EFFECT OF TRAINING AND DEVELOPMENT ON THE PERFORMANCE OF NIGERIAN BANKING INDUSTRY

BY

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, NASARAWA STATE UNIVERSITY, KEFFI, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS IN BUSINESS ADMINISTRATION (MBA)

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DECLARATION

I hereby declare that this research project has been written by me and it is a report of my research work. It has not been presented in any previous application for any Masters in Business Administration. All quotations are indicated and sources of information specifically acknowledged by means of references.

_____ _____

BALA PERET JAY, JAY **DATE**
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CERTIFICATION

This dissertation "**Effect of Training and Development on the Performance of Nigerian Banking Industry** "meets the regulations governing the award of Masters in Business Administration (MBA) of the School of Postgraduate Studies, Nasarawa State University, Keffi, and is approved for its contribution to knowledge.

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DEDICATION

This project is dedicated to Almighty God.

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TABLE OF CONTENTS

TITLE PAGE ..... **Error! Bookmark not defined.**

DECLARATION ii

CERTIFICATION iii

DEDICATION iv

ACKNOWLEDGEMENTS v

TABLE OF CONTENTS vi

ABSTRACT viii

CHAPTER ONE 1

INTRODUCTION 1

1.1 Introduction 1

1.2 Statement of the Problem 5

1.3 Research Questions 7

1.4 Objectives of the study 7

1.5 Research Hypothesis 7

1.6 Scope of the Study 8

1.7 Significance of the Study 8

CHAPTER TWO 10

LITERATURE REVIEW 10

2.1 Conceptual Framework 10

2.2 Empirical Framework 20
2.3 Theoretical Framework 32
CHAPTER THREE 35
RESEARCH METHODOLOGY 35
3.1 Research Design 35
3.2 Population, Sample and Sampling Techniques 35
3.3 Method of Data Collection 36
3.4 Technique for Data Analysis 37
CHAPTER FOUR 39
DATA PRESENTATION AND ANALYSIS 39
4.1 Data Presentation 39
4.2 Data Analysis 39
4.3 Testing of Hypotheses 43
CHAPTER FIVE 47
SUMMARY, CONCLUSION AND RECOMMENDATION 47
5.1 Summary 47
5.2 Conclusion 47
5.3 Recommendations 48
Bibliography 49
APPENDIX 56

ABSTRACT

The objective of this study is to examine the effect of training and development on the performance of Nigeria banking industry. The methodology adopted in this research is the primary and secondary method of gathering data. The population of the study were staff of the First Bank in Abuja and the statistical techniques used in analyzing data is the chi-square technique. The study established that there is significant relationship between employees' training and development and organizational performance. It also shows that that there is significant relationship between employees' training and development bank's profitability and adoption of on-the-job and off-the-job training has also improved the efficiency of bank's employees. Since training and development is a major key success to organizational performance the study recommends that there is always need for assessment which should provide a clear understanding of the differences between current and expected performance, identifying the causes of the performance discrepancies and develop action plans to improve performance of employees through training and development programs.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The most important way for an organization to prepare for the future is to train and develop its employees. It is the responsibility of managers to provide training and development opportunities for their staff so that they can reach their full potentials. Training is a learning activity that assist employees to perform their current jobs more efficiently while development refers to long-term future oriented programs that focuses on providing knowledge or skills within a specified area that is not necessarily job related(Weihrich and Koontz, 2005).

On the other hand, organizational performance is a measure of the results achieved. Performance should be measured since it helps to monitor employees and provide feedback information for management (Emeti, 2011). Organizational performance measurement as a key component of organizational development requires controls to be designed, installed and adjusted to fit the various operational basis of the firm, so that actual performance can be measured and deviations corrected (Obijiofor, 2002).

In Nigeria, some employers have a negative attitude towards training and development, seeing this all important practice as a waste of financial resources. Akanji and Bankole (2007) observed with regret that some employers think and believe that there are enough experienced workers in the labour market who do not need any training. Some other employers reluctantly embrace training, engaging only infrequently and/or on a small scale. Employees' attitude too are sometimes

discouraging – some regard the period of training as a holiday or a time to have their share of the organization's 'cake', hence, they hardly participate actively.

It has also been observed, sadly though, that training and development programs in Nigeria are sometimes organized not for the purpose of equipping trainees with new knowledge and skills but for the ulterior motive of getting enough funds from the Industrial Training Funds (ITF) to share among those in charge of the training. ITF, was introduced by the Federal Government of Nigeria to, among other things, ensure that employees in the private sector train their workers.

Training is the crucial area of human resource management; it is the fastest growing segment of personnel activities. Training which is referred to as a course of diet and exercise for developing the employees' effective, cognitive and psychomotor skills assist the organizations to have a crucial method of developing the employee towards enhancing his productivity (Ezeani & Oladele, 2013). Manpower training and development is one of the most important organizational dynamics. It constitutes the pivot in which organizational survival is run. The training process is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to personnel (Ekaterini, 2009).

Manpower is the basis of all resources and it is the indispensable means of converting other resources to man kind's use and benefits. So how well we develop and employ human resources skills is fundamental in deciding how much we will accomplish as a

nation. Manpower is the pivot of every human institution. Even in the developed and industrial nations of the world where the use of machines and technology is at an advanced stage, manpower is still very essential (Comma, 2008). Training therefore holds the key to unlock the potential growth and development opportunities to achieve a competitive edge. In this context, organizations train and develop their employees to the fullest advantage in order to enhance their effectiveness (Devi & Shaik, 2012).

The importance of training as a central role of management has long been recognized by leading writers (Irene, 2013). Training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization (Olusanya *et al*, 2012). To manage an organization both large and small requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies (SKAC) needed to work. As a result, many require extensive training to acquire the necessary SKAC to be able to make substantive contribution towards the organization's growth (Barron & Hagerty, 2001). In order to sustain economic growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organizations.

