

# An Empirical Study of Training and Development as a Pathway to Leadership

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**Abstract:** Training and development is a very key function of Human resources, it has been noted to be a pathway to leadership in all spheres of life. The objective of this study is to establish the fact that Training and Development is a stepping stone or pathway to attaining leadership. The specific objectives assessed how impactful training and development is to employee's performance and also examined the relationship between training/development and leadership. Primary data was gathered from a sample population of 219 out of which a sample size of 141 was determined using Yamane 1967 formula. The data analysis/ research instrument used was descriptive statistics and correlation analysis. Findings show that despite the fund expended on employees for training and development, job security is not guaranteed. Other competing firms not knowing how an employee acquire a particular skill lures them with good pay and other fringe benefits just to have them in their own organization. In conclusion, employers are encouraged to provide job security and a good succession plan for employee the same way they are interested in training and developing them. It was recommended that employers should not spend their funds on training and developing employees only to lose them to competitors, therefore, employees should be prepared for greater responsibilities after training and development for a good succession plan.

## I. INTRODUCTION

Human Resources management has various policies, one of them is Training and Development. Training and development is a very key function of Human resources, starting from the point of recruitment, to updating/upgrading of existing employee, also to fill the gap identified after performance appraisal/ review and to preparing employees for leadership positions. Training and development helps to better the performance of employees on the job. Training is designed purposely to effect a change on employee's behaviour in the work, so as to stimulate efficiency. The major purpose training serves is to assist the organization achieve its short and long term objectives by adding value to its human capital. Training and development are not just mere activities of the Human Resources Department, they are put in place to achieve some purposes. Training and development are carried out after a training need analysis has been conducted, so as to fill some gap in knowledge.

### *Objectives of the study:*

The main objective of the study is to investigate how training and development in an organization can help employees attain

leadership position or become a good leader. The specific objectives of the study are:

1. To assess the impact of training and development on the employee's performance.
2. To examine the relationship between training/development and leadership.

### *Hypothesis:*

Ho- Training and development doesn't lead to leadership

Ho- Employees doesn't perform better after training and development, therefore there is no relationship between training/ development and leadership.

## II. LITERATURE REVIEW

**Training:** According to Dale, S.B., Training can be defined as a carefully planned process through which people learn and skill and knowledge is acquired for a specific purpose. Training involves teaching and learning carried out to help employees within an organization to improve in knowledge, skills and attitude that will help them on their job. (<http://www.yourarticlelibrary.com>)

**Development:** According to Oladele (2019). Development involves a strategic act through which executives develop, prepare and enhance the capability of senior employees to manage effectively and efficiently their organizations for higher productivity. Organisation carry out executive development programmes to build up the proficiency, competence, and intellectual capability of the managers, so as to prepare them for the task ahead which is management functions and ensuring goals are achieved. Therefore, it is a good training and development that prepares an employee to become a good leader. Time to time training and re-training in every organization will go a long way in improving the ability of employees, helping them in accomplishment of tasks and work schedule, effective and efficient use of organizational resources, building self-confidence and lots more.

### *Importance of Training and Development*

Any organization that wants to experience growth, achievement of goals, stability and wants to be able to compete favourably in the market must irrespective of the employee's qualification train the employees from time to time because of:

1. Environmental changes: Technology keeps advancing daily, therefore the need to move with the wave and wind of artificial intelligence and innovations in the market that one belongs to. Organizations must keep equipping their employees to beat the trend as they unfold, and how do they beat this trend? It's by training and developing them.
2. Induction and Organizational Culture: At appointment/ employment of a new employee, an organization is expected to introduce new employees to the way things are done around the work place and to intimate them with the organizational culture. Therefore induction training is imminent.
3. Performance: When actual performance falls below standard performance set, there is need for training. Standard performance is the target/ goal the organizational management aims at achieving, within a specific period of time. While actual performance is the result obtained at the end of the stipulated period.
4. Customer Service Relationship: All organization desire a good relationship with their customers, and they seek customer loyalty. What will make this happen is when they get good and quality products from the organization and if the employees treat the customers with respect and dignity, even when they are faced with a difficult customer. This requires training.
5. Promotion Challenges: When an employee is promoted from one level to another, or from one cadre to another, there is a need to train and develop them so as to be able to cope with the new challenges that comes with the new position or office.
6. Result from Performance Appraisal: After performance appraisal exercise in an organization, employees that did not do well are expected to be trained so that they can do better on the job, while the ones with a good performance are promoted.
7. Preparedness to take leadership role: Training and Development gives room for the identification of hidden potentials in human resources, which can be groomed for higher responsibilities and a proper succession plan.

