

## **TRAINING AND DEVELOPMENT PROTOCOLS AND EMPLOYEE PRODUCTIVITY IN FIRST BANK NIGERIA PLC, OSOGBO**

**ENOBONG OKON**

**Department of Political Science and Public Administration,  
Faculty of Business and Social Sciences, Adeleke University,  
Ede, Osun State, Nigeria  
Email: enodiamondz@gmail.com**

**&**

**ENYINNAYA GEMSON**

**Affiliation: Department of Business Administration,  
Faculty of Business and Social Sciences, Adeleke University,  
Ede, Osun State, Nigeria  
Email: gemsonblessing@gmail.com**

### **Abstract:**

*Universally, there are three critical resources organizations rely on to maintain their corporate integrity relative to their rivals. What readily comes to mind are the stature of their workforce, fluidity of their capital base and the quality of the goods and services they offer in the market place. Existing literature in this issue area points us in the direction of a general determination as to whether emphasis should be placed on intangible (intrinsic) human resource capacities or the extrinsic (tangible physical) stature of an organization as exemplified by the numbers of its branch offices and scope of its business engagements. This paper privileges a critical focus on dynamics of Training and Development protocols as this impact the intangible intrinsic human resource capacities of First Bank Nigeria Plc, Osogbo and its overall corporate profitability. The primary objective here is to determine to what extent the bank's Training and Development (T&D) protocols implemented over time has impacted the organization's corporate profitability over time. The paper adopts the AGIL framework and a combination of human capital development; resource base and expectancy theories as working frames for the analysis. The methodology utilized is survey research design that relies on the use of a structured questionnaire. A total number of 3000 copies were distributed across branches of the First Bank located in Osogbo, the capital city of Osun state in South Western Nigeria. From the finding, the paper infers that, in spite of the bank's widespread business engagements across Nigeria where it is also considered popularly as the première banking corporation – indeed the first to open up shop anywhere in the country, it is yet to adapt fully to cutting edge strategies and new innovative technologies. This is especially noticeable in the area of its client services deliveries as evident by the undue long queues experienced in its banking halls across the Osogbo metropolis previewed in this paper.*

**KEYWORDS: Training and Development; AGIL Framework, Vroom, Expectancy**

## **1. Introduction**

Human resources are cardinal to any organizational corporate integrity. Scholars like Harel et al (1999) have all amplified this standpoint and eufunctionality of such intrinsic capacities of a corporation. The strategic implication of such an assertion here therefore translates to mean that the real time stature of any corporate organization can be readily assessed primarily by a critical purview of the stature of its human resources. As is evident in the literature in this issue area, training and development constitutes some of the critical means utilized universally to enhance a corporation's workforce in terms of helping them horn their set skills and competences. What then comes to the fore herein, is the question of what exactly constitute the training and development protocols implemented by the First Bank Nigeria Plc, Osogbo and to what extent have these protocols positively impacted the overall corporate performance of the bank over time?

To embark on such a determination, it will be apt to begin by clarifying some key concepts that promises to aid our understanding of the dynamics of training and development in First Bank Nigeria Plc. These concepts include the following: employees training and employee development; organizational performance and employee performance, training and employee performance motivation; employees' performance and employees' job satisfaction, training and development process.

## **2. Conceptual Review**

### ***a) Employee Training and Employee Development***

Training is a closely associated concept with the conception of human capital development. Both concepts have often been understood together to mean a process of human capital development that occurs in a continuum. Consequently, they are considered quintessential for human resource development and management in any organization. Training entails exposing the workforce to new techniques and models of job performance with a view to helping them horn their set skills. Development on the other hand involves a more pedagogical process intended to avail the workforce new vista in knowledge about cutting edge information about the organizations line of business. This may span from new tactics and strategies needed to enhance organizational performance; competitive protocols in the market place needed to achieve strategic advantages over rivals in the market place; best practices in management designs as some of the menu in that regard.

Training has been perceived severally to mean behavioural modification that integrates individual employee aspirations with organizational needs and goals (Ngu (1994). This is taken as a composite of an employee's intellectuality (cognition) that aids his skills, as well as his social attitude (attribution) at the work place. Atiomo (2000) points us in the direction of training to mean a process whilst Cole (2002) attributes it as a means for managing organizational change and Glueck (1989), Oribabor (2000) and Bratton et al (2007); Bartol and Martin (1998); Ryan et al (2000); Denhardt et al (2008)' and Adeniyi (1995) infer that it is best understood as a means for employee motivation for enhanced job performance. Sims (1998); Onasanyo (2005); Olaniyan et al (2008), and Goldstein (1980) add another perspective by casting it in the mold of a pedagogical process intended to enhance employees' skills and knowledge.

