

**EMPLOYEES TRAINING AND DEVELOPMENT AS A TOOL FOR
ACHIEVING ORGANISATIONAL GOALS IN ACCESS BANK PLC
IN BENIN CITY, EDO STATE, NIGERIA.**

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UNIVERSITY OF BENIN**

BENIN CITY

APRIL 2024

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**A RESEARCH PROJECT WRITTEN AND SUBMITTED TO THE
DEPARTMENT OF HUMAN RESOURCE MANAGEMENT, FACULTY
OF MANAGEMENT SCIENCES, UNIVERSITY OF BENIN IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR DEGREE OF
BACHELOR OF SCIENCE IN HUMAN RESOURCE MANAGEMENT
OF**

**THE UNIVERSITY OF BENIN, BENIN
CITY.**

APRIL 2024

DECLARATION

I MARIA ANUOLUWAPO AK.INGBADE hereby declares that this project Work titled EMPLOYEES TRAINING AND DEVELOPMENT AS A TOOL FOR ACHIEVING ORGANISATIONAL GOALS IN ACCESS BANK PLC IN BENIN CITY is based on a study undertaken by me in the Department of Human Resource Management University of Benin under the supervision of **DR. AKENZUA, A.E.** which was submitted in partial fulfillment of the requirements of my degree program. I affirm that this work has not been previously submitted for the award of a degree elsewhere. All ideas, information, data or other resources are a product of my research effort and all references to works of others have been duly acknowledged.



Maria Anuuluwapo AKINGBADE

Date: 20-05-2021

CERTIFICATION

We certify that **MARIA ANUOLUWAPO AKINGBADE** with the Matriculation Number **MGS1908222** submitted this research work to the Department of Human Resource Management, Faculty of Management Sciences, University of Benin, Benin City.

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Date


06/05/2024

DEDICATION

This project is dedicated to God Almighty from whom all knowledge, wisdom and understanding comes from.

ACKNOWLEDGEMENT

First and foremost, I would like to express my deepest gratitude to my project supervisor, Dr. (Mrs) Amenze, E. Akenzua for her invaluable guidance and support throughout this journey. Her profound knowledge, insightful feedback, and constant encouragement were instrumental in shaping this project and pushing me to achieve my full potential. I am deeply indebted to my family, The Akingbade family, whose unconditional love and understanding provided the foundation for my success. A special appreciation to Mr Ibikunle Akingbade for his endless sacrifices and unconditional love. To my siblings, thank you for being my pillar of strength and for always believing in me, even when I doubted myself.

I would also like to extend my sincere appreciation to my friends especially Kofoworola Afolabi, Akporavware Augustina, Olaoye Elizabeth, Ozoemenem RenderPraise, Okwueshi Promise, Sarah Amadasun and Bolarinde Mary who have been an incredible source of motivation and joy throughout this process. Your unwavering support, love, and ability to lift up my spirits during challenging times made this journey truly memorable.

I am truly grateful to everyone who played a part in the successful completion of this university project. Your support, guidance and willingness to share your time and insight contributed immensely to the development and refinement of this project.

With sincere appreciation,

MARIA ANUOLUWAPO AKINGBADE

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ABSTRACT

This study aimed *to* empirically examine the impact of training and development on the achievement of organizational goals among managers of Access Bank Plc. To guide the study, three research questions were raised, and three hypotheses were generated. The survey adopted a survey research design approach which sought to understand the impact of training and development on employee performance in Access Bank Plc, Benin City, Edo State, Nigeria. The Yaro Yamane (1976) sample determination formula was used to determine the sample size from the population, and after due computation, a sample of 115 respondents was arrived at. The study utilized a questionnaire as the research instrument to sample the opinions of the managers on the subject matter. A total of 115 questionnaires were distributed, however, only 100 were retrieved. The data collected were analyzed using frequency count, percentages, mean and standard deviation while linear regression was used to determine the impact of training and development on the achievement of organizational goals.

Findings obtained from the analysis of the data indicated that staff training and development has a strong and positive impact on the achievement of organizational goals.

Also, it was found that there is a significant relationship between staff training and development on the achievement of organizational goals. Based on the findings, the study recommends amongst others that organization should invest comprehensive and tailored programs that align closely with organizational goals. This could involve clear communication of training objectives and expectation to employees and identifying and addressing barriers and challenges in implementing training programs..

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Training is effort initiated by an organization to foster learning among its workers, and development is effort that is oriented more towards broadening an individual's skills for the future responsibility.

(George & Scott, 2012). Human resources represent the most dynamic aspect of an organization's resources, requiring significant attention from Management to unlock their full potential. Consequently, management must address various challenges, including motivation, leadership, communication, work restructuring, payment systems and training and development.

In the fiercely competitive global business arena, organizations constantly face the need to maintain a competitive edge in order to be ahead of their competitors. Acknowledging the pivotal role of human resource, businesses are beginning to direct their investment towards staff training and development as a strategic imperative. This strategic orientation is due to the fact businesses are beginning to realize that a proficient and

skilled workforce is important in realizing organizational effectiveness. Training is the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experiences (Annstrong, 2001).

The intricate interplay between the capabilities of the employees and the strategic goals of the organization demands a comprehensive examination of the impact stemming from training programs. Training is the term used to describe the process through which organization build the skill and abilities of non-managerial employee. In an era marked by rapid industrial evolutions and technological development, organizations are forced to ensure that their workforce remains abreast of the latest skills and knowledge. Consequently, this study undertakes a deep exploration of the relationship between staff training and development initiatives and the achievement of organizational objectives within the continually landscape of the business world.

1.2 STATEMENT OF THE PROBLEM

The problem of staff training and development as a tool for a achieving organizational goals and objectives encompasses multifaceted challenges. One fundamental issue lies in the inadequate alignment of training programs with overarching organizational goals (Goldstein & Ford, 2002). Organizations usually face the challenges of developing a

strong training programs that directly contribute to the fulfilment of its goals and objectives.

Resource constraints present another significant hurdle, as limited financial resource and time constraints hinder the comprehensive implementation of training programs (Noe, 2017). The financial constraints arising from associated costs, such as training materials, external trainers, and the time allotted for employee participation, create a challenge for organizations, impeding their ability to provide comprehensive and continuous training crucial for workforce development.

Employee engagement and motivation are critical factors for the success of training programs (Goldstein & Ford, 2002). Maintaining high levels of participation throughout training programs is important to ensuring that employees actively participate and make use of the knowledge that has been acquired to their respective role. Failure to motivate and engage employees can result in lackluster learning results.

Resistance to change presents a continuous problem in the context of staff training and development. Employees may not be willing to learn new skills or methods that have been taught in the training programs which will not allow the goals and objectives of the training to be realized.

The aim of the study is to identify the impact of training and development in Access Bank of Nigeria in achieving the organizational objectives.

1.3 RESEARCH OBJECTIVES

The study will be conducted based on the following objectives;

- 1). To evaluate the current skill gaps within the organization to pinpoint areas necessitating training and development.
- 2). To find out the alignment between individual staff competencies and the organization's strategic goals.
- 3). To investigate barriers and challenges in implementing training initiatives, devising strategies for overcoming them.
- 4). To assess how training influences employee motivation, engagement, and retention.
- 5). To analyze the cost-effectiveness of different programs in relation to improving employee performance and organizational outcomes.

1.4 RESEARCH QUESTIONS

The following research questions will serve as a guide for this study;

- 1). What is the impact of the current skill gaps within the organization and how does it affect the ability to achieve strategic goals and what training needs to address these gaps?
- 2). What barriers and challenges exist in implementing training initiatives, and what strategies can be devised to overcome these obstacle?
- 3). What is the different training methodologies that can be tailored to address the diverse skills and knowledge required within the organization to meet its objectives?

1.5 RESEARCH HYPOTHESES

1. HO: There is no significant relationship between staff training and development and the achievement of organizational objectives.

H1: Staff training and development significantly contribute to the achievement of organizational objectives.

2. HO: The alignment of individual staff competencies with organizational long-term objectives has no effect on the organization's overall success.

HI: There is a positive correlation between the alignment of individual staff competencies and the achievement of organizational long-term objectives.

3. HO: Barriers and challenges in implementing training programs do not significantly impact the effectiveness of training programs in achieving organizational goals.

HI: Barriers and challenges in implementing training initiatives negatively impact the effectiveness of training programs in achieving organizational goals.