#### *Types of Training and Development*

There are three major types of training and development, they are: On-the job training and Off-the job training, Simulations.

Types of On-the job training include:

1. Job rotation
2. Internship
3. Apprenticeship
4. Coaching
5. Under study Assignment

Types of Off-the job training include:

1. Vestibule
2. Lecture
3. Programmed instruction
4. Correspondences

Types of Simulation training include:

1. Case study
2. In-basket tray
3. Role playing
4. Critical incidence
5. Business Games

**Job Rotation:** Job rotation involves moving an employee from one unit/ department to another within the organization, so as to know the interrelatedness of duties within the organization. This method helps an employee haven attained a managerial level to know where to consult when there is a problem, or to know which department to face when things are going wrong.

**Internship:** Internship programmes are organised for students studying professional courses in the university to enable them understand a blend of theory and practice of their courses. Knowing fully well that the classroom situation will not be the same as what obtains on the field students studying courses such as pharmacy, laboratory technology, bio- chemistry micro –biology, geology, etc. are sent on about 3-6 months internship programmes in companies, so that they can relate whet they have learnt in class to real life situation .this prepares them ahead of the completion of the programme, as they may have no problem integrating into the system.

**Apprenticeship:** There are complex and technical trades/ vocation, which may require acquisition of basic skills and knowledge such as motor mechanic ,carpentry , bricklaying , plumbing , etc. apprenticeship programme assists in training people to learn these trades over a period of time. The trainees are known as apprentices.

**Coaching:** Coaching method involves the superior's involvement in subordinates' duty, by assisting them in work design, guiding them on how to execute the work, monitoring its execution, giving room for question and answer session. A good feedback process is thus established for the subordinate to know his/her level of performance and competence.

**Understudy Assignment:** Understudy assessment method enables a trainee or an existing employee to assume part of his/her superior's responsibility. This method has a semblance of delegation and can only be successful where the manager has interest in delegating such responsibility.

**Vestibule:** Vestibule training method is a type of training which occurs using special facilities that replicate the equipment and work demands of job in the training venue. This method involves the training of trainees on identical machines and equipment that they are going to use in the actual job, to familiarise them with it. This is usually organised outside of the work place. After such trainings,

employees are ready to start work with minimum supervision. Example is airlines that use simulator to train pilots and cabin attendants.

**Lecture:** Lecture or classroom method is the traditional way of transferring knowledge to a large number of participant/trainee through an instruction in a lecture or classroom. The cost of such training methods is usually minimal and it gives room for extensive interaction among trainees. The major limitation of this training method is that individual trainees cannot be given special attention.

**Programmed Instruction:** Programmed instruction method is a self-training method with the aid of auto-instructional technology. Self effort is required to make learning easy. A good example is a programmed instructional learning effort delivered to the target audience through television viewing.

**Correspondences:** Extension or correspondences are now being organised to complement regular classroom efforts. These are usually organised for employees who cannot attend a full-time programme. A good example is the educational services being provided by the national open university of Nigeria (NOUN).

**Case study:** Case studies method involves the preparation of cases describing actual work situation with the existence of management problems that need identification and solution. This hypothetical case is now presented to the manager who will now diagnose the case, identify the problems, proffer alternative solution, make a choice among the alternative, justify the choice of alternative and make recommendations. The manager acts as if he is confronted with the situation in real life, therefore, he must put up his thinking cap to ensure that the best decisions are taken.

**In-basket tray method:** of in-basket tray involves putting the trainee in the position of the

**Leadership:** Leadership is the ability to convince people to do what you require of them, in an organizational setting, it is the ability to make people work willingly, without been forced to do so. According to Keith Davis, Leadership is achieved when a person has the persuasive ability to make others work toward the set goal. Henry Fayol stated that, leaders are not born, they are made, so there are qualities that a leader is expected to possess to be able to induce followers to work.

### III. STYLES OF LEADERSHIP

As it is often said by some scholars, that leaders are born and not made, but scholars like Henry Fayol has propounded some basic principles for becoming a better leader. Genetic features cannot be brushed aside when discussing the innate qualities of a leader, but for an organization to be successful, they need to be exposed to some level of training and development so as to attain leadership. The first thing is that the leader has to understand him/herself by studying critically the various leadership styles, so as to know which one to apply at every point in time.

