

**EFFECT OF STAFF TRAINING AND DEVELOPMENT ON EMPLOYEES'
PERFORMANCE IN DIAMOND BANK PLC KEFFI**

BY

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**BEING A RESEARCH PROJECT SUMMITTED TO SCHOOL OF
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DECLARATION

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

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CERTIFICATION

This project entitled The Effect of Staff Training and Development on Employees' Performance meets the requirements governing the award of Postgraduate Diploma in Business Administration, School of Postgraduate Studies, Nasarawa State University, Keffi for its contribution to knowledge and literary presentation.

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DEDICATION

This project is dedicated to Almighty God.

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First and foremost, my sincere gratitude goes to Almighty God for granting me the knowledge, wisdom, divine guidance and seeing me through my period of study.

I wish to express my sincere appreciation to my research supervisor, Dr. R. A. Andah whose untiring efforts and assistance made it possible for me in writing this project.

Also, to all my lecturers in the department of Business Administration, I say God bless you all. My appreciation goes to all my friends, associates and well-wishers. Your efforts contributed towards the success of this work. May God bless and reward you abundantly.

Amen.

ABSTRACT

This study examines the impact of staff training and development on workers performance in Diamond bank Plc, Keffi. The study utilized both survey (field) and documentary research method. Data were sourced both primary and secondary. The instruments for data collection were questionnaire and interview. The sample techniques adopted for the study was simple random technique. Hypothesis was stated and tested. Tables, charts and percentages were used as method of for data presentation and analysis. Simple regression analysis was used to test the formulated hypothesis. It was found that staff training and development have significant relationship with employees' performance in Diamond bank Plc, Keffi. In view of the findings, it was recommended that management should encourage and support staff training and development and also, management should upgrade their training facilities so as to equip employees' with the latest and useful knowledge needed to carry-out their functions.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux 2002) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance. It is important to not ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade. This growth has not only been brought about by improvements in technology nor a combination of factors of production but increased efforts towards development of organizational human resources.

It is, therefore, in every organizations responsibility to enhance the job performance of the employees and certainly implementation of training and development is one of the major steps that most companies need to achieve this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company's aims and goals as a means of sustaining effective performance. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Afshan, Sobia, Kamran & Nasir 2012).

The question that may arise in many instances is why human resources are important. Bearing in mind that human resources are the intellectual property of the firm, employees prove to be a good source of gaining competitive advantage (Houger 2006), and training is the only way of developing organizational intellectual property through building

employees competencies. In order to succeed. Organizations have to obtain and utilize human resources effectively. Organizations, therefore, need to design its human resource management in ways that fit into the organization's structure as this it will make the organizations achieve their goals and objectives. Moreover, it is also important for organizations to assist their workforce in obtaining the necessary skills needed and, increase commitment.

The beginning of 21st century has seen a dramatic surge among the businesses to attract and retain talent. This is much due to globalization, technology exploitation (Allen, 2010) and above all increased competition (Qayyum, Sharif, Ahmad, Khan, & Rehman, 2012; Kumpikaite & Sakalas, 2011). Employees need to be provided with a continuous learning atmosphere to keep themselves on track with the organizational mission & vision. In view of Spender (2001, as cited in Taylor & Ray) employees must gain varied skills and broad knowledge in terms of various personal as well as professional attributes. It is performance that is the ultimate goal of any business's efforts that leads towards the achievement of market leadership and capturing of unbeatable talent. These two are crucial for the organizations and are part of the organizational strategic mission (Mwita, 2000, as cited in Abbas & Yaqoob, 2009). To get training was once thought of as an extra effort to excel personally and perform up to the mark in one's job but now it has become a matter of basic need to be trained to learn the change and adapt to the advancements in work practices (Garner, 2012). Also it is an undeniable fact that in response to the changing work practices if employees are not provided with chances to enlarge their professional experiences then this may lead them to skill obsolescence. Skill obsolescence has been defined by Greenhaus, Callanan, & Godshalk (2000) to be the

absence of sophisticated know-how and advanced expertise required to accomplish organizational tasks. Such a situation has led organizations, regardless of their size and scope of operations, to focus on competency based hiring and set challenging job tasks. Competency based hiring is not all that is done but also employees are trained and developed to be proactive and leaders through precisely designed training and development (T & D) programs.

1.2 Statement of the Problem

Despite the increasing effects on training of organizational employees by organizations, there is still limited literature on human resource development issues in developing countries (Debrah & Ofori 2006) and increasing concerns from organizational customers towards low quality services in the telecommunications sector. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Harvey 2002; Harvey, Matt & Milord 2002; Jackson 2002; Kamoche 2002; Kamoche, Debrah, Hortwiz & Muuka 2004; Kraak 2005) have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of training on employee performance. This study will contribute in minimizing this gap in the literature and thereby establish the basis to understanding the impact of staff training and development on employees' performance.

