers, these same employees will deliver a better service, lead to more business and more customer references. The increase in sales through referrals and repeat clients or customers will result in an increase in profit to improve investments for shareholders. Accordingly, shareholders benefit from increased returns on investments in the company and new shareholders also receive good financial returns (Lisk, 1996).

Lerner (1986) carried out an 11-year study to further illustrate the mutual relationship and benefits of training and development. He found that organisations, with cultures that emphasize training and development as their core value, outperformed companies that had no great cultural margin. Noe (2001) also suggests that companies that embrace training and development culture are able to achieve long term retention of clients, suppliers, shareholders and stakeholders as they are deemed more reliable and better custodians of the interests of the various stakeholders.

2.6 The Training and Development Process

According to Armstrong (2006), the training and development process should be explicitly structured, scheduled and implemented to meet the required needs. That is to say, a good training and development program should include: determining training needs assessment, development of the goals of training methods, identification of trainees and finally evaluation of training program effectiveness.

2.6.1 Training Needs Assessment

Training needs could be assessed by looking into the fundamental areas of human resources: the organization as a whole, the job characteristics and the individuals’ needs. This assessment provides answers to these questions: what
is the training requirement, what must an employee learn in particular in order to be more productive and who needs to be trained? The need can simply be defined according to Plynnes (2008) as the difference between what is being done and what is to be done. A training program without analysis is extremely difficult to design and to implement because it will solve a problem which is not linked to a training deficiency.

Training must be based on the need, type and nature of the work to be undertaken and the skills needed to complete the work. It is very important for all companies to ensure that the current state, conditions and ability of your employees and the ability to perform those activities are properly assessed (Ali, 2014). This evaluation will provide certain standards or goals for the analysis of the efficiency of the training programme. Furthermore, the organization must ensure that the organization supports the training programs financially. Any efforts to develop a strong training program will fail if the organization is not financially enough to deliver the formation programme.

Ali (2014) explains that the Human Resources Officer will assist in identifying the different areas of training and skills that are extremely important and may also help in determining employees’ knowledge and ability in general. This skill record helps the organization to determine what skills are now available and what skills are necessary for future development. The individual workers can be analyzed by comparing their current levels of skill or performance to the performance standards or expectations of the organisations. Any inconsistency between current and expected levels of competence identifies a need for training.

Pynes (2008) clearly stated that organisations, through a variety of techniques, can identify training needs. One of these is the analysis of jobs that is done before the needs are assessed. The work analysis should identify the skills, know-how, capacities and other features that officials must effectively perform their jobs (such as motivation and drive). He added that surveys and interviews with the officials and supervisors were conducted; performance assessment which identified insufficient performance; customers, employees or personnel in agencies working together with your employees were accused or complained about, changes to procedures or operational standards, and appeals for further training by incumbents could be an indication what training is being carried out.

### 2.6.2 Training Objectives and Plan

When the need is ascertained, it becomes easy for training objectives to be recognized. The training reports will indicate the preferred employee knowledge, skills, abilities and other features the employees is expected to have/gain at the conclusion of the training programme (Pynes, 2004). Training objectives need to be attainable and achievable. The objectives must be simple and open to both the trainee and supervisor, for easy analysis of performance. If the objectives are not met, the program should be deemed a failure but if the objectives are successful, a training program will be achieved (Pynes, 2004). Therefore, it is important that when coming up with training objectives and plan, it should be a collective process from both management and employees, and that the objectives are achievable and feasible (Ngiwra 2009). The organization should begin by measuring how it does, what it does best and the ability of its employees to carry out such activity under current organizational conditions.
This assessment provides some standards for analyzing the success of the training program. Second, the organization should see if the organization supports training ideas financially. If not, every effort will eventually not succeed in developing a strong training programme. In addition, the organization must precisely indicate where training is needed. Ngiwra (2009) also explains the HR officer will to identify the various areas that could benefit from training, keep a skill stock and see what skillset areas employees may be lacking in. This inventory could help the organization assess the skills in place now and skills that are needed to improve in the future. Individual workers can be analysed by relating their current levels of skills or capacity to the performance levels or expected levels of requirements of the organizations. Any difference between the actual and expected skill level determines the training needs for that employee.

Pynes (2008) also stated that organizations have a variety of methods and strategies to identify training needs. One of these is to evaluate the work that can be carried out before the need evaluation. The evaluation of jobs must be identified by means of the qualifications, knowledge, skills and other features of current tasks (such as drives and motivation). He further indicated that surveys and interviews with supervisory authorities; performance assessments which indicate absences in performance; customers, employees or staff in agencies that work with their staff, reproaches or blames; changes in the rules or working methods; and the need for additional current training can provide a hint at the need for training.

2.6.3 Trainee Identification

The question of who should be trained is crucial. Staff training is costly and therefore, it is very important to critically select who will be trained. Additionally, training programs should be structured in order to identify the employee's ability to learn and use the material efficiently and to use resources as efficiently as possible (Pynes 2004).

It is also important that the employees are impacted by the training experience. The incapability of employees not only defeats the purpose of the training program but also means a waste of resources. The choice of trainees includes recognition of roles where training needs have been realized, as well as recognition of the true names of employees participating in the training conducted by a supervisor (Ngirwa, 2009).

2.6.4 Training and Development Methods

In order to develop their staff to meet future challenges, Rhernebergen and Wognum (2002) describe employee training and development as a process organizations deliberately undertake. They also use training and development as a means of building an appropriate program for human resources which ensures that staff are trained and are improved in their skills as they move on to higher positions in the organizational ladder.