#### 1. *Laissez-Faire Leader:*

The meaning of this French word means 'Let Alone'. This type of leader allows followers to do whatsoever they please. Does not set goals for the followers, allows followers to take decisions on their own. Followers work at their own pace and result sometimes are delayed because no one is enforcing compliance. This leadership style has its limitations, for followers with the X theory character of the McGregor's X and Y theory, they will relax and no output will be recorded because there is no one to push them, or motivate them to work.

#### 2. *Democratic Leader:*

Participation is the watchword of a democratic leader. A democratic leader welcomes input from followers, facilitate discussion and decision making, shares plan with the follower and accept contributions from them despite the fact that he has the final say over such matters. Democratic leadership enjoys a high level of follower's participation and productivity. The pit fall of a democratic leader is that, decision making slows down due to the desire to get followers involved.

#### 3. *Autocratic Leader:*

An autocratic leader has a strong controlling relationship with the followers, he is a 'Boss' type of leader that uses rules and regulation to run the work environment. He gives orders and expects compliance without the follower's opinion on anything. Work in this environment is done in threat and fear of punishment.

#### 4. *Transformational Leader:*

A transformational leader is one with a skill of leading by example. The aim of a transformational leader is to make followers better than he met them. A transformational leader is usually principle centred and purpose driven. Once the leader's vision and principles are well understood by the followers, work becomes easier and productivity is achieved.

#### 5. *Transactional Leader:*

A transactional leader is a bureaucratic type of leader. He ensures strict compliance to rule, regulations and laid down procedures. Followers are not allowed to work using their own discretion, they must follow the laid down standard.

#### *Qualities of a Good Leader*

There are some characteristics that a leader is expected to possess to make him fit to lead and that will make him acceptable by his followers. They include but not limited to:

1. **Physical Traits:** This has to do with the physical appearance of a leader, which may include neatness, carriage, charisma, maturity etc.
2. **Intelligence:** A leader should possess a very high intelligence quotient (IQ) to be able to deal with situations as they arise. Being able to think fast and act fast.

3. Vision: A good leader should be a person of vision, seeing beyond the present into the future, and with the ability to speak into the future.

4. Communication: A leader must have a good communication skill, this involves speaking in specific and unambiguous terms with a great sense of humour. Not having a harsh tone while communicating.

5. Technical Know-How: A leader must be a professional in his field, when a leader has content and a mastery in his field, followers follow him with ease because they know that he can't lead them astray.

6. High Sense of Responsibility: A leader must be responsible to the course of duty placed in his hands. Not just to be carried away by title, but the ability to motivate people in his group or his followers to work and achieve organizational goals.

7. Self- Confidence: A leader must first have confidence in himself before people can have confidence in him. He should be able to gain the trust of his followers.

8. Empathy: A good leader must be empathetic towards his followers. A leader should be able to see through his followers, what they are going through per time and be able to show some concern, even if he is not able to proffer solution to their problems.

Training and development is the most important part of Human Resources Management and can help develop good leadership skills as stated above.

### 3.1 Theoretical Framework:

#### 3.1.1 Training and Development Theories:

##### *Reinforcement Theory*

The reinforcement theory of training and development lays emphasis on the learning attitude and behaviour of a trainee and claims that the trainee will repeat the behaviour which will help attain a positive result. According to Skinner, in his economics of behaviour school of thought, he postulated that, training and development should agree with organizational objectives in order to expect a positive outcome from the exercise. Rewards and bonuses, if attached to the training and development programmes may help to achieve a positive result at the end. There are different Reinforcement Theory processes which include Positive reinforcement, Negative reinforcement, Extinction and Punishment.

**Positive Reinforcement:** This strengthens the behaviour of an employee, by making the trainee show commitment to the training and development programme, since he is aware of a reward for his behaviour. The employer can offer bonus, salary increase, promotion to trainees in this regard and also award of certificate of participation.

**Negative Reinforcement:** This is more like a threat to the trainee, because, in an occasion of not been able to successfully finish the training program, he may lose the

promotion for that period or be made to lose the available opportunity for a greater training in future.

**Extinction:** This is the removal of positive and negative reinforcement keys/tools so as to eliminate the trainee's behaviour.

**Punishment:** This is in contrast with reinforcement, it lowers the morale of trainees instead of boosting it. It is the last option used by the management when other methods have failed.