The range of skills here span from technical, human and to conceptual (Sims (1998), Isyaku (2000); and Akinpelu (1990). Gomez-Mejia and Cardy (2001); and Sims (1998) offers a futuristic focus on acquisition of conceptual skills by an employee whilst training embraces the rubric of technical and human skills acquisitions. Potts (1998) addresses training as the acquisition of skills as a composite of short term output measurements. Armstrong (2001) conceives training as a formal and systematic modification of behaviours through learning; Kirkpatrick (1993) sees training as the teaching of specific knowledge and opportunities for new skills acquisitions. Generally speaking, the composite of motivation have been considered to consist of the following variables: Valency (potentials to induce compliance when an outcome is perceived positively); Instrumentality (a desired job performance outcome); Expectancy (an estimation that a desired outcome exists).

However, to achieve the primary objectives of employee training, it is obvious that there is need to adopt different models, methods and approaches as per the operational needs assessments of an organization. There exist two broad typologies of employees' training and development models: On-the-job and Off-the-job training models. These will be highlighted hereunder in the preceding subsection as patterns also adopted by First Bank Nigeria Plc, Osogbo Branch.

### ***Types of training models***

#### ***i) On the job training***

Olaniyan et al (2008) infer that this typology consists of a range of activities: Induction training (for new employees to acquaint them with the organization's modus operandi and operational or working environments); Apprenticeship training (where a new employee is made to understudy a superior employee already active in that job schedule); Demonstration training (where an employee is made to directly observe the formalities or procedures required in a given job schedule in practical terms); and Vestibule training (where an employee is sent for an industrial attachment in a similar job schedule). Save the vestibule training, all other typologies under this cluster occur naturally within a given organization.

Other areas of this training cluster consists of practical updates on IT systems; other task-specific activities within the ambience of a given job schedule; tips on interpersonal skills and workplace social orientations/interactions; customer care service deliveries and corporate-costumer relations; tips on how to attain quality output with personally dedicated qualitative inputs required from the employee; tips on safety and well being. The holistic menu here in this training module is largely practically oriented and experiential in nature. In First Bank Nigeria Plc, Osogbo branch, these training modules are in existing in varying degrees of implementation and have been quite effective as evidence from the study survey shows. We also have protocols for off the job training.

#### ***ii) Off the Job Training***

Off the job training involves formal training process dedicated to development of an organization's human resource potentials (Olaniyan et al , 2008), 'intellective mental

component of employee experience (Swanson and Holton 2001) and composite of operational concepts and theories (Obasi, 1996).

The real objectives of employees training inheres in the need for their career path growth and efficiency of organizational operations (Olaniyan et al, 2008), to enhance employees' intellectuality (cognition) Oribabor (2000); to horn their job-related skills and competence (proficiencies) Obisi (1996); and Olaniyan et al (2008) as well as to help reduce the rate of employee turnover (Adeniji 2002).

In First Bank Nigeria Plc, Osogbo, the survey outcome show that T&D protocols in this bank have striven to maintain faith with these standard thresholds pertaining to on-the job and off-the job training models. However, the general claimant by respondents seems to that most of the time, majority of the employees do not possess updated on-the-job working skill training and competence to enable them perform their jobs seamlessly. This can be attribute to the over centralization of training protocols at the central Office in Lagos as well as the undue bureaucratic bottle necks usually ensuing there from.

**a) Organizational Performance and Employee Performance**

Assessment of performance for the employees also translate to mean overall corporate performance in a way as each unit performance level tends to equate overall organizational performance outlook (Olaniyan, et al 2008). There are several indicators utilized to measure this ranging from *profitability tests* Ahuja (2006); *productivity test* Lipsey (1989); *effectiveness* and *efficiency measurement* Stoner (1996); *quality measurement* Nassaki (2013).

- Profitability – the determination here pertains to whether the corporation's profit margin has been on the upward trend.
- Productivity – the consideration here is on whether employees have been able to utilize corporate inputs to expand the existing customer base.
- Effectiveness – the determination here is to ascertain as to whether employees have met to customer base target timely and efficiency measurement pertains to if employees have met other set target in their job productivity projections.
- Quality measurement – refers to whether a corporation has been able to meet their customers' needs in the areas of client service.