Beardwell and Holden (1994) point out that the careful application of training methods could be a very economic and cost-effective investment, with the application of appropriate methods. In addition, trainees may eventually not
take advantage of the exercise if the training method is not appropriate for their job descriptions or roles. Training programs are generally classified as: on-the-job and off-the-job training programs. On-the-job training is perhaps the most common approach to training and ranges from teaching only through verbal instructions or practical/technical use of tools and software.

Rothwell et al (1994) noted that employee on-the-job training includes typically, verbal and written instructions, demonstrations, observations and simulated practical exercises. This type of training generally includes orientation or induction training, apprenticeship and refresher training. In the case of Off-the-job training, it may sometimes be necessary to leave the immediate working conditions and go to a place where frustration and hustle of work is eliminated. This allows employees to study or be exposed to new and innovative ideas. This kind of training takes place in special courses or in a specially equipped training area or centre. It includes: lectures, conferences, seminars, training by management institutions, case studies, brainstorming, internships, apprenticeship and laboratory training.

2.6.5 Training Techniques

The organization may indicate which techniques to use depending on organizational needs and purposes of the training (Armstrong, 1996). Commonly practiced techniques are as follows:-

i. Seminars and Lectures

Khanka (2007) states that lectures are the most widely used direct training technique. This method includes both hypothetical and practical teaching methods which can be done within the organization or outside it. It is an outdated training system for staff. Employees attend formal lectures and workshops to gain accurate knowledge and enhance their theoretical and systematic capacity. Conference and seminar courses take advantage of current knowledge and are often accessible to distance learning programmes. Criticism and contribution can also be developed along the line to further improve the training and development process (Khanka, 2007).

ii. Orientation

This is provided directly to newly selected employees. This prevents new employees from making expensive mistakes; it supports understanding of the overall objectives, tasks, choices, programs, problems and policies, structure and key organizational members. For newly employed staff to gain self-confidence and perform better to meet the preferred expectation, the orientation method is very important. The training times may vary, subject to situation, from few days to a few weeks (Armstrong, 1996).
iii. Workshop/Conferences

The conference system has been used, according to Jain (2005), to help people improve their problem solving skills. It's an informative sequence of terms and conditions. For a short time, small groups of people will meet to discuss and deliberate over a distinct area of concern. These workshops contain that can prove very useful in employees’ workstations (Beardwell and Holden 1994, Armstrong, 1996).

iv. Job Rotation

This method involves moving employees to various positions in the organization in order to develop their knowledge and skills. The method has proven useful in expanding the individual’s experience to organizational processes. It enables the employees to gather new information, formulate new ideas and revolving a professional into a generalist.

v. Audio-Visual Methods

Films, TV and video are often used for training in various environments. Videos can be used to determine specific tasks, such as how a suspect is arrested or a chemical fire quenched. In orientation meetings, videos are often used display and consistent teaching purposes. This means that coaches or superiors do not have to repeat information for any new staff and ensure that they are offered the same information every time (Armstrong, 1996).

2.6.6 Evaluation of Employee Training and Development

Assessment is defined as the means by which the relevance and utility of a learning program is determined (Bramley, 1995). The assessment of the training program is critical to determine if the training has achieved its objectives. This has, unfortunately, often been disregarded in particular by private sector organisations (Bramley, 1995; Sims, 1998). Evaluation develops training programmes by providing constructive criticism to trainers, participants and employers and assesses the skill levels of employees. Evaluations can be used to determine changes in knowledge, skill levels and attitudes and behaviour and success levels both at individual and organizational level (Pynes 2008).

Evaluation of learning can be performed by means of assessment and justification instruments to provide the facts for the evaluation process. Assessment measures the actual effect of the training in the workplace and determines whether the aims of training have been met. Training must be evaluated in relation to how much the participants have learned; how well they use their new skills on the job and whether the training program has achieved its expected results (reduced sales volume, increased customer service etc).
2.6.7 Levels of Evaluation

Training programs can be evaluated at four main levels according to Kirkpatrick (2006). The first level assesses the responses of the participants to the training programme. This step is referred to as client approval. The second level evaluates whether learning has occurred as a result of the course. Have the participants acquired the skills or knowledge shown by the purposes? The third level of evaluation measures the scope of behaviour changes on the job as a result of the attendance of the participants. Another method with this level would be to adopt structured performance evaluations to determine the new capabilities. The fourth level of evaluation efforts is determining the final effects that occurred as a result of employees attending the training. Reasonable final results may include, for example, rare criticisms of supervisors, higher employee output, reduced user objections, reduced workplace disruption, increased funding levels and improved board activities, and reduced workplace perception. A final step is to ensure that organizations measure whether training benefits compensate for their direct and indirect spending (Kirkpatrick, 2006).

2.7 Problems Facing Training and Development

Cole (2002) identified some issues that affects the quality of training and development in organizations; these include the extent of change in the outside environment, the level of the internal change, the accessibility of appropriate skills within the current workforce and the level at which management views education as a encouraging factor in the workplace. Ngirwa 2009 suggests that in many organizations, employee training and development is poor. He pointed out some areas that are difficult and they are as follows:

2.7.1 Poor choice of Trainers

The Human Resources department should logically select trainers. Training consultancy companies may not have skilled staff to carry out their trainings. These companies employ people without checking their educational background or knowledge in a bid win the contract of training jobs (Bryn Leslie 1990). Consequently, trained employees do not really learn anything when they return to their organizations.