1.3 Research Question

The following questions guided the study:

- i. What is the relationship between staff training and employees' performance?
- ii. What is the relationship between staff development and employees' performance?

1.4 Research Objectives

The broad objective of the study is to examine the impact of staff training and development on employees' performance. The specific objectives of the study are thus:

- i. To examine the relationship between staff training and employees' performance.
- ii. To examine the relationship between staff development and employees' performance.

1.5 Research Hypotheses

The following hypotheses guided the study:

H₀₁: there is no significant relationship between staff training and employees' performance.

H₀₂: there is no significant relationship between staff development and employees' performance.

1.6 Significance of the Study

It is expected that the findings of this research will be of immense importance to the management of any organization, researchers, employees and the society at large.

The study will help the top management in taking strategic decision that affect training and development for the overall growth of the industry.

It will also assist members of staff of the organization to be used as case study to have adequate knowledge as to the importance of training and why it is necessary that they are trained from time to time.

The study will help the Human Resource Department in proper planning and execution of training and development programmes.

Future researchers will also find this work very useful as reference materials for further studies. Above all, it is hoped that this study will contribute to knowledge and be useful as reference material for scholars and researchers in their field of study.

1.7 Scope of the Study

Due to time, material and financial constraints, the study will seek to examine the impact of training and development on employees' performance in Diamond Bank Plc, Keffi, Nasarawa state. The study will cover the bank's activities between 2010 and 2016. The study will also cover employees working in the organization as well as the management of the organization. This study will also cover the nature of training been offered by the bank over the period.

1.8 Definition of Terms

Human resource management is the way organizations manage their staff and help them to develop in order to be able to execute organizations' missions and goals successfully.

Human resource development is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfillment of organizations members as they work to accomplish the goals of the organization.

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

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

Employee performance is defined as the outcome or contribution of employees to make them attain goals while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success.

CHAPTER TWO

LITERATURE REVIEW

2.1 Concept of Training and Development

There are many definitions of the concept, as there are different authors on the subject. Dale (2010:120) defined training as the organized procedure by which people learn knowledge and skills for a definite purpose. According to Badeian (2009:19) training is the process of developing individual's skills, knowledge and attitude so as to improve present and future performances.

Ejiogu (2011:131) sees training as a process of causing a person or even an animal to respond to discipline and instruction, a process of making someone to respond to discipline and instruction, a process of making someone to become more proficient. Encyclopedia of professional management (2002) defined employee training as a programme designed to provide the knowledge, attitude or job skills that will help employees to perform their present role. Stoner (2009:110) defined training as the teaching of technical skills to non-managerial staff.

After an employee is selected, placed and introduced, he or she must be provided with training facilities. Training is the act of increasing the knowledge and skill of an employee for doing a particular job. Training is a short-term educational process and utilizing a systematic and organized procedures by which employee learn technical skills and knowledge for a definite purpose. Training is carried out primarily to help members of an organization, to acquire and apply the knowledge, skills, abilities and attitudes needed for a particular job.

According to Maureen, (2001) “training is the process of teaching, informing or educating people so that they may become as well qualified as possible to their work and so that they become qualified to perform in positions of greater difficulty and responsibility”. Also Flippo (1997) conceptualize training as “calculated effort at increasing an employee skill for doing a particular job and developing a person’s knowledge for a national purpose”. From the above definitions, it can be deduced that staff training and development are deliberate efforts of an organization aimed at improving the knowledge, skill and behavioural modification required to perform a given task by the individual or employee.

Staff training is a complex mixture of activities intended to improve the performance of individuals and groups within the organization. Stoner (2005) sees training as teaching technical skills to non-managerial personnel. Roberts and Wayne (2006) combine the two concepts into one definition thus: “training and development is the heart of a continuous effort designed to improve employee’s competency and organizational performance”. According to David Roach (2004) “training is an experience, a discipline or systematic action which causes people to acquire new skills and knowledge and predetermined behaviour. Another scholar, Robert and Coayne (2005), training is the provision of skills and knowledge needed for present job.

According to Nwachukwu (2004), “training is the organizational effort which is been aimed at helping an employee to acquired basic skills required for the efficient execution of the functions for which he/she was hired”. The definition put by Nwachukwu highlighted the acquisition of skill and responsibility for efficient performance. Training is also directed in helping employees to perform better on their current jobs while

development represents future-oriented investment. Reilly (2001) defined training as "the development of a person's knowledge, skills and attitudes for a vocational purpose."