##### *Theory of Learning Types*

The theory of learning types was presented by Gagne. Its emphasis is on intellectual skill development. These skills are rare and difficult to come by in individuals. He advised the use of different learning styles which contains some internal and external conditions. The skills introduced by Gagne include: intellectual skills, communication skills, attitudinal skills, cognitive ability, and motor skills.

##### *Experiential Learning Theory*

According to C. Rogers, what determines the needs and wants of a trainee is the learning method. Experience leaves a person matured and better, with increased learning ability and knowledge. By participation, the trainee is able to carry out self-evaluation test which avails him the opportunity of knowing if what he has learnt has changed his attitude in any way.

##### *Social Learning Theory*

According to Albert Bandura, he states that not all learning types can be taken care of by direct reinforcement. Direct reinforcement is carried out to boost skills. Some learning are been referred to as observational learning, which has to do with getting to understand the different human behaviours. The environment plays an important role in an organization, its peculiarity will make it easy for employees to learn from them. This theory also states that employees doesn't have to change their behaviour after learning, though the reverse is the normal thing. The theory also discussed the mental state of a person which has a great impact on the learning process. When the mental status of a trainee is in negativity towards the learning process, he will not participate actively in the training exercise, and as such, he wouldn't gain anything from the training. (<https://www.mbaknol.com>)

##### *Goal-setting theory*

Dr Edwin Locke in his goal setting theory states that Goal has a positive influence on a person's behaviour because every individual is committed to attaining goals. The trainee is motivated knowing fully well that award awaits a successful completion of a task. Goal setting theory involves setting SMART goals. It means that the goals must be Measurable, must be Achievable, must be Realistic and Time bound. Here, the trainees know what is expected of them and they work towards the target.

### *Need Theory*

This is a model on motivation that shows how the desire for achievement, power and connections affect the employee's behaviour, viewing from the perspective of the management. Maslow and Alderfer focused on needs, but the major difference between the two theorists is that, when the lower level needs are not met, there is no point gazing at higher level needs. So also, identification of training needs is what precedes planning a training programme. Training need assessment is conducted so as to know what to prepare in the training content to achieve result for the resources invested in the training.

### *Expectancy Theory*

The expectancy theory by Victor Vroom tells that, the best way trainees can learn is when they believe that something can be gained from the training. What enhance learning is the connection between the learning process and the outcome. Vroom's expectancy theory states that, human behaviour is founded on three premises which are: expectation, instrumentality, and valence. Expectation links expected performance to actual performance. Instrumentality is when a particular behaviour is believed to be the reason for a good performance, while valence is the how important a person holds his performance on the job.

### *Adult Learning Theory*

Adult learning is referred to as Andragogy. Andragogy is the methods and approaches used in adult education and it is directed towards self-actualization. An adult brain is not empty, so when training adults, the trainer should have it in mind that the trainees have an idea about what is been taught, though the idea may be wrong or right. Therefore, while designing an adult's training program, the best ways through which learning can take place should be used. Remember the slogan which says 'I see, I remember. I hear, I forget'

### *Information Processing Theory*

George miller's information processing theory explains how external factors influence learning. The learning process is likened to a computer system that receives information, process it and gives an output through the behaviour exhibited after the training. The instructional materials used can be verbal instruction, pictures, diagrams, maps, case studies etc. They are stored in the memory and response is given when required. (<https://mainuddinbd.com>)

#### *3.1.2 Theories of Leadership:*

The important theories of leadership are:

#### *Trait Theory of Leadership:*

This is the oldest theory of leadership, it shows the characteristics and personal qualities of a leader that distinguishes him from his followers. Research has given us

so many traits that should be inherent in a leader, which can be inborn or learnt/developed.

#### *Situational Theory of Leadership:*

Hersey-Blanchard the exponent of situational theory of leadership states that, there is no singular leadership style that is the best. He stated that leadership is expected to change from situation to situation, from time to time and from group to group. A leader is expected to use different dimension for different situation. A situational leader is expected to give consideration to this present dynamic and complex world we live in, and be able to deal with situations as it requires. The most important characteristics of the situational leadership theory is flexibility, no rigidity at all.