2.7.2 Poor Top Management Support

For a successful implementation of training and development programs, top management support is essential. But some organizations do not follow and take full advantage of training and development. As a result, execution becomes poorly administered.
2.7.3  **Shortage of Funds**

Training and development programmes are not cheap. To get their employees trained, the organization must pay. Many organisations, because they do not have sufficient money to meet program expenses, cannot train their employees.

2.7.4  **Poor Employee Participation & Employees using Training for Selfish Purposes**

Sometimes organizations do not openly promote training opportunities and programs. Others threaten permanent staff by saying that if they take part in training and development programmes, they will be superseded and their positions taken by other employees. In the end, employees ultimately decide not to join because of the fear of losing their status and position.

Additionally, some employees have a trend to attend training not in order to return more knowledge to their organizations, but in order to use this knowledge to empower themselves and seek employment to a “better” company. This has been very unfavourable for employers.
CHAPTER THREE

RESEARCH METHODOLOGY AND METHODS

This chapter provides the details on the research design, study population, methods and instrument of data collection, techniques through which the study aims and objectives will be actualized as well as the data analysis methods.

3.1 Research Design

A descriptive cross-sectional design will be utilized in this study to determine the opinion of employees and employers of Allied Irish Bank on the influence of training and development in remedying recruitment failure. By reducing the characteristics of the population or variable being studied into its component parts, a descriptive study serves to portray an accurate profile of persons, events or situations for the sole purpose of enhanced understanding (Robson, 2002). Since descriptive surveys are utilized with the aim of describing, recording, analyzing and reporting existing conditions (Kothari; 1995), they provide the basis for decision-making (Engelhart; 1972) and is therefore deemed fit for this study.

Primary data collection methods can be divided into two categories; qualitative and quantitative. A quantitative research design is defined as a formal, objective, systematic process to describe, test relationships and examine cause and effect interactions among variables (Houser and Osman; 2010). It focuses on collecting numerical data through polls, questionnaires, surveys or by using computational techniques to manipulate pre-existing statistical data (Rubin & Babbie, 2010) with the goal of investigating it using measurable systems. One remarkable thing about this method is that it is indisputable as it tries to investigate an issue and see how predominant it is by searching for its generalizability to a larger population (Mora, 2010). Its strength amongst others includes giving room for greater objectivity, accuracy of results and avoidance of personal bias which on the long run limits the effect of confounding variables. (Singh, 2007). However, with the use of numerical descriptions rather than detailed narratives ones; they miss contextual details thereby providing less elaborate details of human views and perceptions. On the other hand, qualitative research uses non-numeric data to establish a profound understanding to issues of concerns such as belief, perception, experiences, behavior, interactions and attitudes (Pathak, Jena & Kalra, 2013). It leaves the participant’s opinions intact while providing multiple contacts for understanding and exploring connections related to the phenomenon under study. However, real world situations are naturally dynamic thus a qualitative research method might lead to drifting away from the subject matter in response to the changing nature of the course of events.

This study is based on quantitative method as a survey was conducted for gathering primary data which was the only form of data utilized in this study.
3.2 Research Strategy

Research strategy involves the sequential plan adopted by the researcher in answering the research question (Saunders, Lewis & Thornhill, 2000). The choice of use is determined by the research questions and objectives, available time and resources, limitations and existing knowledge (Tamaddoni, Sepehri, Teimourpour, & Choobdar; 2010). Research strategies also contain clear objectives of the study and sources of data collection.

Data collection plays a very important role in the statistical analysis. In research, the different methods used to gather information all fall within two major categories: primary and secondary data (Douglas, 2015). Primary data are called primary because they are derived from primary sources (original source of data generation) and are collected for a certain purpose which is usually to arrive at the solution to a problem at hand (Ajayi, 2007). Since it gives first-hand information, it has a higher degree of accuracy and reliability. Sources of primary data include surveys, observations, questionnaires, experiments, personal interviews. Questionnaires; one of the sources of primary data is made up of series of items which are displayed in written form and given to a respondent in which he is expected to respond to the questions in writing (Ajayi, 2007).

On the other hand, secondary data which include both raw data and published summaries are collected from secondary sources (i.e. previously generated data) for purposes other than the problem at hand (Tamaddoni, Sepehri, Teimourpour, & Choobdar; 2010). They are further classified into documentary data, survey based data and those compiled from multiple sources such as government publication websites, books, journals, internal records etc (Saunders, Lewis & Thornhill; 2000; Ajayi, 2007). This study is deemed fit of a primary data analysis because data were collected with the use of questionnaires.

3.3 Area of Study

This study was carried out at the following four branches of Allied Irish Bank in Dublin, Ireland; Allied Irish Bank Dame Street, Allied Irish Bank Canal Central, Allied Irish Bank O’Connell Street and Allied Irish Bank Grafton Street.

3.4 Research Population

The research target population comprises of both employers and employees of the above listed branches of Allied Irish Bank Dublin. However, this study eventually recruited participants who were available and willing to be part of the study as of the time of data collection.

3.5 Sampling

Sampling is an importance process in research as how we select our research participants will determine the extent to which we may generalize our findings to the population. Sampling is defined as the process of selecting some elements (individuals) in the population for a research study. The aim is that by reviewing the sample, we can
retrace our findings back to the population from which they were chosen. There are two major sampling techniques, probability and non-probability sampling. Probability sampling also known as random or chance sampling ensures that each element in the population has an equal chance of being selected. The characteristics of a properly drawn sample represent the parent population; hence the sample is usually referred to as a representative of the population. On the other hand, non-probability sampling does not give room of estimating the probability of the elements being included in the sample. Elements of the sample are chosen purposefully by the researcher with his reasons and decisions being of upmost importance.