Campbell (1971) argues that there exists a distinction between Training and Development. According to him; training is designed for non-managers while development is aimed at managerial personnel. He also indicated that training courses are typically designed for short term and stated set purpose, such as the operation of some machinery, equipment etc. while development involves a broader education for long term purposes.

Fitzgerald (1992) also insists that Training differs from development. He explains that Training is reserved for people who have to be brought up to performing level in some specific skills and that these skills are almost always behavioural as distinct from conceptual or intellectual. Development in contrast is considered to be more general than training and more oriented to individual needs in addition to organisational needs and it is most aimed towards management people. Development is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future. Training tries to improve a specific skill relating to a job whereas development aims at improving the total personality of an individual. Vemic (2007) propounded that Organizations which are constantly creating new knowledge, extending it through the entire organization and implementing it quickly inside the new technologies, develop good products and excellent services. These activities determine the company as a learning organization with constant innovation being its sole business. These are

organizations which realize that learning and new knowledge are becoming the key of success, and that education is crucial for abundance.

Vemic (2007) also notes that continuous Employee training and development has a significant role in the development of individual and organizational performance and does not imply only obtaining new knowledge, abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making.

Hacket (2000) more specifically defined the terms as follows:

- a) Education is the process of acquiring background knowledge of a subject. It is a person oriented rather than job oriented.
- b) Training is the preparation for a particular job. It is concerned with performance and the application of knowledge and skills to present works and
- c) Development is a course of action designed to enable the individuals to realize his potentials for growth in the organization. It relates to future rather than present job.

Flippo (2003) summarized the three concepts by stating that “development would include both training to increase skills in performing a specific job and education to increase general knowledge and understanding of the total environment.”

However, a most recent view of human resources development by Hitrop (2000) introduced a fourth element, learning. He stated that human resource development involves integrating the four elements of education, training, development and learning into the wider framework of an employee resourcing policy and strategy. He defined

learning as relatively permanent changes in behaviours that occur as a result of practice. Learning therefore provides the mechanism for transferring training and development activities into actual practice or performance.

From the foregoing, it is evident that human resource development involves a complex and continues process through which is made not only to master the intricacies of his present, but also being prepared for satisfactory and life long career in his chosen profession. As a result, human resource training and development is not only important but also necessity for achieving organizational goals.

Furthermore, Flippo (2000) maintained that "no one is a perfect fit at the time of hiring. Some training and development must take place." He also noted that where no organized programme exists, development would now be self-development while learning on the job, Flippo (2000) further identified some benefits that will occur to any organization that has planned development programmes. Such benefit includes increase productivity, heightened morals, reduced costs, and greater organizational stability and requirements. Such programmes will also help meet the needs of individuals in their search for work assignments that can add up to life long careers.

Training and development encompasses three main activities: training, education, and development. Garavan, Costine, and Heraty (1995) of the Irish Institute of Training and Development, note that these ideas are often considered to be synonymous. However, to practitioners, they encompass three separate, although interrelated, activities:

Training: This activity is both focused upon, and evaluated against, the job that an individual currently holds.

Education: This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.

Development: This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

2.2 Challenges of Training and Development.

Many Evaluation Reports have been undertaken of Training and Development projects and programmes. A review of these indicates that there are a number of issues which are of concern to training programmes in Public Organizations. Some of these problems as reviewed by the United Nations Population Fund (1994) are highlighted hereunder.

Improper Needs Assessment: An important factor in designing training and development programmes is the magnitude of the demand for the skills to be developed by the training. It has often been observed that the objectives of training activities, in terms of people to be trained, were not determined on the basis of the requirements for specific skills or projections of jobs to be created, especially in the public sector. This can have a negative effect on the sustainability of training imparted because, if trainees are not given ample opportunity to practice their skills, eventually such skills will be lost. An assessment of the capacity of national institutions to absorb trained personnel is therefore critical to ensure the effectiveness of training.

Persistent and Rapid turnover of staff: This is a recurrent problem in developing Countries. Training programmes often suffer because of the departure of qualified personnel for better job opportunities elsewhere. In some cases, the private sector is a significant pole of attraction, in part because of the large salary differentials. To address

this problem, several evaluations have stressed the necessity of a national or sectorial personnel training plan based on sound needs assessment.

Selection of Trainees: A major concern observed in many training projects relates to the selection of trainees. Evaluation findings have pointed out that trainees for long term training in specific technical topics were generally well selected, probably because selection requirements were usually clearly defined by the training institutions. On the other hand, the selection of participants for short-term training or workshops was much less systematic. Evaluations have shown that people sent to courses, especially when these were located abroad, often did not have the necessary substantive background. Trainees were, in many cases, not carefully identified in terms of anticipated use of the training. This problem becomes more prevalent at international workshops where the reward of trips tended to overshadow the practical reason for participation.