In a developing country like Nigeria, training and development of manpower resources is highly needed in virtually all business organizations for its effectiveness (Ezeani & Oladele, 2013). Deficiencies in knowledge, skills, and ability among public personnel, particularly those of Asia, Africa, and Latin America, are remarkable

(Bahal, Swanson, & Earner, 1992). Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process. Training should be viewed therefore as an integral part of the process of total quality management. Beardwell and Holden (1993) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized.

Training and its effectiveness has been currently a topic of attention and concern no matter what was the type of organization or its activity's nature. Organizations have understood the training importance and the significant role it plays in enhancing the job performance, and employee's efficiency. It also provides the organization with the ability to survive, especially with the hard competition nowadays. Training is the ideal approach for preparing employees with certain skills or giving them the ability to fill the gaps in their performance (Shree, 2017). For illustration, new computerized systems might need workers to be trained on the way to deal and work with those systems. Otherwise, the workers will lack the knowledge and understating of making appropriate use of them. Overall, training is a typical process to accommodate employees with new skills or improve their knowledge to a higher stage. It is well understood that training can be employed to empower manpower to alter the organizational or country's culture and productivity or service quality. Additionally,

training can remedy to a great extent if not completely deficiencies related to job performance or problems. Training can serve as an immediate treatment or solution to the organizational requirements and a fast performance enhancer. It has a strong effect on the existing performance level. The main aim of training is the improvement or correction of any performance deficiencies. Training like anything else needs to have clearly indicated logical goals to be successful (Denby, 2010). These goals will set the proper frame for the training contents and define the benchmark to achieve the planned targets of training. It is very important to be realistic and not to expect overstated goals. Unrealistic goal anticipation ensures failure because it is simply unreachable. Training needs specifying and targeting the areas that needs improvement. Widening the training scope will interfere with its usefulness. Therefore, it should be focused (Denby, 2010). Training is effected by many factors such as the managerial support, peer encouragement, adequate resources and consequences for training application on the job field (Sanjeevkumar & Yanan, 2011). Although, there are other elements which were found to affect the positive results of the training such as the participants, training material, organizations, and trainer, this study is limited only to the training environment, and trainee motivation representing the independent variables as proposed by previous literatures, that may encourage to a higher degree the training effectiveness(Almakhadmah, 2012; Lin, 2012; Homklin, Takahashi, & Techakanont, 2013; Massenberg, Spurk, & Kauffeld, 2015).

1.2 Statement of the Problem

Where the human capital is not planned, organizations will be confronted with the inability to deliver quality service, inability to attract and retain the people required

and difficulty in the development and training of highly talented personnel. Training on the Job and some form of in-service training are examples of training being designed or intended to develop the knowledge or expertise, greater confidence and a higher degree of performance. The principal intention of training is to equip people with the knowledge required to qualify them for a particular position of employment or to improve their skills and efficient in the position they already hold. Staff development, on the other hand, implies growth and the acquisition of wide experience for future strategies advantage of the orga1nization.

Training is therefore a key element for improved organizational effectiveness; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance.

Training is a systematic process to enhance employee's skill, knowledge and competency necessary to perform the job effectively. Several banks established training centers at various locations all over the country today to train their workers. Despite all the efforts towards human resources development by banks, one still observes long queues whenever he comes to deposit or withdraw money or for any other services rendered by the banks. Secondly the rate of labour turnover in banks. There is no doubt that high rate of mobility contributes to the poor services rendered by banks. This is the opinion of the researcher and is very essential because a well planned development and training programme value to the organization in terms of increased productivity, reduction of costs and enhanced efficiency in order to achieve

the organizational goals. Thus the study focuses on the effect of training and development on the performance of Nigeria Banking sector.

1.3 Research Questions

i. To what extent does employees' training and development enhances work efficiency in the banking industry?

ii. Does Training and Development, improved bank's Profitability?

1.4 Objectives of the study

The broad objective of this study is to examine the effect of training and development on the performance of Nigeria banking industry. Specific objectives are to:

i. Examine whether employees' training and development enhances work efficiency in the banking industry or not.

ii. Examine the relationship between employees' training and development bank's profitability.

1.5 Research Hypothesis

H_{0I}: There is no significant relationship between employees' training and development and organizational performance.

H_{02} : There is no significant relationship between employees' training and development bank's profitability.

1.6 Scope of the Study

The study intends to examine the effect of training and development for organizational performance in Nigeria banking industry with emphasis on selected First Banks in Abuja.

1.7 Significance of the Study

The research will be beneficial to all service organization especially the banking sectors as it emphasized the need and encourage the establishment of policy guidelines on the efficient and effective training and development programme. The study shall have a great impact on individuals, organization and the society at large. Subsequently, it will enhance good suggestions for achieving better performance through effective training programmes.

i. Moreover, the study shall provide framework which will assist business organization and the society as a whole on how to evolve an enduring training programmes capable of achieving the desired result for an organization.

ii. It will help managers of various organizations to generate ideas and solution to problems based on the best way to run training in their organization in order to achieve desired goals and objectives.

iii. It will equally be useful to small scale business, large corporations, management and consultants, practitioners, and universities, college of education and to the government.

iv. It will also help researchers to know more about training programme as a tool for improving employees' performance.

v. Finally, it will be of great value to management, researchers, investors, government and students as a point of referchence and will equally form the basis for further research study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Framework

2.1.1 Concept of Training

Training has been defined differently by different authors. It is “a systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment” (Tharenou, Saks and Moore, 2007:252). Another concept opines that training primarily focuses on teaching organizational members on how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers (Jones, George and Hill, 2000).

Other scholars view training as, “a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in any activity or range of activities” (Beardwell and Holden, 2001:324). Its purpose is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

These definitions did not consider the dynamic and changing nature of the environment in which organizations operate (Okanya, 2008). It also implies that training automatically translate to organizational performance. Skills needed by employees are continuously changing; besides, the ever changing improvement on information and technology makes knowledge and skills obsolete in a short while. This implies that employees should align their needs to that of the organization’s

requirements and their own long term development and the Human Resources Department should consider the current and future needs of the organization when planning for employee training (Holden, 2001).