Copies of the questionnaire were distributed among 25 employees and 19 employers of Allied Irish Bank giving a total sample size of 44. This study utilized a convenient sampling technique which is a non- probability sampling method. This is so because participants are recruited based on their availability willingness to participate in this study. Convenience sampling has an advantage of being quick, inexpensive and convenient. However, it is not possible to specify the population from which the sample was drawn, thus affecting the external validity of the study.

3.6 Selection Criteria

Participants of this study will be selected based on the following criteria

3.6.1 Inclusion Criteria

Registered staff (employers and employees) working in the above listed branches of Allied Irish Bank with at least one year work experience.

3.6.2 Exclusion Criteria

Registered staff (employers and employees) working in the above listed branches of Allied Irish Bank who are not willing to sign the informed consent form and intern physiotherapists will be excluded.

3.7 Instruments for Data Collection

An existing pretested tool was adopted as the instrument of data collection. This questionnaire which was used to gather information from the employers was used by Sutherland and Wocke, 2011 to assess the symptoms of and consequences to selection errors in recruitment decisions. The items were carefully selected bearing in mind the research questions to be addressed. The questionnaires were piloted amongst one employer from each bank branch. Participants found the tool acceptable and easy to use, and provided comments which helped refine the questionnaire.

The same procedure was also followed in assessing interested variables among the employees using a preexisting tool utilized by Laing, 2009 in assessing the impact of training and development on worker performance in public sector organizations. Items that address the variables of interest were carefully selected and the questionnaire was piloted amongst three employees. Participants also found the tool acceptable and easy to use.
The final draft of the questionnaire which was designed for the employers (See appendix 1) had 12 questions in two sections: The first section comprises of 4 questions which assessed the demographic characteristics of the participants while the second section (comprising of 8 questions using Likert scales, comment boxes and open-ended questions) constituted items which directly addressed the research question. The final draft (See appendix 2) of the questionnaire which was designed for the employees consists of 12 questions in 2 sections: Demographics (3 questions) and Section B (8 questions) which assessed the level and availability of training and development programs. The questionnaire took 5 to 7 minutes to complete.

3.8 Ethical Consideration

Any data that relates to living people from which they can be directly or indirectly identified is referred to as personal data. Processing which comprises of acquiring, holding and using of such data is governed by the EU General Data Protection Regulation (GDPR) and the UK Protection Act 2018. This law requires that data processing should be done in a lawful, fair and transparent manner. With this in mind, the following ethical considerations was carried out during this study:

In order to ensure that the data processing for this research is lawful, the researcher relied on two out of the six lawful bases recommended by GDPR for which at least one of them must apply in any research that involves processing of personal data. The six lawful bases include the following: consent, contract, legal obligation, vital interest, public task and legitimate interest. The following two were considered in this study:

- Consent: Participant’s verbal and informed consent was sought and gained for the purpose of this study before proceeding with the data collection. The consent form is a sheet containing clarification of the study coupled with the ethical considerations. It was also aimed at enlightening the members that by completing and returning answering questionnaire, they are giving their consent for the findings to be utilized in this research.

- Public task: This basis usually applies when an organization/individual is required to carry out a research in the public interest or for official functions. This task or function however, must have a clear basis in law. By virtue of this study being conducted in partial fulfillment for the award of a graduate degree under Dublin Business School whose postgraduate higher diploma and Masters programmes are accredited by Quality and Qualifications Ireland which was established on 6 November 2012 under Quality Assurance (Education and Training) Act 2012; we can rely on public task as a legal basis for processing personal data.

In order to ensure that the data processing for this study is also transparent and fair, participants were duly informed using a concise and intelligible form of the purpose of data collection and the need to use it for future research if necessary. Data would be retained for as long as necessary to fulfill the purpose it was collected for and the participants were also informed of their right to refuse/withdraw consent, erasure of personal data or request the restriction of processing of personal data. Respondents were also guaranteed of the confidentiality
of the data obtained as it was properly communicated that data obtained from the study was secure and will be used for research purposes only and only data obtained from the study was presented.

3.9 Procedures for Data Collection

Copies of questionnaires was distributed and retrieved manually to participants from four branches of AIB Dublin. The aim of the study and procedure was verbally explained (in line with GDPR) to the participant before administering the informed consent form and the questionnaire. Participants were given a day to carefully fill out the questionnaire. Their demographics was initially assessed and afterwards, the participants were asked to fill questionnaire by ticking the appropriate responses or filling in the missing gaps.

3.10 Method of Data Analysis

The data would be analyzed used descriptive data analysis. Descriptive analysis is used to express the fundamental characteristics of the data in the study. They present clear summaries about the sample and the measures. In addition, with simple graphical analysis, they structure the essential virtual of most quantitative analysis of data. In this research, frequencies, percentages, tables and charts would be used for the quantitative analysis of the data.
CHAPTER FOUR

RESULTS

Data was collected from a total of 44 (12 employers and 32 employees) participants who volunteered to participate in this study. Below is a comprehensive presentation of the results obtained from each question from the respondents who were either employers or employees of the Allied Irish Bank Dublin. It will be presented in two parts; the responses generated from the employees and those generated from the employers.

PART 1

TABLE 4.1: Demographic Characteristics of Employer Respondents

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<tr>
<th>Variable</th>
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<th>Percentage (%)</th>
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<tr>
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<tr>
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</tr>
<tr>
<td>31-40</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>41-50</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>&gt;50</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Duration in the</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;5yrs</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>5-10yrs</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>11-15yrs</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>&gt;15yrs</td>
<td>2</td>
<td>16.7</td>
</tr>
</tbody>
</table>
The table above shows the demographic characteristics of the employer respondents. 

