

# Effect of Training on Employee Performance: A Study of Selected Banks in Anambra State, Nigeria

Njideka Phina Onyekwelu<sup>1</sup>, Ibeto Michael Uchenna<sup>2</sup>

<sup>1</sup>Department of Business Administration, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

<sup>2</sup>Department of Education Economics, University of Nigeria, Nsukka, Enugu State, Nigeria

**Abstract:** The study examined the effect of training on employee performance in the organization, using selected banks in Anambra State, Nigeria as the study area. The relevant literature relating to the study was partitioned into four main sections of conceptual review, theoretical framework, theoretical exposition and empirical review. The study made use of descriptive survey design. The statistical tools of analysis were summary statistics of percentages, Pearson correlation and Ordinary Least Square (OLS), multiple regression analysis. All tests were conducted at 0.05 level of significance. Preliminary results from the analysis indicate that the model is statistically significant given the F-Statistic of 22.048 and probability level of 0.05. The regression coefficient of 0.510 shows that 51 percent relationship exists between the dependent and independent variables. Similarly, the coefficient of determination,  $R^2$  with a value of 0.503 shows that 50.3 percent variation in the dependent variable can be explained by the regressors. Major findings of the study are that training have positive and significant effect on employee engagement/involvement, motivation and job satisfaction which are the necessary conditions for employees enhanced performance in the organization. The study concludes that training is necessary to increase the proficiency of the employees towards effective performance in the organization. It was recommended among others that appropriate training programmes should be designed for the employees to learn new skills for effective performance in their organizations.

**Keywords:** Training, Employee Performance, Banks, Anambra State.

## I. INTRODUCTION

Business environment change from time to time, especially in this era of globalization and unending technological innovations which has kept businesses on its toes. The upgrading of employee skills is therefore pertinent so as to better their chances of performing better (Amin et al, 2013). Pfeifer, Janssen, Yang and Backes-Gellner (2011) lend credence to this opinion when they observe that next to formal schooling, human capital accumulation after entry into the labour market is considered key to economic performance at both the micro and macro levels. In the same vein, Elnaga and Imra (2013) posit that to develop the desired knowledge, skills and abilities of the employees, to perform well on the job, there is need for effective and appropriate training programs that may also affect employees' motivation and commitment.

For the mission and vision of an organization to remain achievable, continues learning environment needs to be made available for the (Qayyum, Sharif, Ahmad, Khan and

Rehman, 2012). The employees needs to improve on their personal and profession skill-set so as to help galvanize their effort towards effective and efficient performance. This is because, the single most important goal of an organization is performance of their employees and of the organization in general. The two are very crucial for the organizations and they are part of the organizational strategic mission (Abbas and Yaqoob, 2009). Previously, training was seen as an extra effort by an employee to perform at par with others, but recently, it has been seen that training of employee is paramount to the very survival of many organizations (Garner, 2012). To avoid be obsolete in ones job, training is very key (Noe, 2008; Frederick and Stephen, 2010 and Qayyum et al, 2012).

The banking industry is experiencing a revolution in terms of service upgrade based on automation which aims at speedy delivery at all times. Therefore, the importance of training to keep abreast with such new technologies cannot be overemphasized. Being a service sector and confronted with a dynamic customer needs, the banking sector needs to be on top of their gain in meeting these needs (Muhammad and Aiman, 2015). Customers interact with the employees and the first impression of the bank is built during this interaction at entry. This, perhaps, is the reason that some authors have posited that organizational productivity, sustainability and image building is in the hands of employees (Garner, 2012).

In his opinion, people are, without any suspicion, the organization's ultimate strengthening asset. For this reason, there is need for the employees to be skilled enough to provide the delighting services to the customers and such skills can only be acquired through training, he remarks. In the light of the above, the study sets out to examine the effect of training on employees' performance in the organization with emphasis on employee engagement, motivation and job satisfaction toward enhanced performance.