#### *Behavioural Theories of Leadership:*

The limitations of the trait theory of leadership opened the door for behavioural theory to scholars. According to the behavioural theory of leadership, leaders doesn't have to be born, they can be made. What qualifies them for been made is the behaviour they are expected to exhibit. Emphasis is laid on the behaviour of leaders than their personality traits. Trait theory emphasize on personal features that separates a leader from a follower, while behavioural theory emphasises on studying the behaviour of a leader and their effects on the follower's performance. (<https://www.yourarticlelibrary.com>)

## IV. METHODOLOGY

The research adopted descriptive survey research design. The purpose was to allow questionnaires to be used for data collection. Primary data was collected from four banks within the geographical location of Ado Ekiti. They include: United Bank for Africa, Sterling bank, First bank, and Zenith Bank. The entire staff of these banks in Ado Ekiti represents the population of this study. Thus, the population of staff according to these banks is 219. Purposive sampling technique was used for the study so as to consider only staff that have attained managerial/ leadership positions with these banks, and this forms the sample frame of the study. The sample size was calculated using Taro Yamane 1967 formula for estimating sample size  $n = \frac{N}{1 + Ne^2}$

Where: n= Corrected sample size, N = Population size, e = Margin of error = 0.05 based on research condition. Thus, the sample size was calculated to be 141. Data were collected through questionnaire. Questions in the questionnaire were closed- end questions. The questionnaire was divided into two sections: A and B. Section A contained questions on demographic characteristics of respondents. Section B on the other hand, contained questions on both dependent and independent variables. Study variables are: Dependent variable = Leadership. Independent variable= Training and Development (T&D). Both variables were measured on a five Point Likert scale ranging from strongly agree = SA, agree = A, undecided = UD, disagree = DA to strongly disagree = SD. Data was presented using descriptive statistics and Pearson moment correlation.

V. DATA ANALYSIS AND PRESENTATION

Data collected from respondents were analysed using frequency count, descriptive statistics and Pearson moment correlation. Also, the empirical results of the hypothesized relationships among the variables are reported. These results were interpreted in terms of research objectives. Out of the 141 questionnaires administered, 140 was recovered and 1unreturned.

**Table 1** Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	35	25.0	25.0
	1	105	75.0	100.0
	Total	140	100.0	100.0

0 stands for female  
 1 stands for male  
 Source: Author's Computation 2021

**Table 2** Level of education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	5.0	5.0
	2	49	35.0	40.0
	3	77	55.0	95.0
	5	7	5.0	100.0
	Total	140	100.0	100.0

- 1- Diploma/certificate
- 2- Bachelor's degree
- 3- Master's degree
- 4- Doctoral degree
- 5- Professional Certificate

**Table 3** Organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	35	25.0	25.0
	2	35	25.0	50.0
	3	35	25.0	75.0
	4	35	25.0	100.0
	Total	140	100.0	100.0

- 1- Uba
  - 2- Zenith bank
  - 3- Sterling bank
  - 4- First bank
- Source: Author's Computation 2021

**Table 4** Organizational support for Training and Development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	14	10.0	10.0
	4	21	15.0	25.0
	5	105	75.0	100.0
	Total	140	100.0	100.0

3- Partially supportive

- 4-Supportive
  - 5-Very supportive
- Source: Author's Computation 2021

**Table 5** Section B: Q1 My employer gives employees opportunity for training and development programmes regularly.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	5.0	5.0
	4	56	40.0	45.0
	5	77	55.0	100.0
	Total	140	100.0	100.0

Source: Author's Computation 2021

**Table 6** Q2 Training and Development has helped in carrier progression in my work place.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	14	10.0	10.0
	4	49	35.0	45.0
	5	77	55.0	100.0
	Total	140	100.0	100.0

Source: Author's Computation 2021

**Table 7 : Q3** Training and Development has made me performed better on my Job.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	5.0	5.0
	4	42	30.0	35.0
	5	91	65.0	100.0
	Total	140	100.0	100.0

Source: Author's Computation 2021

**Table 8 : Q4** I have been able to impact other colleagues with my Training and Development skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	70	50.0	50.0
	5	70	50.0	100.0
	Total	140	100.0	100.0

Source: Author's Computation 2021

**Table 9** Q5 I have enjoyed Job security because my employer cannot afford to waste the fund expended on my training and development programme.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	5.0	5.0
	2	28	20.0	25.0
	3	14	10.0	35.0
	4	56	40.0	75.0
	5	35	25.0	100.0
	Total	140	100.0	100.0

Source: Author's Computation 2021

**Table 10: Q6 Skills acquired during Training and Development has created a succession plan that promoted me to a Leadership position or Managerial level.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	5.0	5.0
	2	14	10.0	15.0
	3	21	15.0	30.0
	4	49	35.0	65.0
	5	49	35.0	100.0
	Total	140	100.0	100.0

1-STRONGLY Disagree  
 2- Disagree  
 3- Undecided  
 4- Agree  
 5-Strongly agree  
 Source: Author's Computation 2021