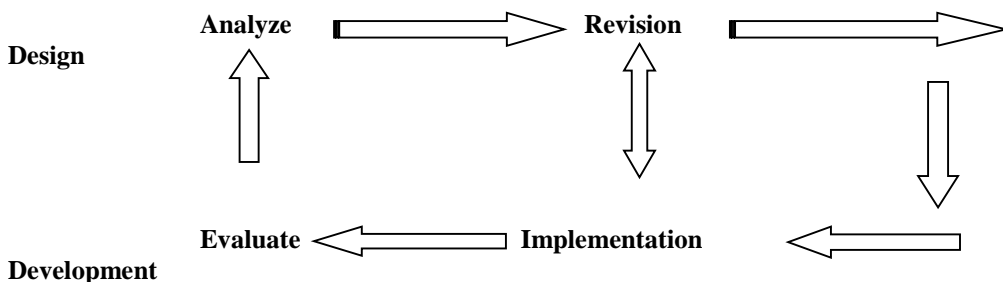
In First Bank Nigeria Plc, Osogbo, these tests readily offers us a window into both individual employee performances ratings as well as the overall corporate performance. As evidence show from the survey, First Bank Osogbo branch office has failed woefully in this determination owing to perceived rudeness of front desk employees and the arrant carefree manners customers are attended to often resulting in long queues and all sorts of administrative bottlenecks.

**b) Training and development Process in First Bank Nigeria Plc**

For us to fully comprehend the implications of the characters of the outcomes of the various test of individual employees and corporate effectiveness in First Bank Nigeria Plc, Osogbo, there is also a dire need to also ascertain to what extent has the bank's incumbent training and development modules acted to generate such outcomes generally? An ideal training and development process is taken to mean generally as Instructional Systems Designs (ISD) model. These are manifold in this issue area. One notable model is the ADDIE model

as operationalized by Shelton et al (2006) and Welty (2007). It is a training process that consist of a series of practical steps including the following: Analysis, Design, Development, Implementation and Evaluation. The inspiration for this model owes deep roots in Constructivist Social Learning and the Behaviorism theories.

At the first stage of the ADDIE frame, the general determinations include the need to ascertaining as to who the trainees would be – what do they require to perform better at their jobs? What learning theories would be useful for them? In the second stage the focus in on the issue of the specific and general objective of the training module. At the third stage, the course training materials and logistic requirements are fleshed up and deployed to the training centre and this followed by a pilot test run. The next stage is the implementation that is followed by the evaluation stage that requires constant revision and re-adjustments of all stages to streamline areas where there are pronounced dysfunctions. The ADDIE frame is represented in the following schematic below as follows:



Again, this bank has striven over time to operationalize this frame in its T&D protocols. Albeit, it is yet to adopt new cutting edge technologies including innovative strategies and tactics needed to boost its customer service deliveries.

### **3. Theoretical framework**

#### **i) Human Capital Theory**

The central theme of the human capital theory inheres in the notion that human resources are vital and primary components of any human productive process and hence must be nurtured and nourished at all time with the right mix of qualitative education and adequate motivational job incentives. This assertion has a sounding resonance in Adams Smith's famous '*Wealth of Nations*' treatise.

#### **ii) Resource Based Theory**

This theory proposes that corporations should invest heavily in their resource bases in order to maintain enviable competitive market edge at all times. The work force again is given a premiere position in this resource hierarchy. The rationale for this assertion again inheres in the claimant that a corporation's internalized resources which are both intrinsic and extrinsic in nature, are the ready primers for its enhanced corporate performance and comparative market advantages vis-à-vis its competitors. Three categorizations suffice here:

- a) Valuable Resource = all skilled workers

- b) Rare Resource = a worker with potentials to produce competitive advantage
- c) In-imitable resources = a genius whose skills and talents cannot be replicated elsewhere

**iii) *Expectancy Theory***

This frame of analysis as advanced by the likes of Passer and Smith (2004); Coetsee (2003); Werner (2002); and Vroom (1968) who assume that an employee is naturally and innately equipped with cognitive capacities to make rational choices starting from his decision to take up employment in any organization, to the kinds of job incentives such as wage offers he will be prepared to accept for his labour and to the kinds of conducive work place environment he is willing to acquiesce to as well as the ttypes of incentives available – training being high on that list for the worker motivation. This concept has been widely addressed by numerous scholars from sundry perspectives. As a ‘*process influencer*’ by Passer and Smith (2004) to an ‘*interactive force in the workplace*’ by Coetsee (2003) and to a so-called ‘*driving force*’ by Werner (2002), the import of motivation has continued to resonate in the literatures right through the ages.