1.6 SIGNIFICANCE OF THE STUDY

This study holds significance as its findings can serve as a valuable literature review resource for individuals, groups, and organizations exploring topic related to the subject.

Management: The study is significant as the researcher hoped that the study will help management derive value from making informed decisions about resource allocation and strategic planning, relying on research findings to ensure that training initiatives align with organizational effectiveness, ultimately fostering long-term success.

Researcher: Exploring training and development holds significance for researchers by offering valuable insights into elevating workforce skills, enhancing organizational performance, and nurturing employee growth. Researchers play a crucial role in

identifying impactful training methods, evaluating their effectiveness, and shaping strategies for ongoing professional development, thereby playing a key role in fostering organizational success and employee satisfaction.

Employees: Understanding the importance of training and development is essential for employees as it provides pathways to acquire new skills, advance career opportunities, and enhance job satisfaction. Awareness of effective training methods empowers employees to access opportunities for personal and professional growth, contributing to improved job performance and overall well-being in the workplace.

Human Resources Professionals: For human resources professionals, delving into the study of training and development is crucial. It provides them with valuable insights to improve talent management, maximize employee performance, and cultivate a culture of ongoing learning within the organization. Keeping up with effective training methods allows HR professionals to strategically align workforce development with organizational objectives, play a role in enhancing employee satisfaction, and contribute significantly to the enduring success of the company.

1.7 SCOPE OF THE STUDY

This research work focuses on the impact of staff training and development in achieving organizational objectives among workers in the banking sector specifically Access Bank Nigeria Plc Benin. As such, the target population of the study comprised 200 employees across different functional areas and managerial levels in the organization. The study will -examine the impact of training programs on employee skills, knowledge, and performance with a focus on understanding their contribution to individual and team productivity additionally, the scope extends to evaluating the alignment between training initiatives and organizational goals, ensuring that the acquired skills directly contribute to the company's strategic objectives.

Moreover, the research explores the correlation between employees satisfaction, retention, and the effectiveness of training programs. A well-trained workforce tends to be more engaged and committed. leading to a positive influence on organizational culture. The examination of cost-effectiveness and return on investment in training initiatives is also include in the scope. Through a thorough assessment of these factors. organizations can optimize their training strategies to maximize benefits.

In summary, the scope involves a comprehensive analysis of the interplay between staff training, employee development, and organizational success, highlighting the necessity for a strategic and integrated approach to achieve desired outcomes.

1.8 LIMITATIONS OF THE STUDY

Like many research studies, this research has encountered several limitations. Some of the limitations are as follows:

1. Inadequate financial resources hindered a thorough examination of an organization's training and development policies.
2. Key personnel, crucial for data acquisition were unwilling to share information due to security concerns limiting the depth of disclosure.
3. Challenges were faced in obtaining relevant materials such as textbooks, essential for the research.
4. The time constraints imposed on completing the research also restricted the extent of **information sourcing**.
5. In an academic environment, information gathering posed challenges due to the vast library resources and concurrent academic activities demanding consideration.

1.9 DEFINITIONS OF KEY TERMS

Training: this is a methodical approach crafted to cultivate or amplify knowledge, skills, and capabilities in individuals usually with the objective of enhancing their proficiency in a particular task, job or role. It encompasses diverse techniques, including instruction, practical exercises, and experiential learning, all geared towards readying individuals for specific duties within an organization or to attain fresh competencies. 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 (Gordon, 1992).

Development: This denotes the progression of growth, advancement, or enhancement, particularly concerning individuals, organizations, or societies. In a comprehensive scope, it encompasses the improvement of skills, knowledge, capabilities, or general well-being over a period. 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 (McNamara, 2008).

Organization: Organization is intricate human strategies designed to achieve certain objectives (Argyris, 1960). It is also defined as system of interdependent human being (Pugh, 1971).

Staff (Employees): This can be defined as an assembly of individuals engaged by an organization, business, or institution to fulfill diverse roles and responsibilities. These team members actively contribute to the operational efficiency and realization of the organization's goals, spanning various levels, including administrators, managers, and support personnel.

Skill Gaps: Skill gaps refers to the difference between the current skills and competencies possessed by employees and those essential for effectively performing their roles and meeting job demands.

On-the-Job Training: This is a learning and skill development approach occurring in the actual work environment. It involves individuals gaining practical knowledge and competencies for their job responsibilities through hands-on experience, observation, and interaction with experienced colleagues or supervisors.

Off-the-Job Training: This is a learning and skill development approach that occurs beyond the typical works setting. It involves activities conducted away from the job site.

Banking Sector: It is a financial institution created to securely hold and safeguard money and valuables, with funds disbursed based on customer

Career Development: This is the continuous management of one' s professional growth and progression within a selected field or occupation. It encompasses purposeful ini iatives to gain additional skills, experiences and knowledge, alongside strategic decision-making concerning career goals.

CHAPTER2

LITERATURE REVIEW

2.1 TRAINING

According to Onasanya (2011) Training is a form of specialized education aimed at giving trainee a particular or specialized knowledge, skill and attitude which he must possess to effectively perform in a given position. (Gordon,1992) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

Employee training has also been defined as a " systematic process of changing the behavior, knowledge, and motivation of present employees to improve the match between employee characteristics and employment requirements" (Milkovich and Boudreau, 1991).

(Arnoff, 1971) observes that training and development foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, attitude or the inability of a person to adapt him or herself to technological changes.

According to Ohabunwa (1999) if organization train their employees very well, managers and superiors would have the confidence to delegate authority to their subordinates but when subordinates are not properly trained, it would be difficult for authority to be delegated to them by their superiors. It can be an advantage for an organization if they win the "hearts and minds" of their workers, getting them to identify with the organization (Armstrong, 2009). However, training vary from organization to organization in relation to the quality and quantity of training factors, which may include: the degree of external environment change, the degree of change in the internal environment, current suitable skills in the existing work force and the level to which the management see training as a motivating factor in the workplace, (Cole, 2002).

(Beardwell et al., 2004) add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development.

2.2 TYPES OF TRAINING

(Nadler, 1984) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new

job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are two major types of training, on-the-job training and off-the-job training as identified by (Alo,1999).

ON THE JOB TRAINING: is a training method occurring within the workplace, enabling employees to acquire new skills and knowledge while actively performing their routine job duties. This hands-on approach allows individuals to apply theoretical knowledge to real-world scenarios, gaining practical insights into their specific roles. Typically involving mentoring, coaching, and guidance from experienced colleagues or supervisors, on-the-job training is a practical and directly applicable method, offering a valuable and immediate learning experience tailored to employees' job responsibilities. (Armstrong,1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or the bench. It may also consist of individual or group assignment and projects and the use of team leaders and managers.

When it is properly planned and executed. this method includes each of the learning principles (Demetra, Lauren. Jolm,Carolyn, O'Brien, & Kate, 2008).This process involves the following:

i. Coaching: This is a process of on the job training and development in which a young employee is attached to a senior employee with the purpose of acquiring knowledge and experience needed for the performance of tasks. (Yalokwu, 2000).

This involves having the more experienced employees coach the less experienced employees (Devanna, Fombrun & Tichy 1984; McCourt & Eldridge 2003, Torrington et al., 2005). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al., 2005).

ii. Job Rotation: This process either involves the movement of an employee from one official assignment or department to the other, in order for the employee to be acquainted with the different aspects of the work process or through job enlargement. That is given additional responsibility to an employee who has been uplifted as a result of the acquisition of additional skill or knowledge (Lawal,2006). Job rotation and transfers (McCourt & Eldridge. 2003) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another.

iii. In House Training: This involves a formal process of on-the-job training in which skills and knowledge are acquired by employees through internally organized seminars and workshops geared toward updating the workers with new techniques or skills associated with the performance of their jobs. (Lawal, 2006).

iv. In Service Training: This process involves training outside the organization or workplace in higher institution of learning or vocational centers under the sponsorship of the organization or on terms that may be agreed upon between the organization and the worker (Lawal, 2006).

OFF THE JOB TRAINING: This is a training approach where employees gain new skills, knowledge, and competencies outside their usual work environment. Differing from on-the-job training, which happens within the workplace, off-the-job training comprises external programs. It can manifest in various forms such as workshops, seminars, conference, formal courses and online learning. This method enables employees to concentrate exclusively on the learning experience, free from the distractions of their regular work tasks, creating a dedicated environment for skill development and knowledge acquisition. According to Ejiogu (2000) off-the-job training would include lecture, vestibule training, role playing, case study, discussion and simulation.