### *Statement of the Problem*

Organizations seem not to be ignorant of the need to train their employees because training has been observed to be essential to guarantee a sufficient supply of competent and technical employees who are capable of being drafted into various special departments and or taking up management positions. But despite the awareness and conviction that workplace training influences employee outcomes (e.g. motivation, engagement, commitment, job satisfaction,

withdrawal behaviour and work performance), it appears less attention is given to employee training, especially in the banking sector. Furthermore, many of the past studies in this area had concentrated on the effect of training on organizational performance and productivity (Azara, Syed and Muhammad, 2013; Happiness and Chidiebere, 2014; Raza, 2014 and Samreena, 2015), without due consideration for training effect on engagement/involvement, motivation and job satisfaction towards the promotion of employee performance in the organization.

### *Objectives of the Study*

The main objective of the study is to examine the effect of training on employee performance in the banking industry, using selected banks in Anambra State, Nigeria as the study area. However, specific objectives are to:

- (i) Determine the effect of training on employee engagement for enhanced performance in the organization.
- (ii) Ascertain the effect of training on employee motivation towards improved performance in the organization.
- (iii) Evaluate the effect of training on employee job satisfaction to achieve enhanced performance in the organization.

## II. REVIEW OF THE RELATED LITERATURE

### *Training*

This is seen as the development of skills, ability, knowledge and behaviour needed by employees to perform a given task or duty. (Shaheen, Naqvi and Khan, 2013). It could equally be defined as simply learning that is provided in order to improve performance on the present job (Amin et al, 2013). But Elnaga and Imra (2013) sees it as the provision of opportunity for employees to develop new skills and or professional development openings. It is the processes that helps employees to acquire the necessary skill, ability and knowledge to effectively discharge their duties appropriately (Armstrong, 2009).

### *Employee Engagement*

This has to do with the willingness of the employees to put in their best to make sure that organizations perform well. When employees are willing to assist the firm where they work to achieve her goals and objectives by providing discretionary assistance on a consistent basis, then the employees are said to be engaged (Markos and Sridevi, 2011). Agyemang and Ofei (2013) aver that it is the positive, effective psychological work-related state of mind that leads employee to actively express and invest themselves emotionally, cognitively and physically in the performance of their tasks. In their opinion, an engaged employee work harder, he/she is more likely to go above the requirements and expectations of his/her work and also tend to feel that his/her work actually positively affects his/her physical and psychological well-being.

### *Employee Motivation*

The term motivation is derived from the word 'movere', which means 'to move'. Chandan (1987) in Egboh and Okeke (2009) said it is an active form of a desire, craving or need, which must be satisfied. But Hellriegel and Slocum (1996) cited in Egboh and Okeke (2009) define it as any form of influence that brings out, directs or maintain people's goal-directed behaviour. In other words, it is a set of force that initiates behaviour and determines its form, direction, intensity and duration. Therefore, motivation, according to Kreitner and Kinicki (2006), are those psychological processes that lead to the awakening, direction and resolve to voluntarily act in a way that leads to the achievement of set goals.

### *Employee Job Satisfaction*

This is viewed as the extent to which employees like or dislike their jobs (Adesola, Oyeniya and Adeyemi, 2013). However, Noordin and Jusoff (2009) posit that it is the general feeling of employees about certain aspects of their jobs such as pay, promotion, management styles, development programs, training openings, the job itself and progression in the job. They state that it is a positive emotional state that gives the feeling of happiness to the employee when they complete their work. To Wikipedia (2007), job satisfaction can be seen as the contentment level of an individual with something. It is a pleasurable state arising from the appraisal of one's job, an effective reaction to one's job and an attitude towards one's job (Weiss, 2002).

### *Employee Performance*

Employees performance can be viewed as the way employees discharge their duties. If they discharge their duties effectively and efficiently, then it could be said that they are performing well, otherwise, their performance can be said to be bad. Rarick (2011) states that performance is a measure of effectiveness in one's contribution against a set of standards set in response to organizational goals. When a job is satisfactorily done by an employee, then such an employee is said to have done his job well and performed well (Basil, 2010). It could also be seen as a set of financial and non-financial indicators used in measuring the extent to which organizational goals and objectives have been achieved (Anyia, Umoh and Worlu, 2017). However, within the context of this study, performance would be measure in terms of the contribution of the employees to overall growth of the banking industry in the study area in particular and the country in general.