50% (6) of the employee respondents are managers while the other half are supervisors. Also, 50% (6) of them are within the age range of 30-34 years and 8.3%, 33%, 41.7% and 16% have been in the organization for less than five years, 5-10, 11-15 and greater than fifteen years respectively. 53.8% of the employee respondents were males while 41.6% were females.
TABLE 4.2: Employee recruitment and selection considerations

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the organization have a policy which guides its recruitment process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The major source of recruiting an employee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>via recruitment agency</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>via employee referral</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>via HR department</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Major criteria for selecting an employee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If they could do the job</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>If they would fit into the organisation</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Does the bank consider only candidates with relevant skills during the selection process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Did you receive any training in the recruitment and selection process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>58.3</td>
</tr>
</tbody>
</table>

*Percentages that do not sum up to 100 shows multiple responses

Table 4.2 shows the responses of the employers on variables related to recruitment and selection process. All (100%) the employer respondents recorded that the organization has a policy which guides its recruitment process.
Majority (75%) of the participants reported that their major source of recruitment in the organization was from recruitment agency while the rest (25%) indicated the HR department. A majority (58.3%) of the respondents also reported that employees are selected based on the criteria that they could do the job while 41.7% reported that the criteria was based on whether they could fit into the organization. More than half (66.7%) of the employees indicated that the bank only considers candidates with relevant skills during the selection process while 33% responded negative to it. Finally, a majority (58.3%) of the respondents reported that they did not receive any training aimed at recruitment and selection process.

TABLE 4.3: Evidence of recruitment failure

<table>
<thead>
<tr>
<th>Variable</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not perform to required level</td>
<td>15.2</td>
</tr>
<tr>
<td>Did not demonstrate expected attitudes</td>
<td>62.8</td>
</tr>
<tr>
<td>Avoided accountability</td>
<td>12.02</td>
</tr>
<tr>
<td>Missed deadlines</td>
<td>27.07</td>
</tr>
<tr>
<td>Did not demonstrate expected skills</td>
<td>9.76</td>
</tr>
<tr>
<td>Did not have expected knowledge</td>
<td>10.1</td>
</tr>
<tr>
<td>Dishonesty or unethical behavior</td>
<td>54.3</td>
</tr>
<tr>
<td>Did not perform to required level</td>
<td>15.2</td>
</tr>
</tbody>
</table>

*Percentages do not sum up to 100 due to multiple responses*
**Fig 1** The major evidence of recruitment failure in this organization

Table 4.3 shows the employee responses on the evidence of recruitment failure. A majority of the respondents recorded that recruitment failure is evident when employees do not demonstrate expected attitudes (68.28%) and when they display dishonesty or unethical behavior (54.3%). Missed deadlines, did not perform to required level and avoided accountability recorded 27.7%, 15.2% and 12.02% respectively. On the other hand, did not demonstrate expected skills (9.76%) and did not have expected knowledge (10.1%) constituted the least response.

**TABLE 4.4: Response to Recruitment failure**
<table>
<thead>
<tr>
<th>Variable</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal counseling</td>
<td>0%</td>
</tr>
<tr>
<td>Intensive tailored training</td>
<td>41.7%</td>
</tr>
<tr>
<td>Verbal/written warning</td>
<td>8.3%</td>
</tr>
<tr>
<td>Dismissal</td>
<td>8.3%</td>
</tr>
<tr>
<td>Reduction in benefits</td>
<td>0%</td>
</tr>
<tr>
<td>Ignored employee performance and hoped the employee would self correct</td>
<td>0%</td>
</tr>
<tr>
<td>Redesigned the employee’s job</td>
<td>16.7%</td>
</tr>
<tr>
<td>Coaching and mentoring</td>
<td>25%</td>
</tr>
</tbody>
</table>

![Bar chart showing employers' perception on response to poor performance](image)

**Fig 2** Employers Perception on response to poor performance
Table 4.4 shows the employee responses to recruitment failure. It was observed that a greater number of the participants recorded intensive tailored training (41.7%) and coaching/mentoring (25%) as their major response to recruitment failure while no respondent recorded informal counseling (0%), reduction in benefits (0%) and ignored employee performance and hoped the employee would self correct (0%) as their response to recruitment failure. Both verbal/written warning and dismissal recorded 8.3%.

Figure 3 illustrates employers’ responses on their perceived effectiveness of training and development in remedying recruitment failure. Half of the participants agreed (50%) that training and development is the most effective response to recruitment failure while none disagreed while 25%, 16.7% and 14.3% strongly agreed, were neutral and disagreed respectively.
Table 4.5 Employers’ perception of training and development as the most effective response to recruitment failure according to their duration in the bank

<table>
<thead>
<tr>
<th>Training and development is the most effective response to recruitment failure</th>
<th>&lt;5yrs</th>
<th>5-10yrs</th>
<th>11-15yrs</th>
<th>&gt;15yrs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

The table above shows employers’ perception of training and development as the most effective response to recruitment failure according to their duration in the bank. A greater number of participants (6) with work duration of 11-15 years agreed to this while the least number of participants disagreed to this.
### TABLE 4.6: Demographic Characteristics of Employee Respondents