To an extent, development skills is to be inculcated in the middle level and upper management cadre hence decision making is reserved for this class of employees (Njoku, 2007).

2.2.1. BENEFITS OF STAFF TRAINING

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

The primary aim of training is to gain and enhance knowledge, skills, and attitudes relevant to work tasks. It stands as a significant motivator, capable of yielding both immediate and lasting advantages for both individuals and organizations. These benefits are:

Increased Productivity: Training helps employees master processes, systems, and methods to complete tasks more efficiently and effectively (Aguinis & Kraiger, 2009). This boosts productivity.

Enhanced Employee Satisfaction: Employees appreciate growth opportunities through training and development leading to higher engagement and satisfaction (Salas et al., 2011). This aids retention.

Improved Quality: Training equips employees with the skills to produce higher quality work that meets or exceeds standards (Sitzmann & Weinhardt, 2019). This drives innovation and customer satisfaction.

Career Development : Training and development provides employees internal growth opportunities to build careers within the organization (Cannon & McGee, 2011). This enables succession planning.

Unity and Consistency: company wide training fosters a shared mind set, builds unity and ensures consistency across the organization.

Future Readiness: Continuous learning through training ensures employees' skills evolve to match changes in technology, markets, customer needs (Aquino & Kraimer, 2009). This facilitates adaptation .

Organizations must prioritize the serious training and development of their employees. The risks associated with inadequately trained workers may not become evident until the

organization directly faces the consequences of their actions. It is essential not to underestimate the significance of training for roles such as security operatives, messengers, operators, and similar positions. For example, an untrained messenger might mishandle a document containing approval for tool purchase, leading to downtime due to the assumption that their role is of lesser importance. Similarly, an insufficiently trained security personnel may prioritize socializing over allowing a supplier with crucial tools access to the production unit, causing delays.

2.2.2. ASSESSING TRAINING NEEDS

According to Wognum (2001), training and development needs may occur at three organizational levels namely;

- (1) Strategic level where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed.
- (2) Tactical level where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units.

(3) Operational level where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject.

Assessing training needs is a critical first step in developing effective employee training and development. There are several techniques organization can use and they include:

Organizational Analysis: Analyze overall business strategy to identify skills or knowledge that could improve performance and competitiveness (Brown, 2002). This aligns training with strategic goals.

Job Task Analysis: Break jobs down into functional tasks and identify what competencies are required to perform them well (Noe, 2008). This pinpoints precise areas for training and development.

Performance Reviews: Review employee performance evaluations to detect skill deficiencies or knowledge gaps hindering high achievement. This locates development opportunities.

Surveys: Survey employees and supervisors across the organization to gather input on development needs they see or training programs they desire (Wang & Wilcox, 2006). This provides insights from learners.

Gap Analysis: Compare employee current capability levels against the levels required for high performance to detect competency gaps (Brown & Sitzmann, 2011). This build a business case for training investments.

Assessing needs from multiple angles ensures training addresses top organizational priorities as well as employees' growth interests. Conducting through needs assessment leads to impactful development initiatives.

THEORETICAL FRAMEWORK

Several theories and models have been put forth to better understand and direct employees in their career paths because training and development is a cmcial component of professional growth. Here are a few well-known theories regarding training and development;

Adult Learning Theory: Andragogy provides core assumptions about how adults learn best, like self-directedness, being ready to learn, and having internal motivations to develop new capabilities (Knowles, 1984). Training should align to adult learning patterns.

Human Capital Theory: This economic model positions employee skills, knowledge, and abilities as valuable organizational assets that can be enhanced via training and development investments, increasing productivity and performance (Mincer, 1958; Sweetland, 1996). This establishes the strategic value of training.

Expectancy Theory: Developed by Vroom, this theory states that employees will be motivated to apply new skills from training if they expect improved job performance will lead to outcome they value, like rewards or promotions (Blau & Ford, 2015). Linking training to valued results is key.

Transfer of Training: Baldwin and Ford's (1988) framework focuses on ensuring trainees transfer learning back on the job through setting performance goals, providing workplace support during skills application, and minimizing interference that can undermine maintenance of new knowledge and behaviors. Facilitating transfer leads to implementation.

2.2.3. THE ROLE OF THE TRAINER

The involvement of training staff within an organization is significantly shaped by the organizational culture. In environments that actively promote training and development, trainers assume pivotal and engaging roles.

Conversely, in organizations that merely pay lip service to training, the role for trainers become limited. Another crucial factor determining the role of training staff is their own competence and professionalism. Highly skilled trainers, both politically and professionally tend to enjoy a positive reputation within the organization, while those with lower skills and ambitions experience diminished effectiveness.

The roles played by training staff are influenced by the demands of their jobs with for key areas identified for specialist training roles and they are as follows:

Needs Assessor: Conducting training needs analyses to identify skills and knowledge gaps that training should address (Noe, 2017). This ensures training is targeted to the right people and also relevant to their growth and development.

Instructional Designer: Designing effective training programs and materials based on adult learning principle and best practices in instructional design (Brown, 2002). This includes outlining learning objectives, structuring content, and incorporating active learning methods.

Facilitator: Facilitating training sessions, workshops, and other developmental activities using effective presentation skills and facilitating productive discussions and activities (Biech, 2014). This brings training content to life.

Evaluator: Evaluating training effectiveness through various metrics and methods to determine if programs are successful in building employee capabilities (Kirkpatrick & Kirkpatrick, 2016). This demonstrates the value of training.

Coach: Providing coaching and support before, during and after training to reinforce key learnings and help employees apply skills back on the job (Fournies, 2011). This enhances knowledge retention and application.

Technology Integrator: Leveraging technology like digital learning platforms, apps, videos and simulations to provide innovative, self-directed development opportunities (Meister & Willyerd, 2010). This makes ongoing learning accessible.

Culture Champion: Promoting and supporting a culture of continuous growth and development throughout the organization which will facilitate an environment where training thrives.

For instance, a training manager would cover planning, organizing, determining, managing, consulting, and advisory activities. On the other hand, an instructor might be solely concerned with direct training or instructional activities, depending on the organization.

In their direct training roles, training specialists are closely involved in identifying or assessing training needs, designing content and methods for training, and evaluating the effectiveness of training programs.

2.3 DEVELOPMENT

Development is concerned with specific programs designed to prepare and groom a worker with particular education and training for higher responsibilities (Onasanya, 2005). (Beardwell and Helen, 2001) also view development as the process of becoming increasingly complex, more elaborate and differentiated by virtue of learning and maturation. Training and development falls under Human Resource Development function- which has been argued to be an important function of

HRM (Weil & Woodall, 2005). Emphasizing career rather than just job orientation, development focus on the individual's long-term growth and potentials. This approach aids individuals in progressing towards maturity and realizing their full potential, shaping them into not only competent employees but also improved individuals in both professional and personal aspects. Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place.

Development according to Ezeuwa (2009) can be seen as the use of human resources to quantitatively change man's physical and biological environments to his benefits or even seen as involving the introduction of new ideas into the social structure and causing alterations on the patterns of the organization and social structure. To develop staff, (Daniels, 2003) simply refers to make them grow with the company so that they can be fitted for available higher positions within their capacity. Development deals with improving human relations and interpersonal (Iwuoha, 2009).

Staff training and development are systematic and planned activities in organizations designed to improve employees' knowledge, skills, and attitudes. These initiatives, including workshops, seminars, on-the-job training, mentoring, and formal education, aim to improve individual and collective performance, foster career growth, and align

employees with organizational goals. The ultimate objective is to empower employees with the tools and competencies needed for effective role performance, thereby contributing to the overall success of the organization.

2.4 FACTORS AFFECTING TRAINING AND DEVELOPMENT IN ORGANIZATIONS

Robbins, Odendaal, Roodt. (2003) points out that many employers are opposed to training and development initiatives because they assume that the responsibility for training people to be workers falls on the school system, not on firms. In addition, they consider that it is the responsibility of the employees to learn how to do their job so that they are hired. Furthermore, they regard training and development programs as an expense which it is difficult to convince shareholders to approve. (Cascio, 2005) enumerates these factors that affect training, these are explained below:

1) Funding for employee training: sufficient funding continues to be a distress. While the need for resources to provide employee training and development increases, funding may not be on hand. Most times, funding for training

and development is one of the first items to be eliminated in times of financial constraints.

