

EMPLOYEE TRAINING AND ORGANIZATIONAL PERFORMANCE OF SELECTED BANKS IN RIVERS STATE

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ABSTRACT

This study investigated the relationship between employee training and organizational performance of deposit money banks in Rivers State. This study adopted a quasi-experimental design. The population of the study include deposit money banks with operational presence in Rivers State. The study surveyed a total of 121 employees of these banks. Structured questionnaire was used to collect primary data. Spearman rank order correlation was employed to test the hypotheses formulated for the study, with the help of SPSS version 20.0. The study reveals that on-the-job training has a significant relationship with efficiency and standard performance. It was also realized that off-the-job training has a significant relationship with efficiency. Nevertheless, off-the-job training had a very weak significance with standard performance. Thus, the study concluded that training enhances performance of deposit money banks. The study recommends that deliberate efforts should be made to train and develop their employees if they seek to achieve improved performance in terms of efficiency and standard performance.

Keywords: Efficiency, on-the-job training, off-the-job training, standard performance.

INTRODUCTION

Rapid expansion in global economy and fast-paced evolution of technology and innovation has tasked organizations to continually train their staff to enable them perform jobs required to achieve needed performance goals (Ashikube et al., 2013). Training play a vital role in improving the productivity and performance of organizations because it involves the human capital component of the organization. When employees are trained optimally, there would be significant improvement in the way they perform their duties as well as the orientations they possess about their job (Afshan et al., 2012).

The more employees are developed through training, the more they will be satisfied with their job and the more productive they would be (Champhes, 2006; Amir & Amen, 2013). Harcourt and Ateke (2018) provides that investment in employees' development is key to organisational improvement and resilience. In measuring the impact of training, researchers rely on subjective reactions of participants (Twale & Muse, 1996; Kennedy, 2009 among others) or the performance of activities within the context of the training program (Forney, 1986; Kennedy, 2009).

Today, there is a high rate of competition among deposit money banks in Nigeria, as each want win and to maintain a substantial customership and remain afloat. Without adequate training, there would be a fundamental problem of incompetence which would ultimately reflect in low performance. Therefore, we this study attempts to examine the connection between training and performance of deposit money banks. The purpose of the study is to investigate the relationship between employee training and performance of deposit money banks in Rivers State. Specifically, the study seeks to examine the correlation between training (on-the-job training and off-the-job training) and performance (standard performance and efficiency) of deposit money banks in Rivers.

The following hypotheses are formulated for the study:

Ho₁: There is no significant relationship between on-the-job training and efficiency of banks in Rivers State.

Ho₂: There is no significant relationship between on-the-job training and standard performance of banks in Rivers State.

- Ho₃: There is no significant relationship between off-the-job training and efficiency of banks in Rivers State.
- Ho₄: There is no significant relationship between off-the-job training and standard performance of banks in Rivers State.

REVIEW OF RELATED LITERATURE

Theoretical Framework

The theoretical model for this study is social learning theory (Bandura, 1971, 1969) which posits that several processes govern learning. These processes include attention, retention and reproduction. Attention is a fundamental stage which determines learning. A person must first give attention to whatever they must learn. If their attention is not in the skill that they are being trained on, they will never learn such skill. Learning they say starts from the mind and if employees set their mind towards achieving a specific skill through training, they are already 50% close to achieving it. Retention is a process that follows from attention. If learning must take place, there must be some mental activities that must take place. The trainee must be able to memorize what they have paid attention to, in order to put it in practice. Thirdly, reproduction according to Bandura (1971) entails the performance of the act they have paid attention to and which they have memorized. It is possible that a trainee could be paying attention to a trainer and yet does not have the mental capacity to memorize or assimilate what he has paid attention to. It is on this background we have adopted this theoretical framework to show how attention to, and retention of training activities could increase performance of organization through reproduction process.

Concept of Training

Firms regularly update the competencies of their employees in lieu of the demands of today's business-scape which requires firms to be up-to-date on latest opportunities and challenges; and the idea that a skilled, creative and adequately trained workforce is the most valuable asset an organization can own (Ateke & Nwulu, 2018); the survival of a firm often depends on the knowledge and skills of their employees (Ghorbani & Ahmadi, 2012). Skilled employees are fundamental to the continued survival of firms

Thus, employees have to be in their best form always, if they must attract the outcomes desired by their firms. Employees can be put in their best forms through training. Training is the process of improving employees' capabilities, skill and knowledge (Mckinsey, 2006; Elnaga & Imran, 2013). This means that the skills and abilities possessed by a workforce can become obsolete overtime and training is the instrument which used to update employees' skill.