Content of Training: Many reports criticize the widespread tendency to train personnel without reference to their job description. This had led to irrelevant curricula and therefore, to insufficient preparation of trainees for their future tasks. Frequently, there are no clear guidelines to link training content to the specific tasks that the trainees should be prepared to perform on the job.

Training of Trainers:

The lack of qualified trainers is also a problem. Many reports emphasize the need for preparing a cadre of master trainers to ensure the sustainability of training efforts. If the person assigned to supervise the trainee is not competent, it will adversely affect his productivity.

Training Methods: The evaluations reviewed emphasized the importance of effective and innovative training methods that are culture sensitive and appropriate to the subject matter. Along with traditional teaching methods, such as formal lectures, seminars and workshops, all evaluation reports advocated the introduction of techniques that facilitate the sharing of ideas and thoughts among participants. Participatory learning by doing and group-dynamic approaches was found to be particularly effective in this regard.

Impact assessment: In most training programmes, no follow up system was implemented that would allow trainers to collaborate with and help the trainees in their undertakings after the training. Even when evaluation is done after Training, findings infrequently entered the decision making process and that they are not used systematically for reorienting or designing training programmes.

Expense: Most of training and developmental programmes tend to be expensive and may rely heavily on packages, Grants, Aids or Loans. Lack of adequate provision of funds to cater for efficient running of training and development is also an issue.

Length of training time not enough for practical work. Constraints of time for preparation and participation in learning events.

2.3 Employee Performance

According to Hawthorne studies, and many other research work on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 1985). Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management

finds it easy to motivate high performers to attain firm targets. (Kinicki and Kreitner, 2007). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs.

Recognizing the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce.

According to Leonard-Barton, (1992), an organisation that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training. Pfeffer (1994) highlights that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage in the market. Training is determined as the process of enabling employee to complete the task with greater efficiency, thus considered to be vital element of managing the human resource performance strategically (Lawler, 1993; Delaney and Huselid, 1996).

The importance of training on the employee performance, through accelerating the learning process, is mentioned in many researches (e.g. McGill and Slocum, 1993; Ulrich et al., 1993; Nonaka and Takeuchi, 1995; DiBella et al., 1996). Employee performance, achieved through training, refers to immediate improvements in the knowledge, skills and abilities to carry out job related work, and hence achieve more employee commitment towards the organizational goals (Huselid, 1995; Ichniowski et al., 1997).

Kamoche and Mueller (1998) mentioned that training should leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on

investment (in training) for the firm. A term typical to the Human Resource field, employee performance is everything about the performance of employees in a firm or a company or an organization. It involves all aspects which directly or indirectly affect and relate to the work of the employees.

Employee's performance important for the company to make every effort to help low performers. Performance is classified into five elements: Planning, monitoring, developing, rating and rewarding. In the planning stage, planning means setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals. Monitoring is the phase in which the goals are looked at to see how well one is doing to meet them .Monitoring means continuously measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. During the developing stage an employee is supposed to improve any poor performance that has been seen during the time frame one has been working at the company. During planning and monitoring of work, deficiencies in performance become evident and can be addressed.

The rating is to summarise the employee performance. This can be beneficial for looking at and comparing performance over time or among various employees. Organizations need to know who their best performers are at the end of the cycle is rewarding stage. This stage is designed to reward and recognise outstanding behavior such as that which is better than expected.

2.4 The Relationship between Training and Employees Performance

Most of the previous studies provides the evidence that there is a strong positive relationship between human resource management practices and organizational performance. (Purcell et al., 2003). According to Guest (1997) mentioned in his study that training and development programs , 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 organizational performance. The result of Farooq. M, & Aslam. M. K (2011) study depicts the positive correlation between training and employee performance as $r=.233$. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization 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 organizational goals.

Moreover, the result of the study of Sultana. A, et.al. (2012), conducted in telecom sector of Pakistan, states the R^2 as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explains training is good predictor of employee performance.

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs 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 organization to recognize that its workers are not performing well and a 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 be not 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 organization 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 program that leads to employee motivation and their needs fulfilment.

According to Wright and Geroy (2001), employee competencies changes through effective training programs. 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 organizational 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.

However, employee performance is also effected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration Wright and Geroy (2001). Besides, Eisenberger et al. (1986) stated that workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance.

Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, (Swart et al., 2005), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance. In addition, Ahmad and Bakar (2003), concluded that high level of employee commitment is achieved if training achieve learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2006) research work.

Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions. According to Lang (1992) training should be planned in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (1989) proposed that employees' commitment is a result of some

human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000), investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance.

Although the above literature provides the evidences regarding the benefits of training and its positive influence on employee performance, Cheramieet al. (2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, in spite of receiving effective and timely training programs, employee are intended to cash it for the sake of their own market value and employment opportunity , or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit. It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Baruch, 2006).

As mentioned by Arnoff (1971), training sessions accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence that may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes. Obisi (2001), reported that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the need and objectives of the training program should be identified before offering it to the employees.

Scott, Clothier and Spriegel (1977) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They

further elaborated that training practice is have a strong bond with all other human resource practices as (Mamoria, 1995), it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job related behavior and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees. Mamoria (1995), further mentioned that a well-trained worker is able to make a best use of organizational resources along with minimum level of wastages. As stated by Ohabunwa (1999), when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success.

2.5 Theoretical Framework

Psychologists have given a number of theories that put light on the individual learning patterns and explain that how motivation plays its role during the learning process in training & development programs. The theories also tell us about the employees' perceptions and individual characteristics involved in learning. Here, as emphasized by Reynolds et al., (2002, as cited in Armstrong, 2009), we also need to know that learning is a broader context for capacity enhancement through the acquisition of varied skills and knowledge while training is only one of the ways for carrying out learning in organizations. Noe (2008) and Armstrong (2009) have given the training perspective of several learning theories as under:

Theory type	learning behavior/focus
1.Reinforcement	Focus is on reinforcing a desirable behavior or inhibiting an undesirable

behavior through certain motivators or stimuli.

2. Social Learning

Focus is that learning occurs by observing the behavior and practices of some renowned people who perceived to be role models at the work place or in life settings.

3. Goal Setting

Focuses on the assumption that learning is influenced by an individual's life goals.

4. Goal Orientation

This theory assumes that a person having an intention to learn gets more through training than a person who just focuses on performing better.

5. Expectancy

This theory tells that individual motivation has three ingredients i.e. expectancy (link b/w trying & actually performing) + instrumentality (link b/w performance and outcome) + valence (the value one gives to certain outcome of performance).

6. Need

Need theories assume that individual needs comprise of different levels. Once a lower level need is satisfied, the individual strives for accomplishing a higher level need.

7. Adult Learning

The theory focuses on explaining that adults have a tendency to learn and to know the purpose behind the learning. They learn with a view to gaining experiences and solving problems.

8. Information Processing

This theory tells that learning occurs via an information processing channel inside the brain. This process is systematic and is very important in learning through observation and retaining the information stored in the memory.

These theories and the learning behaviors mentioned in these help the organization to devise efficient learning programs. This insight helps to identify the elements constituting a training program.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

According to Babbie and Mouton (2001), research design is essentially the overall framework of a research project, the master plan within which various data gathering tools are used. It constitutes guidelines which direct the researcher towards solving the research problem. Hence research design constitutes the blue print for collection, measurement and analysis of data. This research work hence, adopted the survey research design. A survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group (Sekaran 2000).

3.2 Population of the Study

According to Gummesson (2000), population is sometimes referred to as the universe, and it is defined as the entire group whose characteristics are to be estimated. The population of this study consist of all the staff of Diamond Bank Plc, Keffi. Research showed that there are a total of fifty-two (52) staff in the two branches within Keffi.

1. Abubakar Burga Road	30
2. NSUK retail outlet	<u>22</u>
Total	52

3.3 Sampling Techniques and Sample Size

Sampling technique is the process used in statistical analysis in which a predetermined number of observations (sample size) will be taken from a larger population. The methodology used to sample from a larger population will depend on the type of analysis being undertaken or done, but will include simple random sampling, systematic sampling and observational sampling. The simple random sampling was used in this research work.

$$n = \frac{N}{1 + N(e)^2}$$

Where

n = sample size

N = Number of population

e = degree of freedom which is 5% = 0.05

$$n = \frac{52}{1 + 52(0.05)^2}$$

$$n = \frac{52}{1 + 52(0.0025)}$$

$$n = \frac{52}{1 + 0.13}$$

$$n = \frac{52}{1.13}$$

n= 46

3.4 Method of Data Collection

In the collection of data for the purpose of this research work, both primary and secondary sources of data collection were used. Prominent among the primary sources used is the use of questionnaires to obtain relevant information. For the secondary sources of data collection journal reviews, textbooks, Bulletins, Reports and other publication on relevant topic are used.

Using the questionnaire, some structured questions; open and closed ended questions were made, in order to aid the researcher to obtain relevant information and to reach the selected sample size who could provide the relevant information for the research.