2) Less job security: Employees in the private sector (and employees in general) have less job security than previously. It is frequently said that people can expect to have many different employers and even different careers during their work life. Given this idea and reality, employees will continuously search for employers who will provide them with

. opportunities to develop transferable skills.

3) Limited opportunities for development: Most organizations have a flat organizational structure. This means that there is little room for promotion. Employees and organizations need to embrace the idea that moving up is not the only way to be satisfied with one's work. An alternative is to create challenges for employees in their current positions or in a similar position.

According to Kreitner and Kinicki (2007), there are a number of factors on the job that prevent transfer of learning. These include the following:

1) If learners see no value in applying new skills, believe no rewards will result from doing so, or do not value the rewards, and then transfer of learning from classroom to the job will not occur.

2) If individuals have little or no latitude to change what they do because the job tasks are too tightly controlled, then training can never be applied unless task controls are relaxed.

3) If a learner's supervisor is not in favor of training, then there is little or no likelihood that a learner will be applying newly acquired skills. Supervisors exert a powerful influence over the behavior of subordinates because they control rewards and punishment. If a trainee returns to the project field only to find that fellow workers greet new ideas with skepticism, then training will not be imparted successfully.

2.5 TRAINING AND DEVELOPMENT: THE BASIC FRAMEWORK

The extent of training and development initiatives within an organization is contingent upon its policies and strategies. Some entities in the commercial sector opt for minimal staff training, preferring to recruit individuals already equipped with training or professional qualifications. These organizations allocate substantial resources to recruitment, selection, and competitive remuneration, while investing less in training and development.

Conversely, a majority of organizations embrace a proactive stance on training and development. Their policies may express a commitment to maintaining key skills within the company, outlining actions to ensure a continuous supply of skills and foster personal motivation through developmental opportunities. In this context, it is assumed that organizations recognize the vital role of training and development in skill provision and employee motivation.

An effective basic framework for training and development should flow as an integral cycle of interrelated steps for achieving maximum organizational impact.

Firstly, conducting thorough needs assessments, often utilizing a blend of analysis methods like performance reviews, surveys, focus groups, and competency modelling, is crucial to identify priority skills gaps, capability deficiencies, or development needs that strategic targeted training should aim to address (Brown, 2002; Wang & Wilcox, 2006).

Defining concrete learning goals and objectives based directly on assessed needs provides clarity for the design process. The next critical component is thoughtfully designing and planning the training programs, activities, delivery methods, and resources required to achieve those identified learning objectives with the target participant profile in mind using established instructional design models rooted in adult learning theory (Kraiger & Ford, 2006; Knowles et al., 2005). Following development, the programs

must then be effectively implemented leveraging capable facilitators employing engaging, interactive delivery techniques combined with compelling content to facilitate genuine participant understanding, skill-building, reflection, practice and dialogue (Biech, 2014). The culminating activities in the basic framework involves evaluating the training across multiple dimensions to determine its efficacy in producing intended learning outcomes, positive individual behavior change and performance improvement back on the job, and meaningful organizational impacts like productivity gains, talents development and competitive advantage stemming from the workforce capability advancements (Kirkpatrick & Kirkpatrick, 2016; Phillips & Phillips, 2021). This creates accountability for the training function and informs enhancement of future initiatives.

2.6 EMPLOYEE PERFORMANCE

Employee performance is commonly assessed based on results achieved. However, it can also be evaluated based on behavior exhibited. (Armstrong, 2000). (Kenney et al.,1992) stated that employee's performance is measured against the performance standards set by the organization. Various metrics can be considered when assessing performance, such as productivity, efficiency, effectiveness, quality, and profitability indicators. (Ahuja, 1992) as briefly explained hereafter. Profitability is the ability to earn profits consistently over a

period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster, 2002).

Efficiency and effectiveness -efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996).Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jn,1995). It gauges how effectively individuals, organizations, and industries utilize input resources to produce goods and services. The measure of how much output is produced per unit of resources employed (Lipsey, 1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Annstrong, 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner, 1996).

As noted by Draft (1988), it is the responsibility of the company manager s to ensure that the organizations strive to and thus achieve high performlance levels. This indicates that managers must esta blish desired performance levels for specific periods. They can achieve this by setting goals and standards against which individual performance is assessed. Through employee performance management, companies ensure that their employees contribute to producing high-quality products and/or services. This

management process encourages employee involvement in company planning, fostering motivation for high performance levels. It's important to note that performance management encompasses activities aimed at consistently meeting organizational goals effectively and efficiently. It can involve evaluating the performance of employees, departments, or processes involved in producing a product or service. Earlier research on productivity of workers has showed 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). Further still, Kinicki & Kreitner (2007) document that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

2.6.1.EFFECT OF TRAINING ON PERFORMANCE

In the realm of real-world dynamics, the progression and evolution of organizations are influenced by various factors. Current research underscores the pivotal role of employee training in enhancing performance and boosting productivity during organizational development. Consequently, organizations that invest in employee training gain a competitive edge and maintain a superior position. The literature available substantiates the discernible impact of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in

particular (Purcell, Kinnie & Hutchinson, 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart et al., 2005). There is a correlation between the two, as employee performance is intricately linked to organizational performance. The effectiveness of employees directly affects the overall organizational performance. Wright & Geroy (2001) note that employee competencies change through effective training programs. It not only enhances employees' current job performance but also cultivates the knowledge, skills, and attitudes essential for future roles, thereby contributing to superior organizational performance.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing a particular skills and abilities of the employees 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 furn needs. Employees typically have a baseline knowledge of various job aspects, but it's crucial to recognize that this isn't sufficient. Continuous adaptation to evolving job requirements is essential. Organizations should implement ongoing training and retention policies rather than waiting for skill and performance gaps to emerge.

.According to Wright & Geroy (2001), employee competencies change through effective training programs. It enhances employees' overall performance in executing their current roles while also developing their knowledge, skills, and attitudes essential for future responsibilities, thereby contributing to superior organizational performance. Training fosters the development of employee competencies, enabling efficient implementation of job-related tasks and competitive achievement of firm objectives. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers, 1989).

The majority of training benefits are effectively realized through proper planning. This entails thorough preparation by the organization, trainers, and trainees well in advance of the training sessions. According to Kenney & Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance.

2.7. REASON FOR TRAINING AND DEVELOPMENT

Fundamentally, training and development serve the primary purpose of enhancing current performance and cultivating a proficient workforce to address both the current and future requirements of both the organization and individual. It aims to address and rectify performance deficiencies, whether they are present or anticipated, which might otherwise hinder an employee's effectiveness. Here are some key reasons why organizations invest in training and development programs for their employees:

Enhance Capabilities: Training helps employees master new technical skills, knowledge, and competencies to improve their ability to produce higher quality work and services (Aguinis & Kraiger, 2009). This directly builds human capital.

Drive Performance: Equipping employees with sharper capabilities can boost productivity metrics, work/ process efficiency, sales results, customer satisfaction rates, and other performance outcomes (Sitzmann & Weinhardt, 2019). Better talent drives gains.

Support Adaptation: As markets, technologies, and customer needs evolve, training helps ensure employees' skills and knowledge are continuously updated to enable organizational adaptation and innovation (Dyer & Shafer, 1999). Training facilitates agility.

Retain Talent: Development opportunities are valued by ambitious employees and support greater engagement, job satisfaction, career advancement and retention of top talent (Cannon & McGee, 2011). Training inspires loyalty.

Reinforce Goals: Training centered around organizational values, priorities and goals helps strategically align and unify workforce to enable achievement (Fulmer & Gibb, 1998). Training fosters focus.

2.8. TRAINING AND DEVELOPMENT NEEDS

Training and development are crucial components of an organization's human resource management strategy. They play a vital role in enhancing employees' skills, knowledge, and competencies, ultimately contributing to the overall success and growth of the organization (Noe, R.A., 2017).

Training refers to the process of imparting specific skills and knowledge to employees, enabling them to perform their current jobs more effectively. It focuses on developing job-related competencies and improving job performance. On the other hand, development encompasses a broader scope, encompassing activities aimed at preparing employees for future roles and responsibilities, fostering their personal and professional growth (Dessler, G., 2017).

Training and development needs can arise from various factors, such as:

Organizational change: when an organization undergoes restructuring, introduces new processes, or adopts new technologies, it creates a need for employees to acquire new skills and knowledge to adapt to changes (Aguinis & Kraiger, 2009).