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>56.3</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>43.8</td>
</tr>
<tr>
<td><strong>Age range</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-24</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>25-30</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>31-40</td>
<td>10</td>
<td>31.3</td>
</tr>
<tr>
<td>41-50</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>&gt;50</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Duration in the</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;5yrs</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>5-10yrs</td>
<td>13</td>
<td>40.6</td>
</tr>
<tr>
<td>11-15yrs</td>
<td>11</td>
<td>34.4</td>
</tr>
<tr>
<td>&gt;15yrs</td>
<td>3</td>
<td>9.4</td>
</tr>
</tbody>
</table>
Thirty-two employees participated in this study. A majority (31.3%) of them were within the age range of 31-40 years. 15.7%, 40.6%, 34.4% and 9.4% of the employees have been in the organization for less than five years, 5-10, 11-15 and greater than fifteen years respectively. 56.2% were males while 43.8% were females.
### TABLE 4.7 Assess to training programs

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method of selection</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment agency</td>
<td>24</td>
<td>75</td>
</tr>
<tr>
<td>Employee referrals</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>HR department</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you aware of any employee training program in AIB</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>78.1</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>21.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you had any form of training since the last one year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25</td>
<td>78.1</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>21.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were the objectives of training</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve performance</td>
<td>29</td>
<td>90.6</td>
</tr>
<tr>
<td>To acquire skills</td>
<td>31</td>
<td>96.9</td>
</tr>
<tr>
<td>To improve behaviour</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of training facilitation used</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>25</td>
<td>78.1</td>
</tr>
<tr>
<td>On the job training</td>
<td>32</td>
<td>100</td>
</tr>
<tr>
<td>Understudy training</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Formal lecturers</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you motivated and satisfied with the training program</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>90.6%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>9.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you think training has helped improve your performance since you joined AIB</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>93.8</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>6.2</td>
</tr>
</tbody>
</table>
Table 4.2 shows the responses of the employees with respect to assess to training and development programs made available at AIB. A majority of the employees were recruited via recruitment agencies while the rest were recruited through employee referrals. All the participants also recorded to be fully aware of the training programs at AIB. 78% of the participants have been engaged in one training activity or the other since the past one year while 21.9% have not received training since the past one year. A good number of respondents recorded both improving performance (90.6%) and acquiring skills (96.9%) as the objectives of training and are facilitated through seminar (78.1) and on the job training (100%). A majority (90.6%) of the participants reported that they are motivated and satisfied with the training program and 93.8% think that training has helped improve their performance since they joined AIB.
The chart above illustrates the responses of employees on their perception of effectiveness of training and development as the most effective response to recruitment failure. Greater number of the participants strongly agreed to this notion while no participant disagreed.
Table 4.8 Employees’ perception of training and development as the most effective response to recruitment failure according to their duration in the bank

<table>
<thead>
<tr>
<th>Training and development are the most effective response to recruitment failure</th>
<th>&lt;5yrs</th>
<th>5-10yrs</th>
<th>11-15yrs</th>
<th>&gt;15yrs</th>
<th>Total</th>
<th>X^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>10</td>
<td>9</td>
<td>3</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>21.67</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>13</td>
<td>11</td>
<td>3</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

The table above shows employee’s perception of training and development as the most effective response to recruitment failure according to their duration in the bank. Although a greater number of participants (23) strongly agreed to this, most of this response was gotten from employees who have worked in the bank for 11-15 years and 5-10 years. There is a significant relationship (calculated X^2 > chi-square critical value) between employers response to the effectiveness of training and development towards remedying recruitment failure and the number of years they have been in the organization.
CHAPTER FIVE

5.1 DISCUSSION

This study presents a descriptive study on the perception of the effectiveness of training and development in remedying recruitment failure. Due to the present day’s competitive pressure, it would be difficult to find an organization that does not focus on ensuring maximum performance of its employees. Unfortunately, organizations face the challenges of their employee not meeting up to the required expectations, knowledge and skills. It has been speculated that this can be remedied through adequate training and development program channeled towards improving employee general performance.

5.1.1 Training and development policy

The employers ascertained that they have an organizational policy which guides its recruitment and selection process. Establishing this fact was necessary because it is important for organizations to adopt a proactive approach that will ensure that recruitment failure is curtailed if not entirely eliminated. Training policies contain the expressions of the training philosophy of the organizations (Armstrong, 1996) and may provide guidelines for training which is aimed at ensuring a company’s training resources are allocated to predetermined requirements (Kenney & Donnelly, 1972). It should also give general directives; provide guidelines and inform employees of available training and development opportunities. However, having a training policy is not enough as it is also important to ensure that the coherent structure for training which is stated in the policy is duly followed.

5.1.2 Participation in training

The relevance of training and development in any organization has been well established as it leads to improved knowledge, skills and performance. This is in line with finding of our current study as participants noted to be motivated and satisfied with the training programs. They also believe that their performance have improved as a result of their training since they joined the organization. This implies that the method of facilitations (on the job training and seminars) used for this training and development program is also effective in achieving desired performance from the recipients. Decauza & Robbins, 1996 stated that most training and development method used by organizations can be classified to on the job or off the job. It is quite encouraging that such training and development programs are also made available to staff of AIB using both on the job and off the job (seminars) methods to ensure maximum response from employees

5.1.3 Training Objectives

During training, it is important to educate the trainees on the objectives of each training program the participate in, respondents (employees) indicated that the objectives of training were clear and properly communicated to them (which were majorly to improve performance and acquire necessary skills). It was also noted that the training and development programs available to employees at AIB were not tailored to addressing behavioral skills as no participant recorded to improve behavior as one of the objectives of training. This might be the reason for the
observed major evidence of recruitment failure inform of not demonstrating expected attitude and displaying dishonest or unethical behavior.