### *Theoretical Framework*

The study adopted Herzberg's Two-Factor Theory. The theory which is also known as the hygiene theory of motivation was propounded by Herzberg in 1957 as an outcome of a study he conducted with Mausner and Synderman. As an environmental motivation theory, it focuses on environmental factors that help in determining employee behaviour. The

major assumption being that people who are generally satisfied with their jobs will be more dedicated to their work and so are expected to perform it well more than those who are dissatisfied with theirs. On the basis of this logic, Herzberg isolated those factors and conditions that produce satisfaction and those that produce dissatisfaction. He called them hygiene or maintenance factors and motivation factors respectively. However, our interest is more on the motivation factors which are known as “motivators” or “growth factors”, because of their relationship with the subject matter of the study. Unlike the former (maintenance factors), the growth factors do not merely seek to obviate dissatisfaction; instead they serve to motivate the individual to superior effort and performance. They are related to job content of the work itself; and have a positive influence on the morale, satisfaction, efficiency and higher productivity.

The adoption of the theory as the framework of analysis for the study becomes very apt when we realize that work itself as one of the motivation factors can only be properly executed through training. Workers make the necessary advancement on their jobs when they might have gained additional knowledge about their work through training and development. Therefore, the choice of the Herzberg’s two-factor theory as the anchor theory for the study is a right choice because workers are always motivated by training opportunities which aims at increasing their skill level and knowledge about their roles in the organization.

#### *Empirical Review*

This section of the literature reviewed some related past studies to measure the consistency of the present study with the past ones. Accordingly, Muhammad and Aiman (2015) studied banks in Pakistan to examine the impact of training and development on employee’s performance. A descriptive survey design was adopted by the study. Most of the employee agreed that training and development have positive impact on employee performance in particular and on organizational productivity in general. The study concluded that training has positive and significant influence on the performance of bank staff in Pakistan. In a related study, Ikoro, Enyioko and Nwosu (2017) carried out a study in Abia State Polytechnic, Aba, Abia State, Nigeria to ascertain the effects of training and development on employee performance. Descriptive survey design was adopted by the study with a study sample of 50 senior staff of the polytechnic participating in the study. From the findings, it was revealed that training and development had positive impact on employees of the polytechnic. In conclusion, the researchers stated that training is critical for embellishing employees skills, capacity and knowledge. Similarly, a study was carried out by Ampomah (2016) in Ghana to determine the effect of training and development on employee productivity in a private tertiary institution. The study adopted descriptive survey design. The result showed that employees are aware of the purpose of training in the organization. Conclusively, the study stated that training improves the productivity of

employees’ if it is well ordered to meet the needs of the employees. In a related development, Ekundayo (2015) did a study to examine the impact of training and development on workers’ productivity at selected oil service companies in Port Harcourt. Content analysis was deployed by the study and result indicated that training improves employees’ productivity in the organization. It was concluded that training is part of organizational strategic planning. Also, in a study carried out by Adefope (2017) to examined the impact of training and development on employee performance in Radisson Blu Anchorage Hotel, Victoria Island, Lagos using descriptive survey design, result revealed that various training conducted for staff in the Hotel had positive impact on their performance. The study concluded for both personnel and organizational success, training and development are critical.

### III. METHODOLOGY

Descriptive survey method was used for the study because the result would be generalized for the entire population of interest. The study took place in Anambra State covering the three main urban areas of Awka, Onitsha and Nnewi where banks are concentrated in the state. Senior employees of the banks were targeted and the following figures were identified from the zones: Awka, 357; Onitsha, 407 and Nnewi, 309. Thus, 1073 senior employees of the banks in the state is the population of the study. Sample size for the study is 291 determined through the application of Taro Yameni’s Statistical formula. An item structured instrument designed to reflect the modified five (5) point Likert scale of strongly agree, agree, disagree, strongly disagree and undecided was used by the researchers to elicit information from the respondents on all aspects of the subject matter of the study. The instrument was both face and content validated. It was also tested for reliability through the method of test re-test and an average of 0.83 coefficient was obtained. In order to determine the copies of questionnaire to be allocated to each zone, proportionate sampling method was deployed. Awka, Onitsha and Nnewi got 97, 110 and 84 copies of questionnaire respectively. The researcher employed direct questionnaire distribution method. Out of the 291 copies of the questionnaire issued out, 273 were completed and returned thus showing a response rate of 93.8 percent. The data were analyzed quantitatively, using summary statistics, Pearson Correlation and Multiple Regression analysis. All tests were carried out at 0.05 level of significance. The model meant to analyze the relationship between training and employee performance was specified as follows:

$$EP = f(\text{EEG}, \text{EMT}, \text{EJS}) \quad (1)$$

Specifying econometrically, the equation becomes:

$$EP = \alpha_0 + \alpha_1 \text{EEG} + \alpha_2 \text{EMT} + \alpha_3 \text{EJS} + \mu_t \quad (2)$$

Where:

EP	= Employee Performance
$\alpha_0$	= The intercept
$\mu_t$	= Stochastic error margin

- EET = Employee engagement
- EMT = Employee motivation
- EJS = Employee job satisfaction

The *a priori* or sign expectations for the coefficients are:

$$\alpha_1 > 0, \alpha_2 > 0 \text{ and } \alpha_3 > 0$$

or

$$\alpha_i's > 0$$

#### IV. DATA PRESENTATION AND ANALYSIS

##### Demographic Data of the Respondents

The personal data of the respondents are presented and analyzed in this section to ascertain their capacity in discussing the issues relating to effect of training on employee performance by looking at the intervening variables such as engagement, motivation and job satisfaction which training could bring out in the employees. Background data considered include: respondents' gender, age, educational qualification and length of time in the organization.

Table 1: Demographic Features of the Respondents

S/N	Demographic Feature	Frequency	Percentage of Total
1.	Gender: Male	145	55.0
	Female	128	47.0
	Total	273	100.0
2.	Age Interval:		
	18 – 27 years	51	18.5
	28 – 37 years	74	27.2
	38 – 47 years	96	35.3
	48 – 57 years	41	15.0
	58 and above years	11	4.0
Total	273	100.0	
3.	Educational Attainment:		
	OND/NCE	37	13.7
	HND/First Degree	120	43.9
	Professional Cert.	61	22.5
	Masters degree	48	17.4
	Ph.D	7	2.5
Total	273	100.0	
4.	Length of Time in Service:		
	Below 5 years	44	16.1
	5 – 10 years	65	23.8
	11 – 15 years	121	44.3
	16 and above years	43	15.8
Total	273	100.0	

Source: Field Survey, 2020

Table 1 show that 145 representing 53 percent of the sample are male and 128 representing 47 percent are female thus showing that there are more males than females in the sample. The table shows further that 222 respondents representing about 81.5 percent are within the age bracket of 28 years and above. With respect to educational qualification, 43.7 percent of them have first degree or its equivalent, 22.5 percent have professional certificate while 17.4 percent have professional certificate while 17.4 percent and 2.5 percent of them have masters and doctoral degrees respectively. The implication is

that the sample consist of employees who very literate. Concerning the organizational tenure, the analysis shows that 229 representing 83.9 percent have worked for 5 years and above in their respective organizations. It is an indication that the respondents are well position to effectively discuss all issues relating effect of training on employee performance, judging from their educational background and work experience.

Table 2: Correlation Matrix

Variables		Employee Performance	Employee Engagement	Employee Motivation	Employee Job Satisfaction
Employee Performance	Pearson Correlation	1	.509**	.411**	.327*
	Sig. (2-tailed)		.000	.001	.003
	N	273	273	273	273
Employee Engagement	Pearson Correlation	.509**	1	.291*	.470*
	Sig. (2-tailed)	.000		.001	.020
	N	273	273	273	273
Employee Motivation	Pearson Correlation	.411**	.291*	1	.508**
	Sig. (2-tailed)	.001	.001		.000
	N	273	273	273	273
Employee Job Satisfaction	Pearson Correlation	.327*	.470*	.508**	1
	Sig. (2-tailed)	.003	.020	.000	
	N	273	273	273	273

\*\* Correlation is significant at 0.05 level (2-tailed).

\* Correlation is significant at 0.01 level (2-tailed).