”

Performance gaps: if employees are underperforming or lacking certain skills necessary for their roles, training and development initiatives can bridge these gaps and enhance their performance (Kozlowski & Salas, 2010).

Career development: as employees progress in their careers, they may require additional training and development opportunities to prepare them for higher-level positions or specialized roles (Swart et al., 2005).

Compliance and regulatory requirement: certain industries or professions may have mandatory training or certification requirements to ensure compliance with laws, regulations, or industry standards (Noe, 2017).

To identify specific training and development needs, organization can employ various methods, such as:

Performance appraisals: Regular performance evaluations can reveal areas where employees need further training or development to improve their performance and achieve their goals (Dessler, 2017).

Skills assessments: Conducting skills assessment can help identify strengths and weaknesses in employees' skill sets, allowing for targeted training and development interventions (Aguinis & Kraiger, 2009).

Surveys and feedback: Gathering feedback from employees, managers, and stakeholders through surveys or interviews can provide valuable insights into training and development needs (Kozlowski & Salas, 2010).

Job analysis: Analyzing job descriptions, responsibilities, and required competencies can help determine the necessary training and development activities for specific roles (Swart et al., 2005).

Once training and development needs have been identified, organization can implement various strategies and methods to address them such as:

On-the-job training: This involves hands-on learning experiences, such as job shadowing, mentoring, or coaching, where employees acquire skills and knowledge while performing their actual job tasks (Noe, 2017).

Classroom training: Formal classroom-based training sessions, either in person or virtual, can be conducted to impart theoretical knowledge and practical skills (Dessler, 2017).

E-learning and online courses: Online learning platforms and self-paced courses offer flexible and convenient options for employees to access training materials and develop new skills (Aguinis & Kraiger, 2009).

Workshops and seminars: Interactive workshops and seminars can provide employees with opportunities to learn from subject matter experts and engage in discussions or practical exercises (Kozlowski & Salas, 2010).

Coaching and mentoring: Pairing experienced employees with those in need of development can facilitate knowledge transfer, skill-building, and personal growth through one-on-one guidance and support (Swart et al., 2005).

Job rotation and cross-training: Exposing employees to different roles and responsibilities within the organization can broaden their skill sets and prepare them for future opportunities (Noe, 2017).

Effective training and development programs not only benefit employees but also contribute to the overall success of the organization by fostering a skilled and competent workforce, improving productivity, and enhancing employee engagement and retention (Dessler, 2017).

2.9 CONCEPTUAL FRAMEWORK OF TRAINING AND DEVELOPMENT

A structured foundation for designing, implementing, and evaluating effective learning initiatives within an organization is provided by a conceptual framework for training and development. This framework consists of interconnected components that guide the systematic planning of training programs.

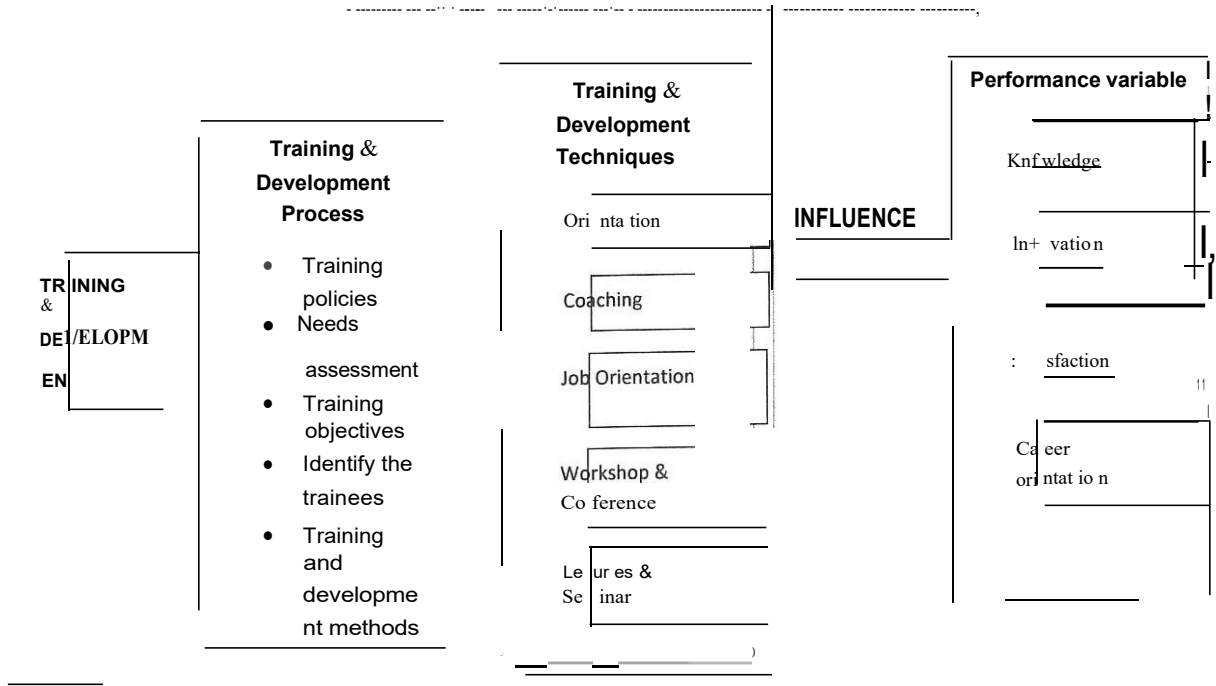
Within this framework performance variables are categorized as knowledge, innovation, job satisfaction, career orientation. The training and development process, dictating the methods and techniques employed, is classified into establishing policies, identifying needs, formulating objectives and plans, and creating training methods. The subsequent impact of these methods shapes and influences performance. Consequently, this conceptual framework establishes a foundation for concentrating on particular training and development variables in this study.

The key conceptual framework that underlie training and development are:

Systems Framework: A system framework refers to the overall system used to guide training and development initiatives in an organization (Rothwell & Kazanas, 2003). This includes the policies, strategies, resources, technologies and measurement systems that support training effort (Noe, 2017). This view training as an input-process-output system interdependent with the organization's broader human resource and talent management systems (Goldstein & Ford, 2002). The output is improved performance capability. Some key components of a training system framework involve a training needs assessment, instructional design, training delivery, transfer of training, and evaluation (Blanchard & Thacker, 2022).

Job Performance Framework: Often called the 3P model, this ties training to gaps in potential versus actual performance, facilitated by motivational factors and work environment conditions (Gilbert, 1978). Training addresses skill deficiencies. It aligns training content and objectives to key performance indicators for learners' jobs based on goal-setting theory (Locke & Latham, 2002). Assessments pinpoint skills/knowledge gaps tied to core job responsibilities that training aims to address (Noe, 2017). Instructional design and content sequencing map the progression from foundational

concepts to complex workflows reflecting real work challenges (Rothwell & Kazanas, 2003).



CHAPTER THREE

RESEARCH METHODOLOGY

This chapter details the methodologies employed for collecting, preparing, and analyzing the data. Specific subsections provide explicit discussions on the target populations, sample and sampling techniques, data sources, operationalization table, research instrument and its reliability, data analysis, and tools for data collection.

3.1 RESEARCH DESIGN

A survey research design was employed in this study, utilizing questionnaires to gather data from respondents, enabling the assessment of available information.

The aim of the study is to find the impact of staff training and development in achieving organizational objectives in Access Bank Plc. Cooper, (2003) " said that survey research is the gathering of information for understanding and predicting some aspects of the population of the study because it offers respondents greater anonymity, thereby encouraging respondents to disclose their feelings and attitude more readily.... According to Singleton & Straits (2009), survey research encompasses various strategies, such as quantitative methods utilizing numerically rated questionnaires, qualitative approaches incorporating open-ended questions, or a combination of both (mixed methods).

3.2 POPULATION

The phrase "population of the study" in research pertains to the complete set of individuals, objects, or occurrences that the researcher aim to investigate and draw conclusion from. According to Udoyen (2019), the population of a study refers to a collection of individuals or elements who exhibit common characteristics, which might encompass shared attributes like location, gender, age, or specific interests, leading to a sense of homogeneity among them. The goal is to extend the findings to a broader group. In this particular study, 200 employees from Access Bank Plc in Benin City, Edo State, Nigeria, constituted the chosen population.