5.1.2 Sources of employee recruitment

Findings from our study showed that recruitment agency is the major source of employee recruitment as both employers and employees share this same view. Certain studies (Conard & Ashworth’s 1989; Aamodt & Carr, 1988) have shown that some recruiting sources are more effective than others in terms of measuring/determining employee effectiveness at work. Sources such as employee referrals were discovered to have better job survival than employees recruited through agencies and advertisements. This can be argued based on the point that those who refer job candidates are in a good position to assess who will be a good match with the organization coupled with the fact that realistic information communicated to the candidate will assist him in making a better decision. Referrals might also receive closer supervision and greater attention especially from the employee who referred them. On the other hand, individuals recruited by agencies might be more prone to withdrawal/ low performance because they were aware of more job possibilities.

5.1.3 Criteria for employee selection and recruitment

Evident in this study in a ration of 2:1 is that the organization considers only candidates with relevant skills during the selection process. This finding buttressed the point stated by Ahmad, 2002 which showed that in most cases, organizations concentrate on employee’s technical skills without simultaneously considering/assessing their behavioral skills. In fact, part of the cause of recruitment failure might be related to little or no attention being paid to whether the candidates would actually fit into the organization culture which is predetermined by the behavioral/social character of the individual. In other words, behavioral traits of employees are equally if not more important to achieving employee maximum performance than technical skills. Therefore, in order to prevent mismatch between the technical and social systems, it is recommended that a proper check for requisite behavioral trait be done during the recruitment and selection process.

5.1.4 Recruitment and selection training

A majority of the employers recorded not to have received any training in the recruitment and selection process. The ability of managers/supervisors to make good selection choices would be influenced by their experiences or previous training in the process. However, it was stated in a study conducted by Sutherland and Wocke that it is quite uncommon for managers to be trained in all aspects of recruitment and selection process. Nevertheless, in the absence of a specified training procedure, longer years of experience can lead to a better selection decision when compared to counterparts without previous experience. Bohalander, Snell and Sherman (2001) reported that it is important for employers/managers (i.e. those responsible for making selection decisions) to have adequate information upon which to base their decisions. Such information, no doubts can be obtained through adequate training. Therefore, the need for managers to understand the objectives, policies and practices used for selection decisions should not be overlooked.
5.1.3 Evidence of recruitment failure and major organizational response to it

The major signs of recruitment failure as reported by the respondents are evident when an employee did not demonstrate expected attitude and displays dishonest or unethical behavior. This response can be attributed to the fact that behavioral trait was not considered as one of the major factor to be considered during recruitment. The goal of recruitment and selection process is to identify prospective employees who have the desired qualities or at least values and behavior which are consistent with the quality management of the organization (Ahmad, 2002). On the other hand, only few participants reported employees not having expected knowledge and not demonstrating expected skills as a major sign of selection error in the organization. When emphasis is laid only on individuals with required technical skills, it is less likely that the organization would recruit individuals that are actually less competent for the job.

Employers also recorded intensive tailored training and coaching/mentoring as their two major responses to poor performance. Training has shown to improve technical abilities, improve understanding of organizational policies and increase confidence to undertake work task (Hutchings, Zhu, Cooper, Zhangm& Shao, 2005). Training can be taken inform of induction and orientation programs, occupational skills, technical/professional skills, behavioral training (e.g. organizational values, corporate culture), interpersonal skills training and management training for administrative staff. Hameed & Waheed, 2011 out listed five variables which affect employee performance and they include coaching, training and development, empowerment, participation and delegation. Laing, 2009 also stated that training is one of the methods of overcoming deficiencies in human performance at work. During coaching, individuals are allowed to take responsibility. As such they are treated as a partner towards achieving personal and organizational goals thus enhancing performance and remediying failure.

5.1.3 Effect of training and development towards remedying recruitment failure

Also, majority of the employees strongly agreed that training and development is the most suitable and effective response to recruitment failure. This is expected since more than half of the employee respondents recorded to have received training in the past one year and must have shown remarkable improvement as a result of their training owing that all other confounding variables are eliminated. This is consistent with the findings of (Hutchings, Zhu, Cooper, Zhangm& Shao, 2005) which showed that employees believed training moderately remedies their poor performance and on a greater part prepares them to be more effective at their jobs. As a way of sustaining the possible impact of training on the employee, the training programs should be structured in a consistent and progressive way thus ensuring enhanced employee productivity and few cases of selection errors. On the other hand, employers do not see ignoring employee performance and hoping for self-correction, reduction in benefits and dismissal as an adequate response to poor performance. This could be so because ignoring the employees and dismissing them fail to solve the problem of interest. With dismissal, there is a created need for replacement which leads to another selection process and the likelihood of another error. Also, it tends to be less cost effective than retaining them.
Finally, findings from this study has shown that both employees and employers of Allied Irish Bank are aware and are of the opinion that training and development is effective in improving their performance thus correcting any previous poor performance. However, it was not ascertained on whether their opinion was a result of the conviction that since training improves employee performance and productivity, positive results should also be expected in cases of recruitment failure or whether the employers have noticed improvements following after an intensive tailored training. Nevertheless, it is of utmost importance to ensure that this positive opinion on the effect of training and development in remedying recruitment failure should be gripped on and translated to practice.