Source: Field Survey, 2020

Correlation analysis presented in Table 2 shows that some relationships between variables are positive and strong while others are positive and weak. However, the analysis shows also that no multicollinearity or orthogonal relationships in the model thus indicating that multiple regression analysis can be carried out on the data without presenting spurious results after the analysis.

Table 3: Summary of Analysis of Variance (ANOVA) for the Model

ANOVA<sup>b</sup>

Source of Variation	df	Sum of Squares	Mean Square	F-ratio	Sig.
Regression	4	171.083	42.773	22.048	.000 <sup>a</sup>
Residual	70	135.807	1.940	-	
Total	74	306.900	-		

a. Predictor: (constant), employee engagement, employee motivation and employee job satisfaction

b. Dependent variable: Employee Performance

Source: Field Survey, 2020

The result of the analysis of variance above shows that F-value is 22.048 and it is an indication that the model is statistically significant since 0.000 is less than 0.05.

Table 4: Summary of Regression Results

Model	R	R <sup>2</sup>	Adjusted R-Square	Standard Error of the Estimate	Durbin Watson
I	0.510	0.503	0.407	0.42053	1.805

a. Predictor: (constant), employee engagement, employee motivation and employee job satisfaction

Source: Field Survey, 2020

The result as shown in Table 4.4 indicates that regression coefficient represented by 'R' with a value of 0.510 shows that 51 percent relationship exist between the dependent variable and independent variables. Similarly, the coefficient of determination represented by 'R<sup>2</sup>' in the table with the value of 0.503 shows that 50.3 percent variation in the dependent variable can be explained by the independent variables. Durbin Watson Statistic of 1.805 equally shows that there is no serial autocorrelation in the model.

Table 5: Summary of Regression Coefficients, t-value and Probability Level

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	$\beta$	Std. Error	Beta		
1(Constant)	.174	.201	-	-731	.443
Employee Engagement	.152	.046	.411	10.240	.000
Employee Motivation	.143	.057	.563	3.285	.000
Employee Job Satisfaction	.065	.052	.575	2.409	.001

a. Dependent Variable: Employee Performance

Source: Field Survey, 2020

*Test of Hypotheses*

The study hypotheses were restated and tested in this section of the analysis to facilitate the verification of the null hypotheses formulated to guide the objectives of the study. Accordingly, the hypotheses were restated as follows:

1. H<sub>0</sub>: Training does not have positive and significant effect on employee engagement for enhanced performance in the organization.
2. H<sub>0</sub>: Training does not have positive and significant effect on employee motivation towards improved performance in the organization.
3. H<sub>0</sub>: Training does not have positive and significant effect on employee job satisfaction to achieve enhanced employee performance in the organization.

*Interpretations of Regression Coefficients*

The coefficients were interpreted as follows: The coefficient of employee engagement represented  $\alpha_1$  in the model is 0.411 and it means that when it is increased by one unit, employee performance will increase by 40.1 percent when other variables in the model are held constant. The t-value of the coefficient and the corresponding probability level are respectively 10.240 and 0.000 thus showing that the coefficient is significant because 0.000 is less than 0.05. Consequently, we rejected the null hypothesis and accepted the alternative which suggests that training have positive and significant effect on employee engagement for improved performance in the organization.

In the same vein, the coefficient of employee motivation is represented by  $\alpha_2$  in the model and it has a value of 0.563 meaning that when the variable is increased by one unit, employee performance will increase by 56.3 percent if other factors in the model are not allowed to vary. The t-value of 2.285 and its corresponding probability of 0.000 shows that the coefficient is significant because 0.05 is greater than 0.000. Therefore, given the weight of evidence against the null hypothesis, it was rejected while the alternative which suggests that training have positive and significant effect on employee motivation toward improved performance in the organization was accepted.

Finally, the coefficient of employee job satisfaction in the model is represented by  $\alpha_3$  and it has a value of 0.575 meaning that when it is increase by additional one unit, employee performance will increase by 57.5 percent if other variables in the model are held constant. The t-value of 2.409 and the corresponding probability level of 0.001 shows that the coefficient is significant because 0.001 is less than 0.05. Consequently, the null hypothesis was rejected while the alternative which suggests that training have positive and significant effect on employee job satisfaction to achieve enhanced performance in the organization was accepted.