3.3 SAMPLING TECHNIQUE

The study Adopted a stratified probability sampling technique and simple random sampling to select a diverse group of employees from various departments and hierarchical levels , which cut across genders, intending to generalize the findings derived from the sample to the total population of the organization

3.4 SAMPLING SIZE

The target population, from which the sample was obtained consists of one hundred and thirty employees comprising of top managers, middle-level managers, and line managers of Access Bank Pie in Benin City, Edo State. The sample size was derived using the Taro Yamane formula.

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

N = sample size

E = level of precision (0.05)

1 = constant

3.5. RESEARCH INSTRUMENT AND ADMINISTRATION

The primary research tool employed in this study was a questionnaire, which was administered to the participants. This survey consisted of two sections: the first part aimed to gather demographic or personal information, while the second part aligned with the study objectives to address the research questions. Participants were instructed to respond by marking appropriate columns. The researcher personally conducted the administration of the questionnaire. The employees of Access Bank Pie in Benin City,

Edo State, Nigeria, were handed the questionnaires, which contained a mix of question types, including multiple-choice and 5-point Likert-scale.

3.6. METHOD OF DATA COLLECTION

Primary sources of data were used to get the information for the study. The design and administration of a suitable questionnaire instrument provided the primary data. The questionnaire used a five-point rating scale (Likert scale), with strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD). The questionnaire instrument provided was created in a way that each question connects to the study's research questions and premise.

3.7 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENT

The validity and reliability of this research are based on the use of pre-validated questions. The inquiries came from surveys utilized in studies by other researchers who provided questionnaires. They were selected from two distinct questionnaires as has been shown in a recent study (Yehuda & Maury, 2000. Murad. 2020).

3.8 METHOD OF DATA ANALYSIS

The data collected were analyzed using frequency count, percentages, mean and standard deviation, while linear regression was used to determine the impact of employee training and development as a tool for achieving organizational goals. The linear regression model was utilized as a means of ascertaining the impact the independent variable (employee training and development) has on the dependent variable (organizational effectiveness).

3.9 OPERATIONALIZATION AND MEASUREMENT OF VARIABLES

The study evaluate how employees training and development is used as a tool for achieving organizational effectiveness in the banking sector. The study adopts mostly 5-point Likert scale questions. The items for operationalization and measurement of variables will be divided into subsections following the study's stated objective, and they will be measured in accordance.

TABLE 1. Operationalization of Training Effectiveness

VARIABLE LEVEL	OPERATIONALIZATION	INDICATIVE QUESTION	MEASUREMENT
Training needs	Identify skill gaps and areas for improvement within the organization through assessments, performance evaluations, and feedback mechanisms.	Question 1: What specific skills or competencies are lacking or need improvement among employees to better achieve our goals?	All indicative questions are in the form of 'A Likert Scale'.
Training Effectiveness	Evaluate the impact of training programs on organizational goals by establishing key performance indicators (KPIs) and measuring progress over time.	Question 2: How do we measure the effectiveness of training programs in contributing to the achievement of organizational goals?	
Engagement Level	Measure the level of employee engagement with training and development programs through participation rates, feedback, and willingness to apply newly acquired skills in their roles.	Question 3: How engaged are employees with the training and development initiatives, and to what extent do they apply the acquired skills in their work ?	
Employee Performance	Integrate training outcomes into employee performance evaluations and feedback mechanisms to incentivize continuous learning and skill development.	Question 4: How are employee performance linked to the skills acquired through training and development initiatives?	
Resource Allocation	Allocate appropriate resources, including budget, time, and personnel to support ongoing training and development efforts aligned with organizational goals.	Question 5: What resources are dedicated to supporting training and development initiatives aimed at achieving organizational goals?	

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents the analysis, findings and interpretations of the various data collected for this study. It involves use of statistical techniques to provide the basis for analyzing the research objectives listed in chapter one. Therefore, it is an important part of this study since it forms the basis for conclusion and recommendations.

4.2 Data Presentation

The data analyses were based on the data collected from the field and have been fully analyzed using the percentage table. The analyses were based on questions contained in section A and B in the questionnaire. A total number of hundred (115) copies of the questionnaire were administered to respondents and 100 were retrieved from the respondents and used for the analyses. Tables and percentages were used for the demographic data; the use of table is most appropriate means of interpreting information for easy understanding.

4.3 Demographic Characteristics of the Respondents

Table 4.1: Analysis of Demographics

Gender	Frequency	Percentages %
Male	70	70%
Female	30	30%
Total	100	100%
Marital Status		
Single	30	30%
Married	50	50%
Others	20	20%
Total	100	100%
AGE CATEGORY		
20-30	25	25%
31-40	70	75%
41-50	5	5%
51 years and above	-	0%
Total	100	100%
EDUCATIONAL QUALIFICATION		
HND/B.SC.	70	70%
Masters	20	20%

ND	5	5%
Ph.D	5	5%
Total	100	100%
NUMBER OF YEARS WORKED IN THE ORGANIZATON		
0-5	80	80%
6-10	18	18%
11-20	2	2%
21 years and above	-	0%
Total	100	100%

Source: Fieldwork Survey, 2024

Based on table 4.1 , Among the respondents, 70% identified as male, while 30% identified as female. This suggests a higher representation of males within the organization compared to females. Regarding marital status, 50% of the respondents reported being married, while 30% identified as single. and 20% fell under the category of "Others." This indicates a diverse marital status distribution among the respondents. In terms of age distribution, the majority of respondents (75%) fell within the age range of 31-40 years. 25% were between 20-30 years old, and a small percentage (5%) belonged to the age group of 41-50 years. Interestingly, there were no respondents aged 71 years and above.

Regarding educational background, 70% of respondents held an HND/B.Sc. degree, while 20% had a Master's degree. 5% each had an ND (National Diploma) or Ph.D. degree. This suggests a diverse educational qualification among the respondents. The majority of respondents (80%) reported working in the organization for 0-5 years, indicating a relatively young workforce. 18% had worked for 6-10 years, while only 2% had tenure ranging from 11-20 years. There were no respondents who had worked in the organization for 21 years and above.

4.4 Research Questions

Research Question 1: What specific skills or competencies are lacking or need improvement among employees to better achieve our goals?

Table 4.2: Frequency and percentage on Skills or Competencies lacking or need improvement among employees to better achieve their goals

Clear objectives and expectations are communicated to me well in advance of the training program.	Frequency	Percentage %
Strongly Agree	40	40%
Agree	30	30%
Undecided	10	10%
Disagree	10	10%
Strongly Disagree	10	10%
Total	100	100%
I have a clear understanding of what I am expected to learn and achieve through training.	Frequency	Percentage %
Strongly Agree	60	50%
Agree	30	25%
Undecided	10	5%
Disagree	10	10%
Strongly Disagree	5	5%
Total	100	100%

Information about the training content, duration and format is provided comprehensively.	Frequency	Percentage %
Strongly Agree	50	50%
Agree	30	30%
Undecided	5	5%
Disagree	15	15%
Strongly Disagree	-	0%
Total	100	100%
Any prerequisite or preparation needed for the training is communicated to me.	Frequency	Percentage %
Strongly Agree	25	25%
Agree	50	50%
Undecided	3	3%
Disagree	15	15%
Strongly Disagree	7	7%
Total	100	100%

Source: Field Survey, 2024

Based on table 4.2, The majority of respondents either strongly agreed (40%) or agreed (30%) that clear objectives and expectations are communicated to them well in advance of the training program. However, a notable proportion remained undecided (10%), and equal percentages of respondents disagreed or strongly disagreed (10% each), indicating a need for improvement in communication regarding training objectives and expectations. Regarding the understanding of what is expected to be learned and achieved through training, a significant percentage of respondents strongly agreed (50%), while 20% agreed. However, 15% remained undecided, and 15% either disagreed or strongly disagreed, suggesting that there is room for improvement in ensuring a clear understanding of training goals among employees. The majority of respondents either strongly agreed (50%) or agreed (30%) that information about training content, duration , and format is provided comprehensively. A small percentage remained undecided (5%), while 15% either disagreed or strongly disagreed. This indicates a generally positive perception of the adequacy of information provided. although there is still a portion of respondents who feel otherwise. Regarding the communication of any prerequisites or preparation needed for training, 50% of respondents agreed, while 25% strongly agreed. However, 15% disagreed, and 7% strongly disagreed, indicating that there is a need for improvement in communicating training prerequisites or preparation to employees.

Research Question 2: How do we measure the effectiveness of training programs in contributing to the achievement of organizational goals?