5.2 SUMMARY

This study looked at the perception of the effectiveness of training and development in remedying recruitment failure with a focus on Allied Irish Bank, Dublin. As a result of increased competitive growth, it is the desire of every organization to recruit knowledgeable and skilled workers as a means of meeting up with the increasing and continuing demand of services as well as secure a competitive edge amongst equals. This has made recruitment and selection one of the most critical human resources decision an organization can make (Sutherland & Jordan, 2004) as they affect the quality of services or products being delivered to customers as well as the ability to achieve organizational goals. Unfortunately, most managers have experienced problems that arise as a result of recruitment failure which often occur because of a mismatch between expectation and reality between employers and employees. Despite huge amounts of costs, time and efforts allocated to the recruitment and selection process, recruitment in many organizations have continued to yield failure rates which reduces business profitability (Boxall & Purcell, 2008).

Employee training on the other hand is an important effort in an organization’s quest to improve employee’s qualities and skills to meet challenges in the business environment. Training is essential in increasing productivity and motivating workers by giving them the necessary information required for job performance. Organizations can therefore enhance the quality of their employees by providing comprehensive training and development. This study therefore aimed to assess the level of training and development programs available to employees of AIB and their perceived effectiveness of training as a means of remedying recruitment failure.

The review literature covered key concepts areas like human resource management, training, its processes and benefits, fixing employee weakness, employee performance and productivity, organizational efficiency, and the link between training and development and worker productivity. This research design for this study is a descriptive cross-sectional study that employed a purposive sampling technique to identify the target population and a convenience sampling technique to recruit the samples involved in this study. A questionnaire which addressed the variables of interest was used to assess the participants which included both employers and employees of AIB. A total of 44 participants (12 employers and 32 employees; 25 males and 19 females) who gave their consent and met the eligibility criteria were involved in this study. Data obtained was analyzed using descriptive statistics.
The result of this study showed that employees of AIB are exposed to training programs aimed at improved work performance as more than half of the respondents reported that they have received training within the past one year. During recruitment, employers paid greater attention to possessing required technical skills than fitting into the organizational culture. Poor performance is also evident when workers do not show expected knowledge, skills and displayed unethical behavior. Results from this study also identified the use of intensive tailored training and coaching/mentoring as an adequate response to poor performance. Finally, a greater number of employee respondents strongly agreed that training and development is effective in remedying recruitment failure and improving performance.

5.3 LIMITATIONS

During the course of this study, the researcher identified several limitations which are as follows:

The small number of participants in this study coupled with the fact that only Allied Irish Bank was considered in this study; may have influenced the findings thereby reducing the external validity. This implies that the findings might not be generalized to all banking industries and other business sectors in Dublin. This requires the reader to interpret these results with caution and that our suggestions might be used only if deemed of relevance to a particular organization. Another limitation of this study was the use of self report item (questionnaire) in measuring the variables of interest. This accounts to inability in controlling for individual bias which is always associated with subjective responses. Although, the use of a single item reduces the time for a participant to complete a survey, it also decreases the potential of a measure (Wanous, Reicher & Hudy, 1997). In summary, the above limitations indicate the need for future research to be conducted on the impact of training and development in remedying recruitment failure using larger samples and also putting into considerations; different industrial sectors. With this it would be possible to generalize findings. Future research should also investigate how the different recruitment criteria and work environment influence recruitment failure and selection error. Despite these limitations, this study was able to investigate the perception of effectiveness of training and development towards remedying recruitment failure.

5.4 CONCLUSION AND RECOMMENDATION

This section shows to what extent the researcher has achieved the core objectives of the research with reference to literature review, methodology and findings of the research while offering recommendations to the organization of focus.

On the whole, the study sought to assess the level of available training and investigate the perceived impact of this training and development on remedying recruitment failure using AIB as a case study and findings and recommendations provided. Towards addressing the level of training available to workers in the organization, the findings of this research indicated that the employees are exposed to training programs with clearly explained objectives and are aimed at updating knowledge and skills and ensuring that maximum efficiency exists in AIB. The
organization also had a well-established policy to invest in the training and development of employees. However, to ensure sustainability AIB will need to take action to enhance its training and development activities by making sure that all the employees are provided with equal opportunities to these training programs with the processes involved duly followed.

From the results of the study, it can be concluded that the organization pay more attention to technical skills when compared to behavioral traits during the recruitment and selection process. However, behavioral skills are equally as important as the required technical skill as it determines how the individual would fit into the organizational culture. Unfortunately, only a few number of participants recorded to have participated in any training program focused on employee recruitment and selection which might lead to inadequate information on the parameters to look out for to ensure successful recruitment and selection. Therefore, opportunities should also be created for employers to engage in training programs that are focused on employee recruitment and selection. It was also ascertained that the major evidence of selection error were not demonstrating expected attitudes and display of dishonest or unethical behavior. This implies that in addition to training the employers on the factors to look out for during recruitment and selection as a preventive approach, behavioral training for employees should be incorporated in the training and development activities. In addressing the research question which enquires the perception of the effectiveness training and development in remedying recruitment failure; both employees and employers of this organization are of the opinion that employee training and development is effective in remedying recruitment failure.

Lastly, the organization should lay emphasis on the following:

- Providing training in form of orientation programs, on-the-job workshops and behavioral training for the employees. While accomplishing this task, emphasis should also be laid on behavioral training as it has been established that the major evidence of recruitment failure as noted in AIB are not demonstrating expected attitudes and displaying dishonest/unethical behavior.
- Focusing on whether employees could do the job they were being employed for as well as whether they could fit into the organizational culture during the recruitment and selection process as it would go a long way in reducing hiring errors.
- Providing training programs which are focused on employee recruitment and selection for employers. This study has established that both employers and employees are of the opinion that training and development is effective in remedying recruitment failure. Therefore, required positive results will be observed when training and development is tailored to that direction.
REFERENCES


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