Table 6: Eigen Values, Condition Index and Variance Proportion

Model	Eigen Value	Condition Index		Variance Proportion		
			Constant	EEG	EM	EJS
1.	4.519	1.005	.00	.00	.00	.00
2.	.069	6.573	.09	.07	.14	.34
3.	.087	7.245	.08	.05	.03	.08
4.	.056	10.104	.06	.16	.24	.25

a. Dependent Variable: Employee Performance

Source: Field Survey, 2020

Specification: In this post estimation test, the rule is that eigen values that are close to zero indicates dimension that explain little variance. For the condition index, when the values are more than 15 for any of the variables, than there is a possibility of presence of multicollinearity relationship in the model. In Table 4.6 however, the values of 2, 3 and 4 in the model are close to zero thereby expressing very little variance in the model. Concerning the values of condition index, they

are in the range of 1.004 to 10.104 which means no presence of multicollinearity relationship between the variables.

#### V. DISCUSSION OF RESEARCH RESULTS

The result of the first test of hypothesis in this study shows that training have positive and significant effect on employee engagement for enhanced employee performance in the organization. The result is consistent with that of Githinji (2014) when she found from her study of effect of training on employee performance in the United Nations support office for the African Union Mission in Somalia that employee engagement is positively and significantly affect by employees' training to produce effective performance by the employees. The relationship essentially is that employee engagement bringing out the willingness and ability to help the organization towards the realization of the goals. But the willingness or the said commitment which engagement arouses does not just occur, something leads to it and that is the role training plays in the employee. Such discretionary effort, when provided on a sustainable basis by the employee can accomplish a lot in the organization. Therefore training is one way that employee's cooperation can be enlisted in the organization. The result of the second test of hypothesis showed that training have positive and significant effect on employee motivation toward improved employee performance in the organization. The results in line with that of Adofope (2017) when she found from her study of impact of training and development on employee performance at Radisson Blu Anchorage Hotels, Victoria Island, Lagos, that training is a form of motivation for the employees and that its enhances performance in the organization. Training enhances motivation because during training, new things are learnt and therefore, knowledge is increased thus putting the individual at an advantage over others who do not have such opportunities. As a psychological process that causes arousal, direction and persistence of voluntary actions that are goal directed, motivation is what an employee needs to perform optimally at the duty post. Any employee undergoing any kind of training is aware that the use is not limited to the present employment but such skills if properly developed could be of great advantage in another place.

The result of the third test of hypothesis revealed that training have positive and significant effect on employee job satisfaction for achieving enhanced performance in the organization. The result is in agreement with that of Usman (2014) when he found from his study of effect of training and development on employee job satisfaction at Yaba College of Technology and found that training and development enhanced employee job satisfaction in the organization towards improved performance. Job satisfaction which has been viewed as the extent to which an employee like or dislike his/her job is directly related to training. That is, the more training an employee receives, the more he/she will be satisfied and vice verser. The implication is that anybody that is satisfied with his/her job will show enough commitment to the organization. There is every likelihood that untrained

employees are to some extent, liabilities to their organizations because they would never be atune with the latest technology, especially the revolution in the service industry. Even at the extreme cases, such untrained personnel constitute danger to the organization because when they exhibit negative behaviours, it affects others. Therefore, the finding in this section of the study underscores the need for employee training in the organization.

#### VI. SUMMARY OF FINDINGS

The preliminary regression results showed that F-Statistic of 22.048 is statistically significant because 0.000 is less than 0.05 thus the model is confirmed fit and valid for predictions. The regression coefficient 'R' with a value of 0.510 shows that 51 percent relationship exists between training and employee performance in the organization. Similarly, the coefficient of determination 'R<sup>2</sup>' with a value of 0.503 shows that 50.3 percent variation in the dependent variable can be explained by the regressors. Other results are summarized as follows:

1. The study revealed that training has positive and significant effect on employee engagement for enhanced performance in the organization.
2. It was found that training have positive and significant effect on employee motivation towards improved performance in the organization.
3. The study found that training has positive and significant effect on employee job satisfaction to achieve enhanced performance in the organization.