**Table 11: Years of work experience**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	14	10.0	10.0
	6-10	7	5.0	15.0
	>11	119	85.0	100.0
	Total	140	100.0	100.0

Source: Author's Computation 2021

*Correlations*

**Table 12 Descriptive Statistics**

	Mean	Std. Deviation	N
VAR00001	4.50	.607	140
VAR00002	4.45	.686	140

VAR00003	4.55	.759	140
VAR00004	4.50	.513	140
VAR00005	3.60	1.231	140
VAR00006	3.85	1.182	140

Source: Author's Computation 2021

Table 12 presents the descriptive statistics of the variables. Looking at the mean scores and standard deviations of the variables which do not vary much, it shows that pattern of response were quite similar to one another. However, the analysis indicated that 'Training and Development has made employees performed better on their job' has the highest mean score of 4.55 with standard deviation of .759 compared to all other variables. This means that all the respondents agreed that training and development has a positive impact on the organization. Analysis of the table 12 further shows that employers give opportunity for Training and Development to their employees on regular basis and that employees after such training and development programmes have impacted other colleagues with the new skills acquired both recorded mean scores of 4.50 with a standard deviation of .607 and .513 respectively. Training and Development helping in succession plan has a mean score of 4.45 and standard deviation of .686. Skills acquired through Training and Development has created a succession plan that promoted employee to a leadership position or managerial level had a mean score of 3.85 and a standard deviation of 1.182, this is the second highest standard of deviation in this study. This shows that, there is a higher percentage agreement of respondents to this fact. Lastly, Employee enjoying job security from employer because employer cannot afford to waste the funds expended on Training and Development has the lowest mean score of 3.60 and a standard deviation of 1.231 which is the highest.

**Table 13 Correlations**

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006
VAR00001	Pearson Correlation	1	.569**	.857**	.507*	.070	.550*
	Sig. (2-tailed)		.009	.000	.022	.768	.012
	N	140	140	140	140	140	140
VAR00002	Pearson Correlation	.569**	1	.510*	.374	-.212	.282
	Sig. (2-tailed)	.009		.022	.105	.370	.228
	N	140	140	140	140	140	140
VAR00003	Pearson Correlation	.857**	.510*	1	.338	-.034	.390
	Sig. (2-tailed)	.000	.022		.145	.888	.089
	N	140	140	140	140	140	140
VAR00004	Pearson Correlation	.507*	.374	.338	1	.333	.564**
	Sig. (2-tailed)	.022	.105	.145		.151	.010
	N	140	140	140	140	140	140
VAR00005	Pearson Correlation	.070	-.212	-.034	.333	1	.391

	Sig. (2-tailed)	.768	.370	.888	.151		.089
	N	140	140	140	140	140	140
VAR00006	Pearson Correlation	.550*	.282	.390	.564**	.391	1
	Sig. (2-tailed)	.012	.228	.089	.010	.089	
	N	140	140	140	140	140	140
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

Source: Author's Computation 2021

Table 13 presents the results of correlation among the variables. Analysis of table 13 suggested positive relationships among all the variables. It suggested a positive correlation between Training/Development and Leadership through the frequency / how regular Training and Development are being conducted, how training and development has made employee better on the job, how employee has impacted colleagues with skills acquired from T and D. All independent variables showing the values of 0.569, 0.857, 0.507, 0.070, and 0.550 respectively, and are all significant at 1% level of significance. The results also show that there is a significant relationship between T and D and Leadership(r) of 0.282, 0.390, 0.564 and 0.391 respectively.

#### V. CONCLUSION AND RECOMMENDATION

Findings show that despite the fund expended on employees for training and development, job security is not guaranteed, there are no concrete succession plan in place. As an employee, if I know for a fact that having performed well after training and development programmes that the next available superior position belongs to me, I will stay put in my organization, while I await that golden chance and opportunity awaiting me in the future. Some competing organization doesn't even mind poaching other organization's employees. An organization that has employee loyalty will not have their staff been poached by competitors and employee loyalty is not just acquired, it is built over time. And those things that help build employee loyalty are things like having a good succession plan which is brought about by training employees to become a future manager. In conclusion, employers are encouraged to provide job security and a good succession plan for employee the same way they are interested in training and developing them. It was recommended that employers should not spend their funds on training and developing employees only to lose them to competitors, therefore, employees should be prepared for greater responsibilities after training and development to make them fit into position of higher responsibilities on the job.

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