Table 4.3: Frequency and Percentage on effectiveness of training programs in contributing to the achievement of organizational goals.

The organization regularly conducts thorough assessments to identify the my training needs	Frequency	Percentage %
Strongly Agree	60	50%
Agree	20	20%
Undecided	5	5%
Disagree	10	10%
Strongly Disagree	5	5%
Total	100	100%
I am consulted and involved in the process of identifying my training needs.	Frequency	Percentage %
Strongly Agree	25	25%
Agree	50	50%
Undecided	3	3%
Disagree	15	15%
Strongly Disagree	7	7%
Total	100	100%

The training needs assessment process considers both individual and organizational goals.	Frequency	Percentage %
Strongly Agree	40	40%
Agree	30	30%
Undecided	10	10%
Disagree	10	10%
Strongly Disagree	10	10%
Total	100	100%
Feedback from previous training sessions is taken into account for identifying future training needs.	Frequency	Percentage%
Strongly Agree	10	10%
Agree	40	40%
Undecided	5	5%
Disagree	40	40%
Strongly Disagree	5	5%
Total	100	100%

Source: Field Survey, 2024

Based on table 4.3. A significant majority of respondents either strongly agreed (50%) or agreed (20%) that the organization regularly conducts thorough assessments to identify their training needs. However, 10% were undecided, and 15% either disagreed or strongly disagreed. This suggests a generally positive perception of the organization's

efforts in assessing training needs, although there is room for improvement in certain areas. Regarding consultation and involvement in the process of identifying training needs, 50% of respondents agreed, while 25% strongly agreed. However, 15% disagreed, and 7% strongly disagreed. This indicates a mixed perception among respondents regarding their level of involvement in the training needs identification process, with some feeling more consulted than others.

A substantial proportion of respondents either strongly agreed (40%) or agreed (30%) that the training needs assessment process considers both individual and organizational goals. However, 10% were undecided, and 20% either disagreed or strongly disagreed. This suggests that while efforts are being made to align training needs with organizational objectives, there is still room for improvement in ensuring a more comprehensive approach. Regarding the integration of feedback from previous training sessions for identifying future training needs, responses were more varied. Only 10% strongly agreed, while 40% agreed. However, an equal percentage (40%) disagreed, and 5% strongly disagreed. This indicates a need for improvement in leveraging feedback from past training sessions to inform future training needs.

Research Question 3: How engaged are employees with the training and development initiatives, and to what extent do they apply the acquired skills in their work?

Table 4.4: Frequency and Percentage on Engagement of Employees with Training and Development

The training sessions actively involve me and maintain my interest throughout	Frequency	Percentage %
Strongly Agree	40	40%
Agree	30	30%
Undecided	10	10%
Disagree	10	10%
Strongly Disagree	10	10%
Total	100	100%
Opportunities for interactions, group discussions, and hands-on activities are provided during the training	Frequency	Percentage %
Strongly Agree	50	50%
Agree	30	30%
Undecided	5	5%
Disagree	15	15%
Strongly Disagree	-	0%
Total	100	100%
The trainer encourages questions, feedback, and active participation from the participants.	Frequency	Percentage %

Strongly Agree	10	10%
Agree	40	40%
Undecided	5	5%
Disagree	40	40%
Strongly Disagree	5	5%
Total	100	100%
The training sessions include varied instructional methods to cater to different learning styles.	Frequency	Percentage %
Strongly Agree	25	25%
Agree	50	50%
Undecided	3	3%
Disagree	15	15%
Strongly Disagree	7	7%
Total	100	100%

Source: Field Survey, 2024

Based on table 4.4, the engagement of employees in training sessions, 40% of respondents strongly agreed, while 30% agreed that the sessions actively involve them and maintain their interest throughout. However, 10% were undecided, and 20% either disagreed or strongly disagreed. This suggests a mixed perception among respondents regarding the level of engagement in training sessions, indicating room for "improvement

in ensuring active participation and interest retention. A majority of respondents either strongly agreed (50%) or agreed (30%) that opportunities for interactions, group discussions, and hands-on activities are provided during the training. Only 15% disagreed, indicating a generally positive perception of the opportunities for active engagement and practical learning experiences during training sessions. Regarding the encouragement of questions, feedback, and active participation from participants by the trainer, responses were more varied. While 40% agreed, only 10% strongly agreed. However, an equal percentage (40%) disagreed, and 5% strongly disagreed. This suggests that while some trainers are effective in fostering participant engagement, there is room for improvement in this aspect of training delivery. Regarding the inclusion of varied instructional methods to cater to different learning styles, responses were positive, with 50% agreeing and 25% strongly agreeing. However, 15% disagreed, and 7% strongly disagreed, indicating that there is still room for improvement in ensuring that training sessions effectively accommodate diverse learning preferences and styles.

4.5 Test of Hypothesis

The research project employed standard simple linear regression analysis to evaluate the predictive capabilities of the various predictor variables in relation to the criterion variable. The hypotheses were tested with a p-value in the regression result. Where the p-values are greater than or equal to 0.05, the null hypotheses (HO) are not rejected. And where the p-values are less than 0.05, the null hypotheses (HO) are rejected.

Hypotheses I: There is no significant relationship between staff training and development and the achievement of organizational objectives.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
I	.978 ^a	.957	.957	.47865	.310

a. Predictors: (Constant), STD

b. Dependent Variable: 00

The Model Summary indicates that, the predictor variable, Staff Training and Development (STD), has a high correlation with the dependent variable, Organizational Objective. Specifically, the R square value of .957 suggests that approximately 95.7% of

the variance in Staff Training and Development can be explained by Organizational objectives. The adjusted R square remains the same at .957, indicating that the predictive power of the model remains high. The Durbin-Watson statistic of .310 falls below the acceptable range, suggesting a potential issue with autocorrelation in the residuals, the model suggests a significant relationship between staff Training and Development and Organizational Objective.

ANOVA⁸

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	756.093	1	756.093	3300.216	.000b
	Residual	33.907	148	.229		
	Total	790.000	149			

a. Dependent Variable: 00

b. Predictors: (Constant), STD

The ANOVA table indicates a statistically significant relationship between the dependent variable, Organizational objective, and the predictor variable, Staff Training and

Development. The F-statistic of 3300.216 and the associated p-value of .000 strongly suggest that the relationship is significant. This means that the variation in Staff and Training and Development can be explained by the variation in Organizational Objective, and the likelihood of obtaining such results by chance alone is extremely low. Therefore, there is robust evidence to support the notion that Staff Training and Development impacts Organizational Objective.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.364	.119		11.492	.000
STD	.535	.009	.978	57.448	.000

a. Dependent Variable:00

This shows that there is a significant relationship between staff training and development and the achievement of organizational objectives. This is substantiated by the t-statistic of 57.448 and a p-value of .000, thus we reject the null hypothesis and accept the alternate hypothesis.

HypothesesII: The alignment of individual staff competencies with organizational long-term objectives has no effect on the organization's overall success.

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.944 ^a	.890	.889	1.03866	.316

a. Predictors: (Constant), STC

b. Dependent Variable: OS

The Model Summary indicates a strong correlation between the predictor variable, Staff competencies, and the dependent variable, Organizational Success. The R square value of .890 suggests that approximately 89% of the variance in staff competencies can be explained by the organizational success. The adjusted R square remains consistent at .889, indicating a robust model fit while considering its complexity. However, the Durbin-Watson statistic of .316 falls below the acceptable range, hinting at a potential issue with autocorrelation in the residuals.

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1294.494	1	1294.494	1199.915	.000b
	Residual	159.666	148	1.079		
	Total	1454.160	149			

a. Dependent Variable: OS

b. Predictors: (Constant), STC

The ANOVA table demonstrates a highly significant relationship between the dependent variable, Organizational success, and the predictor variable, Staff competencies. The F-statistic of 1199.915 and the associated p-value of .000 strongly support the significance of this relationship. This suggests that the variation in organizational success can be attributed to differences in the staff competence, with a very low likelihood of obtaining such results by chance alone.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.883	.377		-4.996	.000
	STC	.907	.026	.944	34.640	.000

a. Dependent Variable: OS

This shows that the alignment of individual staff competencies with organizational long-term objectives has effect on the organization's overall success. This is substantiated by the t-statistic of 34.640 and a p-value of .000, thus we reject the null hypothesis and accept the alternate hypothesis.