#### VII. CONCLUSION

The study examined the effect of training on employee performance in the banking industry, using selected banks in Anambra State as the study area. The main objective of every training being undertaken for the employees by any organization is to increase or learn new skills to enhance the performance of the employees in the organization. Results of the study showed that training programs enhances the performance capacity of the employees. As it has revealed, training positively and significantly influences employee engagement, motivation and job satisfaction all of which are necessary steps toward enhanced employee performance in the organization.

#### VIII. RECOMMENDATION

Based on the findings and the conclusion drawn from it, the following recommendations/policy dialogue were made:

1. The study found that training arouses employee engagement/involvement in the organization. Organizations should design appropriate training programmes for their employees to make them perform effectively on their assigned tasks in the organization.
2. The study revealed that training is a form of motivation to the employees. There is need to expose

employees to regular professional training, especially on-the-job training to make them perform effectively in the organization.

3. The result of the study in this section shows that training enhances employee job satisfaction and job satisfaction is what the employees need to be at their bests. Therefore, the need for organizations to provide training opportunities for their employees cannot be overemphasized because it is a means of attaining the desired level of performance and productivity in the organization.

#### REFERENCES

- [1]. Abbas, Q. and Yaqoob, S. (2009). Effect of leadership development on employee performance in Pakistan. *Pakistani Economic and Social Review*, 47(2): 269-292.
- [2]. Adefope, B.A. (2017). The impact of training and development on employee performance in Radisson Blu Anchorage Hotel, Victoria Island, Lagos. A published MBA Thesis, Redeemer University, Ede, Osun State Nigeria.
- [3]. Adesola, M.A., Oyeniyi, K.O. and Adeyemi, M.A. (2013). Empirical study of the relationship between staff training and job satisfaction among Nigerian banks employees. *International Journal of Academic Research in Economics and Management Sciences*, 2(6): 108-115.
- [4]. Amin, A. et al (2013). The impact of employees training on job performance in education sector of Pakistan. *Middle-East Journal of Scientific Research*, 17(9): 1273-1278.
- [5]. Ampomah, A. (2016). The effect of training and development on employee performance in a private tertiary institution in Ghana: a study of Pentecost University College (PUC). Ghana, *Asian Journal of Social Sciences and Management Studies*, 3(1): 29-33.
- [6]. Anya, A., Umoh, R. and Worlu, S. (2017). Human resource planning and organizational performance in oil and gas firms in Port Harcourt. *International Journal of Advanced Research, in Social and Management Sciences*, 3(9): 110-129.
- [7]. Armstrong, M. (2009). *Armstrong's handbook of human resource management practice* (11th ed.) London (UK) and Philadelphia (USA): Kogan Page Limited.
- [8]. Azara, S., Syed, M.H.N. and Muhammad, A.K. (2013). Employee training and organizational performance: mediation by employees performance. *Interdisciplinary Journal of Contemporary Research in Business*, 5(4): 490-503.
- [9]. Chandan, J.S. (1987). Management theory and practice. In Egboh, E.A. and Okeke, I.M. (ed.). *Foundations of Personal Management in Nigeria*. Enugu: Bismark Publications.
- [10]. Ekundayo, J.A. (2015). Impact of training and development on workers productivity: a study of selected oil service companies in Port Harcourt. *International Journal of Scientific Research in Education*, 8(1): 37-47.
- [11]. Elnaga, A. and Imran, A. (2013). The effect of training on employee performance. *European Journal of Business and Management*, 5(4): 137-147.
- [12]. Enga, E. (2017). The impact of training and development on organizational performance: a study of National Financial Credit Bank Kumba. Centria University of Applied Sciences.
- [13]. Frederick, B.A. and Stephen, O.O. (2010). Teachers' perception of staff development programmes as it relates to teachers effectiveness: a study of rural primary school in Kenya, *Educational Research and Review*, 5(1): 001-009.