Fanibuyan (2001) defines training as the systematic process of altering the behaviour and or attitudes of employees in a direction to increase organizational goals and development as programme generally aimed at educating supervisory employees above and beyond the immediate technical requirement of the job and have a main objective of the improvement of the effective performance of all managers. Training is the application of gained knowledge and experience (Punia & Saurabh, 2013). Training can be defined as organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill (Appiah et al, 2013).

2.1.2 Concept of Training and Development

Training and development are complementary parts of the same process. They are interlinked and interdependent, rather than sequential and hierarchical. Training and development is very crucial to the employees, the organization and their effectiveness (Devi & Shaik, 2012). Staff training and development can occur simultaneously or complementary, but the two do not necessarily have direct relations to each other (Comma, 2008). Training and development activities are important elements of the human resource management function of an organisation.

2.1.3 Nature of Training and Development

Training and development refers to the practice of providing training, workshops, coaching, mentoring, or other learning opportunities to employees to inspire, challenge, and motivate them to perform the functions of their position to the best of their ability and within standards set by local, state, Federal and licensing organization guidelines. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge (McGhee et al, 1996:55).

Training makes employees feel that they are part of the organization's family. Training creates the sense of belonging in all employees. It creates the professional development and enhances the employee's skills. It also makes knowledgeable workforce with fewer mistakes (Adams, 2002). Increasing job satisfaction and employee morality, enhancing the employee motivation, improving the efficiencies in processes and financial gain, raising the ability to obtain new technologies, developing the innovation in strategies and products and reducing employee turnover are other important benefits of training (McNamara, 2010).

Dimensions of Training and Development

There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below:

1. Orientation/Induction Training

This is given immediately after employment to introduce the new extension staff members to their position. This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization’s goals, structure, culture, work standard and other conditions of employment.

2. Foundation Training

This is appropriate for newly recruited personnel; every staff member needs some professional knowledge about various rules and regulations of the government, financial transaction, administrative capability, communication skills, report writing, leadership ability, etc

3. Job Instruction Training

Job instruction training is received directly on the job, and so it is often called "on-the job" training. It is used primarily to teach workers how to do their current jobs. A trainer, supervisor, or co-worker serves as the instructor. When it is properly planned and executed, this method includes each of the learning principles (Demetra et al, 2008).

4. Career Development Training

Career development is the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform one's job. Professional development skills are the skills and

knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance.

5. Maintenance/ Refresher Training

This keeps specialists, administrators, accountants, supervisors and frontline workers updated and enables them add to the knowledge and skills they have already.

Management Development

The management and leadership development process is flexible and continuous, linking an individual's development to the goals of the job and the organization. Management development programs on campus give you the opportunity to develop a broad base of skills and knowledge that can be applied to many jobs on campus. D&T's management development curriculum is changing. The overarching goal is a comprehensive curriculum for managers and supervisors to develop the necessary core competencies to become excellent leaders.

Effect of Training and Development

The purpose of training and management development programs is to improve employee capabilities and organizational capabilities. A training need can be said to exist when there is a gap between the existing performance of an employee (or group of employees), and the desired performance to assess whether such a gap requires a skill analysis. Training is essential for leadership development success. Training plays a vital role in leadership development. Enhancing the skills of employees is the aim of training and development. Training and development are

designed to have these benefits. These traditional or conventional trainings might be formal or informal.

Benefits of Training and Development to Employees

Training is transferring information to organization's members to positively improve the effectiveness and productivity of organizations (Leard, 2010). Training enables organizations to act more effectively because of having valued employees. Training is also needed to develop new leaders (Noe, 2002). There are many benefits to both organization and individuals to accomplish training activities (McNamara, 2010). It also helps eliminate fear in attempting new tasks ((NOUN, 2013).

2.1.4 Concept of Organisational Efficiency

Efficiency measures relationship between inputs and outputs or how successfully the inputs have been transformed into outputs (Low, 2000). According to Pinprayong and Siengthai (2012) Business efficiency reveals the performance of input and output ratio, while organisational efficiency reflects the improvement of internal processes of the organisation, such as organisational structure, culture and community. Excellent organisational efficiency could improve entities performance in terms of management, productivity, quality and profitability. Efficiency is all about resource allocation across alternative uses (Kumar and Gulati, 2010). Pinprayong and Siengthai (2012) introduced seven dimensions, for the measurement of organizational efficiency: Organizational strategy; Corporate structure design; Management and business system building; Development of

corporate and employee styles; Motivation of staff commitment; Development of employee's skills; and Subordinate goals.

2.1.5 Effect of Employee Training and Development on Organizational Efficiency

There are many factors which improve the effectiveness of the work force for example scheduling, training etc. It is needed for the organisation to map out training plans carefully in order to achieve employee job engagement and invariably organisational efficiency (Armstrong 2000). The training design should be made according to the needs of the employee, those organisations which develop a good training design according to the need of the employees and the organisation always get good results (Flynn, et al., 2001).

It is very necessary for a trainer to engage his or her audience during the training session (Philip, et al., 2005). Delivery style means so much in to training programme and the participants. It is very difficult for an employee to perform well at the job place without any pre-training (Garavan 1997). Trained employees perform well as compared to untrained employees (Flynn, et al., 2002). It is necessary for the organisation to give its employees training to achieve optimal overall goals of the organisation in a better way (Kaynak 2003). Training and development increase the overall performance and above all at a very minimal cost of the organisation (Sheppard 2003). Although it high cost is incurred in giving training to employees, but on the long run it gives back more than it took, (Heras 2006).

Measuring the Effectiveness of Training

Waur, and Ackham (1970:45) postulate seven steps aimed at evaluating the effectiveness of a trainee programme, this include:

1. Check the result of the training against the goal or objective of the programme

2. Establish the standard of learning time against the progress of the programmes.

3. Develop data base on trainees' performance before, during and after the training.

4. Keep records on the progress of each trainee.

5. Test trainee on the knowledge and skill acquired.

6. Provide for the instructor data on each trainee programme.

7. Follow up on the trainee periodically to determine the long-term effect of the training.

According to Waur and Ackham(1970), the effectiveness of training is measured in the organization by the following procedures:

- Data are collected on the trainee in the beginning of a course. Such data are collected on a form called guidance sheet showing the background of the trainee.