For instance, Vroom (1968), asserts that successes of motivation would also depend largely on three crucial variables consisting of: expectancy, instrumentality, and valence. The notion of *expectancy* infers a perfect match between an employee’s beliefs or projections that when he works harder to attain corporate goals he would be rewarded commensurately; *instrumentality* means a match between employees’ improved job performance and a specific corporate outcome that can either be positive or negatively aligned to an employees’ career goals attainment. Then we have *Valency* taken to means a scenario where the employee attributes positive values to his job performance outcome if and when it could help him achieve his career goals. All three vafriables are largely dependent on the employee’s perceptions. In this instance, from Vroom’s standpoint, the three variables are like in this format to motivation interdependently:

$$\text{Expectancy} \times \text{Instrumentality} \times \text{Valence} = \text{Motivation}$$

**4. Findings and Discussions**

A total of 100 copies of the structured questionnaire were distributed. 100 copies were also retrieved back giving a 100% compliance rate. The following determinations were made and responses of the respondents are highlighted hereunder as follows:

**a) Analysis of Responses on Factors Necessitating Training and Development for Employees**

- i) *Identification of training and development needs through a formal appraisal mechanism and conduct of training and development for employees based on this.*

Overwhelming majority of the respondents, that is 83 (69.2%) of them strongly agreed with the statement. This means that First Bank of Nigeria Plc, Ibadan identifies training needs of its employees through formal appraisal mechanism and does conduct training and development for its employees based on the identified training and development needs.

- ii) *Bank provides training and development programmes to teach employees skills needed to carry out their operations.*

61 (50.8%) of the respondents agreed with the statement while another 51 (42.5%) of the respondents strongly agreed with the statement. It can be inferred from the above statements that majority of the employees concurred that the bank does provide training and development programmes to teach them skills needed to carry out their duties.

- iii) *Employment of new employee would require training and development for effective performance of their jobs.*

71 (59.2%) of the respondents agreed with the statement while 40 (33.3%) of the respondents strongly agreed with the statement. This means that majority of the respondents were in agreement with the statement.

- iv) *Employees need refresher training and development to enable them to keep abreast of changing techniques and the use of sophisticated tools and equipment.*

60 (50%) of the respondents agreed with the statement while another 40 (39.2%) of the respondents strongly agreed with the statement. It can be inferred here that overwhelming majority of the respondent agreed with the statement that employees need refresher training and development to enable them to keep abreast of the changing technology and *modus operandi* of their job.

- v) *Training and development is necessary when a person has to be moved from one job to another, as a result of transfer, promotion or demotion.*

49 (40.8%) of the respondents agreed with the statement while the remaining 39 (32.5%) respondents strongly agreed with the statement. By and large, respondents that agreed and strongly agreed with the statement are in the majority.

#### **b) Analysis of Responses on Different Types of Training and Development Methods Given to Employees.**

- i) *On-the-job training is one of the training and development methods used by the bank.*

49 (40.8%) of the respondents agreed with the statement while the remaining 39 (32.5%) respondents strongly agreed with the statement. By and large, respondents that agreed and strongly agreed with the statement are in the majority.

- ii) *Correspondence/online courses are one of the methods of training and development of employees of the bank.*

62 (51.7%) of the respondents agreed with the statement while another 40 (33.3%) of the respondents strongly agreed with the statement. The conclusion one can deduce here is that

overwhelming majority of the respondents agreed and strongly agreed with the statement that correspondence/online courses were one of the methods of training and development of employees of the bank.

- iii) *Workshops and conferences are other methods of training and development of employees by the bank.*

44 (36.7%) of the respondents agreed with the statement while another 65 (54.2%) of the respondents strongly agreed with the statement. It can be inferred from the above statements that majority of the employees concurred that workshops and conferences are other methods of training and development of employees by the Bank. 54 (45%) of the respondents agreed with the statement while 52 (43.3%) of the respondents strongly agreed with the statement. This means that First Bank of Nigeria Plc, Osogbo uses in-house methods for training and development of its employees.