Employee training is an indispensable tool for effective individual and organizational performance. Organizations spend money on training programmes with the belief that it will earn them competitive advantage (Falola et al., 2014). Training often becomes inevitable the moment firms see that there is a need for expansion and improvement in the job (Dabale et al., 2014). Training is thus a human resource development function whose objective is to ensure that employees have the correct mix of attributes through providing appropriate learning opportunities, motivating them to learn well as enabling them to perform to the highest level of quality and service (Benty, 1990; Tuzun, 2005). Training is done on the job and off the job.

On-the-job training is a type of training where learning takes place while the employee is on his job. It involves observing instruction, memorizing as well as being able to carry out such assignment as they have seen their instructor(s) do. It is a cost-efficient training method where the firm do not need to transport employees to a different location, instead, the trainer is brought to the workers (Zolingen et al., 2000). On-the-job training could be structured or unstructured.

Structured on-the-job training has to do with a planned and organized instruction which occurs on the job during work hours. It is done intentionally with a structured set of guidelines and procedure, and can be facilitated by an experienced co-worker, supervisor, a job coach, or on self-direction. Unstructured

on-the-job training is non-intentional learning which occurs on a daily basis in the workplace where employees only observe from experienced workers on their own volition and may not be expected to put into practice what they have learnt.

Off-the-job training involves the movement of employees to a different location for training purposes. It is often designed to achieve shared learning needs of groups rather than individual employees (Alipour & Salehi, 2009). The various forms of off-the-job training are lectures, games and simulations as well as computer-based training (Tuzun, 2005). Lectures have to do with oral presentation by a trainer to the trainees. Games and simulations have to do with creating a model of the various forms of employees' job, and encouraging employee participation as well as professional analyses and interpretation of results. Computer-based training involves virtual duplication of work environment on an off-site setting. Case study method, role playing behaviour are other off-the-job training methods commonly adopted (Tuzun, 2005).

Concept of Organizational Performance

Performance is any recognized accomplishment (Nwachukwu, 2002). Performance is also a measure of a company's capacity to achieve set goals by employing or utilizing scarce resources effectively and efficiently. It represents end results in terms of increase in profit and employee satisfaction (Izhevbeha, 2008). There has been interest in identifying the features of high performing organizations. This interest has been fired by the fast changes in the competitive environment of companies especially among multinationals forcing them to adapt faster to growing international demands for flexibility (Laudicina, 2005).

Performance often manifests in employee behaviour and result where behaviour represents the mental and physical effort applied while result has to do with the possible outcome of such mental and physical effort (Onyango & Wanyoike, 2014). Performance can be said to be how well an employee completes his task as well as the attitude which was employed in completing the task (Brown, 2008). Dubrin (2006) further defined performance as the efficiency and effectiveness resulting from the exercise of employee skill, ability and experience. Herein, we view performance in terms of efficiency and performance standards.

Efficiency according to Ghalayini (2004) is the degree to which a system utilized prescribed resources. It is a comparison between assets expected and actual consumption of resources, in accomplishing specific goals. Nwachukwu (2002) view efficiency as using resources wisely and with little waste. Efficiency is used in this study to mean wise use of resources and minimizing waste. In other words, the degree to which management reduces cost and resource wastage is the focus of efficiency.

Standard performance on the other hand is that level of output an employee delivers in their routine role activities (Sanderson et al., 2013), and which is influenced hygiene factors whose presence do not influence productivity, but whose absence hamper motivation. It can also be seen as the minimum requirement/performance which an organization requires from its employees and anything short of it would be unacceptable. The salary employees receive often influence this type of performance and it could sometimes be regarded as performance benchmark (Ahmed et al., 2014).