- As the training progresses, the trainee is tested progressively to know how much knowledge he has acquired on the training.

- The post training performance of the trainee is also observed to assess the effectiveness of the training. This is said to be effective if the trainee can now work with less supervision on this area of operation.

Relationship between Training and Employees Performance

According to Guest (1997) mentioned in his study that training and development programmes, as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organisational performance. The result of Farooq and Aslam (2011) study depicts a positive correlation between training and employee performance. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilisation of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organisational goals.

Moreover, the result of the study of Sultana et al., (2012), conducted in telecom sector of Pakistan, states that the variation in employee performance is brought by training programmes. Further, they maintained that training is good predictor of employee performance. As depicted by the work of Harrison (2000), learning through training influence the organisational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals.

However, implementing training programmes as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005).

According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborate the concept by stating that training facilitate organisation to recognise that its workers are not performing well and thus their knowledge, skills and attitudes needs to be molded according to the firm needs. There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may not be confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention that helps organisation to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. As mentioned by Swart et al. (2005) this employee superior performance occur only because of good quality training programmes that leads to employee motivation and their needs fulfilment. According to Wright and Geroy (2001), employee competencies changes through effective training programmes. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the

workers necessary for the future job, thus contributing to superior organisational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

2.2 Empirical Framework

Studies have sought to isolate whether high skills are contributory factor behind successful and higher performing firms (Tamkin, 2005). These studies have identified a significant association between a highly skilled workforce and organizational performance, most commonly measured by the level of labour productivity. For example, Haskel and Hawkes

(2003) have shown that the top performers in UK manufacturing are hired workers with, on average, an extra qualification level compared to the lower performers. These studies also found that higher skill levels support innovation and more sophisticated production processes and were associated with the production of higher quality products (Penny, 2005).

Victor and Jonathan, (2013), in their study: “Training and Manpower Development, Employee Productivity and Organisational Performance in Nigeria: an Empirical Investigation” opined that over time, organisations have been embarking on training and capacity building for their employees so as to enhance productivity and overall performance of the organisations. This is due to the recognition of the important role of training and manpower development in attainment of organisational goals. Consequently, their study investigated the effects of training and manpower

development on employees' productivity and organisational performance in Nigeria, using First Bank of Nigeria Plc as a case study. The study applied structured questionnaires to a sample size of 75 drawn by simple random sampling. The data generated was analysed using descriptive statistics. The findings of the study revealed that majority (70%) of the respondents agreed that training and manpower development has enhanced their efficiency and job productivity. Secondly, majority (80%) of the respondents overwhelming agreed that training and manpower development enhanced organisational performance. The study recommends that organisations should conduct training needs assessment to ensure that the right training is given; ensure that their training programmes should be on a continuous basis; and motivate staff who performed exceptionally well during training sessions so that other staff will in turn aspire to excel.

Shodeinde (2015), in his study: "Personnel Training and Development as a Tool for Organisational Efficiency" used employees of MTN Corporate Head Office in Lagos State as the study population. The study adopted a qualitative approach using questionnaire as main instrument of primary data collection. A total of 110 questionnaires were administered to 217 employees of MTN Nigeria. Using bar charts to illustrate the degree of response; the result of the findings shows that respondents agreed that there is a significant impact of training and development on employee commitment, employee morale and motivation, employee corporate behaviour and organisational efficiency. An organisation with an effective policy and workable strategy on training would retain employees, enlarge market share and increase

customers. Based on the findings, the study recommended that MTN Nigeria should engage always in training of her employees, in order to correct professional errors, enhance employee commitment and corporate behaviour and ensure organisational efficiency.

Osueke and Emeka-Opara, (2014), in their study; “Performance Investigation of Electricial

Power Supply to Owerri for Higher Productivity” This research was carried out to investigate the performance of electrical power supply to Owerri, Imo State Capital. The Enugu Electrical Distribution Company (EEDC), Owerri was the case study and sample of 10 respondents representing each unit were used. Structured questionnaire and observations techniques were administered during the research. The data presentation tools were tables and charts. It was found out that the major hindrances to customer satisfaction in power supply were: inadequate megawatts of power availability, obsolete network and equipment that require upgrade, overload networks, poor funding, lack of routine maintenance culture, inadequately trained manpower, logistics (vehicle, personal and material problems), psychological and physiological problems. Although the privatisation policy is believed to be a progressive step to these challenges. based on the aforementioned, it was therefore recommended that management’s proactiveness to manage faults and equipment upgrade, government and private sectors should actively involve positive and effective management, as well as smart metering to ensure consumers meet up with charges, Standard Organisation of Nigeria (SON) play major to ensure substandard materials and products are not

delivered, form rural cooperative society to create awareness on how to use light and serve as interface between the company and community.

Haskel, Hawkes and Pereira (2003) showed that more productive UK firms hired more skilled workers. Their finding showed that skills were positively related to total factor productivity (TFP) and the skill gap between the top- and bottom-performing firms explained some 8% of the productivity gap. Similarly, Lynch and Black (1995) found in the US, that an extra year of education raised productivity by between 4.9 and 8.5% in the manufacturing sector and between 5.9 and 12.7% in the services sector. Other research has suggested that a more highly skilled workforce can bring other benefits such as enhancing company survival. Reid (2000) opined that a more skilled UK workforce was related to a greater commercial orientation and strategic awareness and propensity to innovate and to retain competitive advantage.