- [14]. Garner, E. (2012). *Training skills: how to improve the skills and performance of your employees*. Ventus: Eric Garner and Ventures Publishing.
- [15]. Githinji, A. (2014). Effects of training on employee performance: a study of United Nations Support Office for the African Union Mission in Somalia. Unpublished Masters Degree Thesis in Chandaria School of Business, United States International University, Nairobi.
- [16]. Happiness, O. and Chidiebere, M.E. (2014). Impact of training and development on organizational effectiveness: evidence from selected public sector organizations in Nigeria. *European Journal of Business and Management*, 6(29): 1-10.
- [17]. Hashim, M., Jan, S., Yousafzai, I.K. and Tahir, N. (2014). The impact of training and development on employees performance and productivity: a study of United Bank Limited Peshawar City, KPR, Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 4(4): 86-98.
- [18]. Hellriegel, D. and Slocum, J.W. (1996). Management, 17th edition. In Egboh, E.A. and Okeke, I.M. (ed). *Foundations of Personal Management in Nigeria*. Enugu: Bismark Publications.
- [19]. Herzberg, F., Mausner, B. and Synderman, B.B. (1957). Motivation to work, second edition. In Egboh, E.A. and Okeke, I.M. (eds.). *Foundations of Personal Management in Nigeria*. Enugu: Bismark Publications.
- [20]. Ikoru, E.I., Enyioko, V.U. and Nwosu, N.L. (2017). Effects of training and development on employee performance at Abia State Polytechnic, Aba. *Hard International Journal of Economics and Business Management*, 3(9): 13-22.
- [21]. Kreitner, R. and Kinicki, A. (2006). *Organizational behaviour*, 6th edition. New York: McGraw-Hill, Irwin.
- [22]. Muhammad, I. and Aiman, T. (2015). Impact of training and development on employees' performance in banks of Pakistan. *European Journal of Training and Development Studies*, 3(1): 22-44.
- [23]. Naveed, A., Nadeem, I., Mir, M.S., Zeeshan, H. and Naqui, H. (2014). Impact of training and development on the employee performance: a study from different banking sectors of North Punjab. *Arabian Journal of Business and Management Review* (Nigerian Chapter), 2(4): 19-24.
- [24]. Noe, R.A. (2008). *Employee training and development*. New York: McGraw-Hill, Inc.
- [25]. Noordi, F. and Josuff, K. (2009). Levels of job satisfaction among Malaysian academic staff. *Asian Journal of Social Sciences*, 5(5): 125-131.
- [26]. Obasi, I.N. (2000). *Research methodology in political science*. Enugu: Academic Publishing Company.
- [27]. Pfeifer, C., Janssen, S., Yang, P. and Backes-Gellner, U. (2011). Effects of training on employee suggestions and promotions in an internal labour market. Working Paper series in Economics No. 202, University of Luneburg.
- [28]. Qayyum, A., Sharif, M.T., Ahmad, A., Khan, M.S. and Rehman, K.U. (2012). Training and development practices in National Bank of Pakistan. *Information Management and Business Review* 1: 8-17.
- [29]. Rarick, C.A. (2011). Behaviourally anchored rating scales (BARS): an effective performance appraisal approach. *SAM Advanced Management Journal*, Winter, pp: 36-39.
- [30]. Raza, H. (2014). Training and development impact on organizational performance: empirical evidence from oil and gas sector of Pakistan. *Journal of Business and Management* 16(1): 67-72.
- [31]. Samreena, K. (2015). Impact of employees' training on organizational development: a case of Pakistan. *The International Journal of Business and Management*, 3(11): 57-63.
- [32]. Seijts, G. and Crim, D. (2009). The combined effects of goal type and cognitive ability on performance. *Motivation and Emotion*.
- [33]. Sheheen, A., Naqui, S.M.H. and Khan, M.A. (2013). Employees training and organizational performance: Mediation by employee performance. *Interdisciplinary Journal of Contemporary Research in Business*, 5(4): 490-503.
- [34]. Usman, O.S. (2014). Assessment of training and development and its effect on employees' job performance in Yaba College of Technology. *Afro Asian Journal of Social Sciences*, 5(2):1-18.
- [35]. Weiss, H.M. (2002). Deconstructing job satisfaction separating education, belief and effective experience. *Human Resource Management Review*, 12:173-194.
- [36]. Wikipedia (2007). Job satisfaction. <http://wikipedia.org/wikipedia/jobsatisfaction>