Training and Employee Performance

Since employees are the most valuable assets in the organization, it is important to consider their training and re-training very important, in order to keep them up-to-date with recent trend in the industry and keep their organizations afloat. Khan et al. (2011) noted that job design, training and delivery styles positively relate to organizational performance. For any organization to gain competitive advantage, it must first see training as an inevitable tool for influencing company growth. Nigerian banks today use upgraded software due to global nature of banking business. These software require skills and knowledge put them to use and such skills can only come through training. Indeed, training benefit employee as it enhances their productivity; and firms, because it improves organizational performance.

METHODOLOGY

This study adopted the quasi-experimental design since the elements of our study are humans in their live form. The population of the study include deposit money banks with operational presence in Rivers State. The study surveyed a total of 121 employees of these banks. Structured questionnaire was used to collect primary data. The questionnaire was tested for validity and reliability. Face validity, student surrogate and expert supervision was employed to ascertain the validity of the instrument, while its reliability was determined via Cronbach’s alpha test. All the variables achieved above the threshold of 0.70. On-the-job training polled 0.75; off-the-job polled 0.82; efficiency polled 0.91; while standard performance polled 0.88. Spearman rank order correlation was employed to test the hypotheses formulated for the study, with the help of SPSS version 20.0.

RESULTS AND DISCUSSIONS

Table 1: Test of relationship between on-the-job training and efficiency
Correlations

		On-the-Job Training	Efficiency
Spearman's rho	On-the-Job Training relation Coefficient	1.000	.388
	1. (2-tailed)		.000
Efficiency	relation Coefficient	.386	1.000
	1. (2-tailed)	.000	
		121	121

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

Table 1 shows that there is a weak but statistically significant relationship between on-the-job training and efficiency with a correlation coefficient of 0.386 and a probability value of 0.00 which is within the acceptable parameter of less than or equal to 0.05 alpha. Therefore, we reject the null hypothesis.

Table 2: Relationship between on-the-job training and standard performance
Correlations

		On-the-Job Training	Standard Performance
Spearman's rho	On-the-Job Training relation Coefficient	1.000	.333
	1. (2-tailed)		.000
Standard Performance	relation Coefficient	.333	1.000
	1. (2-tailed)	.000	
		121	121

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

Table 2 also show a weak but statistically significant relationship existing between on-the-job training and standard performance with a correlation coefficient of 0.333 and a p-value of 0.000 which is also less than alpha of 0.05. We also reject the null hypothesis.

Table 3: Relationship between off-the-job training and efficiency

Correlations			Off-the-Job Training	Efficiency
Pearson's rho	Off-the-Job Training	relation Coefficient	1.000	.673
		1. (2-tailed)		.000
	Efficiency	relation Coefficient	.673	1.000
		1. (2-tailed)	.000	
			121	121

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

Table 3 shows a strong correlation coefficient of .673 as well as a p-value of 0.000. This means that off-the-job training has a very strong relationship efficiency. Therefore, we reject the null hypothesis.

Table 4: Relationship between off-the-job training and standard performance

Correlations			Off-the-Job Training	Standard Performance
Pearson's rho	Off-the-Job Training	relation Coefficient	1.000	.172
		1. (2-tailed)		.059
	Standard Performance	relation Coefficient	.172	1.000
		1. (2-tailed)	.059	
			121	121

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

Table 4 shows a very weak correlation coefficient existing between off-the-job training and standard performance at 0.172. It also shows a p-value of 0.059 which is higher than alpha (0.05). This implies that off-the-job training does not actually bring about the much needed standard performance in banks. Therefore, we reject the null hypothesis.

CONCLUSION AND RECOMMENDATIONS

From our findings, training relates to efficiency and standard performance deposit money banks in Rivers State. It is natural that employees would not want to exceed the benchmark set by organizations and this is often the case when such employees are not adequately trained and retrained. However, it was revealed that off-the-job training has a very weak correlation with Standard performance and this could be because employees want to be trained with the same equipment they would use on their daily activities. This would make them more conversant with work activities within their jurisdiction.

This study would hereby recommend that employers within the banking sector take it as a responsibility to ensure all their staff at all levels are trained and adequately retrained so as to bring out the needed efficiency and standard performance. Managers should also ensure that more of on-the job training be practiced as it is in consonant with what they do every day.

Employees tend to remember quickly when they are being taught with those equipment they would use every day. This study would also recommend that off the job training be spiced up to make it more meaningful to employees. Off the job training should not just be a teacher and student affair, it should contain such varieties that would make employees assimilate quickly.

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