3.5 Method of Data Analysis

The data for the study was collected, coded and analyzed using computer-based statistical software package Stata v.13. Descriptive statistics in the form of tables and percentages will be used to describe the respondents' perception on training and development and employees' performance. The inferential statistical methods used in analyzing the relationship between the variables will be Simple Regression Analysis. The basis of multiple regression is to assess the nature and degree of relationship between the dependent variable (employee performance) and the independent variable (transactional, transformational and participative leadership styles) as well as to predict other variables or factors that could affect the dependent variable. F-statistics from the multiple regression analysis will formally be used to test the models for the two hypotheses in this study.

3.6 Model Specifications

The multiple regression formula is implicitly represented below:

$$\text{Employees' Performance} = f(\text{Training and Development})$$

The multiple regression formula is explicitly represented below:

$$\text{Employees' Performance} = \beta_0 + \beta_1 \text{TRA} + \beta_2 \text{DEV} + e \quad \text{-- Model 1}$$

Where:

β_0 = Y intercept value of the dependent variable

e = the random error

β_1, β_2 = the regression coefficients of the independent variables

TRA= Training

DEV= Development

3.7 Justification of Method Used

The method of data collection applied in this study was questionnaire method. The method was applied because it was flexible and projected accurate results. Also, regression analysis was applied as the method of data analysis because of its accuracy and reliability in bringing out optimal result. The questionnaire of the study would be distributed to staff of Diamond Bank Plc, Keffi and later collected for analysis. The data collected in this study would be analyzed statistically by the use of frequency tables and percentage and Simple Regression Analysis was employed to test the hypotheses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

The researcher administered 46 questionnaires to staff of Diamond Bank Plc, 33 questionnaires were filled and returned to the researcher, giving a responses rate of seventy-two percent (72%).

Percentage is one of the statistical techniques the researcher used to analyse the data.

Here the researcher uses table and percentage to analyse the responses to questions.

Table: 4.1.1 Sex of Respondents

	Frequency	Percentage (%)
Male	21	64
Female	12	36
Total	33	100

Source: Field Survey 2017

Table 4.2.1 above indicates 64% representing 21 male respondents and 36% representing 12 female respondents.

Table 4.1.2 Age bracket

	Frequency	Percentage (%)
20-30	18	55
31-40	12	36

41-50	3	9
51- above	-	-
Total	33	100

Source: Field Survey 2017

Table 4.2.2 above indicates 55% representing 18 respondents who fall between the ages of 20-30 while 12 respondents (36%) fall between the ages of 31-40 years. 3 respondents(9%) fall between 41-50 years while no respondents is above the age of 50.

Table 4.1.3 Marital Status

	Frequency	Percentage (%)
Single	28	85
Married	5	15
Divorced	-	-
Total	33	100

Source: Field Survey 2017

Table 4.2.3 above shows 85% representing 28 single respondents while 5 respondents (15%) are married. No respondent was divorced.

Table 4.1.4 Educational Qualification

	Frequency	Percentage (%)
SSCE	-	-
ND/NCE	12	36
HND/B.Sc	20	61

M.Sc above	1	3
Total	33	100

Source: Field Survey 2017

Table 4.2.4 indicates 36% representing 12 respondents who have ND/NCE qualification while 20 respondents (60%) have either HND or BSc. Only 1 (3%) respondent has Master's Degree.

Table 4.1.5 Management provides adequate room for employee training in the organization

	Frequency	Percentage (%)
Strongly Agree	22	67
Agree	09	27
Undecided	2	6
Disagree	-	-
Strongly Disagree	-	-
Total	33	100

Source: Field Survey 2017

From the table above, we can see that 22 respondents representing 67% strongly agreed that management provide adequate room for employees' training in the organization while 09 respondents representing 27% agreed with the assertion. 2 respondents (6%) were undecided while no respondent disagreed with the assertion.

Table 4.1.6 Management utilizes adequate method for employee training

	Frequency	Percentage (%)
Strongly Agree	11	33
Agree	10	31
Undecided	2	6
Disagree	8	24
Strongly Disagree	2	6
Total	33	100

Source: Field Survey 2017

From the table we can deduce that 11 respondents representing 33% strongly agreed that management utilizes adequate method for employee training while 10 respondents (31%) agreed with the statement. 2 respondents (6%) remained undecided. While 8 respondents (24%) disagreed with the statement, 2 respondents (6%) strongly disagreed.