- iv) *Job rotation is usually used as a method of training and development of employees in the bank.*

61(50.8%) of the respondents agreed with the statement while 36 (30%) of the respondents strongly agreed with the statement. Majority of the respondents agreed that First Bank of Nigeria Plc, Osogbo uses job rotation as an important method for training and development of its employees.

- v) *A popular method of training and development of employees in my bank is understudy.*

48 (40%) of the respondents agreed with the statement while 39 (32.5%) of the respondents strongly agreed with the statement. This means that First Bank of Nigeria Plc, Osogbo does use understudy in training and development of its employees.

**d) Analysis of Responses on Outcomes of Training and Development on Employees Productivity**

- i) *It Reduces Learning Time to Reach Acceptable Performance Level.*

38 (31.7%) of the respondents agreed with the statement while 39 (32.5%) of the respondents strongly agreed with the statement. This means that First Bank of Nigeria Plc, Osogbo does engage in training and development of its employees and it reduces learning time to reach acceptable performance level.

- ii) *It Improves Operational Effective and Efficient Performance in Present Job.*

38 (31.7%) of the respondents agreed with the statement while overwhelming majority, 65 (54.2%) of the respondents strongly agreed with the statement. The conclusion drawn here is that overwhelming majority of the respondents agreed and strongly agreed with the statement that training and development improves effective and efficient performance of employees in their present job.



- iii) *It Provides Opportunity to Influence the Attitude of Employees Positively Towards Attainment of Personal and Corporate Goals.*

24 (20%) of the respondents agreed with the statement while 45 (37.5%) of the respondents strongly agreed with the statement. The inference from here is that large numbers of respondents are of the opinion that training and development does provide opportunity to influence the attitude of employees positively towards the attainment of personal as well as corporate or organizational goals.

- iv) *It Aids in Solving Operational Problems such as Rate of Grievances, Absenteeism, Accident Rate, and Employees'-Supervisor Relationship.*

24 (20%) of the respondents agreed with the statement while another 45 (37.5%) of the respondents strongly agreed with the statement. The study therefore is inclined to infer here that more than half of the respondents agreed and strongly agreed with the statement that training and development does aid in solving operational problems such as rate of grievances, absenteeism, accident rate, and employees'-supervisor relationship.

- v) *Training and Development Increases Employee Accuracy and Speed in Performing a Task.*

50 (41.7%) of the respondents agreed with this statement and overwhelming majority of the respondents, that is 56 (46.7%) of them strongly agreed with the statement. This means that First Bank of Nigeria Plc, Osogbo uses training and development to increase employee accuracy and speed in performing their tasks.

- vi) *It brings about an Improvement in Methods of Work, Quality of Products, and Organizational Growth.*

49 (40.8%) of the respondents agreed with the statement while another 53 (44.2%) of the respondents strongly agreed with the statement. It can be inferred from the above statements that majority of the employees concurred and agreed that training and development results in an improvement in methods of work, quality of products, and organizational growth.

## **5. Conclusion**

The paper demonstrates that there is a positive and direct relationship between training and development as this impacted employees' productivity at First Bank Nigeria Plc, Osogbo. Though as a very robust Bank in the country's financial sector, its enviable business profile certainly also presents the Management of the Bank with sundry operational challenges: like over-crowding customers hall-ways, undue delays and the attendant administrative bottlenecks in customers service deliveries that greatly tasks to the very limits the patience of its burgeoning customers daily across its branches nationwide, specifically in the Osogbo metropolis. As expected of a world-class Bank, the Management of the Bank has recently started rising up to effectively tackle these operational challenges headlong. From

recent recruitments of new and highly skilled and knowledgeable workforce, to acquisitions of state-of-the-art customers-friendly IT systems and to a re-design of its employees training and development protocols, the Bank's Management is currently poised to take its business platform to the next level now dominated by the emerging Artificial Intelligence (AI) systems applications at the work place.