An OECD study looked at innovation in UK SMEs and found that higher qualification levels of both managers and staff boosted innovation (Albaladejo and Romijn, 2001). Higher training expenditure per employee was also associated with higher technological complexity and originality. Perhaps, some of the most influential work in this area has focused on the investment in skills and training and the association between skills and productivity. A clear connection between higher skills and higher productivity has been identified particularly at the intermediate skills level. The studies found that the higher average levels of labour productivity in firms in continental Europe were closely related to the

greater skills and knowledge of their workforces. Within manufacturing firms, lower skills levels in the UK were found to have a negative effect directly on labour productivity and on the types of machinery chosen (Keep, Mayhew and Corney, 2002). There is evidence that skill levels are associated with innovation performance (Tamkin, 2005).

Several studies have highlighted the performance benefits associated with increasing training activity, the type of training provided and the depth. Dearden and Van Reenen (2000) analyzed the impact of training on performance for a variety of measures including value added output, profits and wages for a group of British industries between 1983 and 1996. They found connections between more training and higher labour productivity across a number of sectors.

In essence, manufacturing firms undertaking training were found to be more productive, to have higher capital intensity, to conduct more research and development and have a more highly qualified workforce (Penny, 2005). A study in France (d'Arcimoles, 1997) found that the more training given, the better the economic performance. Training was permanently and clearly associated with an increase in profitability and productivity. Raising the proportion of workers trained in an industry by 5% points (say, from the average of 10% to 15%) was associated with a 4% increase in value added per worker and a 1.6% increase in wages. They note that this level of increase has also been found by other researchers like Blundell *et al.* (1996) and Booth (1991). Collier *et al.* (2002) have found that increasing investment in training reduces the chance of firm closure.

For small firms it was the training of craft and manual workers that made the difference, for larger firms it was training of professional, clerical and secretarial employees. Others have found evidence on benefits from training in terms of motivation and attitude; Booth and Zoega (2000) suggested that training fosters a common firm culture and helps attract good quality workers; Green and Felstead *et al.* (2000) found that training had a downward impact on employee turnover.

Stoner, Freeman and Gilbert (2007) affirm that "managers and management researchers have long believed that organizational goals are unattainable without the enduring commitment of members of the organization". There will be no improvement on employees' performance without employees being motivated to perform.

Several authors have given many definitions to motivation. However, a general understanding from the various definitions of Motivation is that motivation is what causes one to act (Stoner, Freeman and Gilbert, 2007, p.468). It is the process that guides and maintains goal-oriented behaviour. Motivation is a human psychological characteristic that contributes to a person's degree of commitment. Eisenbower defined "Motivation as the art of getting people to do what you want them to do because they want to do it" (Brany Quote).

Training is an excellent source of motivation. When an organization sends an employee for training, obviously, that employee will be motivated to perform. Advance Team Concepts, a training firm based in the USA opine that trained employees have a greater capacity to be empowered and perform with excellence,

which also motivates them since it builds their sense of ownership, confidence and willingness.

No matter the size of an organization, having a team of motivated, hard-working employee is crucial to business success. Similarly, when people lose their motivation, their productivity suffers. They become less productive, less creative, less of an asset to the organization.

Training has always been seen as a positive impact in every organization. Employee training increases employee motivation to perform which in-turn increases organizational performance. Looking back to the original experiment by Elton Mayo in Chicago from 1927 1932, the mere fact that an organization has paid attention to people (employee) spurs them to better job performance. For instance, suppose a management trainee has been given specialized training in skills show that such employee is valued in the organization. The feeling that he/she is on track to the top will motivate him/her to work harder and better (www.accel-team.com).

From the argument thus far, training has an important role in motivating employee to increased performance. Besides, employees need to be constantly motivated to ensure that there is no shortfall in productivity.

Evaluating the impact of investments in people (such as training) helps to justify the costs incurred, validate the intervention as a business tool, and aid the design and selection of future investment methods (Page, Jagger, Tamkin and Henwood,

2006). Page *et al* (2006) further assert that in practical terms, isolating the impact on the bottom line is complex and therefore many organizations do not try to measure it very rigorously.

Evaluation is a systematic process of determining the significance or worth of subject, using criteria governed by a set of standards. It can assist an organization to ascertain the degree of achievement or value in regards to the aim and objectives of an undertaken project (ICAP,

2012). The primary aim of evaluation, apart from gaining insight into prior or existing initiatives, is to enable reflection and assistance in the identification of future change (Sarah del Tufo, 2002).

Victor and Jonathan, (2013) conducted a research on training and manpower development, employee productivity and organizational performance in Nigeria using First Bank as a case study. The study used qualitative approach since the subject matter focused on human behavior. The study used primary data. The study applied structured questionnaires to a sample size of 75 drawn by simple random sampling. The data generated was analyzed using descriptive statistics. The findings of the study show that majority (70%) of the respondents agreed that training and manpower development has enhanced their efficiency and job productivity.

Neelam et. al (2014) conducted a research on the impact of training and development on employee's performance and productivity, a case study of United Bank Limited Peshawar City, KPK, and Pakistan. The study was quantitative in nature. The goal was

to examine whether training and development has an impact on employee's performance and productivity. The result showed that there was significant relationship between training and employee performance.

Frankling, et. al (2014) conducted a study on the impact of training and development on employee performance using ESCON Consulting Limited as a case study. The findings revealed that working conditions and a lack of resources affect the training and development of employees. It is recommended that certain areas be improved, that is, management support, the provision of feedback to employees and the conducting of employee training on a continuous basis. The findings show that this would improve employee performance in the organization. Ashikhube, et. al (2013 also conducted a research on the subject matter. The study assessed the effect of training dimensions on employee performance, a case of Mumias Sugar Company, Kenya. Results show that there was a positive and significant effect between training needs assessment and employee performance in Mumias Sugar Company Limited. Training contents has a positive and significant effect on the employee performance in Mumias Sugar Company Limited and training evaluation and employee performance were positive and significant.

Happiness and Michael, (2014) also found out in their research work that there is positive relationship between training/staff development and organizational effectiveness. The study sought to determine the nature of the relationship between training/development and organizational effectiveness. The study concluded that effective training is an investment in the human resources of an organization, with

both immediate and long range returns. James and Daniel, (2014) conducted a research on the effects of training on health workers performances in Siaya county, Kenya. The general objective of the study was to assess the effect of training on the performance of staff in the public health institutions in Kenya. The target population was the doctors, clinical officers, nurses and subordinate staff serving in public health facilities within siaya county. The data was collected through questionnaires. The study showed that there is a strong positive relationship between training of employees and performance.