Table 4.1.7 Employees in the organization sees training as a motivator

	Frequency	Percentage (%)
Strongly Agree	22	67
Agree	10	31
Undecided	1	2
Disagree	-	-
Strongly Disagree	-	-
Total	33	100

Source: Field Survey 2017

From the table above, we can see that 22 respondents representing 67% strongly agreed that employees in the organization sees training as a motivator while 10 respondents representing 31% agreed with the assertion. 1 respondent (2%) was undecided.

Table 4.1.8 there is significant relationship between staff training and employees’ performance.

	Frequency	Percentage (%)
Strongly Agree	25	76
Agree	6	18
Undecided	-	-
Disagree	2	6
Strongly Disagree	-	-
Total	33	100

Source: Field Survey 2017

From the table above, we can see that 25 respondents representing 76% strongly agreed that there is significant relationship between staff training and employees’ performance while 6 respondents representing 18% agreed with the assertion.2 respondents (6%) disagreed.

Table 4.1.9 management provides adequate room for employee development in the organization

	Frequency	Percentage (%)
Strongly Agree	11	33
Agree	9	27
Undecided	4	12
Disagree	7	21
Strongly Disagree	2	6
Total	33	100

Source: Field Survey 2017

From the table above, we can see that 11 respondents representing 33% strongly agreed that management provides adequate room for employee development in the organization while 9 respondents representing 27% agreed with the assertion. 4 respondents (12%) were undecided, while 7 respondents (21%) disagreed and 2 respondents (6) strongly disagreed.

Table 4.1.10 Organization can survive without employees' development

	Frequency	Percentage (%)
Strongly Agree	-	-
Agree	6	18
Undecided	8	24
Disagree	7	22
Strongly Disagree	12	36

Total	33	100
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Source: Field Survey 2017

From the table above, we can see that 6 respondents representing 18% agreed that organization can survive without employees' development while 8 respondents representing 24% were undecided towards the assertion. 7 respondents (22%) disagreed while 12 respondents (36%) strongly disagreed

Table 4.1.11 there is significant relationship between staff development and employees' performance.

	Frequency	Percentage (%)
Strongly Agree	19	58
Agree	10	30
Undecided	1	2
Disagree	3	10
Strongly Disagree	-	-
Total	33	100

Source: Field Survey 2017

From the table above, we can see that 19 respondents representing 58% strongly agreed that there is significant relationship between staff development and employees' performance while 10 respondents representing 30% agreed with the assertion. 1 respondent (2%) was undecided, while 3 respondents (10%) disagreed.

Table 4.1.12 there is high rate of employees' turnover in your organization

	Frequency	Percentage (%)
Strongly Agree	8	24
Agree	18	55
Undecided	5	15
Disagree	2	6
Strongly Disagree	-	-
Total	33	100

Source: Field Survey 2017

From the table above, we can see that 8 respondents representing 24% strongly agreed that there is high rate of employees' turnover in the organization while 18 respondents (55%) agreed with the assertion. 5 respondents (15%) were undecided while 2 respondents (6%) disagreed.

Table 4.1.13 Employees' are very dedicated to their work.

	Frequency	Percentage (%)
Strongly Agree	12	37
Agree	19	59
Undecided	1	2
Disagree	1	2
Strongly Disagree	-	-
Total	33	100

Source: Field Survey 2017

From the table above, we can see that 12 respondents representing 37% strongly agreed that employees are very dedicated to their work while 19 respondents representing 59% agreed with the statement. 1 respondent (2%) was undecided, while 1 respondent (2%) disagreed.

4.2 Staff Training and Organizational Performance

H₀₁ There is no significant relationship between staff training and organizational performance

Source	SS	df	MS	Number of obs = 5		
Model	90.8259385	1	90.8259385	F(1, 3) =	1.88	
Residual	144.874062	3	48.2913538	Prob > F =	0.0263	
Total	235.7	4	58.925	R-squared =	0.3853	
				Adj R-squared =	0.1805	
				Root MSE =	6.9492	

ORGP	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
TRAINING	.5121282	.3734293	1.37	0.026	-.6762906	1.700547
_cons	3.117528	4.01328	0.78	0.494	-9.654519	15.88958

The regression line $PERFORMANCE = 3.117528 + 0.5121282 \cdot TRAINING$ indicates that PERFORMANCE will increase by 0.5121282 units for every 1 unit increase in TRAINING. The P-value of 0.026 is less than the t-value of 0.05. The study, therefore, rejects Null Hypothesis and accept alternative hypothesis which state that training has a significant relationship with employees' performance. This is corroborate by the correlation coefficient (r) of 0.5121282 that shows a weak relationship and the coefficient of determination (r^2) of 0.3853 which indicates that 38.53% of variation in the

PERFORMANCE can be explained by TRAINING or the ability of the regression line to predict the PERFORMANCE is 38.53%.