## REFERENCES

- Adeniji, M. A. (2002). *An Analysis of human resources Development programmes in Two selected Nigerian Departments of Library and Information Studies*, Ibadan: University of Ibadan.
- Adeniyi, O.I. (1995) "*Staff training and development*" in Ejiogu, A; Achumba, I. Asika (eds). *Reading in Organizational Behaviour in Nigeria*, Lagos. Maltho use Press Ltd, pp. 159-167.
- Ahuja, K. (2006). *Personnel Mangement*, 3<sup>rd</sup> Ed, New Delhi: Kalyani Publishers.
- Akinpelu, B. (1999), "*Educational Technology and teaching – learning process in the 21<sup>st</sup> century*" in Adesomowo, P.O. (Ed), *Basic of Education*, Lagos Triumph Books Publishers.
- Coetsee, L.D. (2003). *Peak Performance and Productivity*. Potchefstroom: Van Schaik.
- Cole, G. A. (2002). *Personnel and Human Resource Management*, 5<sup>th</sup> Ed, London: York Publishers.
- Glueck, W. F. (1989). *Work and the Nature of Man*, New York: Business Publication Inc.
- Goldstein, L. (1980). 'Training in Work Organizations', *Annual Review of Psychology*, Vol. 31, pp. 229-272.
- Goldstein, I. (1986). *Training in Organizations: Needs Assessment, Development & Evaluation*. CA: Brooks Cole.
- Gomez-Mejia L.R., Balkin D.B., &Cardy R.L. (2001). Upper saddle river, NJ: Prentice Hall.
- Isyaku, I.A. (2000) Training and retraining of Teachers through Distance Education. *Being a paper presented at the National Workshop on Distance Education Held at Abuja Nigeria*.
- Kirkpatrick, D.L. (1993). *How to train and develop supervisors*. NY: AMACOM.
- Lipsey, R. G. (1989). *Introduction to Positive Economics*, 7<sup>th</sup> Ed, London: Weindnfield and Nicholson.
- Lynton, R. P., &Pareek, U. (2000). *The human development handbook*. London: Kogan Page Limited.
- Nassazi, A. (2013). *Effects of Training on Employees Performance: Evidence from Uganda*, Unpublished MSc Thesis, university of Applied Sciences, Uganda.

- Ngu, S. M. (1994). *Personnel management in Nigeria, Principles and Practice*, Zaria: Gaskiya Corporation Ltd.
- Obisi, Chris. (1996) “*Personnel Management*” Jackbod Enterprises. Ojokondo Layout Agbowo, Ibadan.
- Olaniyan, D.A.; and Lucas. B. Ojo. (2008). Staff Training and Development: A Vital Tool for Organisational Effectiveness, *European Journal of Scientific Research*, Vol.24, No.3, pp.326-331
- Onosanya, C.M.D. (2005). *Effective Personnel Management and Industrial Relations*.
- Oribabor, P.E. (2000), “*Human Resources Management, A Strategic Approval*,.” Human Resources Management Vol. 9, No. 4, pp. 21 - 24
- Passer, M.W.; and R. E. Smith. (2004). *Psychology: The Science of Mind and Behaviour*. 2nd Ed. Boston: McGraw-Hill.
- Ryan, R. (2000). “Self-determination Theory and the facilitation of Intrinsic Motivations, social development and Wellbeing”, *American Psychologist*, Vol. 55.
- Shelton, K.; and G. Saltsman (2006). ‘Using the ADDIE model for Teaching Online’, *International Journal of Information and Communication Technology Education*, Vol. 2, No. 3, pp. 14-26.
- Sims R. A. (1998). *Reinventing training and development*. Westport, CT: Quorum Books.
- Stoner, J. A. f. (1996) *Management*, 6<sup>th</sup> Ed, Australia: Pearson Education.
- Swanson R.A., & Holton E.F.III. (2001). *Foundations of human resource development*. San Francisco: Berrett-Koehler
- Vroom, V. H. (1964). *Work and Motivation*, San Francisco, CA: Jossey-Bass.
- Watkins, K.E. & Marsick, V. J. (1995). The Case of learning. In E.F. Holton III (Ed.), *Proceedings of the Academy of Human Resource Development*. Baton Rouge, LA: AHRD.
- Welty, G. (2007). ‘The ‘design’ Phase of the ADDIE Model’, *Journal of GXP Compliance*, Vol. 11, No. 4, pp 40-48.
- Werner, A. (2002). ‘Leadership’. In: Nel, P.S., Gerber, P.D., Van Dyk, P.S., Haasbroek, G.D., Schultz, H.B., Sono, T & Werner, A. *Human Resources Management and Leadership*, London: Oxford.