Falola, et. al (2014) conducted a research on effectiveness of training and development on employees' performance and organization competitiveness in the Nigerian banking industry. The results show that strong relationship exists between training and development, employees' performance and competitive advantage. Summary of the findings indicates that there is strong relationship between the tested dependent variable and independent construct. However, bank management should not relent in their quest to train their staff to develop new ideas that will keep improving and retaining employee performance.

Francis, et al (2014) conducted a research on training and development: A tool for employee performance in the district assemblies in Ghana. In a sample of fifty (50) full time staff members of Kumasi Metropolitan Assembly, the research revealed direct relationship between training and development and employee performance ($r = 0.3347$, $p = 0.030$). Also the results from the data analysis indicated that significant relationship exist between training and development and job satisfaction (r value

(0.3338) is greater than p value (0.0307)). Finally, the study revealed that management and employees faced peculiar problems during training and development exercises. Management complained about funds whilst employees' expresses concern about the time allotted to various training and development programmes.

Uzma, (2015) carried out a research on impact of training on employees' performance (Evidence from pharmaceuticals companies in Karachi, Pakistan). The paper presents a concise summary of the literature on the value of training in improving the performance of the employees. Four pharmaceutical companies are selected. A survey of 356 employees via self-administrated questionnaire The analysis showed a positive significant relationship between them and the results revealed that the more the employee gets training, the more efficient their level of performance would be.

Job (2015) conducted a study on the impact of training and development on workers' productivity: A study of selected oil service companies in portharcourt. The study was based on a combination of literature review and questionnaire surveys. For this study, 109 questionnaires were distributed among the employees of the ten selected oil service companies. From the study it was observed that most organizations meet their needs for training in an adhoc and haphazard way, while others set about identifying their training needs, then design training activities in a rational manner and finally asses the results of training. The paper concludes that there is significant positive relationship between training/development and workers productivity. There is also significant positive relationship between training/development and employees' job security.

Many measures of performance may be more relevant to some sectors than others. When measuring organizational performance, the choice of measures should be informed by the sector and business-specific context (Page *et al*, 2006). Measurement of organizational performance is not without its challenges. Measures based on accountancy are to some extent, open to manipulation and therefore may be difficult to compare over time, or between organizations. Many measures do not necessarily capture the quality of a product or service and where part-time work is frequent and to be comparable, measures need to take into account hours worked (Page *et al*, 2006).

Page and others developed a set of 'core' measures of organizational performance that have general application, to enable benchmarking and comparison across sectors. The 'core' set of measures include:

1. **Productivity:** Productivity could be measured using Net added value per hour worked or Net added value per worker. However, this measure will be affected by investments other than those in skills and training, for example in capital.

2. **Profitability:** Return on assets is a useful measure of profitability, and measures how well a company is using its assets to generate earnings. However, values can vary substantially between companies and between sectors and therefore for wider benchmarking purposes profit per employee may be more effective.

3. **Quality:** Manufacturing organizations could estimate quality using the Number of defects in a given number of products. More generally, customer satisfaction could be used.

   Exactly how customer satisfaction is measured is likely to vary from organization to organization.

4. **Innovation:** Sales (₦) from new or adapted products or services is a measure that could be used to benchmark innovation across sectors and which takes some account of the success of the innovation.

5. **Staff performance:** Employees' performance is appraised against preset standards. A range of staff performance measures are detailed below.

2.3 Theoretical Framework

The study is anchored on the Resource Base View Theory and Human Capital Theory.

Resource Based View Theory

Resource Based View (RBV) was articulated into a coherent theory by Wernerfelt (1984). The theory states that the organisational resources and capabilities that are rare, valuable, nonsubstitutable, and imperfectly imitable form the basis for a firm's sustained competitive advantage. RBV suggests that the firm can secure a sustained competitive advantage through facilitating the development of competencies that are firm specific, produce complex social relationship; are embedded in a firm's history and culture, and generate tacit organisational knowledge (Odhong, *et al.*, 2013). This theory recognises manpower as the most valuable, non-substitutable and imperfectly

imitable resource that a firm can successfully utilise to achieve organisational productivity and competitiveness. Resource-based theory is linked to human capital theory in that they both emphasise that investment in people adds to their value to the firm, (Baron and Armstrong, 2007).

Human Capital Theory

The origin of human capital goes back to emergence of classical economics in (1776) and thereafter developed a scientific theory. The idea of investing in human capital was first developed by Adam (1776), who argued in the Wealth of Nations that differences between the ways of working of individuals with different levels of education and training reflected differences in the returns necessary to defray the costs of acquiring those skills. Economists such as Elliot (1991) developed the theory of human capital. He is concerned with human capital in terms of the quality, not quantity, of the labour supply. After the manifestation of that concept as a theory, Schultz (1961) recognised the human capital as one of the important factors of national economic growth in the modern economy, (Dae-bong, 2009).

The theory argues that a person's formal education determines his or her earning power. Human capital theory holds that it is the key competences, skills, knowledge and abilities of the workforce that contributes to organisations competitive advantage. It focuses attention on resourcing, human resource development, and reward strategies and practices. According to Human Capital Theory, education is an investment because it is believed that it could potentially bestow private and social benefits. Human capital theorists believe that education and earning power are correlated,

which means, theoretically, that the more education one has, the more one can earn, and that the skills, knowledge and abilities that education provides can be transferred into the work in terms of productivity, (Dae-bong, 2009).