4.3 Staff Development and Employees' Performance

H₀₂: SSE has no significant effect on poverty reduction in rural area.

Source	SS	df	MS	Number of obs = 5		
Model	123.936842	1	123.936842	F (1, 3) =	3.33	Prob > F = 0.0165
Residual	111.763158	3	37.254386	R-squared =	0.5258	Adj R-squared = 0.3678
Total	235.7	4	58.925	Root MSE =	6.1036	

ORGP	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
DEV	1.526316	.8368216	1.82	0.016	-1.136824	4.189456
_cons	-3.473684	6.160735	-0.56	0.612	-23.07989	16.13252

The regression line $PERFORMANCE = -3.473684 + 1.526316DEV$ indicates that PERFORMANCE will increase by 1.526316 units for every 1 unit increase in DEV. The P-value of 0.016 is less than the t-value of 0.05. The study, therefore, rejects null hypothesis and accept alternative hypothesis which states that staff development have significant relationship with PERFORMANCE. This is corroborate by the correlation coefficient (r) of -3.473684 that shows a very weak relationship and the coefficient of determination (r^2) of 0.5258 which indicates that 52.58% of variation in the PERFORMANCE can be explained by DEV or the ability of the regression line to predict the PERFORMANCE is 52.58%.

4.4 Discussion of Findings

Analyses of the research statement reveal that training and development are strategic to improvement in employees' performance which will in turn lead to the attainment of organizational goals and objectives. It should be realized however that, this will remain only a dream without giving adequate priority to the employees with regards to training and development. The findings of the research has shown the impact of Staff training and development on employees' performance and hence training and developmental activities should be shown much emphasis to all cadre of staff.

The hypotheses tested revealed that training and development have significant impact on employees' performance as well as the overall organizational performance.

This study found a significant relationship between training and employees' performance.

The extent of relationship is moderate as indicated by the r-squared value of 38.53%. The study also found a significant relationship between development and performance. The extent of the relationship is high as indicated by r-squared value of 52.58%.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The main purpose of this study was to find out the effect of training and development on employees' performance in Diamond Bank PLC, Keffi and also make recommendations how training and development activities can be upgraded to meet with employees' requirement to carry out their duties.

Chapter one of this work gave a background to the study of the work as well as statement of the problem. Research questions, research objectives, research hypotheses, significance as well as scope, limitations and operational definition of terms were looked into squarely.

Chapter two of the work delved into the review of relevant literatures in areas of concept, significance and challenges of training and development. Areas such as relationship between training and employees' performance as well as theoretical and empirical framework were discussed.

Chapter three of the work stated the research design, population of the study, sample size and techniques as well as method and instruments of data collection and analysis.

In chapter four of the work, data collected from the questionnaires were presented and analyzed using the simple percentage table while hypotheses were tested using the simple regression analysis. Two hypotheses were tested which revealed that training and development has significant relationship with employees' performance in Diamond Bank Plc Keffi.

5.2 Conclusion

The study has shown ample evidence that training and development is a vital tool for improving employees' performance in any organization. We conclude from such finding that training and development is of great benefit to the overall growth and development of not only the employees but the organization at large.

The human element of any organization are the most important elements, as such catering for their training and development needs will not only improve their performance but that of the organization at large. In a similar way, management of any organization should device means of promoting, encouraging providing and updating their employees' training and developmental needs in order to achieve overall goals and objectives of the organization.

5.3 Recommendations

Based on the findings of this research, the following recommendations were put forward.

- i. Management at all levels should encourage, promote and support training and development activities for all cadre of staff in the organization.
- ii. Management should upgrade their training and developmental activities to equip employees' with the latest skill required to perform their duties properly.

5.4 Suggestions for Further Studies

Due to time restraint and space requirement for research presentation, there are areas we would have wished to research further be were unable to.

- i. We suggest a research on the effect of training and development on organizational performance using a wider case study.

- ii.** Also, we suggest for a study on training as a motivational tool for enhancing organizational productivity.

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Dear Respondent

Research Questionnaire

I am a postgraduate student in the Department of Business Administration at Nasarawa State University, Keffi. I am writing to request your assistance in my research on the effect of staff training and development on employees' performance in Diamond Bank Plc, Keffi.

My objective is to investigate the major effects of staff training and development on employees' performances. I would very much appreciate if you could answer the questions on the attached questionnaire, which should take you about 10 minutes to complete. I assure you that I handle the information collected in strict confidence and use it purely for research purposes. Only aggregated results will appear in the final research report. Therefore, there will be no need for you to write your name.

Thanks for your assistance and cooperation.

Yours sincerely