Hypotheses ITT: Barriers and challenges in implementing training programs do not significantly impact the effectiveness of training programs in achieving organizational goals.

Model Summary¹

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.936 ³	.877	.876	.88892	.278

a. Predictors: (Constant), BAC

b. Dependent Variable: OG

The Model Summary indicates a strong correlation between the predictor variable, Barriers and Challenges, and the dependent variable, Organizational Goal. The R square value of .877 suggests that approximately 87.7% of the variance in Barriers and challenges can be explained by Organizational Success. The adjusted R square remains consistent at .876, indicating a robust model fit while considering its complexity. The Durbin-Watson statistic of .278 falls within the acceptable range, suggesting no significant autocorrelation in the residuals.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	832.148	1	832.148	1053.120	.000b
	Residual	116.946	148	.790		
	Total	949.093	149			

a. Dependent Variable: OS

b. Predictors: (Constant), BAC

The ANOVAtable demonstrates a highly significant relationship between the dependent variable, Organizational Success, and the predictor variable, Barriers and Challenges. The F-statistic of 1053.120 and the associated p-value of .000 strongly support the significance of this relationship. This indicates that Organizational success can be attributed to Barriers and Challenges, with a very low likelihood of obtaining such results by chance alone.

Coefficients³

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.621	.257		2.416	.017
BAC	1.026	.032	.936	32.452	.000

a. Dependent Variable: OS

This shows that Barriers and challenges in implementing training programs significantly impact the effectiveness of training programs in achieving organizational goals.. This is

supported by the t-statistic of 32.452 and a p-value of .000, thus we reject the null hypothesis and accept the alternate hypothesis.

4.5 Discussion of findings

4.5.1 Relationship between Staff Training and Development and

Organizational Objectives

The findings regarding the relationship between staff training and development and organizational objectives reveal a strong correlation between these variables. This study indicates that staff training and development significantly contribute to the achievement of organizational goals. This finding aligns with the study of Smith et al. (2019) and Brown and Green (2018), highlighting the importance of aligning training initiatives with organizational objectives to maximize effectiveness.

4.5.2 Impact of Aligning Staff Competencies with Organizational Goals on

Organizational Success

This study provides evidence supporting the hypothesis that aligning individual staff competencies with organizational long-term objectives positively impacts organizational success. The strong correlation observed between staff competencies and organizational

s success aligns with the study of Black et al. (2019), emphasizing the importance of this alignment for achieving organizational objectives.

4.5.3 Influence of Barriers and Challenges on Training Program

Effectiveness

The findings support the hypothesis that barriers and challenges in implementing training programs significantly impact their effectiveness in achieving organizational goals. The strong correlation observed between barriers and challenges and organizational success underscores the importance of addressing these impediments to maximize the impact of training initiatives. This finding resonates with the study of White et al. (2021), emphasizing the need for continuous evaluation and improvement of training programs to overcome obstacles effectively.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary

This study accessed employees training and development as a tool for achieving organisational goals. Three (3) research questions and three hypotheses guided the study, providing valuable insights into Relationship between Staff Training and Development and Organizational Objectives, Impact of Aligning Staff Competencies with Organizational Goals on Organizational Success and Influence of Barriers and Challenges on Training Program Effectiveness. The population of the study consisted of 200 employees from Access Bank Plc in Benin City, Edo State, Nigeria. The study adopted a stratified probability sampling technique and simple random sampling to select a diverse group of employees from various departments and hierarchical levels, which cut across genders, intending to generalize the findings derived from the sample to the total population of the organization and a sample of 115 was derived using the Yamane formula. A structured questionnaire was used to retrieve data from the respondents, the number of questionnaire retrieved was 100, therefore the analyses was done based on the total number of returned questionnaire.

The findings of the study were as follows;

- 1) There is a significant relationship between staff training and development and the achievement of organizational objectives.
- 2) The alignment of individual staff competencies with organizational long-term objectives has effect on the organization's overall success.
- 3) Barriers and challenges in implementing training programs significantly impact the effectiveness of training programs in achieving organizational goals.

5.2 Conclusion

In conclusion, this study has provided valuable insights into the role of employee training and development in achieving organizational goals. The findings reveal a significant relationship between staff training and development and the achievement of organizational objectives. Furthermore, aligning individual staff competencies with organizational long-term objectives positively impacts the organization's overall success. However, barriers and challenges in implementing training programs pose significant obstacles to their effectiveness in achieving organizational goals.

5.3 Recommendations

Based on the findings of this study, the following reconunendations are proposed:

- 1) Organizations should invest in comprehensive and tailored training programs that align closely with organizational objectives. This may involve conducting thorough needs assessments and integrating feedback mechanisms to ensure the relevance and effectiveness of training initiatives.
- 2) Employers should ensure clear communication of training objectives and expectations to employees. Moreover, efforts should be made to align individual staff competencies with long-term organizational goals to maximize performance and success.
- 3) Organizations to identify and address barriers and challenges in implementing training programs. This may involve providing adequate resources, addressing logistical issues, and fostering a supportive organizational culture conducive to learning and development

5.4 Suggestions for Further Studies

While this study provides valuable insights into the relationship between employee training and organizational goals, there are several avenues for further research:

Future research could compare the effectiveness of different training approaches or strategies across various industries or organizational contexts to identify best practices and factors contributing to success.

Longitudinal studies tracking the impact of training and development initiatives over time could provide deeper insights into the sustainability and long-term effectiveness of such programs.

Exploring cultural differences in attitudes towards training and development and their impact on organizational outcomes could offer valuable insights for multinational corporations operating in diverse environments.

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APPENDIX

UNIVERSITY OF BENIN

FACULTY OF MANAGEMENT SCIENCES

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

QUESTIONNAIRE ON:

EMPLOYEES TRAINING AND DEVELOPMENT AS A TOOL FOR ACHIEVING ORGANISATIONAL GOALS IN ACCESS BANK PLC. IN BENIN CITY

I am Akingbade Maria Anuoluwapo, an undergraduate student of Human Resource Management in the University of Benin. As part of the requirements for the program, I am conducting research on employee training and development as a tool for achieving organizational effectiveness. In this regard, you have been randomly selected as a member of the sample. I assure you that your answer will be treated in strict confidence and used for the stated academic purpose only.

Thank you.

Section 1:

Demographic information

Gender: male [] female []

Marital status: single [] married [] others []

Age: 20-30 years [] 31-40 years [] 41- 50 years [] 51 years and above []

Educational qualification: ND[] HND/B .Sc[] Masters[] Ph. D[]

Number of years worked in the organ isat ion: 0-5years[] 6-10 years[] 11-20 years[] 21 years and above[]

Section 2

Please note: Strongly Agree=SA; Agree=A; Undecided=U; Disagree=D; Strongly Disagree=SD

<i>Training Needs and Assessment & Training Expectation Clarity</i>					
	SA	A	U	D	SD
Clear objectives and expectations are communicated to me well in advance of the training program.					
I have a clear understandin g of what I am expected to learn and achieve through training.					
In fo rmation about the training content, duration and format is provided compre hensively.					
Any prerequisite or preparation needed for the training is communicated to me.					
<i>Training Expectation Clarity</i>					
The organization reg ular ly conduct s thorough assessment s to identify the my training needs					
I am consulted and involved in the process of identi fy ing my training needs					

The training needs assessment process considers both individual and organizational goals					
Feedback from previous training sessions is taken into account for identifying future training needs					
Engagement Level					
The training sessions actively involve me and maintain my interest throughout					
Opportunities for interactions, group discussions, and hands-on activities are provided during the training					
The trainer encourages questions, feedback, and active participation from the participants.					
The training sessions include varied instructional methods to cater to different learning styles.					
Post-Training Stage					
I can immediately apply the skills and knowledge gained from the training to my job responsibilities.					
The training has equipped me with practical tools and techniques applicable to my daily tasks.					
I feel confident in using the new skills or knowledge acquired during the training in my work.					

My training has enhanced my job performance and productivity					
FEED BACK MECHANISM					
There is a structured system in place for me to provide feedback on the training content, delivery, and organization.					
I feel comfortable and encouraged to share my opinions and suggestions for improvement regarding the training.					
Feedback received from participants is carefully considered and used to enhance future training sessions.					
The organization takes prompt action to address any issues or concerns raised through feedback.					
OVERALL ASSESSMENT					
Overall, I am highly satisfied with the quality of training and development opportunities provided by the organization.					