This study is anchored on Human Capital Theory. Human Capital Theory is selected as the leading theory because the central tenet of the theory holds that it is the key competences, skills, knowledge and abilities of the workforce that contributes to organisations competitive advantage. It focuses attention on human resource development, and reward strategies and practices. Thus, the theory emphasised that if human resources are developed and effectively utilised, it leads to enhance organisational performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

Descriptive survey method was adopted in carrying out this study. Data were obtained through the use of questionnaires. The questions were done in simple and clear language to remove ambiguity. The questionnaires were intended to generate responses that will assist the researcher to address the research problem, objectives, questions and hypothesis.

3.2 Population, Sample and Sampling Techniques

The population for this study comprises staff of Diamond Banks. Therefore the research has a population size of 171 people.

Using the Yammani (2000) formula, the sample size of Diamond Banks in Abuja is determined by;

$$n = \frac{N}{\sum [(1+N (e)^2]}.$$

Where

n= the Sample Size

N= Total population of party officials

e= Accepted error limit (5%) on the basis of 95% confidence level.

In this case therefore:

N= 1,081

e=0.05

Therefore n= $\frac{171}{\sum [(1+171\ (0.05)^2]}$

n= $\frac{171}{1.475} = 120$

A total number of 120 persons were drawn from Banks using the convenience sampling technique to select qualified staff in various unit. A total of 120 people were therefore sampled. This method was adopted to provide an objective way of ensuring that samples are representatives of the population and sample statistics appropriate their population parameter. It also permits an objective generalization of the whole population.

3.2.1 Sources of Data

Primary Data

Primary source of data collection was employed to generate data specifically for the purpose of this research work. In this study, data were gotten from personal observation, interview and responses on the questionnaire.

Secondary Data

Secondary Data include the use of books, journals and other printed materials, including internet source as supplementary evidences of other people and different authorize opinion about the subject in focus.

3.3 Method of Data Collection

The researcher will make use of the most appropriate and suitable instruments for data collection. The instrument is questionnaire and direct interview the questionnaire will

be generated in line with the research questions in a simple and clear grammar to enable the respondent understand and respond to the research questions .In this study, the researcher will also employ other instruments for data collection like personal observation and interview. The questionnaire is a five point Likert scale that will examine how strongly target respondent agree or disagree with statements. The Likert scale will enable the use of an interval scale which increases the amount of statistical analysis that can be done. The questionnaire will be given to staff and customers of the selected banks.

The likert scale is based on a scale of 5 to 1 ranging from strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1).

3.4 Technique for Data Analysis

Two basic simple analytical tools were used in the analysis namely, use of simple percentage and the Chi-Square method of hypothesis testing. The statistical techniques, which will be employed in testing the hypothesis, set up for purpose of this research is the chi-square test. It is necessary to outline the steps and procedures guiding the use of chi-square (X^2) in this study. These are:

Calculate X^2 using the formula

The chi-square test statistic is a function of the squares of the deviations of the observed counts from their expected values weighted by the reciprocals of their expected values.

$$\mathbf{X^2} = \sum \frac{\mathbf{(Fo - Fe)^2}}{\mathbf{Fe}}$$

Where: Fo = Observed frequency

Fe = Expected frequency

$$\mathbf{Fe} = \frac{\mathbf{CT \ X \ RT}}{\mathbf{GT}}$$

Where: RT = Row total

CT = Column total

GT = Grand total

The calculated X^2 is a measure of the departure of obtained frequencies from the frequencies expected by change. The larger X^2 is the greater that obtained frequency deviate from the expected frequency.

Determine the degree of freedom (df) of the problem. It is interesting to note that the number of degree of freedom will equal the number of cell ,K, less one degree of freedom for each independent linear restriction placed upon the observed cell counts.

The general formula is (df) = (r-1) x(c-1)

Where r = Number of rows

c = Number of columns

Decision rule: if the calculated X^2 value is greater than the table value at 5% level of significance, we reject the null hypotheses and accept the alternative hypotheses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

This chapter dwells on the presentation and analysis of the data gathered in the course of the study. This also includes discussion of research findings and juxtaposition of the research findings with the research propositions.

4.2 Data Analysis

Table 4.1: Composition of Questionnaires administration

Questionnaire	**Respondents**	**Percentage**
Questionnaire Returned	100	80 %
Questionnaire not Returned	20	20%
Total No. Distributed	120	100%

Table 4.2: frequency and percentage analysis of Employees' Training and Development Programme

Your bank gives cognance to training and development programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	5.0	5.0	5.0
	UD	1	1.0	1.0	6.0
	SA	94	94.0	94.0	100.0
	Total	100	100.0	100.0	

Table 4.2 shows that 94% of the respondents Strongly Agreed their bank give cognizance training and development, 1% were undecided while only 5% strongly disagreed

Table 4.3: frequency and percentage analysis of response to whether bank staff are usually sent for training.

Members of staff are usually sent for training and development programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	100	100.0	100.0	100.0

Table 4.3 shows that 100% of the respondents Strongly Agreed their Bank send member of staff for training and development programme while no one disagreed.

The training method adopted in your bank are on-the job and off-the-job training.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1.0	1.0	1.0
	UD	1	1.0	1.0	2.0
	SA	98	98.0	98.0	100.0
	Total	100	100.0	100.0	

Table 4.4 shows that 98% of the respondents Strongly Agreed their Bank adopt both on-the-job and off-the-job training method, 1% was undecided and 1% strongly disagreed.

Table 4.5: frequency and percentage analysis of the relevance of training programme to bank performance.

The training programme are usually relevant to Your job performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	20	20.0	20.0	20.0
	UD	2	2.0	2.0	22.0
	SA	78	78.0	78.0	100.0
	Total	100	100.0	100.0	

Table 4.5 shows that 78% of the respondents Strongly Agreed the training programme are usually relevant to job performance, 2% were undecided while 20% strongly disagree that the training programme are not relevant to job performance.

Table 4.6: frequency and percentage analysis of the cadre of staff that involved in training and development programme.

The training programme are usually conducted for all cadre of staff.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	10.0	10.0	10.0
	UD	1	1.0	1.0	11.0
	SA	89	89.0	89.0	100.0
	Total	100	100.0	100.0	

Table 4.6 shows that 89% of the respondents Strongly Agreed that training and development are conducted for all cadre of staff e, 10% strongly disagree while remaining 1% were undecided.

Research Question 1: To what extent does employees' training and development enhances work efficiency in the banking industry?

Table 4.7 frequency and percentage analysis of the extent employee's training and development enhances work in the banking industry.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	3.0	3.0	3.0
	SA	97	97.0	97.0	100.0
	Total	100	100.0	100.0	

Table 4.7 shows that 97% of the respondents Strongly Agreed that training and development of Staff has improved bank's performance to a large extent while only 3% strongly disagreed.

Table 4.8 frequency and percentage analysis of the relationship between employees's and bank success.

Investment in Training and Development of Staff in the bank is one of the key to the success of the bank.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UD	2	2.0	2.0	2.0
	SA	98	98.0	98.0	100.0
	Total	100	100.0	100.0	

Table 4.7 shows that 98% of the respondents Strongly Agreed that training and development is a major key to success of banks while remaining 2% were undecided.

Research Question 2: Does employees' Training and Development, improved bank's Profitability?

Table 4.9 frequency and percentage analysis of relationship between Employees' Training and Development and bank's Profitability

Table 4.9 shows that 96% of the respondents Strongly Agreed there is significant relationship between training and development and employees performance in banks, 2% were undecided while only 2% strongly disagreed.

4.3 Testing of Hypotheses

In this section, we shall test the hypotheses formulated in chapter one to ascertain the rejection or acceptance of the null hypotheses. We shall do through the use of chi-square (X^2) statistical techniques. The hypotheses are stated in the null form.

Hypothesis one

H_{01}: There is no significant relationship between employees' training and development and organizational performance.

Table 4.4: Contingency table

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	2.0	2.0	2.0
	UD	2	2.0	2.0	4.0
	SA	96	96.0	96.0	100.0
	Total	100	100.0	100.0	

Table4.4.1

	There is significant relationship between training and development and employees performance in your bank.
Chi-Square	176.720[a]
Df	2
Asymp. Sig.	.000

Degree of Freedom=2

Significance Level=0.05

Since the computed value of x^2 (176) is greater than the table value of x^2_{tab} (10.597) respectively with a degree of freedom of 2 and 5% level of significance, we therefore

reject the null hypothesis and accept the alternative hypothesis that there is significant relationship between employees' training and development and organizational performance.

H_{02} : There is no significant relationship between employees' training and development bank's profitability.

Table 4.5: Contingency table

Through Training and Development, your bank has improved in terms of Profitability.	Observed N	Expected N	Residual
SD	30	33.3	-3.3
UD	2	33.3	-31.3
SA	68	33.3	34.7
Total	100		

Table4.5.1

	Through Training and Development, your bank has improved in terms of Profitability.
Chi-Square	65.840[a]
Df	2
Asymp. Sig.	.000

Degree of Freedom=2

Significance Level=0.05

Since the computed value of x^2 (65) is greater than the table value of x^2_{tab} (10.597) respectively with a degree of freedom of 2 and 5% level of significance, we therefore reject the null hypothesis and accept the alternative hypothesis that there is significant relationship between employees' training and development bank's profitability.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The study examine specifically the effect of training and development on organizational performance in Nigeria banking industries. In trying to achieve this objective, chi-square was adopted for data analysis. The study established that there is significant relationship between employees' training and development and organizational performance. It also shows that that there is significant relationship between employees' training and development bank's profitability and as such training and development should be given utmost priority.

5.2 Conclusion

The survey as presented Effect of Training and Development on Organizational Performance in Nigeria Banking Industries with special reference to Diamond Bank Plc. On the basis of the findings of this study, it can be concluded training and development has improved bank performance. The adoption of on-the-job and off-the-job training has also improved the efficiency of bank's employees. The study also shows that specific product and skills training should the uppermost priority of any organization to provide professionals training and development for its staffs in other to remain at the fore front in its activities thereby meeting up with current and improve overall performance.

5.3 Recommendations

It is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training and development programs as it increases the organization's staff efficiency, skills and productivity. In order to reap the full benefits of a training initiative, Diamond bank should ensure that they identify where training needed and it should be done more professionally in conjunction with the line manager as well as the individuals involved together with the HR personnel. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance.

However, assessment should provide a clear understanding of the differences between current and expected performance, identifying the causes of the performance discrepancies and develop action plans to improve performance of employees through training and development programs.

More so, training needs should be considered on the basis of overall bank objectives. The goals of the bank should determine what training programs are to be organized for staff. Staff should be motivated to add value to themselves and to their lives.

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APPENDIX

QUESTIONNAIRE

S/N							
	STATEMENT	**SA**	**A**	**UD**	**SD**	**D**	**TOTAL**
1	Your bank gives cognance to training and development programme.	65	29	1	3	2	100
2	Members of staff are usually sent for training and development programme.	99	1				100
3	The training method adopted in your bank are on-the-job and off-the-job training.	38	60	1		1	100
4	The training programme are usually relevant to Your job performance.	40	38	2	20		100
5	The training conditions are adequate enough for trainees to be able to benefit from the programme.	50	45		5		100
6	The training programme are usually conducted for all cadre of staff.	42	47	1	2	8	100
7	Your bank output is equally maximized as a result of staff improved performance.	38	26	6	25	5	100

8	Staff training has a direct relationship with output maximization of your bank.	40	58			2	100
9	There is significant relationship between training and development and employees performance in your bank.	80	20				100
10	Training programme have strongly influence on the effectiveness and efficiency of Staff in your bank	60	35	2	2	1	100
11	Training and development has an impact on the overall performance of the Staff in your bank.	80	18	1	1		100
12	Training and development of Staff has improved bank's performance to a large extent.	67	30		2	1	100
13	Investment in Training and Development of Staff in the bank is one of the key to the success of the bank.	90	8	2			100
14	The level of training and development received by the bank Staff is appropriate.	40	55	1	2	2	100
15	Through Training and Development, your bank has improved in terms of Profitability.	42	26	2	25	5	100